

**Activity Sheet No. 19 --- page 1**

First Name _____	Surname _____	Day /	Month /	Year
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**Listening #1** Symbols  
 TS 2.1, TS 2.2, RS 2.6,  
 RS 2.8, WS 2.9, WS 2.11

**Rule 1** ○ = base word + ending  
 ○ = double letter rule  
 s = base word + s  
**Rule 2** -ll, -ff, -ss, -zz, -ck  
**Rule 4** -tch / -ch

Rule 1	Rule 2	Rule 4
s	○	○

**Listening #2** --- Write what the person actually said into the speech marks to complete each sentence.

TS 2.1, TS 2.2  
 TS 2.3, TS 2.4  
 WS 2.9, WS 2.10  
 WS 2.11, WS 2.14

- Mrs Plocket said, " \_\_\_\_\_ "
- Uncle Mitch shouted loudly, " \_\_\_\_\_ "
- " \_\_\_\_\_ " asked Mum.
- " \_\_\_\_\_ " said the teacher.

**Word Knowledge** --- Write each of these pairs of words under the correct heading.

RS 2.6  
 RS 2.8  
 WS 2.9  
 WS 2.11

might/mite present/present bulb/bulb post/post leaves/leaves heel/heel  
 'Homo' comes from the \_\_\_\_\_ word \_\_\_\_\_ which means \_\_\_\_\_.

Homonyms sound <b>and</b> spelt the same	Homophones sound the same	Homographs sound different

**Grammar #1** --- Billy's mum wrote a note to the teacher but she didn't know which pronouns to use. Circle the pronoun from each group of three pronouns, to show Billy's mum the ones she should use.

RS 2.5  
 RS 2.6  
 RS 2.7  
 RS 2.8  
 WS 2.10  
 WS 2.14

Dear Mrs Splight,  
 Billy will not be at school today. [She, I, He] fell over [his, its] sister's doll. [It, They, He] had been left on the floor. [Us, They, We] had to take [him, he, his] to the hospital. The doctor said that [she, you, he] had broken [his, him, your] arm. [I, O, I] am very sorry about this. [Your, You, You're] will see [his, he, him] back at school next week.

**Grammar #2** --- We use the **-er** when we are comparing 2 things.

RS 2.5, RS 2.6  
 RS 2.8, WS 2.9  
 WS 2.10, WS 2.11  
 WS 2.14

a) Finish the sentence. b) Write the sentence to answer the question.

a) The rabbit is big, but the elephant is \_\_\_\_\_.

The boy is tall, but the girl is \_\_\_\_\_.

b) Which is sweeter?  
 \_\_\_\_\_ than \_\_\_\_\_

Which is sharper?  
 \_\_\_\_\_ than \_\_\_\_\_

**TEACHER'S NOTES for ACTIVITY SHEET No. 19** **EARLY STAGE 2**

Explain to the children how to write their names in the box at the top of the page, using Surname and then Given Name.  
 Explain to the children how to write the date in the boxes provided showing Day, Month and Year. (as in Week 16)

**LISTENING #1**

TS2.1 TS2.2 RS2.6 RS2.8 WS2.9 WS2.11

→ **Spelling**  
 The aim of this exercise is to

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demonstrate attentive listening; TS2.2  
 interpret simple instructions from teacher or peer; TS2.1  
 identify types of visual information (symbols and their meaning); RS2.8  
 hear a sequence of sounds in words; RS2.6  
 hear and articulate sounds in words; RS2.6  
 identify a spelling rule used in a spoken word; WS2.11  
 use a spelling rule used in a spoken word; WS2.11  
 produce own written text (words); WS2.9  
 use correct spelling. WS2.11

▽ Tell the children to find the heading ... **Listening #1.**

- Explain the symbols and how they illustrate each spelling rule being used this week.
  - Teacher says the first word.
  - Tell the children to decide which spelling rule is used in the word that they have just heard.
  - Next, tell them to write the word, using that spelling rule correctly in the box with the symbols for that rule.
  - Repeat for each of the other words.
- Use the following words:-

- |             |            |              |              |
|-------------|------------|--------------|--------------|
| 1. splatter | 6. grubby  | 11. scratch  | 16. spooky   |
| 2. creeps   | 7. gruff   | 12. splashed | 17. starch   |
| 3. snatch   | 8. switch  | 13. speck    | 18. jazz     |
| 4. sprinter | 9. sprints | 14. crimps   | 19. grinning |
| 5. sparks   | 10. floss  | 15. paddle   | 20. startle  |

**LISTENING #2**

TS2.1 TS2.2 TS2.3 TS2.4 WS2.9 WS2.10 WS2.11 WS2.14

→ **Punctuation**  
 The aim of this exercise is to

follow verbal instructions on how to complete an activity; RS2.2  
 interpret simple instructions from teacher or peer; TS2.1  
 talk about the structure of some text types (eg spoken information); TS2.3  
 identify actual words said in spoken text; TS2.4  
 identify the correct use of speech marks; WS2.4  
 produce own written text (sentences); WS2.9 WS2.10  
 use correct spelling; WS2.11  
 use correct punctuation. WS2.10 WS2.14

- Tell the children to find the heading ... **Listening #2.**
- Tell the children that they are to listen for the actual words that the person has said in each sentence that you say.
- Remind them how speech marks are used to identify these words in printed text.
- Remind them to think about the punctuation mark to use at the end of each one . ? or ! Explain to the children that, often, the words used help us to know which punctuation mark to use at the end of the sentence.

eg yelled ..... ! said .....  
 asked ..... ? ordered ..... !  
 replied ..... . questioned ..... ?

- Teacher reads each sentence for the children to listen to.
- Tell the children that they are to write the actual words that the person has said in each sentence that you say.
  - Mrs Plocket said, "Where are Tommy and his sister sitting?"
  - Uncle Mitch shouted loudly, "Run as fast as you can!"
  - "Why didn't Sammy catch the fluffy ball?" asked Mum.
  - "We are having a party on Tuesday," said the teacher.