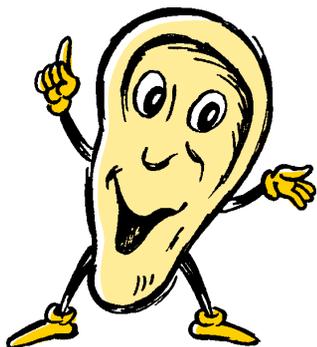


## LISTENING

Some parts of this book require a Helper. A Helper is sometimes needed to help with giving instructions. Please read the instructions aloud, clearly and slowly. Give the student time to complete each part of the exercise. Repeat instructions if the learner has difficulty.



### *Why listen?*

It is important to listen carefully. If you listen to stories carefully they will be more fun. When you listen carefully at school to what the teacher is saying or showing you, you will learn more. When you listen carefully to instructions, you will be able to do your work more easily.

Here are some things that a good listener does. A good listener:

- looks at the person who is speaking
- sits still, does not move around or fidget
- waits until the person talking has finished before saying anything
- waits to hear all the instructions being given before starting the job they have been asked to do.



### *Exercise 1: Listening to stories*

Listen carefully. Enjoy the stories being read to you. Talk about them together.



### **Note to Helper**

Read lots of stories to your learner. Ask questions about the text. Encourage your learner by praising them for the good listening skills you observe.



## Exercise 2: Listening carefully

Listen carefully to each sentence.  
Some of the words are muddled up or incorrect.  
Tell your helper what is wrong in each sentence.

### Sentences

1. Humpty Dumpty on the wall sat.
2. Baa Baa purple sheep.
3. Hickory Dickory Clock. The mouse ran up the dock.
4. Twinkle Sinkle little star.
5. Three mice blind. See how they run.

### Note to Helper

Read the sentences slowly, one at a time.



### Instructions

Instructions are words that tell you how to do a job or how to make something.



## Exercise 3: Following instructions carefully

Listen then follow the instructions carefully.

1. Get a book. Put it on the table.  
Sit under the table.
2. Get the pillow off your bed. Put it on the chair and sit on the floor next to the chair.
3. Open the door and walk backwards through the door then come back to me, crawling on the way.

### Note to Helper

Read these simple instructions one at a time.  
Have a laugh together, then make up some more crazy things to do.



## READING

### *Starting reading – parent information*

Students participate in language and literacy practice at home and in early childhood education settings. They bring knowledge, skills and attitudes to their school learning. These are wide ranging, reflecting home and early childhood education experiences as well as cultural context.

Because much of what is taught in our classrooms is conveyed verbally, students need to understand the language (vocabulary and sentence structure) that is used in the classroom.

### **The importance of oral language**

Oral language provides the foundation for learning to read and write.

This foundation includes:

- curiosity about oral language and willingness to experiment, for example by using newly acquired vocabulary or phrases
- developing a wide vocabulary of nouns and verbs as well as adjectives, adverbs and prepositions
- a willingness and confidence to talk about things happening now, in the past and in the future
- the ability to retell an experience, an event or a story that has been read or told to them
- an awareness of words that rhyme
- an awareness of words that start with the same sound.

### **The importance of experience with books**

Students' experience with books and written texts provide a good starting point for their formal reading and writing instruction.

Students well prepared for formal reading instruction will:

- show that they enjoy books by laughing at funny bits, joining in the reading, asking and answering questions and identifying with a character
- "read" (independently) very familiar stories by reciting them
- "read" a story by looking at the illustrations
- have favourite books and enjoy listening to them over and over again

## VIEWING

### What is visual language?

You can see examples of **visual language** all around you.

- Picture books.
- Photographs in newspapers.
- Cartoons and comic strips.
- Advertisements.
- Road signs.
- Weather maps.



These pictures and words help you enjoy stories and get information.

## SPEAKING

Every day you use your voice to speak to people. Sometimes speaking may involve talking to friends or asking for something. At other times, we speak to tell someone a story or to tell them about something we have done. Speaking may also involve talking on a telephone or answering questions in class.

### *Speaking clearly*

When you are speaking, you want someone to listen to you. The person or group listening to you are called the audience. When you are at school, the teachers expect you to learn to speak in a more grown-up manner and use sentences when you speak.

Here are some reminders:

- Look at the person you are speaking to.
- Speak loudly enough for them to hear easily.
- Stand or sit still while you are speaking.
- Use full sentences when you speak.
- Wait for your turn to speak and do not talk at the same time as someone else.



### *Exercise 1: Using new words*

Think about some of the new words you have learned at school and show your family that you can use them in a sentence. Here are three ideas you can start with.

1. Assembly
2. The Staffroom
3. The Playground

## WRITING

### *Starting writing – parent information*

Oral language and reading are the main sources of knowledge about how written language looks and sounds.

Oral language provides the foundation for learning not only to read but also to write. When children begin to write, they tend to write as they speak and use concepts about print that they have learned through reading. There is also a need for direct teaching of handwriting concepts and the development of phonemic awareness.

The representation of ideas in sentences is a characteristic of written text that children need to be made aware of through reading, and one that they eventually learn to control in writing. Written sentences are structured differently from spoken utterance that can rely on gestures, intonation and stress to fill out the speaker's meaning.

### *Writing expectations at Year 1*

When students begin to create a piece of writing at this level, they:

- plan their writing orally or with a picture
- convey simple ideas, response, opinions or questions
- understand and use simple text types – genre
- reread what is written as they write to make sure the writing makes sense
- write simple sentences and some compound sentences using words like 'and' or 'but' to join sentences together
- respond to feedback by making changes such as adding a word or changing spelling or punctuation.

## PRESENTING

Presenting is all about how ideas and information are presented to an audience using verbal or visual features.

### Verbal presentations

You can use your voice to make all sorts of speech sound more dramatic and interesting.



#### Exercise 27: Using your voice

1. Use your voice to produce a dramatic effect when you read this piece of writing about clocks. The size of the print will give you some clues.

The great big grandfather clock goes **"TICK TOCK"**.

The clock on our wall goes **"Tick tock"**.

My watch goes "Tick tock".

Dad's alarm clock goes **"BEEP BEEP BEEP"**.



2. Think about the big bad wolf and the little pigs in "The Three Little Pigs" story. Read these lines to sound like the characters.

"Little pig, little pig. Let me come in."

"No, by the hair of my chinny chin chin. I will not let you in."

"Then I'll huff and I'll puff and I'll blow your house in!"

Huffff Puffff



3. Think of other rhymes or stories that you know and practise saying them in a fun way. Use your family and friends as an audience.

SECTION THREE –  
READING AND WRITING SUPPORT ACTIVITIES

*Writing capital letters*



*Exercise 1: Writing the capital letters of the alphabet*

Write the missing capital letters in the alphabet below.

A

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

E

G

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

K

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

O

Q

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

W

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Z

\_\_\_\_\_



*Exercise 2: Capital letters for people's names*

People's names are always written with a capital letter at the beginning. Put a tick ✓ next to the names that have a capital and a ✗ where they have been forgotten.

Jane

Suki

ella

Selwyn

Dad

kyla

Tui

mum

thomas

patricia

## SECTION FOUR – LANGUAGE GAMES

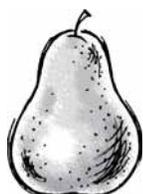
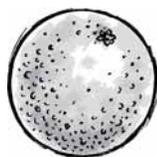
### *"I spy" alphabet game*

Use these pictures to play "I spy with my little eye".

#### **How to play:**

Spy a picture and say its beginning sound.

Get your partner to spot the correct picture.

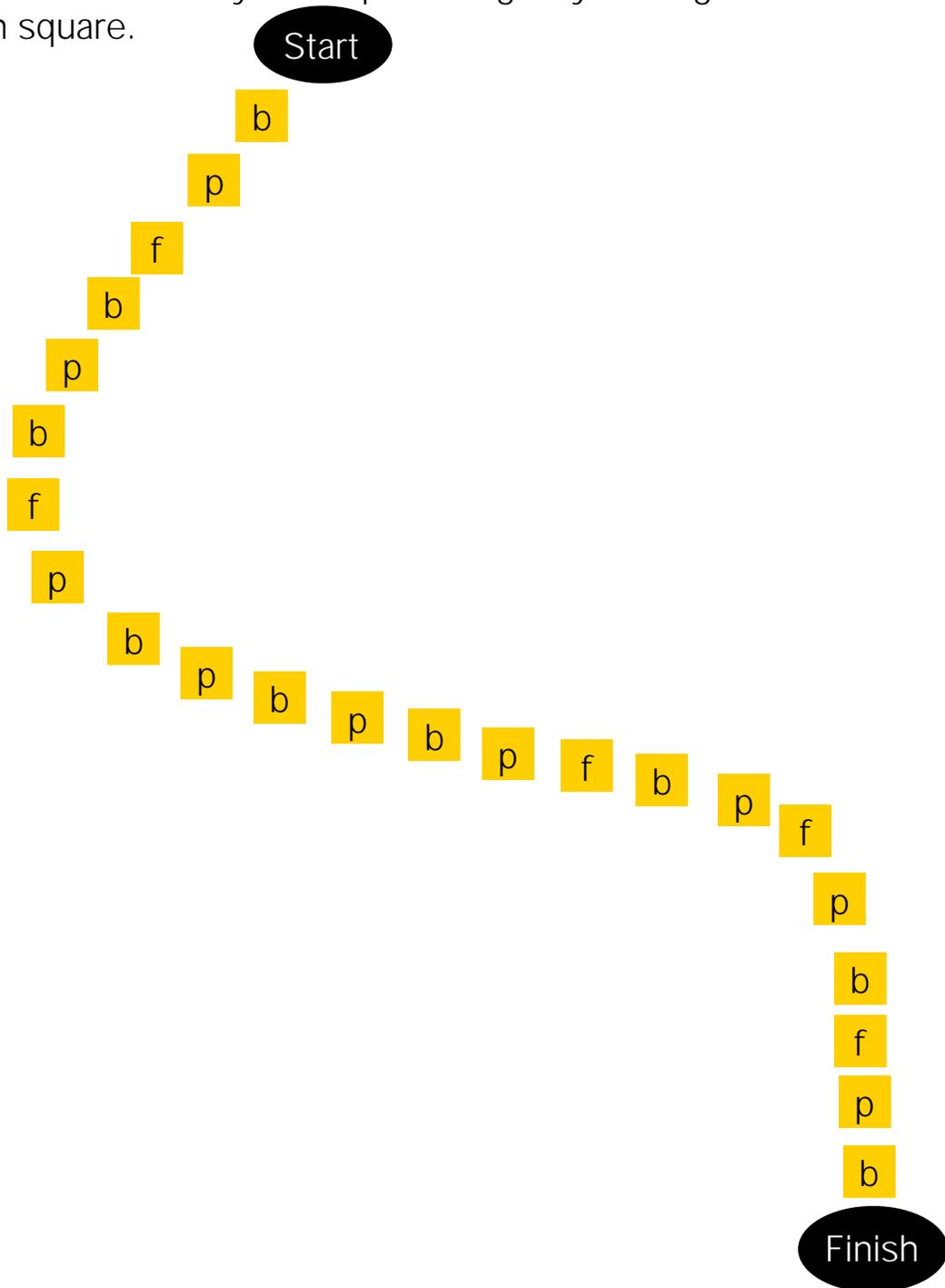


## “Call out sounds” game – practising the letters b, f, p

### How to play:

Trace your finger along the line from start to finish.

Call out the sound you are practising as your finger moves over each square.



# ANSWERS

Answers are not given for exercises that ask for the student to discuss ideas with their helper or for which responses will vary.

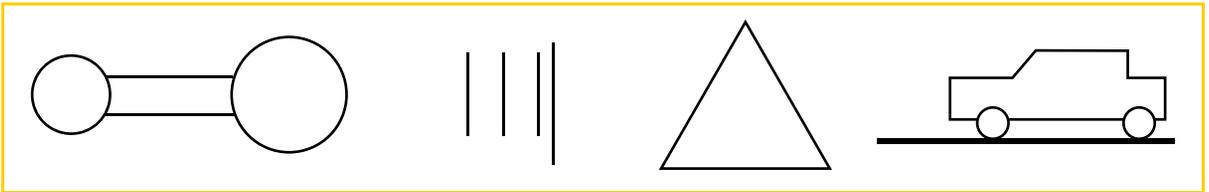
## Section One – Listening, Reading, and Viewing

### Exercise 4: Listening to instructions

#### Box 1



#### Box 2



#### Box 3

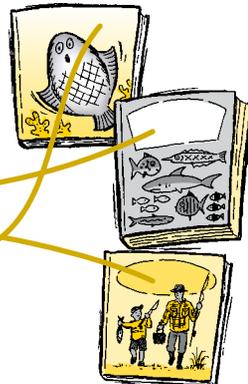


### Exercise 11: Thinking about book titles

All about fish

Fishing with Grandpa

Freddy the Flounder's frightening day



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