



For 6 to 8 Year Olds

Focus

On

Language

Book 1

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INTRODUCTION

Recent changes in curriculum development have placed increasing emphasis on developmental learning and the need for teachers to structure effective programs which cater to the specific needs of their students. Many teachers have had the opportunity to consider the Language acquisition (both oral and written) of children as a series of progressive milestones. In addition, they have been provided with a diagnostic tool which enables them to pin-point a child's development by observing behaviours exhibited.

The activities and suggestions in this package complement the teaching strategies for children who have been identified as being at the PHONETIC SPELLING PHASE. Typically children at this phase rely heavily on spelling words based on their sound. The children have developed a system of spelling that can be read by others and have begun to generate their own spelling rules. As the children become more competent with the sound/symbol relationships, teachers need to provide opportunities for children to extend their knowledge of words and how words are used.

There is also a need at this stage to encourage children to use meaning as a spelling strategy. To this end the activities will help children to identify the critical features and characteristics of words. The children will be presented with opportunities to explore, classify and categorise words according to their visual features.

This package contains a series of activities which include an initial teaching page where teacher input is required. In addition there are follow-up activity pages which can be used either for small group or independent work. Each page has suggested TEACHERS' NOTES which may highlight major teaching points or provide suggestions for further activities.

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Contractions

- ❖ A contraction is a short way of combining two words.
For example

is not can be shortened to isn't
we have can be shortened to we've

- ❖ The apostrophe (') takes the place of the 1, 2 or 3 letters that are left out.

- Can you match each of these words with its contraction?

can not

I am

I will

we are

you have

you've

we're

can't

I'm

I'll

- Use a contraction to fill in the gaps.

1. I go to the park by myself.
(can not)

2. Today going to visit Grandma.
(we are)

3. sit under the tree to eat my lunch.
(I will)

4. On Thursday going to Kate's birthday party.
(I am)

5. My goodness! What big eyes got!
(you have)



Contractions

Complete this chart.

	
can not	
	I'll
	we're
you have	
is not	
	I'm

Complete the chart by going on a word search to find some more contractions.

Compound Words

❖ A compound word is two words combined to make a bigger word.

For example,

tea and spoon combine to make teaspoon
grand and mother combine to make grandmother

Circle the compound words.

postman	tomorrow	birthday
summer	eggshell	yesterday
computer	fireplace	gardener
	treehouse	

If a treehouse is a house in a tree,
and a birthday is the day of your birth
then what is the meaning of: _____



postman? - a man who

football? - a ball game that you play with

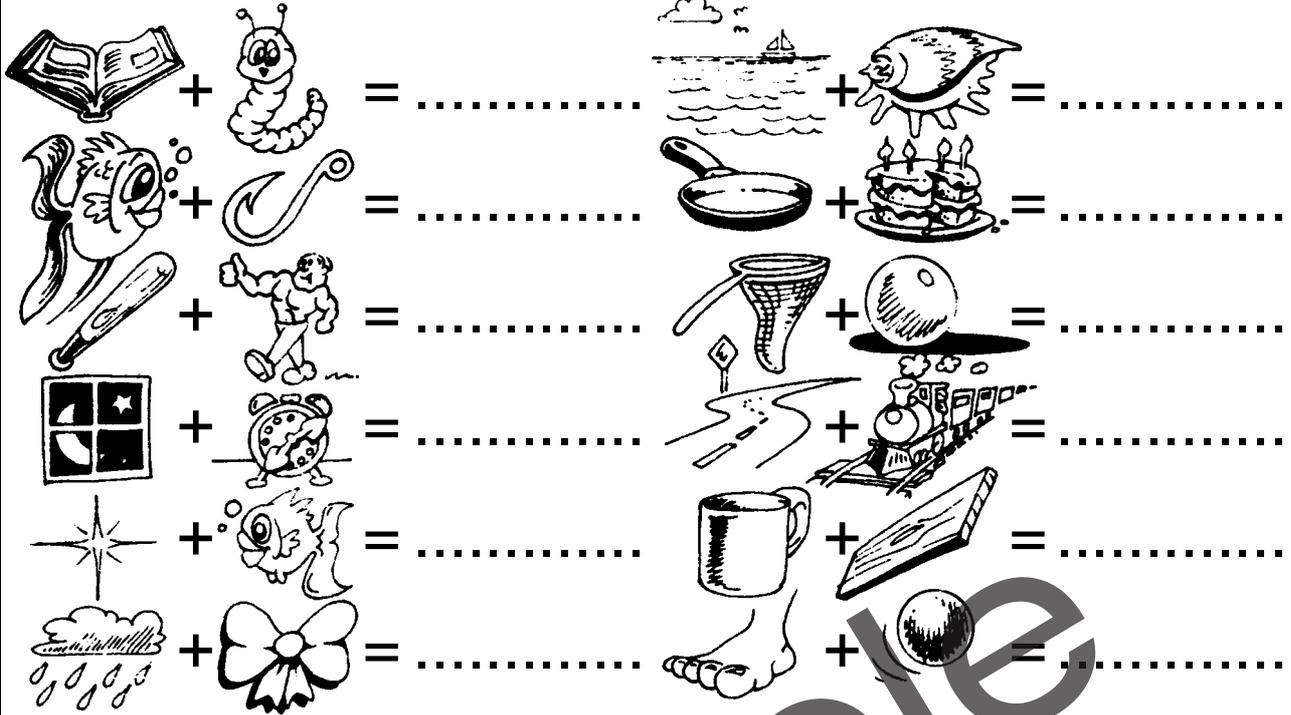
eggshell? -

starfish? -

fingernail? -

boyfriend? -

Picture Puzzles



Make your own picture puzzles for these compound words.

birdbrain	=	<input type="text"/>	+	<input type="text"/>
fingernail	=	<input type="text"/>	+	<input type="text"/>
cowboy	=	<input type="text"/>	+	<input type="text"/>
flowerpot	=	<input type="text"/>	+	<input type="text"/>
bedtime	=	<input type="text"/>	+	<input type="text"/>

Plurals

- ❖ Plural means more than one.
For example,

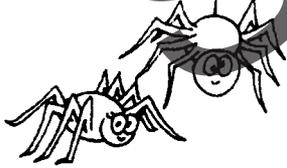
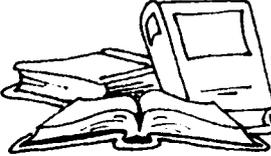
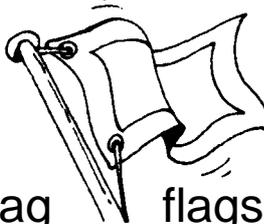
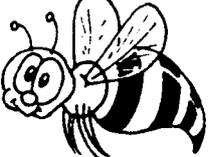
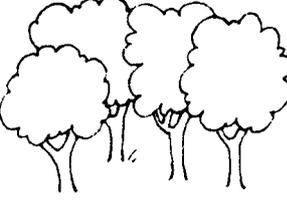
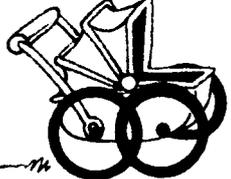
the plural of cat is cats

the plural of flower is flowers

- Write the plural.

	one apple		three
	one lollipop		four
	one bird		many
	one elephant		a herd of
	one balloon		several

- Circle the correct word.

			
spider spiders	book books	flag flags	bee bees
			
pencil pencils	tree trees	horse horses	cake cakes
			
pram prams	hat hats	boat boats	boy boys