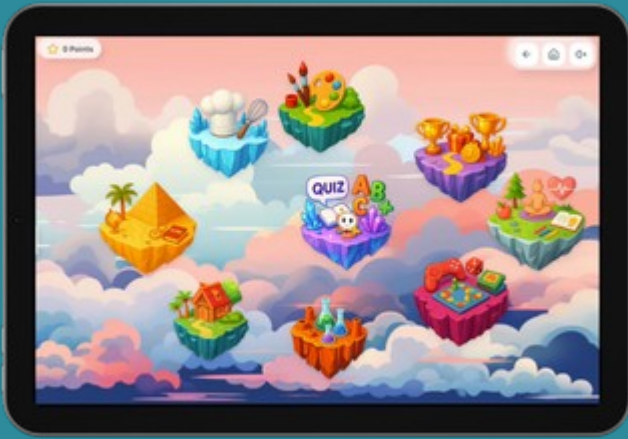




Homework without the hassle

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Year 1 Set 03 oa, ow and Final o

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Book 4: Will It Float? (Colour) (Non-fiction)



Go, Boat, Go!



Ben has a boat.
His boat has a sail.



Here is his boat.
It can float on a pond.



His boat is stuck on a log.
It will not go.



Ben has a long stick.
He can help his boat go.



His boat can float.
It can go slow.

Go, Boat, Go!



Ben has a boat.
His boat has a sail.



Here is his boat.
It can float on a pond.



His boat is stuck on a log.
It will not go.

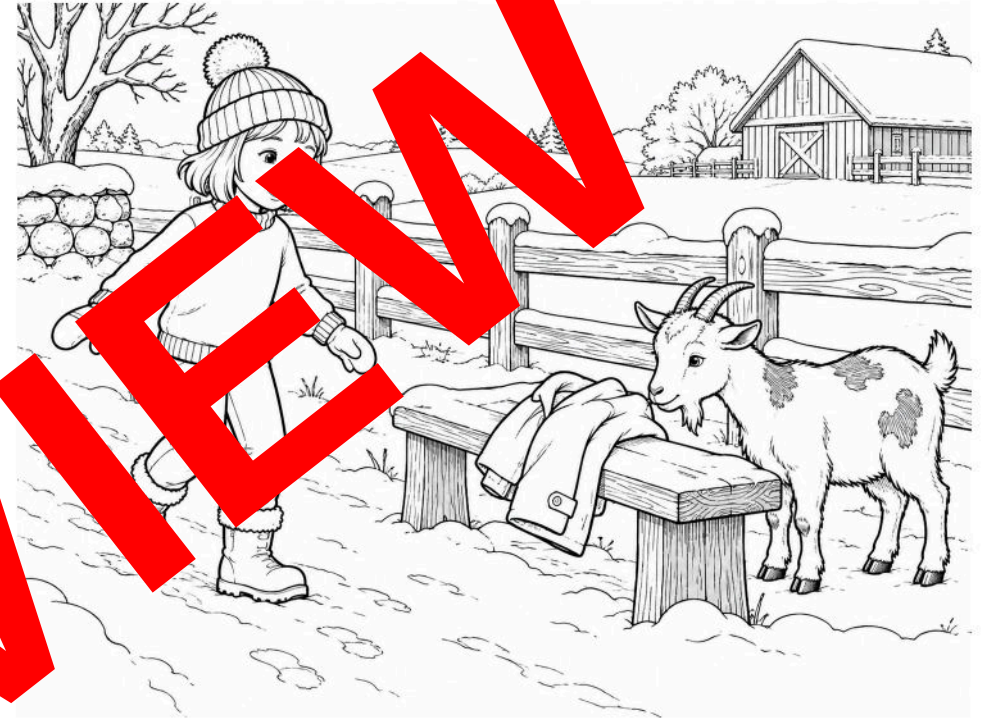


Ben has a long stick.
He can help his boat go.



His boat can float.
It can go slow.

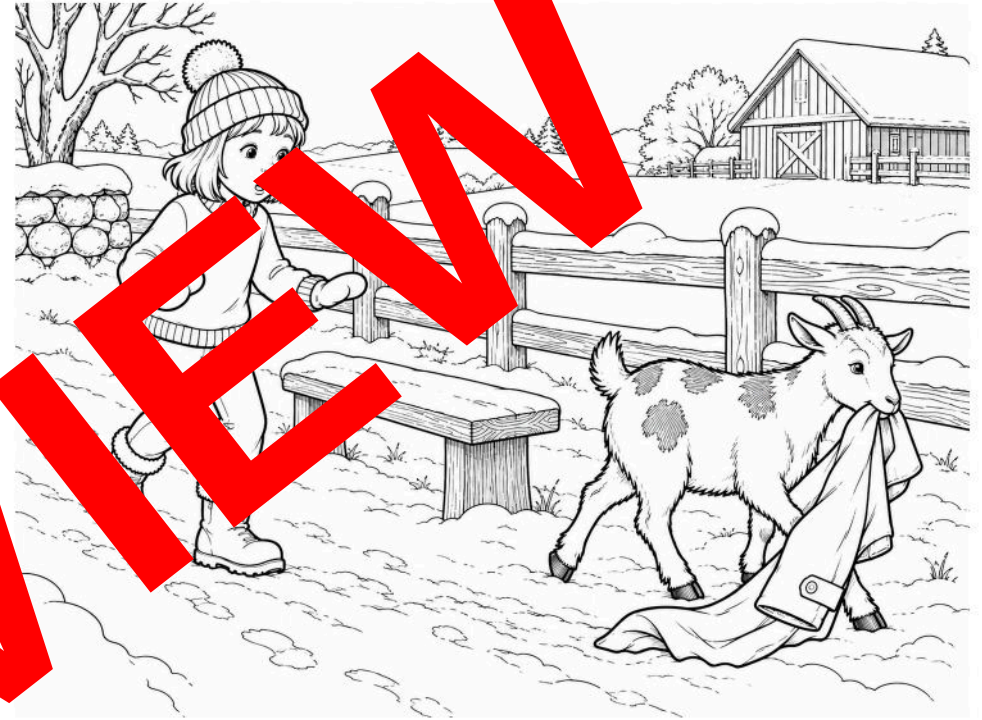
The Lost Coat



Meg can play in snow.
Her red coat is on a bench.



A goat can see the coat.
It can reach the low bench.



The goat drags the coat.
It is slow in snow.

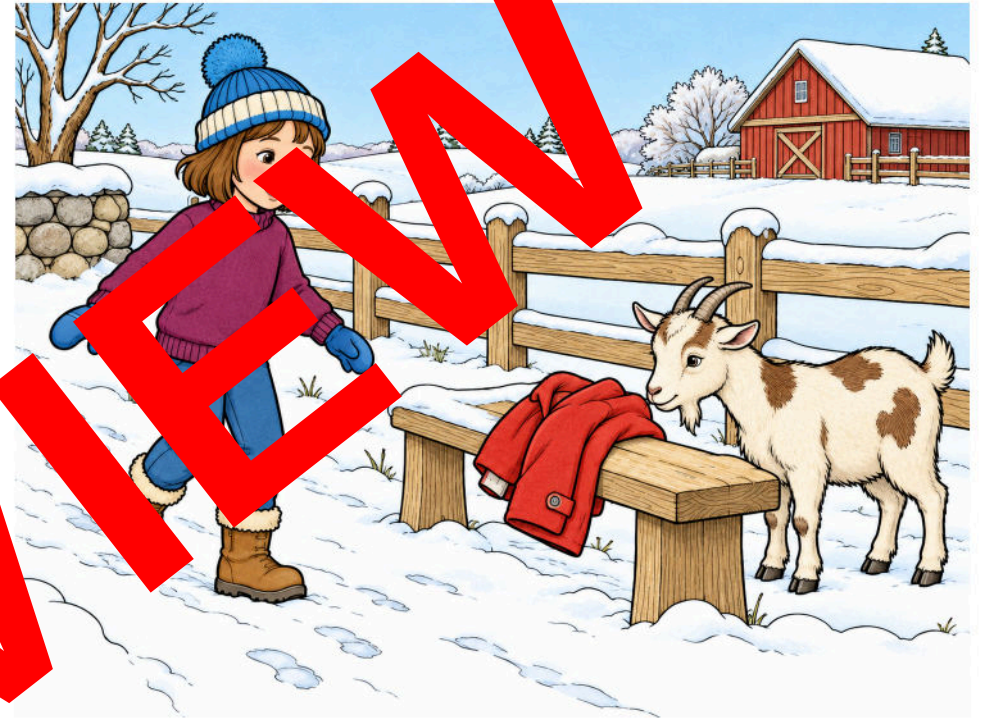


Meg can show my.
The goat can see the hay.



The goat lets the coat go.
Meg has her red coat!

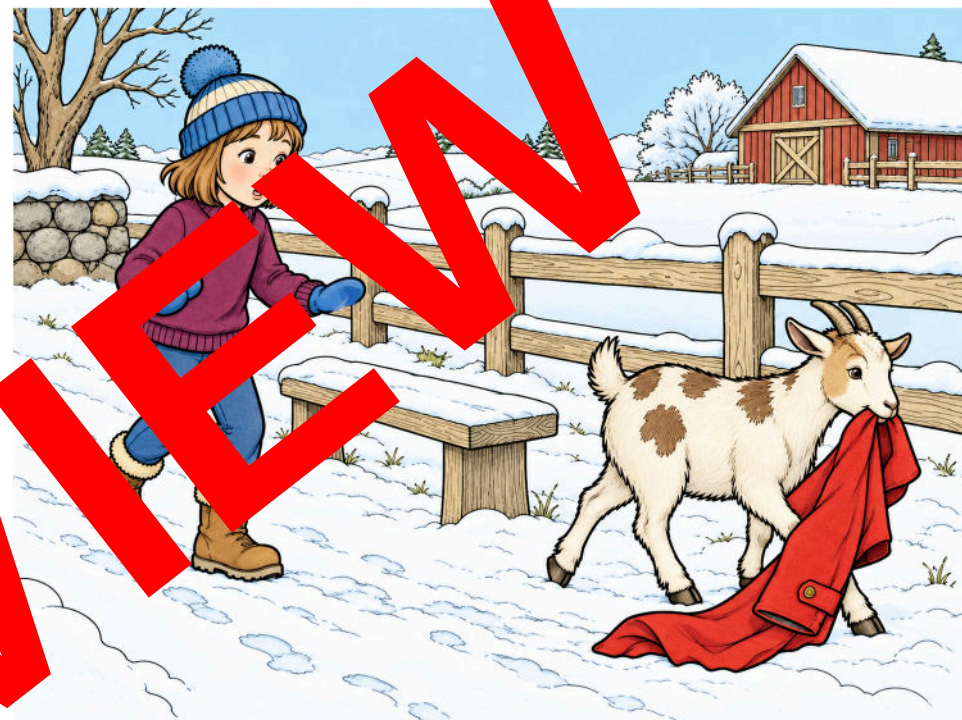
The Lost Coat



Meg can play in snow.
Her red coat is on a bench.



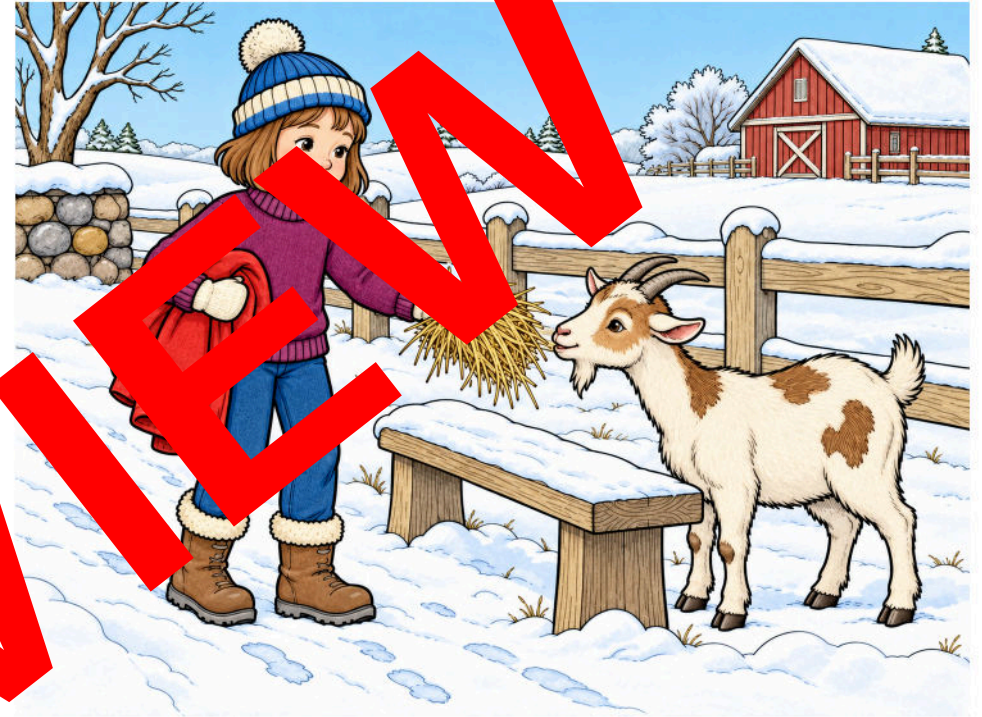
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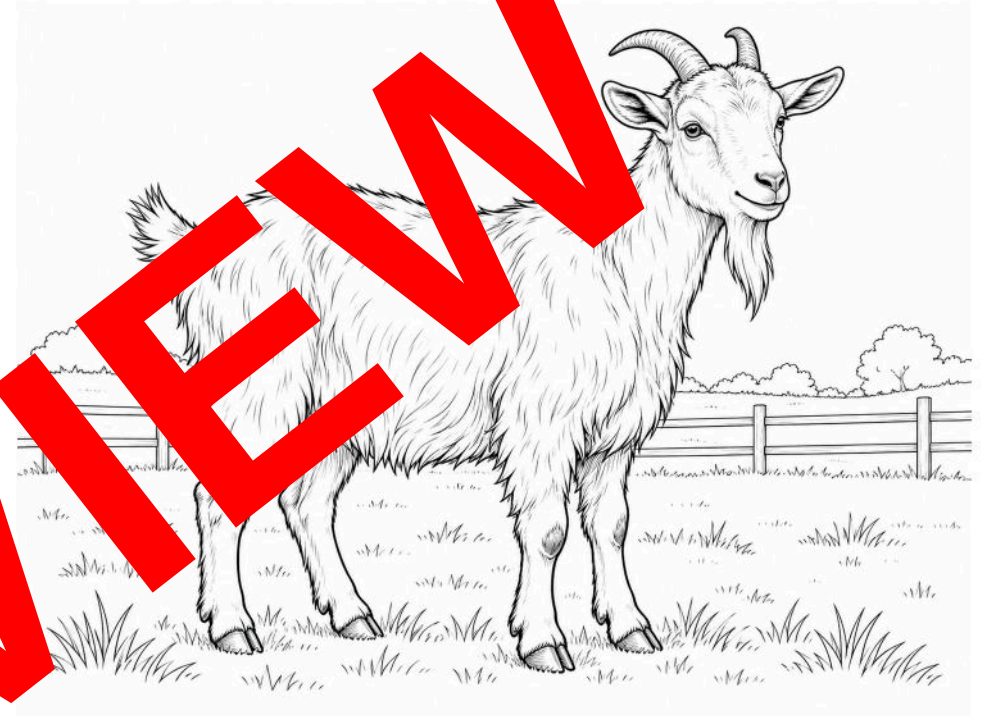
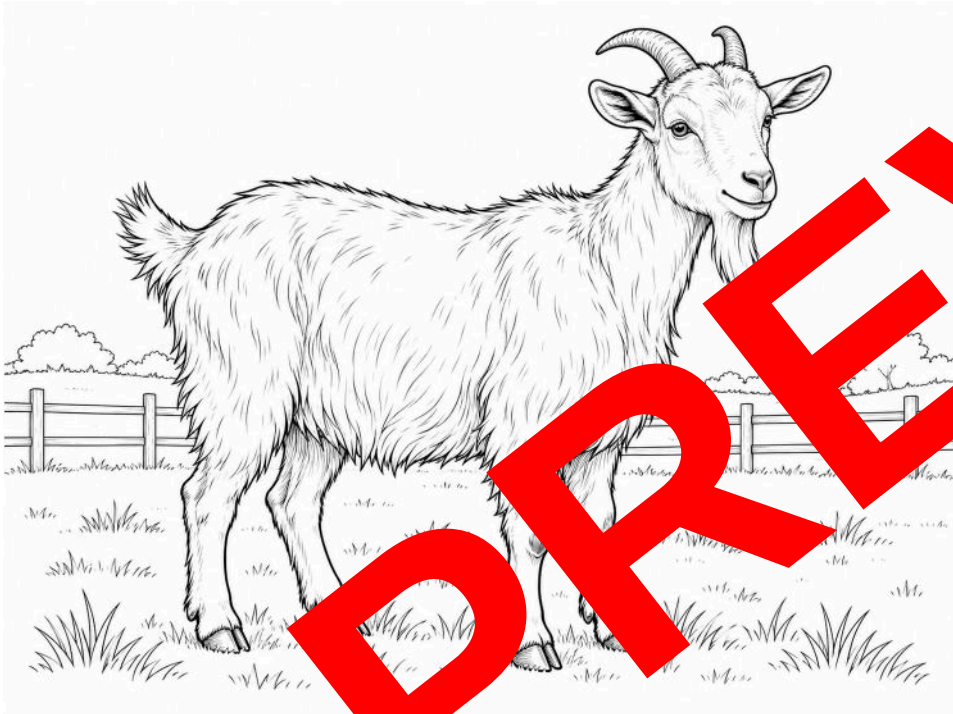


Meg can show the goat.
The goat can see the hay.

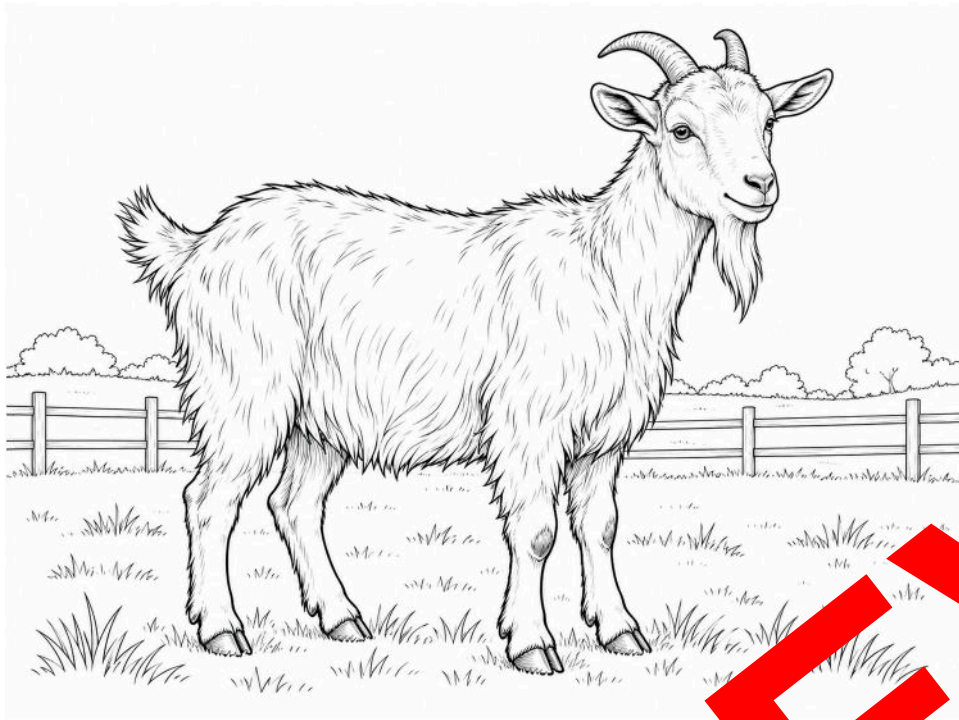


The goat lets the coat go.
Meg has her red coat!

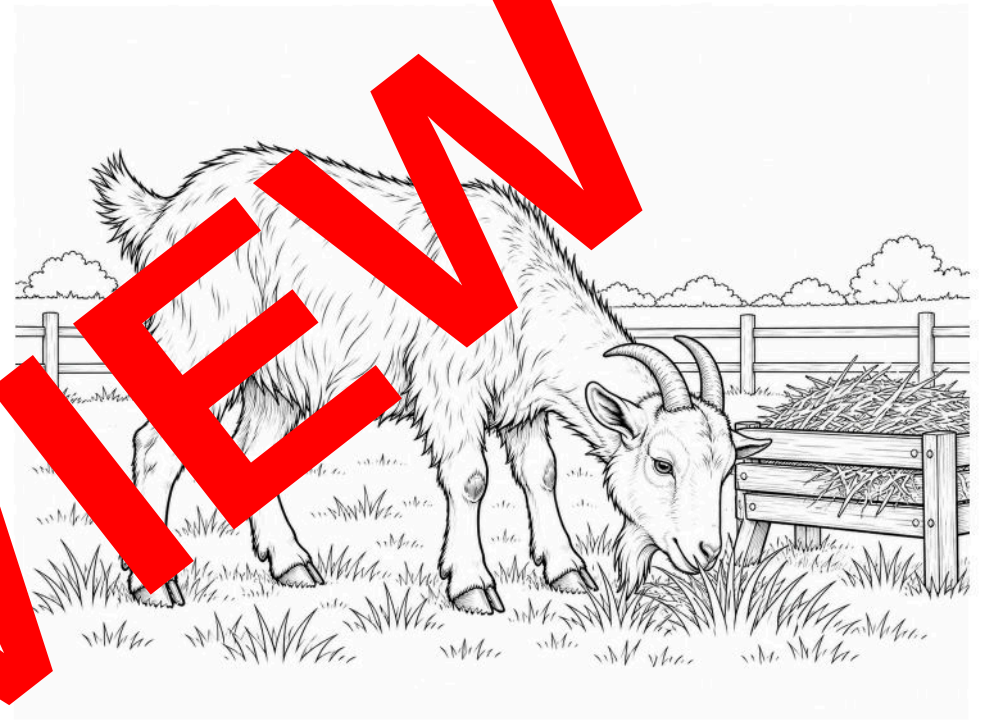
A Goat



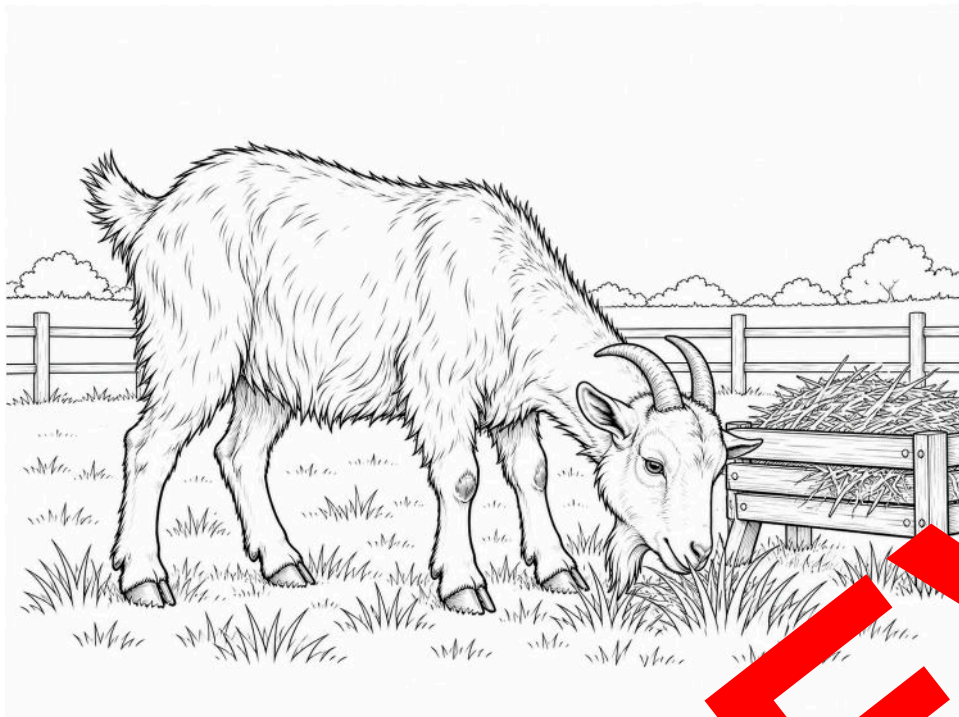
This is a goat.
A goat has a coat.



A goat has legs.
The coat can be thick.



A goat can feed.
It can nip food.

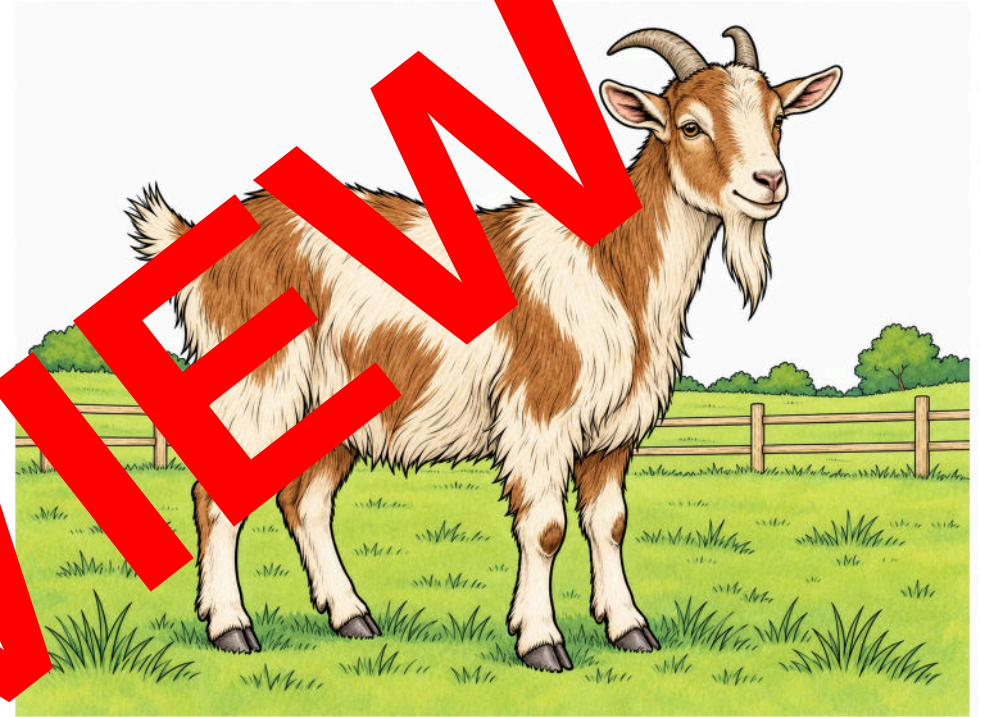
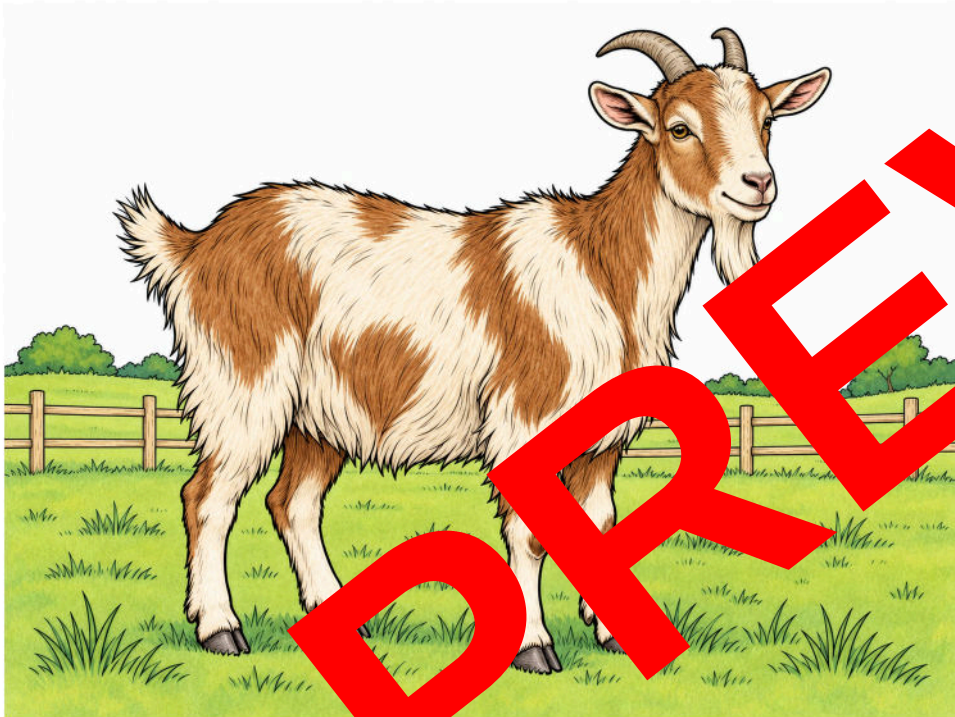


A goat can eat grass.
Teeth help it eat.

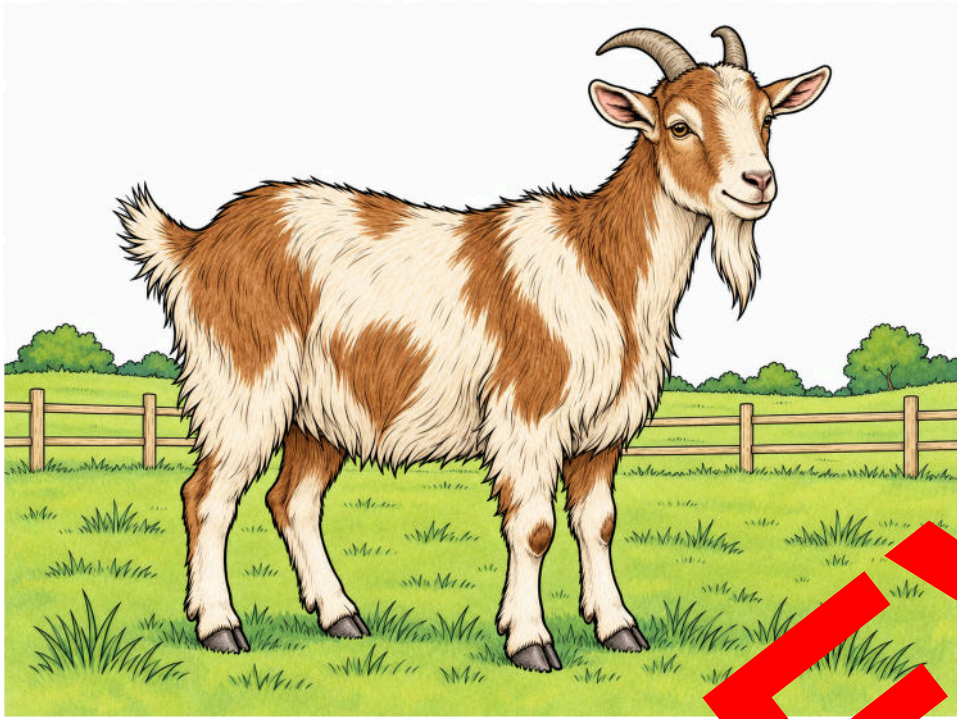


A goat can stand on a rock.
It can get a good grip.

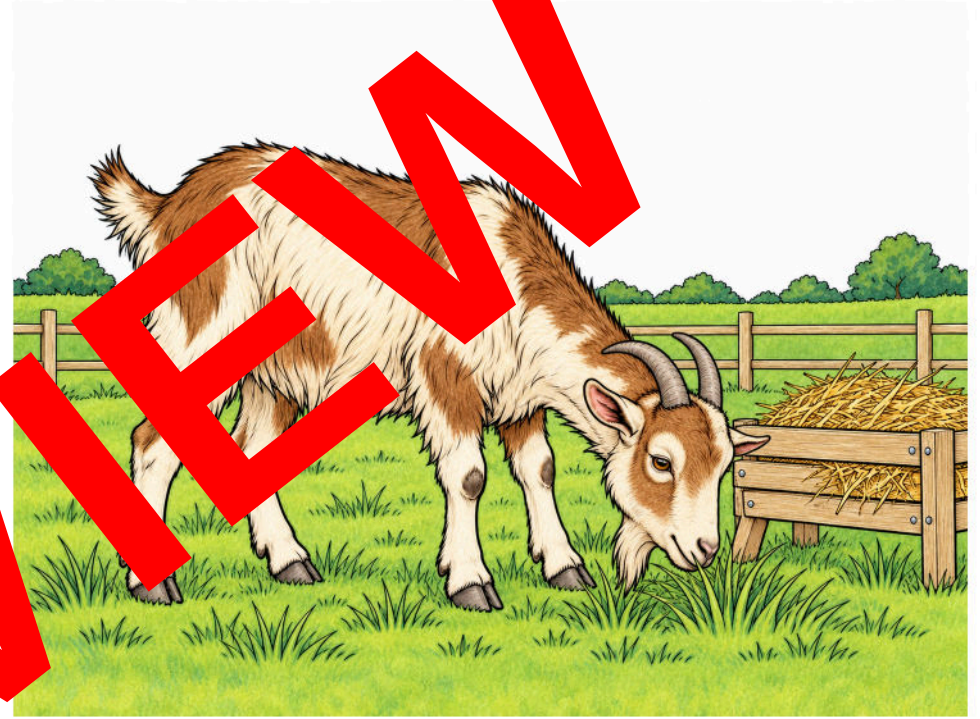
A Goat



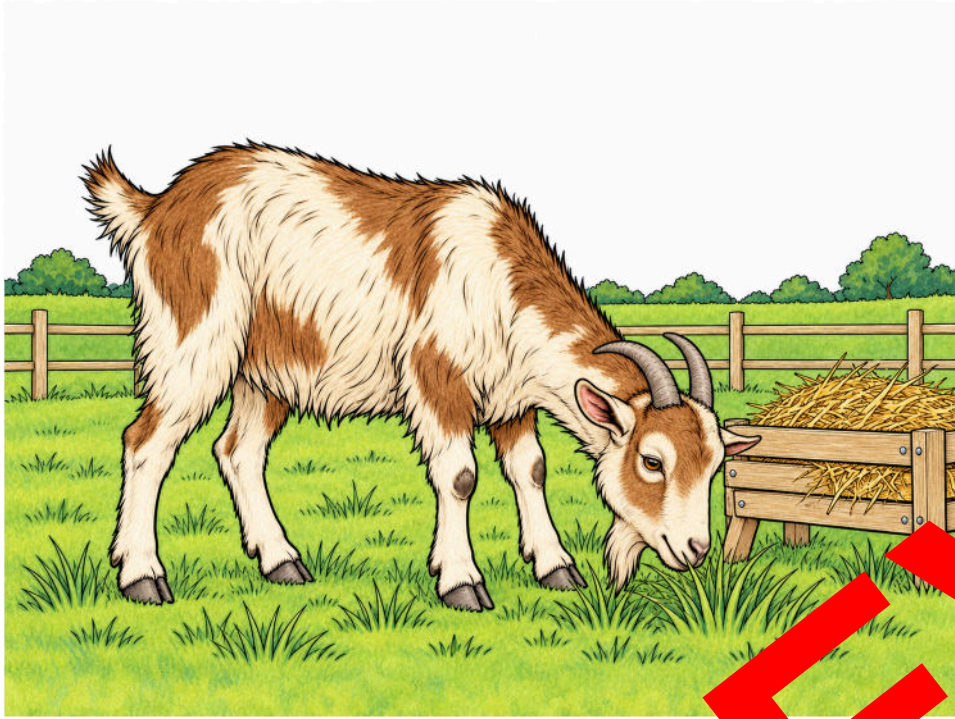
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A goat has a coat.



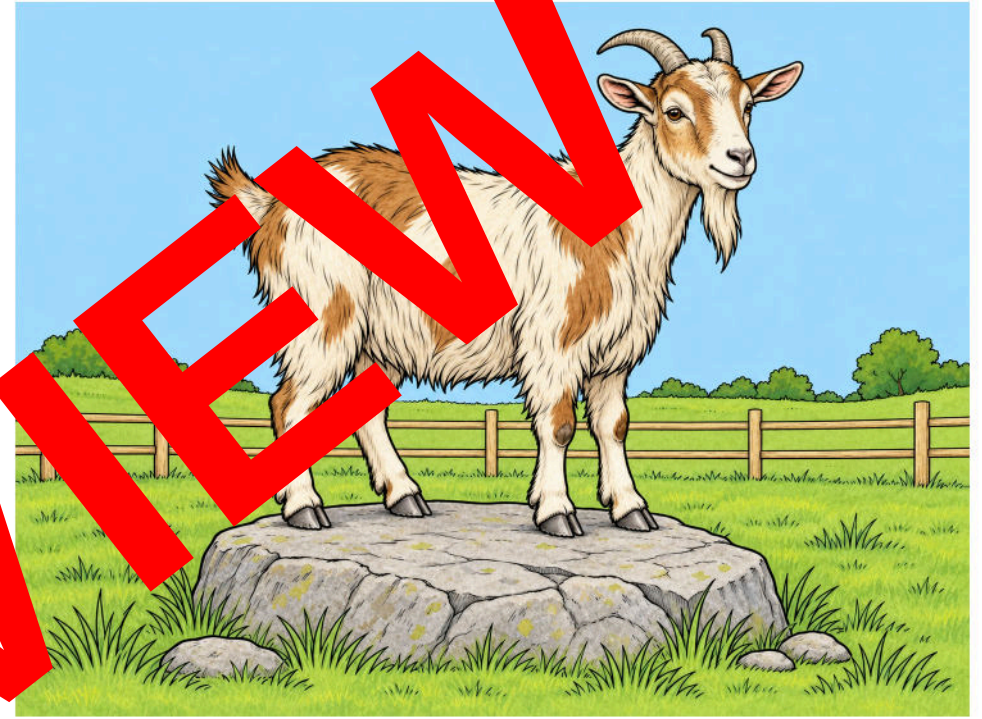
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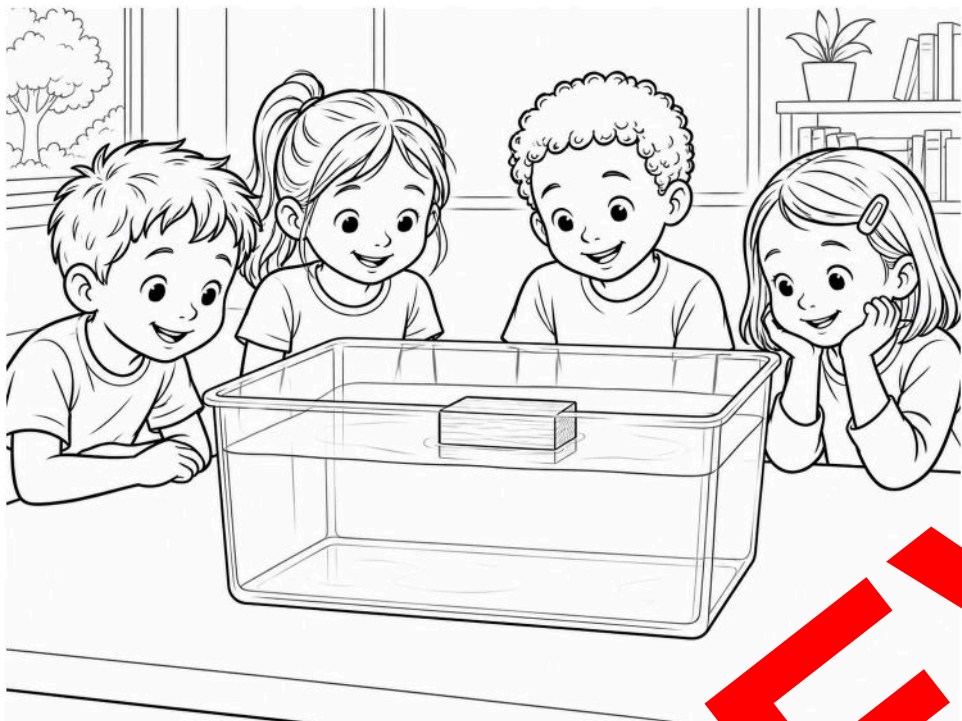


A goat can stand on a rock.
It can get a good grip.

Will It Float?



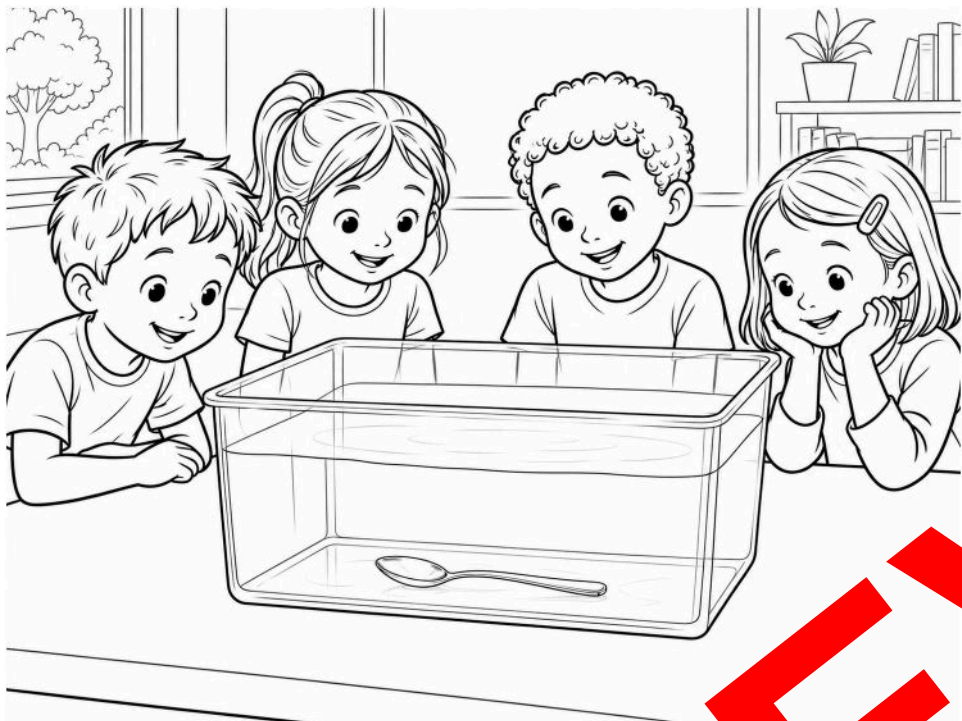
This wood block can float.
It is on top.



We can see this wood block
float.
We can see it.



This spoon is steel.
It can sink in a tub.



This spoon sank.
It did not float.

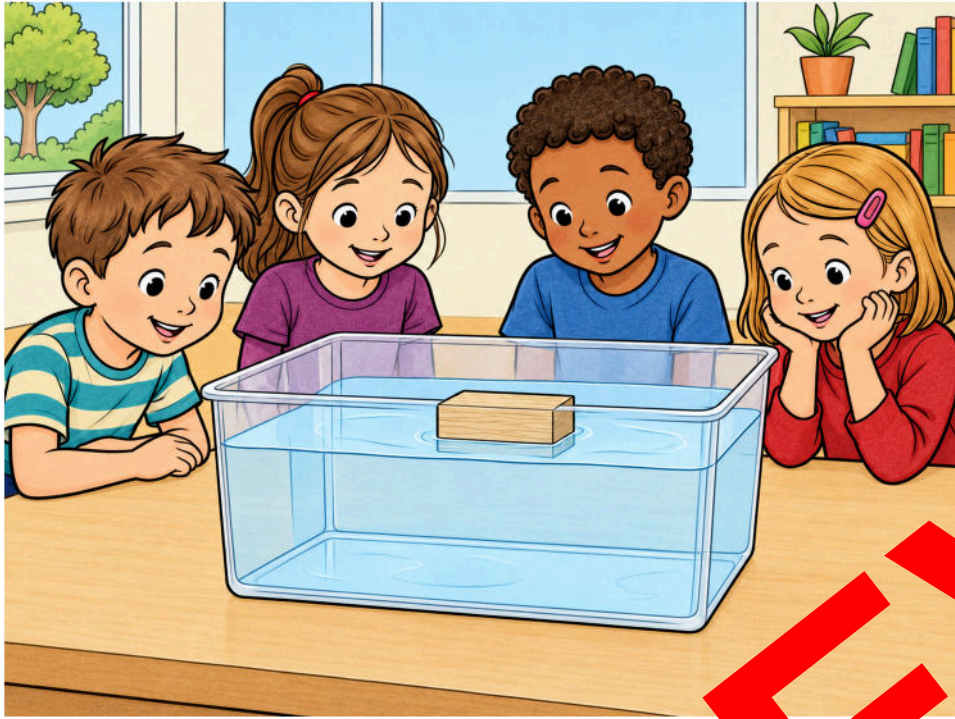


The wood block can float.
The steel spoon can sink.

Will It Float?



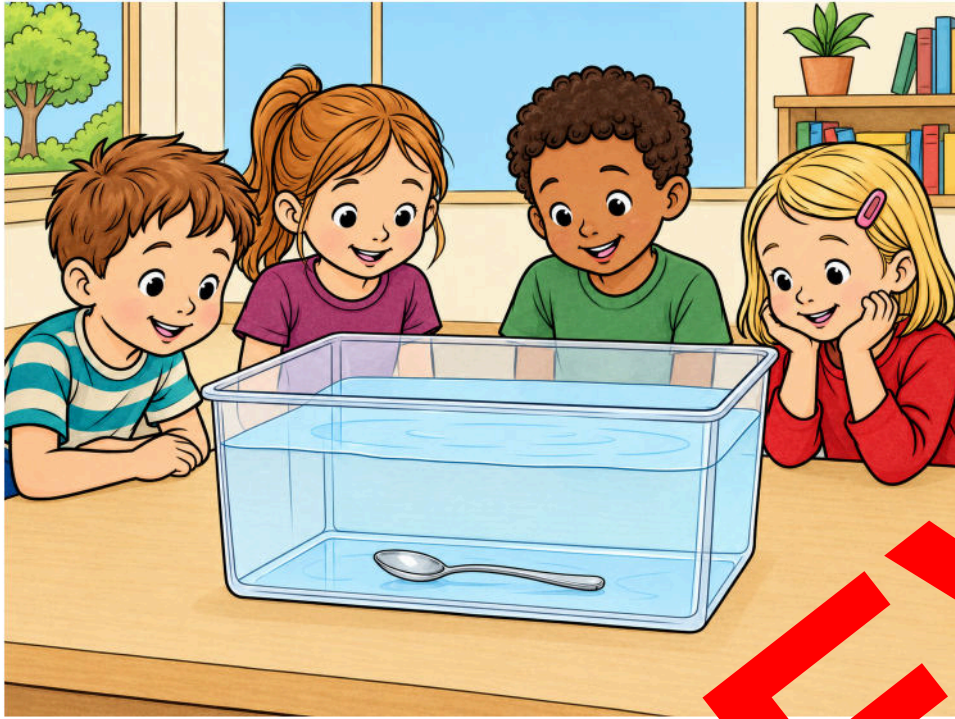
This wood block can float.
It is on top.



We can see this wood block
float.
We can show it.



This spoon is steel.
It can sink in a tub.



This spoon sank.
It did not float.



The wood block can float.
The steel spoon can sink.

Teacher guidance

Teach the focus and all prerequisites before independent reading. Support the activity directions and checking.

Focus

Teach oa in boat, ow in snow and final o in no/go/so. Compare the same long /oa/ sound. Cow-type ow is not taught here.

Cumulative prerequisites

All Foundation steps plus Year 1 Sets 01-02: five short vowels; common/double consonants; x and voiced s; sh/ch/th/wh/qu; ng and n before k; one-syllable clusters; verified simple -s; ee/ay, both oo sounds, ea/final e and ai. Teach capital partners and the names Ph-e and Meg (m-e-g).

Teacher words

Before each book, explicitly teach its remaining exceptions: where, the/her, a/the; a/the. Mark our in your (Australian /or/, weak variants included) and er, here (/er/). Your is introduced in the companion. Revisit a (weak/strong article), the (voiced th + weak e) and her (er); do not guess their untaught parts.

Correct and reread

Point to each grapheme, say its sound and blend the word. Model any introduced teacher word if needed. Then reread the whole sentence for meaning. Dot groups represent sounds, including one sound for oa or ow.

Dictate and check

For page 4 say boat, snow, go, printed prompts can be covered. Page 5 changes one sound each step. For page 6 say boat, snow, go, then The boat can float. Students write in the corresponding guide, then check sounds, capitals and punctuation. Check sentence-tile order and ask students to explain picture matches.

Print and assemble

Readers: actual-size landscape A4, single-sided. Cut the centre guide, stack A5 pages 1-6 in number order and staple left. Do not fold or use duplex booklet printing. Companion: actual-size portrait A4, single-sided. Cut cards only where the activity asks.

Brief observation

Hear a short reread: can the student retrieve the spellings, blend without guessing, spell the focus words and explain the meaning? Record a helpful next step on page 10. For the tub comparison use a tested dry floating wood block and solid steel spoon under supervision; some woods sink.

Hear and compare /oa/

Say the sound. Point to each spelling card. Read its example word and listen for the same sound.

oa

ow

o

goat

snow

go

Listen: boat, snow, go. Say each word, stretch its sounds, then point to the spelling for /oa/.

Blend and read

Touch each dot. Say the sounds, blend the word, then reread smoothly. Keep a digraph together as one sound.

b o a t
• • •

c o a t
• • •

s n o w
• • •

g o a t
• • •

b l o w
• • •

s l o w
• • •

play

seed

wood

Segment, build and spell

Say the word. Stretch its sounds. Write one grapheme in each box; oa and ow each stay together.

boat

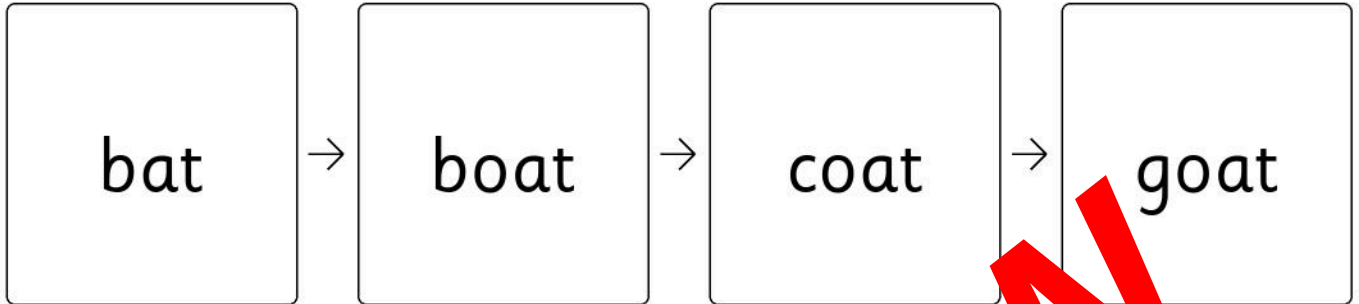
snow

coat

go

Change one sound

Read each chain. Say the one sound that changes. Read the new real word. Write each chain's last word below.



First chain: write the last word.

Second chain: write the last word.

Sort the spellings

Cut the nine word cards. Read them. Put every card under its /oa/ spelling. Keep headings clear.

oa

ow

o

PREVIEW

snow

goat

go

coat

so

blow

no

grow

boat

Build, read and write

Cut each set of tiles. Put the words in sentence order. Read your sentence. Write the full sentence on its wide guide.

float.

can

A

boat

Write the whole sentence here.

has

coat.

The

a

goat

Write the whole sentence here.

Teacher words and dictation

Read the teacher words after their marked parts are taught. Copy each word. Then listen and write the dictated words and sentence.

your

here

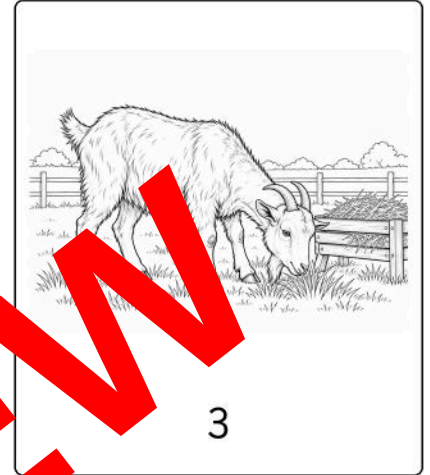
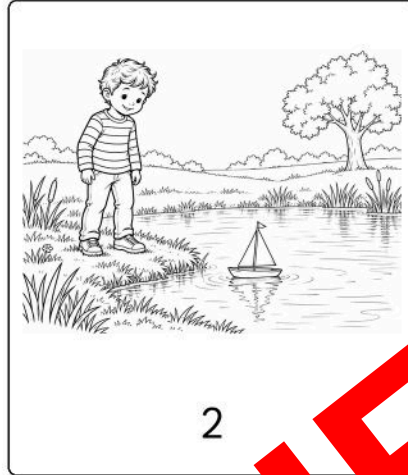
Read, then copy each teacher word.

Listen: write one dictated word on each guide.

Write the sentence your teacher says.

Match meaning and respond

Read each line. Write the matching picture number in its box. Then answer the reader question on the wide guide.



A goat can eat hay.

A boat can float.

A steel spoon can sink.

What helps Ben get his boat?

Reread and transfer

Reread a reader smoothly. Point to oa, ow and final o. Read the new sentences, then write both on the two guides.

boat

snow

go

The goat has a coat.

It can eat hay.

Tell someone: which spelling helped you today?

Teacher observations: _____