

WEEK 6

Monday	Tuesday	Wednesday	Thursday	Friday	What is needed?
<p><u>Introduction</u></p> <p>a) Sound Description Week 6</p> <p>b) Rule 3, 1 (extended for Wk6) Punctuation Rule Week 6</p> <p>c) Sight Words out her about</p>	<p><u>Introduction</u></p> <p>a) Sound Description Week 6</p> <p>b) Rule 3, 1 (extended for Wk6) Punctuation Rule Week 6</p> <p>c) Sight Words out her about</p>	<p><u>Introduction</u></p> <p>a) Sound Description Week 6</p> <p>b) Rule 3, 1 (extended for Wk6) Punctuation Rule Week 6</p> <p>c) Sight Words out her about</p>	<p><u>Introduction</u></p> <p>a) Sound Description Week 6</p> <p>b) Rule 3, 1 (extended for Wk6) Punctuation Rule Week 6</p> <p>c) Sight Words out her about</p>	<p><u>Spelling Test</u> smoggy, flitted scribble, splatter</p> <p>Extension Group scribble, splatter</p> <p>Dictation Sentences 1. The skinny girl has hidden the grubby flipper. 2. Where did Mum get her biggest green kettle from?</p>	<p><u>Introduction</u></p> <p>a) Sound Description Week 6</p> <p>Rule 3, 1 (ext Week 6); Punctuation Rule Week 6</p> <p>c) Sight Words out her about</p>
<p>Present Sight Words. Children read Sight Words. Children say the names of the letters as they trace them in the air/on the floor etc.</p>					
<p><u>Decoding</u> flapping slotted dizzy swagger</p>	<p><u>Sound Processing</u> spot + -- mud + --</p>	<p><u>Decoding</u> hobble flatter runny happen</p>	<p><u>Sound Processing</u> skid + -- shut + --</p>		<p><u>Decoding</u> Words on board as per manual.</p> <p><u>Sound Processing</u> Day 2: spot, mud, t, d, er, y, ing, le, ed, s, iest Day 4: skid, shut, d, t, er, y, ing, le, ed, s, iest</p>
<p>Present Sight Words. Children read Sight Words. Children say the names of the letters as they trace them in the air/on the floor etc.</p>					
<p><u>Encoding 6 (a)</u> skipping spotty flipper chatted</p>		<p><u>Encoding 6 (b)</u> muddy skidded clapping spinning</p>			<p><u>Encoding Pictures</u> 6 (a), 6 (b) Empty boxes on board as per manual.</p>
<p>Present Sight Words. Children read Sight Words. Children say the names of the letters as they trace them in the air/on the floor etc.</p>					
<p><u>Spelling List No. 6</u> grubby, skinny, kettle swimming, puddle, flipper trotted, biggest clapping, hidden</p> <p>Extension Group splatter, scribble</p> <p>Sight Words out her about</p>	<p><u>Activity Sheet</u> Activity Sheet No. 6 (whole class with Teacher)</p>	<p><u>Group Activities</u> 1. Auditory Activity No. 6 Game No. 6 3. Teacher's Group No. 6 4. Worksheet No. 6</p>	<p><u>Group Activities</u> 1. Auditory Activity No. 6 2. Game No. 6 3. Teacher's Group No. 6 4. Worksheet No. 6</p>		<p><u>Activity Sheet</u>: No.6</p> <p><u>Teacher's Group</u>: No.6</p> <p><u>Game</u>: No.6 -- Fish</p> <p><u>Auditory Activity</u>: No.6 red, blue pencils</p> <p><u>Worksheet</u>: No.6</p> <p><u>Sight Word Sheet</u>: Houses</p>
<p>Present Sight Words. Children read Sight Words. Children say the names of the letters as they trace them in the air/on the floor etc.</p>					
<p><u>Skill Activity No. 6</u></p>		<p><u>Skill Activity No. 6</u></p>		<p><u>Skill Activity No. 6</u></p>	<p><u>Skill Activity</u>: Sheet No.6, Days 1,3,5</p>