

Unit 15



MONDAY

TUESDAY – THURSDAY

FRIDAY

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 **Phoneme Name Detectives**.
- Identify the Sound.
- Brainstorm **ee e ea y ey** words.
- Locate and discuss the **ee e ea y ey** 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**.
- Play **Which Homophone?**
- 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 6 – Revise **Graphemes** and **Synonyms**.
- Before Activity 7 – Teach **Singular** and **Plural**.
- Before Activity 10 – Revise **Homophones**.
- 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.

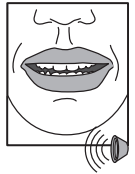
Chant & Action

See the bee – ee, ee, ee.
(pronounced as **ee e ea y ey**)

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.

Unit 15 Ideas Pages

STEP 1

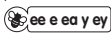
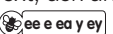
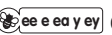
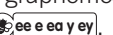
Explore the Sound

Warm Up

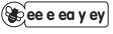
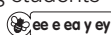
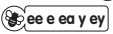
Phoneme Name Detectives

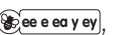

Students become Phoneme Detectives as they listen for the phoneme and identify whose name contains it. See game instructions on page 191.

Identify the Sound

After playing the Warm Up, ask three or four students who have  in their name to stand and ask the class what sound these names have in common. Next, ask any other students with  in their name to stand up. List the names with  on the board and ask the class to identify how this sound is represented in each name. Make a list of the graphemes that can represent .

Brainstorming

Brainstorm and write on a chart  words, including students' 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.

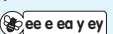
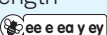
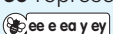
Discuss with students how **y** and **ey** are usually used at the end of words to represent , and how **eo**, **i** and **ie** represent  in *people*, *litre* and *babies*.

Brainstorm with the following graphemes: **ee, e, ea, y, ey**.

Explore the List Words

Play Find a Word

Students find a List Word that:

- is a synonym for *small, guide, tale, part, leader*
- ends with 
- rhymes with *niece, cream, sleeve, leaf*
- contains the word *lie, pie, each, body, met*
- is a plural word
- is used to measure length
- has **eo** representing 
- has  twice
- has 5 letters and 3 sounds
- has 6 letters and 3 sounds.


Unit 15

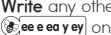


ee e ea y ey bee me seat baby money

List Words

| | |
|------------|---|
| need | 3 |
| lead | 3 |
| key | 2 |
| story | 5 |
| agree | 4 |
| sweep | 4 |
| ladies | 5 |
| happy | 4 |
| tiny | 4 |
| tidy | 4 |
| dream | 4 |
| piece | 3 |
| knee | 2 |
| cheese | 3 |
| between | 6 |
| people* | 5 |
| meire | 4 |
| believe | 5 |
| aunty | 4 |
| chief | 3 |
| teacher | 4 |
| everybody | 8 |
| centimetre | 9 |
| kilometre | 8 |
| millimetre | 8 |

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 Unjumble the letters to make List Words. Write a rhyming word for each one.

ende need earnd dream
 deal lead ypahp happy
 iceep piece epews sweep
 yek key hseeec cheese

5 Finish the words.

Add **eed, eek, een** or **eep**. Add **eak, eam, ean** or **eat**.

gr_ eed gr_ een Gr_ eek h_ eat n_ eat wh_ eat
 sheen/eep sp_ eed sw_ eep cr_ eak cr_ eam dr_ eam
 n_ eed sl_ eek sl_ eep sp_ eak st_ eam cl_ ean

6 Finish the words with **ee, ea, ie, eo** or **y** to represent . Write some of your words as synonyms for the words below.

p_ ie ce aunt_ y agr_ ee ch_ ie f tin_ y stor_ y bel_ ie ve
 p_ ea ce p_ eo ple tid_ y lea_ d kn_ ee ever_ y bod_ y
 guide lead miniature tiny
 neat tidy leader chief
 tale story portion piece

7 Write the plurals for the singular words in the table.

* Singular means *one*, for example, *one cat*. Plural means *more than one*, for example, *some cats*.

| | | |
|---------|--------------------------|---------|
| add s | change y to i and add es | |
| keys | babies | ladies |
| monkeys | aunties | stories |

Grapheme Chart

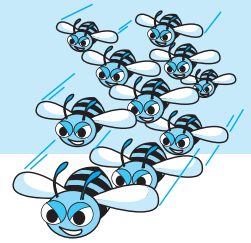
| letters | words |
|---------|--------|
| ie | ladies |
| eo | people |

* Some students may only count four sounds in this word, as they may not hear the schwa.



Play Which Homophone?

Students differentiate the homophones being studied in this unit from their homophone partners: *need/knead, story/storey, piece/peace, meter/metre*. Teacher gives a sentence containing one of the homophones, and students decide which homophone is being used. See game instructions on page 198.



STEP 2

Working with Words

Unit 15 Focus

Graphemes

ee, e, ea, y, ey, ie, eo

Concepts

Rhyming
Singular and Plural
Synonyms
Homophones

Activity 6

Graphemes and Synonyms

This activity has students complete the words with the correct grapheme. Ask students to sound out the words, putting in the space. Next, students suggest other words that contain the graphemes **ee**, **ea**, **ie**, **eo** or **y** representing .

This activity also asks students to find synonyms from the List Words to match the words in this activity. As an extension, encourage students to find from the List

Words synonyms for these words as well: *persons (people), educator (teacher), require (need), glad (happy), everyone (everybody), women (ladies).*

Activity 7

Singular and Plural

Before doing this activity, ensure students understand the **blue text** below the Activity 7 instructions. Have them locate **Helpful Hint** 9 on page 79 of the Student Book for future reference. Remind students that to make a plural word we usually add an **s** or **es** to the end of the word. However there are some words that change form to become the plural. Ask students to give the plurals for *foot, tooth, mouse, man and woman.*

Activity 10 Homophones

This activity asks students to unjumble the letters of words to make pairs of homophones. Students then use these homophones in the sentences that follow. Before doing this activity, have students identify the homophones from the List Words and write the word and its homophone partner on the board: *need/knead, story/storey, peace/piece, meter/metre.* Discuss the spelling and meaning of each.

8 Finish these sentences with *centimetres, kilometres or millimetres.*

I walked three kilometres in one hour.
My fingernail is twelve millimetres long.
My hand is thirteen centimetres long.

9 Find all the smaller words in these List Words.

centimetre cent, time, me, met, metre
kilometre kilo, me, met, metre
millimetre mill, ill, lime, me, met, metre

10 Unjumble the letters to make pairs of homophones. Finish the sentences with your words.

Turn to 14, page 79.

| | | | |
|--------------|--------------|--------------|---------------|
| ipeec | trmee | eden | trsyo |
| <u>piece</u> | <u>metre</u> | <u>need</u> | <u>story</u> |
| cepae | etrem | enkad | oyster |
| <u>peace</u> | <u>meter</u> | <u>knead</u> | <u>storey</u> |



I need you to help me when I knead the dough.
The meter is half a metre off the ground.
He told us a story set in a ten storey building.
There was no peace while we all argued over the last piece of pie.

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 | <table border="1"><tr><td>h</td><td>¹a</td><td>pp</td><td>y</td><td></td></tr></table> | h | ¹ a | pp | y | | believe | <table border="1"><tr><td>²b</td><td>e</td><td>¹⁰l</td><td>ie</td><td>ve</td><td></td></tr></table> | ² b | e | ¹⁰ l | ie | ve | | |
| h | ¹ a | pp | y | | | | | | | | | | | | |
| ² b | e | ¹⁰ l | ie | ve | | | | | | | | | | | |
| teacher | <table border="1"><tr><td>t</td><td>³ea</td><td>ch</td><td>er</td><td></td></tr></table> | t | ³ ea | ch | er | | agree | <table border="1"><tr><td>a</td><td>⁴g</td><td>r</td><td>ee</td><td></td><td></td></tr></table> | a | ⁴ g | r | ee | | | |
| t | ³ ea | ch | er | | | | | | | | | | | | |
| a | ⁴ g | r | ee | | | | | | | | | | | | |
| ladies | <table border="1"><tr><td>⁵l</td><td>a</td><td>d</td><td>ie</td><td>s</td><td></td></tr></table> | ⁵ l | a | d | ie | s | | between | <table border="1"><tr><td>b</td><td>⁶e</td><td>⁸t</td><td>w</td><td>ee</td><td>n</td></tr></table> | b | ⁶ e | ⁸ t | w | ee | n |
| ⁵ l | a | d | ie | s | | | | | | | | | | | |
| b | ⁶ e | ⁸ t | w | ee | n | | | | | | | | | | |
| teeth | <table border="1"><tr><td>t</td><td>ee</td><td>⁷th</td><td></td><td></td></tr></table> | t | ee | ⁷ th | | | chief | <table border="1"><tr><td>ch</td><td>ie</td><td>⁹f</td><td></td><td></td></tr></table> | ch | ie | ⁹ f | | | | |
| t | ee | ⁷ th | | | | | | | | | | | | | |
| ch | ie | ⁹ f | | | | | | | | | | | | | |
| piece | <table border="1"><tr><td>p</td><td>¹¹ie</td><td>ce</td><td></td><td></td></tr></table> | p | ¹¹ ie | ce | | | story | <table border="1"><tr><td>¹²s</td><td>t</td><td>o</td><td>r</td><td>y</td></tr></table> | ¹² s | t | o | r | y | | |
| p | ¹¹ ie | ce | | | | | | | | | | | | | |
| ¹² s | t | o | r | y | | | | | | | | | | | |

What do you get if you cross a bee with an eagle?

| | | | | | | | | | | | | |
|----------------|----------------|-----------------|----------------|----------------|----------------|-----------------|----------------|----------------|----------------|-----------------|------------------|-----------------|
| ¹ a | ² b | ³ ea | ⁴ g | ⁵ l | ⁶ e | ⁷ th | ¹ a | ⁸ t | ⁹ f | ¹⁰ l | ¹¹ ie | ¹² s |
|----------------|----------------|-----------------|----------------|----------------|----------------|-----------------|----------------|----------------|----------------|-----------------|------------------|-----------------|

Challenge

Find two four-letter words to match clues in each set of letters.

| | | | | | | | | | | | |
|---------------------------------|---|---|---|---|---|---|---|---|-------------|-------------|-------------|
| young person and no charge | <table border="1"><tr><td>b</td><td>f</td><td>r</td><td>a</td><td>e</td><td>b</td><td>y</td><td>e</td></tr></table> | b | f | r | a | e | b | y | e | <u>baby</u> | <u>free</u> |
| b | f | r | a | e | b | y | e | | | | |
| warmth and not difficult | <table border="1"><tr><td>h</td><td>e</td><td>e</td><td>a</td><td>s</td><td>t</td><td>y</td></tr></table> | h | e | e | a | s | t | y | <u>heat</u> | <u>easy</u> | |
| h | e | e | a | s | t | y | | | | | |
| big town and a direction | <table border="1"><tr><td>e</td><td>c</td><td>i</td><td>a</td><td>s</td><td>t</td><td>y</td></tr></table> | e | c | i | a | s | t | y | <u>city</u> | <u>east</u> | |
| e | c | i | a | s | t | y | | | | | |
| adult female and a bird has one | <table border="1"><tr><td>b</td><td>l</td><td>a</td><td>e</td><td>d</td><td>a</td><td>k</td><td>y</td></tr></table> | b | l | a | e | d | a | k | y | <u>lady</u> | <u>beak</u> |
| b | l | a | e | d | a | k | y | | | | |

For the Extra Challenge turn to page 82.

Sound Waves 4 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!

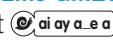
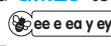
Rhyming Competition (Rhyming)

Have a Rhyming Competition. Students can work in teams, independently or in pairs to find as many words as possible to rhyme with *dream*, *piece* and *cheese*. See game instructions on page 193.


Word Chain (List Words)

Students use the Word Chain cards on **BLM GM33** to match List Word beginnings and endings to make a chain of words. See game instructions on page 199.

Four in a Row (Graphemes)

Students use **BLMs GM28** and **GM29** to match the words with the correct  and  graphemes. See game instructions on page 185.

What's My Grapheme? (Graphemes)

Teacher gives a word and asks how a sound is represented in that word. Use the List Words for this game, for example 'What do I write for  in *chief*?' See game instructions on page 197.

Missing Grapheme Bingo (Graphemes)

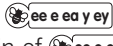

Reinforce the spelling of the List Words with this game. Students write eight List Words leaving a space in each word for the grapheme that would complete each word. See game instructions on page 189.




FOR FAST FINISHERS

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

Extra Challenge

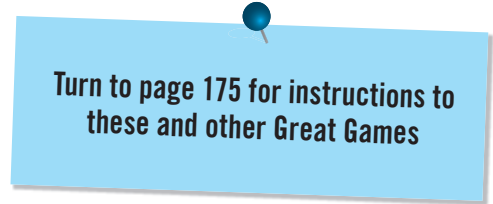
The  Extra Challenge asks students to make a word chain of  words. The last letter of each word will be the same as the first letter of the next word, for example *sweep*, *piece*, *easy*, *yeast*, *teeth*, *heat*, *teacher*, *real*.

Extension Idea 1

Students create a Shopping List that contains only  words, for example *cheese*, *green tea*.

Extension Idea 2

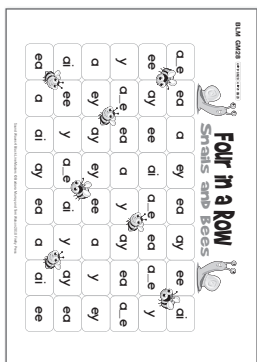
Students devise a safe way to remove a beehive from their lounge room. See **BLM EX16**.



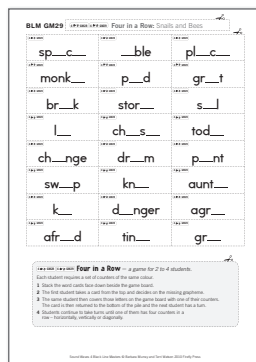
BLACK LINE MASTERS

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

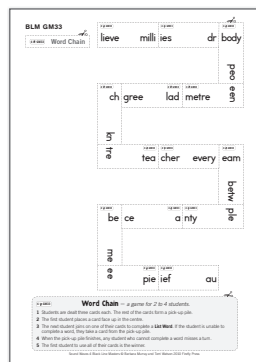
BLM GM28



BLM GM29



BLM GM33



BLM EX16

