

Name: _____ Date: _____

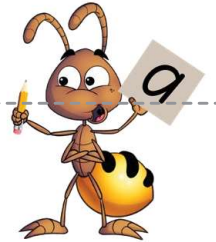
fl ___ t oa / o / o-e

sm _ l _ o-e / i-e / u-e

p _ k _ o-e / oa / o

mudd _ y / ee / ea

fl _ i-e / ie / y



puddle mates smile

soft toy _____ big _____ muddy _____

fly playground toys enjoys stick real leaf

My boy loves to be outside and play with _____.

This _____ is a toy. It's a spear.

This _____ can float and _____, drop and spin.

This muddy puddle is my boy's _____.

He _____ making roads, hills and mud pies.

He is a _____ mess but look at his big smile.



What's missing?

Instructions: Read the book *My boy with a toy* to complete these activities.

What sound is missing? Fill in the missing sounds.

What word is missing? Choose a noun to go with these adjectives.

What word is missing? Read the sentence. Choose a word to complete the sentence. Use the book to help.

Extension: Highlight all the verbs.



He enjoys making roads, hills, mud pies, cakes, spots, lines and tracks.

Set 9 My boy with a toy



This leaf is a toy. It can float and fly, drop and spin.

Set 9 My boy with a toy



This gumnut is a toy. It might be a cup for some soft toy mates.

Set 9 My boy with a toy



My boy loves to be outside and play with toys.

Set 9 My boy with a toy



This muddy puddle is my boy's playground.

Set 9 My boy with a toy



This stick is a toy. It's a spear to aim at a target.

Set 9 My boy with a toy

Sequence the story

Instructions: Read the book *My boy with a toy* to complete this activity.
Cut out all cards. Match the words to the pictures and then put the events in order.



A comma is used to separate words in a list.

Name:

Date:

Add the commas in the lists.

1. He makes roads, hills, mud pies, cakes, spots, lines and tracks.

He makes roads hills mud pies cakes spots lines and tracks.

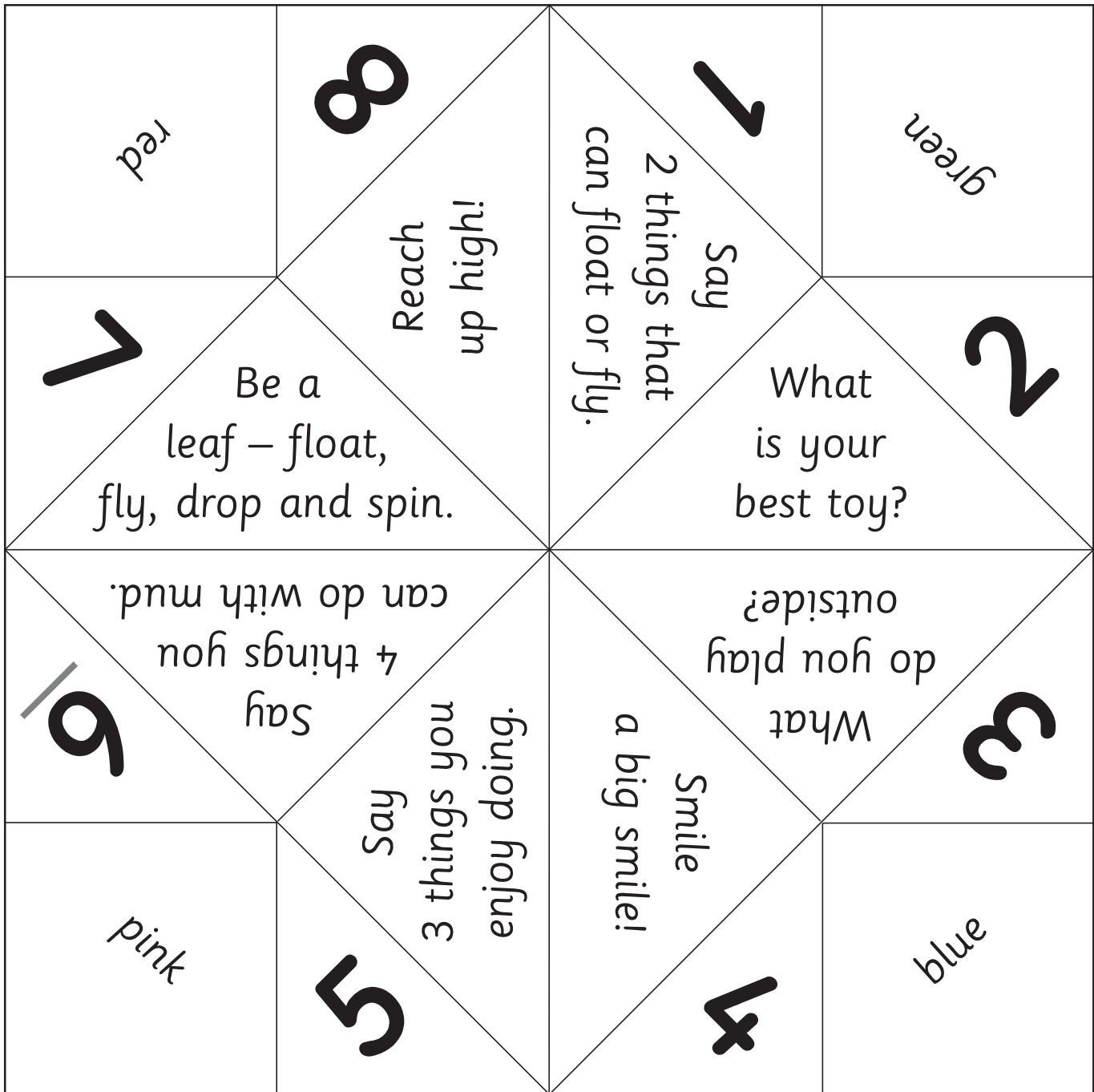
2. my boy loves to play with a gumnut
a leaf a stick and his mates
(2 commas, 1 capital letter, 1 full stop)



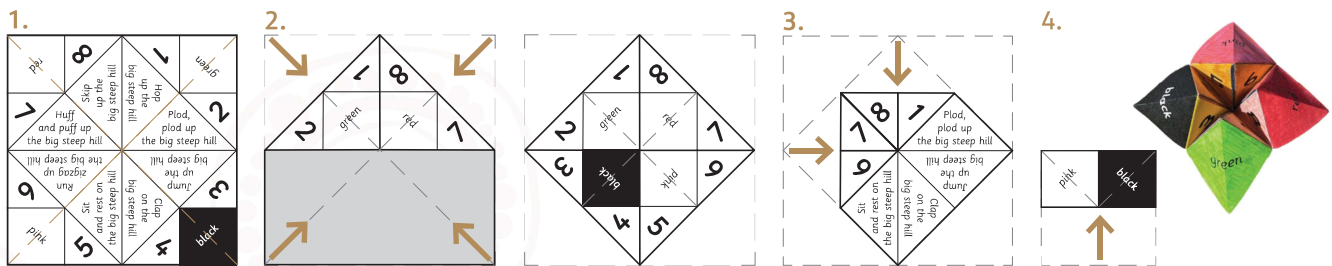
Punctuation

Instructions: Use the book *My boy with a toy* and the example to put in the correct punctuation for these sentences. Rewrite the sentences with correct punctuation.

Extension: Instructor to use 1-2 sentences as supported dictation.



1. Cut out the chatterbox. Find the centre of the square by folding in half diagonally, both ways. Open up and place print side down.
2. Fold the 4 corners of the square into the middle.
3. Turn over and fold the 4 corners into the middle.
4. Fold in half to make a small rectangle. Slip fingers under the flaps and turn corners towards each other. Start playing!



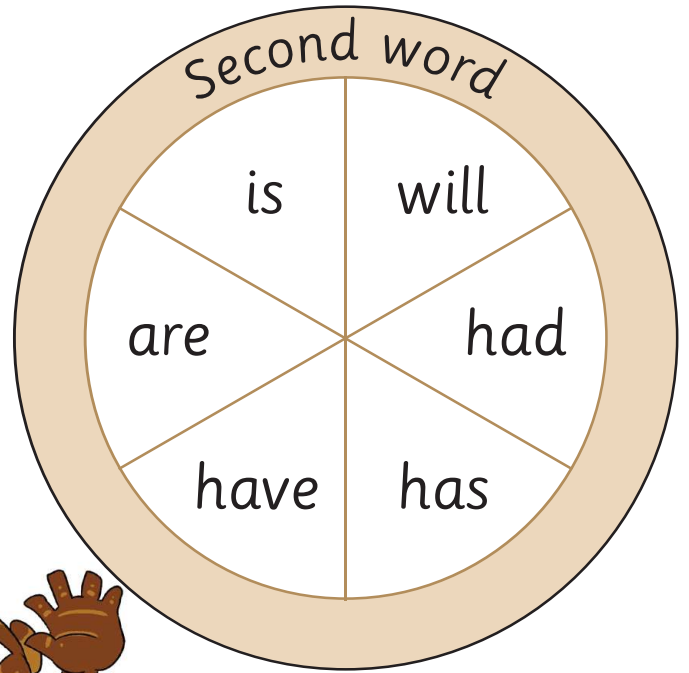
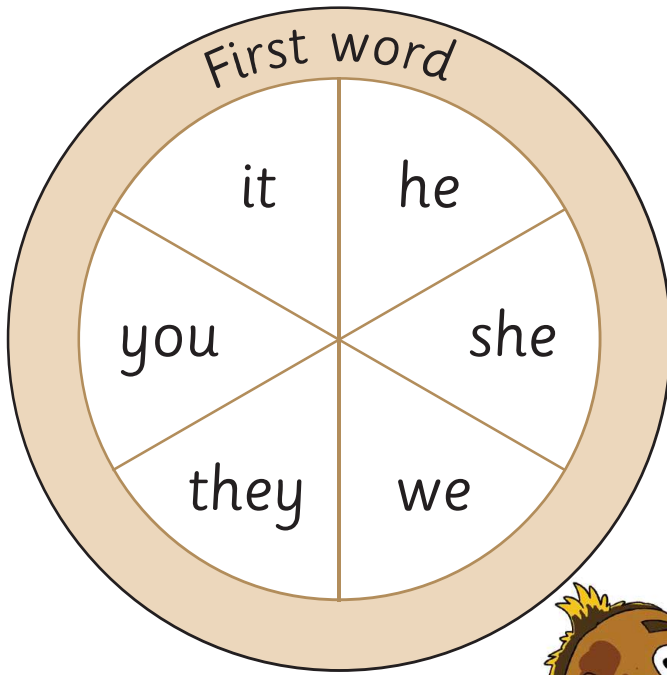
My boy with a toy – chatterbox

Instructions: What is your best toy? Do you like to play outside?

Select colours and numbers on the chatterbox. Once you get to the final selection, follow the instruction.

Print one chatterbox per person. Colour or decorate as needed.





Words	Contraction
you are	you're
you is	X

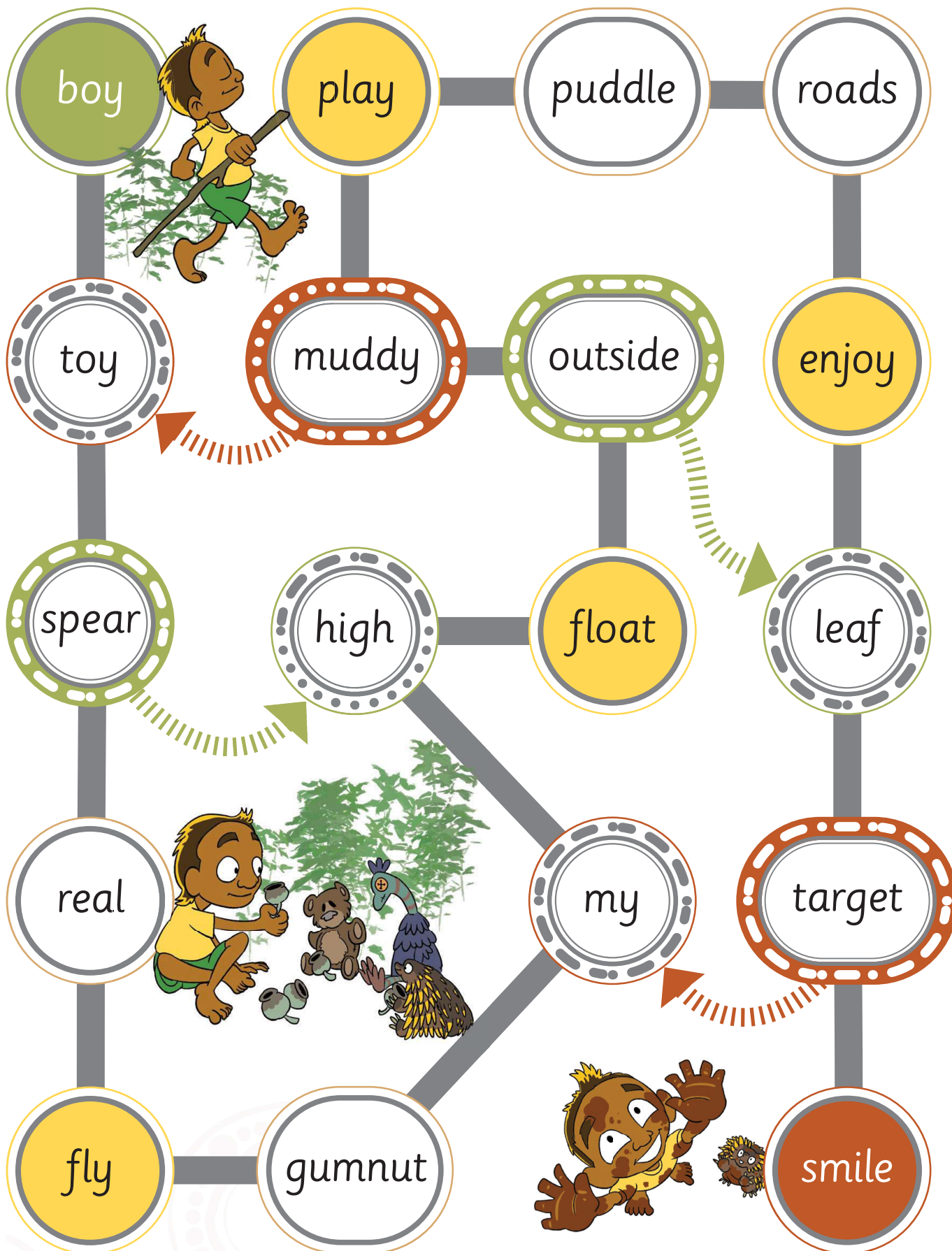
Spin a contraction



Instructions: Use a paper clip and a pencil as a spinner. Spin a word on each spinner.

Decide if the words make a contraction or not. Record the words in the left column and the contraction in the right column.

Instructors please note: Students will need explicit instruction about contractions and practice before playing this game.



My boy with a toy – stepping track game



Materials: 1 die, player tokens, game board

Instructions: Players put their token on the green circle to start. They take turns to roll the die and move forward spaces, saying each word as they pass. Arrows send the player forward or back when they land on them at the end of their turn. **Variation:** If player lands on a yellow word, they read the word and say a rhyming word.