

# A Holiday Swap

by Pauline Cartwright

**Fluent Level 12**

Teacher guide by Barb Freeman and Joy Allcock

## Phonemic Awareness

### 1. Manipulating sounds to make new words

What words would we make if we dropped the first sound in these words?

*farm* without the 'f' – *arm*

*Walter* without the 'w' – *alter*

*here* without the 'h' – *ear*

*place* without the 'p' – *lace*

*small* without the 's' – *mall*

What words would we make if we dropped the last sound in these words?

*farm* without the 'm' – *far*

*place* without the 's' – *play*

*find* without the 'd' – *fine*

*went* without the 't' – *when*

*brown* without the 'n' – *brow*

### 2. Extension

What words would we make if we swapped the vowel sound in the middle of these words?

The short 'a' in *dad* for a short 'i' – *did*

The short 'e' in *fed* for a short 'a' – *fad*

The long 'e' in *street* for a long 'a' – *straight*

The long 'a' in *skate* for a long 'oo' – *scoot*

The long 'i' in *white* for a long 'a' – *wait*

The short 'a' in *back* for a long 'a' – *bake*

**NOTE**

The 'w' sound is generally written with a **w**. Many words such as *what, when, white*, were once pronounced with an airy 'wh', but because pronunciation of words has changed over time, they are now commonly pronounced with the same voiced 'w' as words like *was, went, we*.

Students will therefore meet the voiced 'w' sound at the start of many words written with a **w** or a **wh**.

The 'w' sound does not occur on the end of words although many words end with a sound that is spelled using a vowel and a **w** pattern (*sew, glow, now, view*).

The 'w' sound can be heard as the second sound in words that begin with the 'tw', dw and 'sw' blends – *twins, twist, tweak, dwarf, dwell, swim, swap, sway*. It also occurs inside a few other common words, often after an a – *await, away, always, aware* - in the middle of compound words - *earthworm, backwater, highway, network, overweight* - and inside words made up of a prefix and a root – *unwise, rewind, rewire*.

**1. Introducing the 'w' sound**

Practice making the sound. Ask students to repeat the words, *want, wonderful* and *would* and to listen to the 'w' sound at the start of these words.

**2. Brainstorming words that begin the 'w' sound**

Brainstorm words that begin with a 'w' sound.

*want, will, was, what, when, why, would, win, we, while, wow, white, watch, world, water, week, window*

**3. Look for the spelling patterns for the 'w' sound**

Say the word *we* and count the sounds. Draw two sound boxes on the board.

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Write the word *we* on the board and ask students to help you fill in the sound boxes. Circle the spelling pattern for the " sound.

w	e
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Say the word *wheels* and count the sounds. Draw four sound boxes on the board.

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Write the word *wheels* on the board and ask students to help you fill in the sound boxes. Circle the spelling pattern for the 'w' sound.

wh	ee	l	s
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Say the word *away* and count the sounds. Draw three sound boxes on the board.

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Write the word *away* on the board and ask students to help you fill in the sound boxes. Circle the spelling pattern for the 'w' sound.

a	<b>w</b>	ay
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Say the word *watching* and count the sounds. Draw five sound boxes on the board.

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Write the word *watching* on the board and ask students to help you fill in the sound boxes. Circle the spelling pattern for the " sound.

<b>w</b>	a	tch	i	ng
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Write the patterns you have found on the board

**w**                      **wh**

Write some of the words students brainstorm under these spelling patterns.

Explain to students that these are the most common spelling patterns for the 'w' sound.

#### 4. Finding the words that contain the 'w' sound in the story

As students read *A Holiday Swap* Ask them to listen for words that contain the 'w' sound.

When the book has been read, go back and re-read it a page at a time. Ask students to identify the 'w' words on each page and write them on the board under the correct spelling pattern. Ask students to colour-code the spelling patterns for the 'w' sound in the words on the board.

#### 5. Extension

Write the 'w' words from the book and from students' suggestions, onto cards. Students could sort the cards into spelling pattern groups. They could then look at where in the word the spelling patterns occur.

Students could then sort the words into those that begin with a 'w' sound. They will find two spelling patterns— **w** and **wh** patterns.

## Vocabulary Development

### 1. Word meanings

Use the lists of important vocabulary in the text (nouns, verbs and adjectives) listed in the inside back cover of the book to generate discussion based on students' own experiences.

Choose some to discuss further.

#### For example:

**Verbs** – *visit, exclaimed, smiled, swap, watching*

These are words that are 'doing' words.

Do you like *visiting* friends?

When someone *smiles* at you, how do you feel?

When might you *swap* something?

The Walker family wanted to have a holiday in the city. Why couldn't they just go? Why was it a good idea for them to **swap** places with the Wilson family?

The Wilson family was very happy to swap places with the Walkers. Why?

Have you or your family ever swapped places for a holiday? Tell us about a time when you *swapped* something. Was it a good idea?

Have you ever *wandered* over the paddocks on a farm?

**Nouns** – *family, farm, country, holiday, city, world, window, streets, wheat, mash, scraps, kitchen, fields.*

Make a list of all the things you might see on a farm. (*animals, paddocks, grass, trees, fences, cows, sheep, pigs, hens, dogs, cats, sheds, barn*)

Describe each of these words. What does it look like? What is it used for on a farm?

### **Ranking words by their meanings**

Use Activity Sheet 1 to place these words on the ladder according to their meanings.

Put the word that means the least on the bottom rung and the word that means the most on the top rung.

fantastic, okay, nice, wonderful, good, amazing, great

## **2. Synonyms**

Generate new words or phrases that could replace these words in the text:

*visit* – stay with, meet

*friends* – mates, acquaintances, pals, buddies

*city* – town, metropolis

*swap* - exchange,

*cool* – great, neat, awesome, wonderful, fantastic

*exclaim* – shout, yell

*fields* – paddocks, meadows

## **3. Antonyms**

Generate words that mean the opposite of these:

*cool* – warm, cosy Or awful, ghastly, horrible

*wonderful* – unpleasant, horrible, unenjoyable

*country* - city, town, village

*black* – white, pale

*smile* – frown, grimace, scowl

Discuss whether they really mean the opposite of the word as it is used in the text.

## **Comprehension**

### **1. Story structure**

Use Activity Sheet 2 to draw or write about the key events in this story. Draw a red line around the box(es) that give the story the most action and excitement. Show your page to someone else who hasn't read the story and tell them the story from your sheet.

### **2. Answering questions**

Why do you think the Walkers wanted to have a holiday in the city?

(*They had never experienced life in the city. They wanted a change from living in the country.*)

What appealed to the Wilson family about staying in the country?

(*The space, fields, the animals and being able to look after them, the peace and quiet.*)

"Wow, we're way up in the sky!" cried Wanda. Where do you think the Wilson family live in the city?

"Everybody has wheels!" laughed Mr Walker. Why does he say that? What does he mean?

What were some of the things Walter and Winnie did on the farm?

Winnie wants to stay on the farm forever. Why can't they? Do you think the Wilsons want to stay in the city forever too?

### 3. Generating questions and ideas

- \* Have a look through the book. Find a page that has something on it that you would like to know more about. Ask the others in your group your question. Talk about their answers. Do you think they are right?
- \* Pretend that Walter and Winnie are in your class at school and they are telling the class about their holiday on the farm. Think of some questions you would like to ask them. (*What did you enjoy doing most on the farm? Which animals were your favourite? Why?*) Pretend that Wanda is in your class and she is telling everyone about her holiday in the city. Have turns being Wanda and each person can ask her their question. (*What things did you do in the city? What was the most exciting thing? Would you like to live in the city?*)
- \* Look at the picture on page 3. Walter looks excited. Why? What does he say? Do you think he is feeling cold? Mrs Walker says they would love a holiday away from the farm. Why do you think she says that? Where do you think would be the best place for a holiday - on a farm or in the city? Why? What would you enjoy doing most? Why?
- \* Page 9 - the Walker family are wandering through the streets in the city. There are so many people everywhere. Why would there be so many more people in the city than in the country? Would you like to live in an apartment in the city? What would be good about living there? What might not be so good about living there? Page 11 - the Wilson family are doing things on the farm. Would you like to do the same things? What other things would you like to do if you were staying on a farm?
- \* Think of questions you could ask the others in your group about their holiday experiences. (*What was the best holiday you have ever had? Where did you go? What did you do? What things did you see? What was your most exciting holiday experience ever?*)

## Fluency

### 1. Turning the story into a play

You could choose a narrator, Walter, Winnie and their Mum and Dad. Each person can act out their experiences on the farm.

OR You could choose a narrator, Wanda and her Mum and Dad. Each person act out their experiences in the city.

Alternatively, groups of students could read each part of the book as a Readers Theatre.

### 2. Preparing for and recording an interview

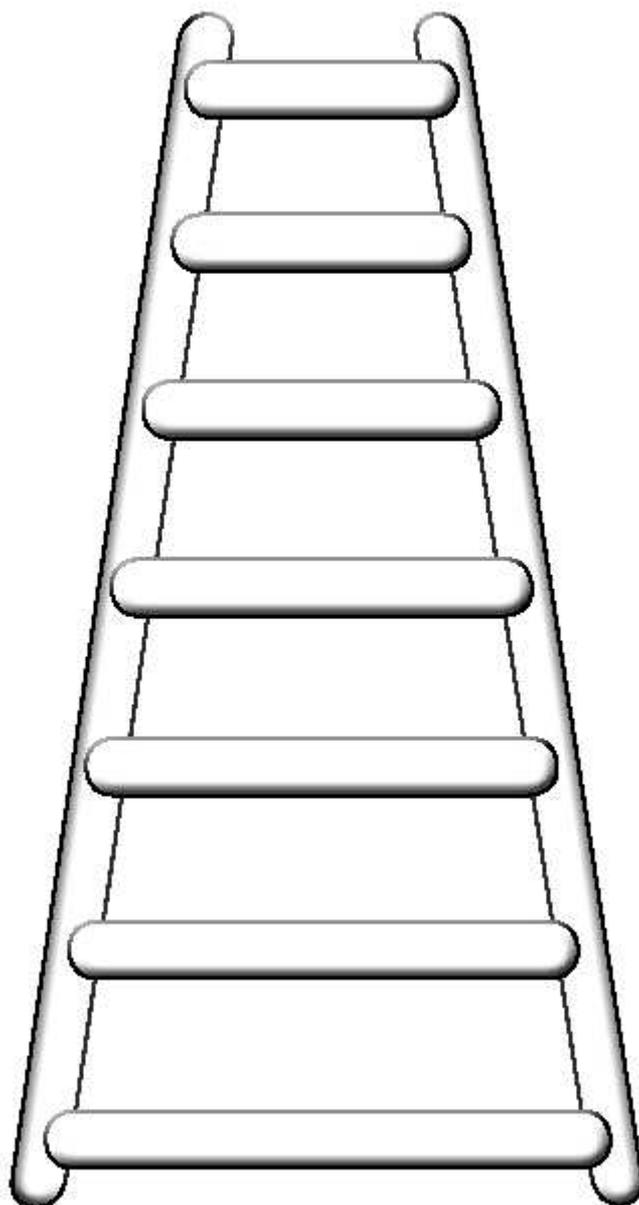
Pretend you are a reporter for the TV station in the city. You are asked to interview Wanda about her experiences in the city. Write down the questions you want to ask her. Work with another student who takes the part of Wanda. He/she will need to prepare their answers. Record your interview.

### 3. Phonics focus words

Make up these words into cards – either colour-code the 'w' spelling patterns or print them in colour. These cards can be used for quick word recognition or for word sorts to identify spelling patterns for the 'w' sound.

## Activity Sheet 1

Arrange these words up the rungs of the ladder in the order you think they would go.



fantastic   okay   nice   wonderful   good   amazing   great

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**ACTIVITY SHEET 2: Story Structure**

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Wilson

Walker

Walter

what

we

wonderful

would

wow

went

we're

way

Wanda

world

watching

wheels

window

wheat

wandered

warm

everywhere

well

watered

white

always

we

work

weeks

woof

w

wh

well	watered
white	always
we	work
weeks	woof
w	wh