Activity Sheet No. 4 --- page 1

First Name _____ Surname _____ Day / Month / Year

Listening #1

TS 2.1
TS 2.2
RS 2.6
WS 2.11

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____

Listening #2

TS 2.1
TS 2.2
TS 2.4
WS 2.11

1. ☐ _____ 2. ☐ _____ 3. ☐ _____
4. ☐ _____ 5. ☐ _____ 6. ☐ _____

Grammar

RS 2.5
RS 2.6
RS 2.8
WS 2.14

1. Jan stepped softly down the hallway.
2. The prickly bush had thorns.
3. I can not solve this tricky problem.
4. Mum made lumpy custard.
5. The boy ran foolishly across the road.
6. Dad turned the corner sharply to miss the dog.

What kind of	How

Word Knowledge #1

RS 2.5
RS 2.6
RS 2.8
WS 2.11

mistrust	_____	☐ to be the same
unblock	_____	☐ to believe someone
unhappy	_____	☐ to grasp or grip firmly
unstitch	_____	☐ to stop something from passing through
mismatch	_____	☐ to sew
miscatch	_____	☐ feeling joy
unlatch	_____	☐ to fasten or to clip shut
unclench	_____	☐ to capture and hold

TEACHER'S NOTES for ACTIVITY SHEET No. 4 — EARLY STAGE 2

Remind children to write their name in the boxes at the top of the page.
Remind children how to write the date in the boxes provided.

LISTENING # 1

TS2.1 TS2.2 WS2.11

➔ **Sound Awareness ... Changing Sounds**

The aim of this exercise is to
- *listen to and follow a brief set of instructions;*
- *listen for and respond to information in class;*
- *listen to an explanation and responds appropriately;*
- *follow verbal instructions on how to complete an activity;*
- *identify individual sounds heard in a word;*
- *listen to a word;*
- *omit or change a sound heard in a word to make a new word;*

(This is one skill to enhance the ability to identify individual sounds in words, which helps the processing and use of these sound combinations to be quicker and more accurate when reading and spelling).
- *use correct spelling.*

SOUNDS, NOT LETTERS, NOT NAMES OF LETTERS in this type of exercise.

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

Explain that you are going to say a word, then leave out one of the sounds, or change one of the sounds, to make a new word. Use the example ..... **thicket.**

Sound the word **thicket**, putting one finger in the air as you say each sound.

Now change the [th] sound to the sound [t], pointing to your first finger.

Next, sound the sounds again with the new sound, pointing to your fingers ..... **t-i-ck-e-t**

What word did we make? ..... Yes, ... **ticket**

* Call out for each word as set out below. Tell the children to change the sounds in the words, as indicated and work out the new word.

Ask the children to write the new word on the line provided, next to the correct number.

* **Say... e.g. "The word is *thicket*. Change the sound [th] to the sound [t]. What is the new word?" *(ticket)***

* Words to use:

1. The word is ***pocket***.	Change the sound [p] to the sound [i].	What is the new word?	Write the new word.	**(locket)**
2. The word is ***crunch***.	Leave out the sound [n].	What is the new word?	Write the new word.	**(crutch)**
3. The word is ***stinking***.	Leave out the sound [n].	What is the new word?	Write the new word.	**(sticking)**
4. The word is ***splutter***.	Change the sound [u] to the sound [a].	What is the new word?	Write the new word.	**(splatter)**
5. The word is ***drooling***	Change the sound [l] to the sound [p].	What is the new word?	Write the new word.	**(drooping)**
6. The word is ***tinkle***.	Leave out the sound [n].	What is the new word?	Write the new word.	**(tickle)**

LISTENING # 2

TS2.1 TS2.2 TS2.4 WS2.11

➔ **Grammar ... *past/present tense***

The aim of this exercise is to
- *listen to and follow a brief set of instructions;*
- *listen for and respond to information in class;*
- *listen to an explanation and responds appropriately;*
- *follow verbal instructions on how to complete an activity;*
- *listen to a sentence;*
- *identify which word heard in a sentence is a verb;*
- *identify if a verb heard in a sentence is past or present tense;*
- *use correct spelling.*

Remind the children that ....

Present tense means happening now, and we can use am are or is for the verb.

Past tense means finished happening, and we can use was or were for the verb.

Practice with some examples to ensure that the children understand.

∇ Tell the children to find the heading ... ***Listening # 2***.

▶ Tell the children to listen to this sentence ..... 1) ***I am happy with that painting.***

▶ Ask children to identify the word in that sentence which is the verb ... *am*.

▶ Ask children to decide if that verb is present tense or past tense. ... *present*.

▶ Tell the children:-

"Write that word in the box next to number 1.
Then, write past or present on the line beside that box."

▶ Repeat for each of the other sentences listed:-

2) Gran and Bob *were* sad at the news.	... *past*	5) I *was* at the shop with Dad.	... *past*
3) Mitch *was* in the hospital.	... *past*	6) The dog *is* sick.	... *present*
4) The children *are* at school.	... *present*		

sample only

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