

Group 1 – MONDAY

1. Group 1 words are sight words. These are important as they are the most frequently used words. Most of the words cannot be sounded out.
2. Learn the Group 1 sight words using the Look/Say/Cover/Write/Check strategy (p. vii).
3. Encourage students to use Group 1 words in oral sentences, e.g. *I went to school.*

Activity 1 – TUESDAY

Revise Group 1 words using Look/Say/Cover/Write/Check.

Activity 1: students need to choose a Group 1 word to complete the sentences.

Answers:

1. I put on my shoes.
2. We live in a village.
3. I like going to school.
4. He used the axe to chop wood.
5. Snails have a shell on their back.
6. Ants and bees are insects and they have six legs.

Word Study – MONDAY/TUESDAY

Homophones: I – eye, to – two – too, we – wee.

Homophones sound the same but are spelt differently and have different meanings, e.g.

I can see with my eye. We walked to school.

I have two eyes. He ate too much food.

We are going to the shops. A mouse is a wee animal.

Proper nouns: I is a proper noun (naming word) and needs a capital letter. A proper noun is the special name given to something.

Group 2 – WEDNESDAY

1. Learn the Group 2 words. The words in Group 2 have the /a/ sound, as in *ant*, *trap*. Use the sounding out strategy to learn these words.
2. To sound out a word, listen to the sound in the word. Break the words into parts, e.g. *mat* = m + a + t or *mat* = m + at. A part may be more than one letter, e.g. *trap* = tr + ap.
3. Have students say the words aloud, concentrating on the correct pronunciation.
4. Encourage students to use Group 2 words in oral sentences, e.g. *We sat on the mat.*

Activity 2 – THURSDAY

Revise Group 2 words using Look/Say/Cover/Write/Check.

Activity 2: students need to match the word parts to make Group 2 words, e.g. p + at = *pat*.

Answers: fan, pat, grab, trap, lamp, sand.

Word Study – WEDNESDAY/THURSDAY

Beginning sounds: listen to the two sounds before the vowel (a), e.g. gr– (*grab*), cl– (*clap*), tr– (*trap*).

Term 1, week 1
Grade 3

Group 1 (review)
Sight words

I
a
to
my
on
we
the
and
was
went

Group 2 (review)
The sound /a/

ygm
fan
map
mat
pat
grab
clap
trap
lamp
sand

Spelling and dictation test (review)
my the was fan grab lamp

Activity 1 (review)
Complete these sentences using a Group 1 word.

1. I put on ___ shoes.
2. ___ live in a village.
3. I like going ___ school.
4. He used ___ axe to chop wood.
5. Snails have ___ shell on their back.
6. Ants, ___ bees are insects and they have six legs.

Activity 2 (review)
Match the word parts to make Group 2 words.

la	ab	ap
f	p	mp
ml	at	td
gr	tr	an



lamp

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Score
/10

Ending sounds: listen to the ending sounds (blends) after the vowel (a, e.g. –mp (*lamp*), –nd (*sand*).

Rhyme: these words have the same endings and rhyme: *mat* – *pat*, *clap* – *trap*.

More words with the /a/ sound, as in *trap*: ant, axe, bad, had, mad, bag, can, pan, man, ran, bat, cat, hat, sat, has, bank, flag, flat, apple, stand.

Spelling and dictation test – FRIDAY

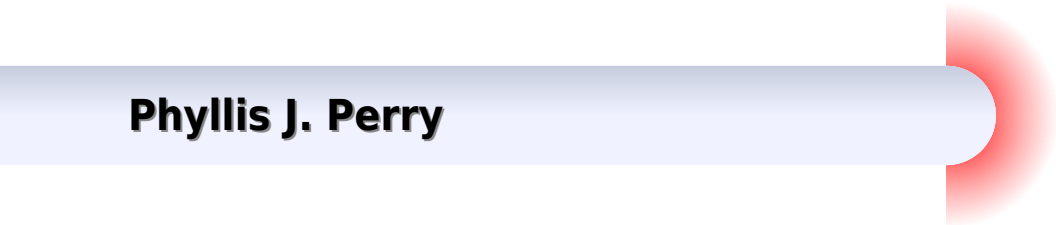
Ten words are tested at the end of each week. The test consists of three given Group 1 words and three given Group 2 words, plus four words to be selected by the teacher – it is suggested that two of these be taken from Group 1 and two from Group 2.

Test by dictating the ten words. For extra dictation, create your own sentence using words from Groups 1 and 2 or select a sentence from Activity 1.

Note! Make sure that students do not confuse English spelling and Tok Pisin (shown in *italics*): e.g. fan – *fen*, lamp – *lam*, sand – *weson*.

New Roundup 3 Teacher Guide

Phyllis J. Perry



New Roundup 3 Teacher Guide:

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Queensland Targeting Maths: Teaching guide Gloria Harris,Garda Turner,2004 **Guide to Nonsexist Teaching Activities (K-12)** ,1983 Designed to offset the effect of sexually biased texts and materials this annotated bibliography lists available nonsexist instructional resource material for students in kindergarten through twelfth grades The majority of items focus on activities teachers can use in classroom settings The guide is organized into the following eight subject areas general awareness counseling and career guidance fine arts health and physical education language arts math and science social studies and sex equity organizations Materials listed include lesson plans course outlines supplementary texts periodicals games photographs multimedia programs audiovisual materials and bibliographies Six appendices respectively detail subject definitions offer footnote sources explain how to obtain the materials listed describe a model for developing nonsexist lesson plans give an example of a lesson planning activity sheet and offer guidelines for developing nonbiased materials BJD

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