

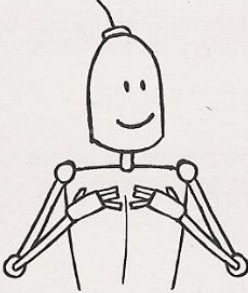
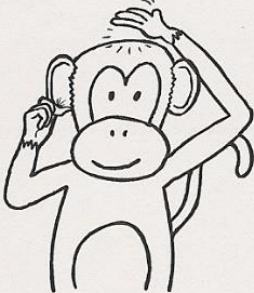



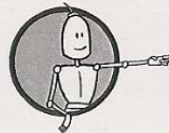
Action Words Resource Book 1 Homework Set 9

<p>cat</p> <p>Lick paws. <i>My cat likes purring.</i></p>	
<p>day</p> <p>Yawn and stretch. <i>Day time. Get up.</i></p>	
<p>me</p> <p>Tap your chest repeatedly with both hands. <i>You can come with me.</i></p>	
<p>at</p> <p>Raise one hand to ear for 'sounds like' and pat your head. <i>Look at me.</i></p>	
<p>of</p> <p>Make a o shape and a vvv sound. <i>There are plenty of biscuits.</i></p>	



Build a tower

- Cut up the words and pictures.
- Use any of the games already played.
- Every time your child says a correct word he/she is awarded a lego brick to add to the tower.
- The tower is added to every time a game is played.
- Count the bricks after each game.
- Estimate how many bricks will be there the next day or by the end of the week.
- Tell your teacher how many bricks were in the tower at the end of the week.
- If lego is not available use marbles in a jar, wooden bricks, stickers, drawing smiley faces, colouring in squares etc.



Working with words To spell or not to spell

- Not all children can blend sounds together at this stage and not all words can be sounded out.
- As you read together look for simple consonant, vowel, consonant words, such as b-a-t or c-u-p. avoid complex words like "what" till later.
- If your child can't blend b-a-t he/she may be able to blend b-at or ba-t.



Developing understanding- Punctuation

Question marks

- Discuss what a question is and that it needs an answer.
- Take turns asking and answering questions.
- Make a list of words which begin questions e.g. Who, what, why, when, where, how, did, can

Exclamation marks.

- Explain that exclamation marks indicate someone is speaking suddenly or shouting out.
- Practise saying phrases quickly and loudly.