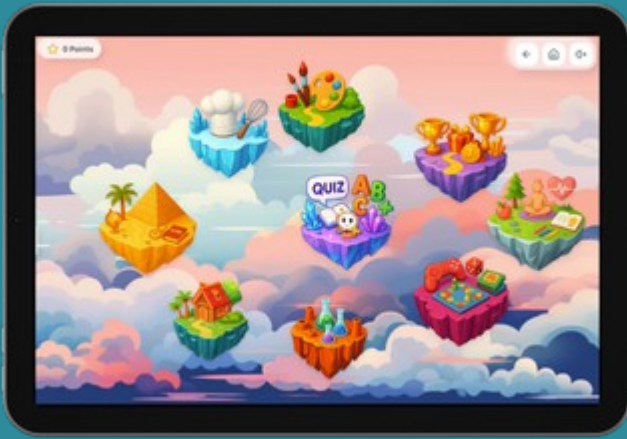


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Year 1 Set 11 ar, or and ore

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Book 4: At the Shore (Colour) (Non-fiction)



Mark at the Park



Mark has a toy car.
He plays at the park.



Mark crouches by his car.

It bumps a stick.



His car is stuck.

Mark tugs it, but it will not go.



Mark is the best.
His car is free.



Mark grins.
His car can go far!

Mark at the Park



Mark has a toy car.
He plays at the park.



Mark crouches by his car.
It is stuck on a log.



His car is stuck.
Mark tugs it, but it will not go.



Mark is the best.
His car is free.



Mark grins.
His car can go far!

A Storm at the Shore



Joy and Mark play at the shore.
They dig in the sand.



A storm is on its way.
Dark clouds form.



Joy and Mark stop.
They rush back.



They stay in the hut.
Rain taps on the roof.



They stay in the hut.
They play a card game.

A Storm at the Shore



Joy and Mark play at the shore.
They dig in the sand.



A storm is on its way.
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On the Farm



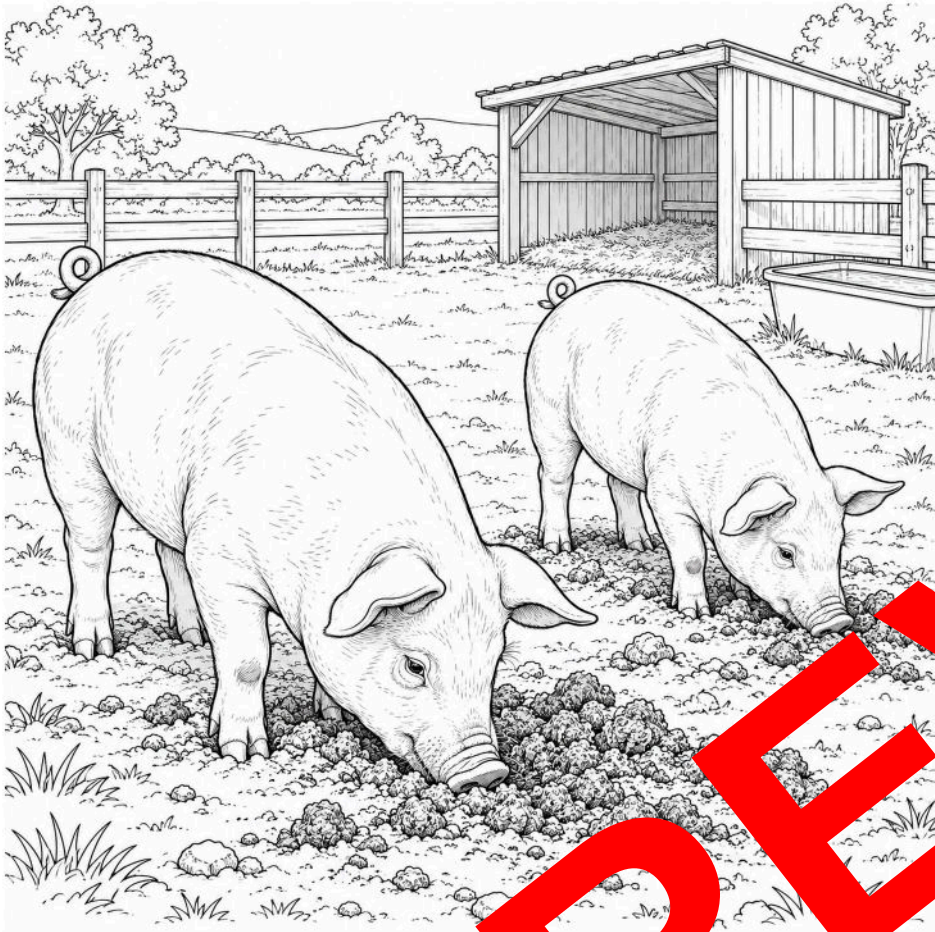
A farm can grow corn.
Corn seeds can sprout.



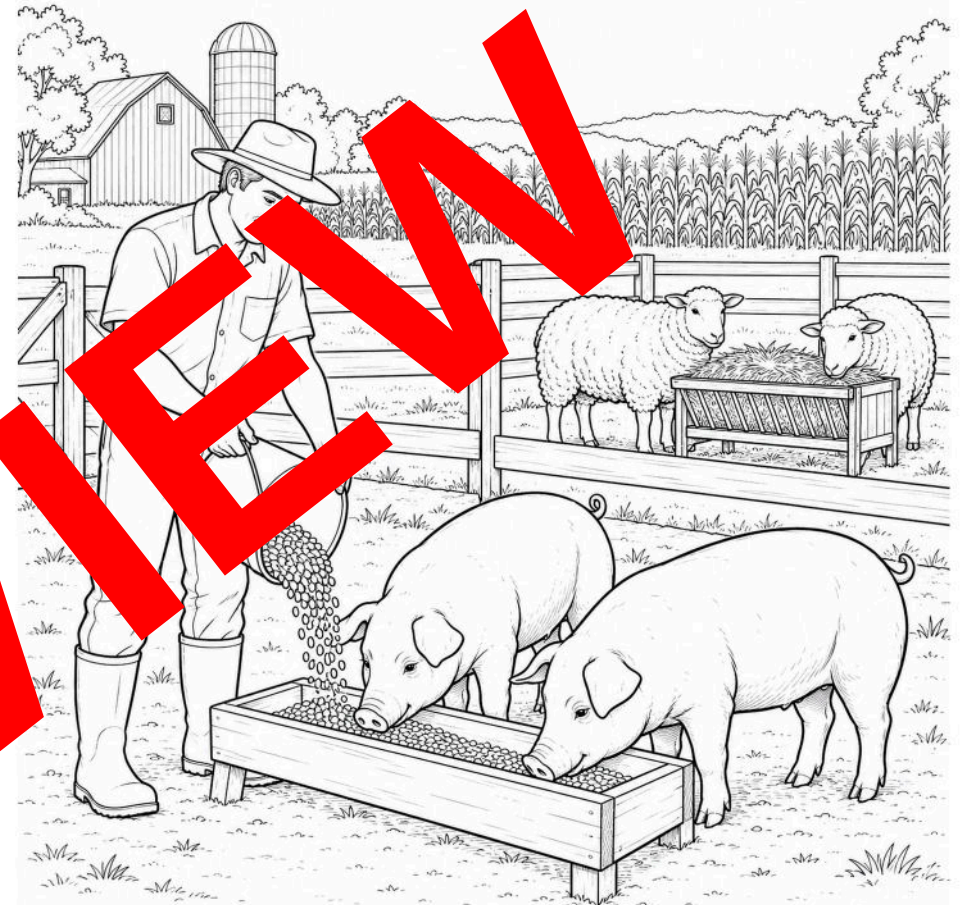
A corn seedling has roots.
The roots grow down into the soil.



A farm can have sheep.
Sheep feed on short shoots.



A farm has pigs.
Pigs root in soft soil.

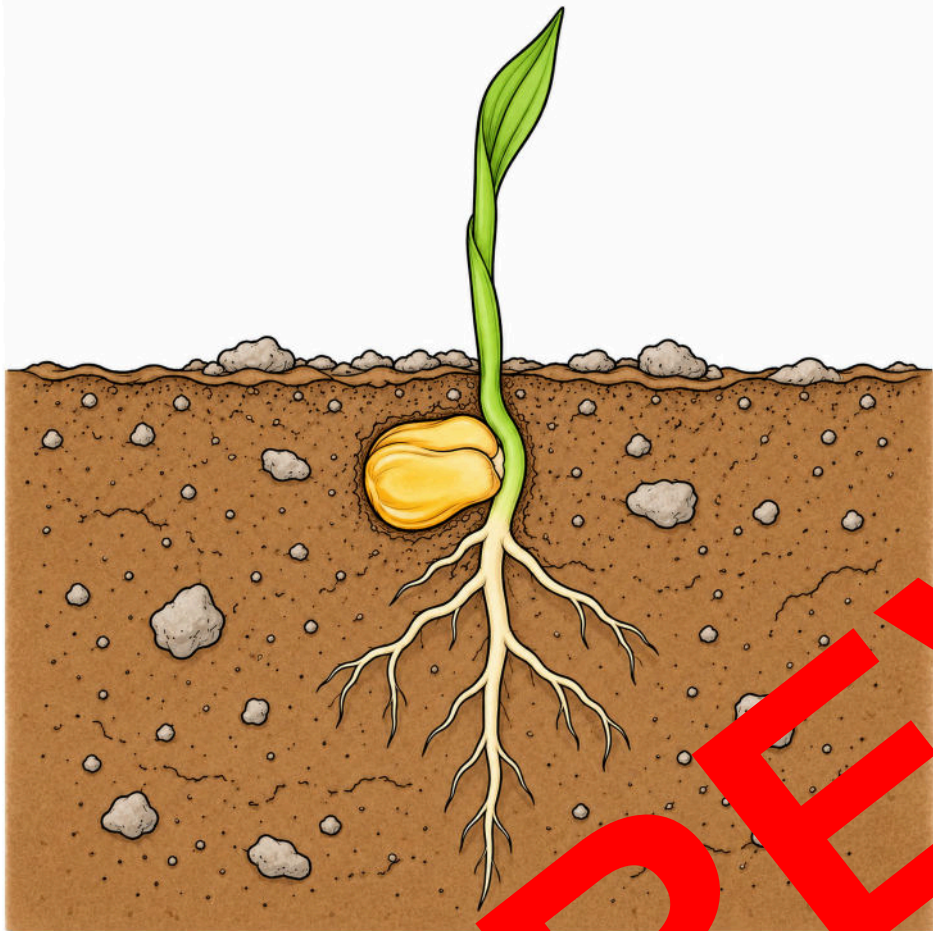


A farm has jobs each day.
The pigs and sheep need food.

On the Farm



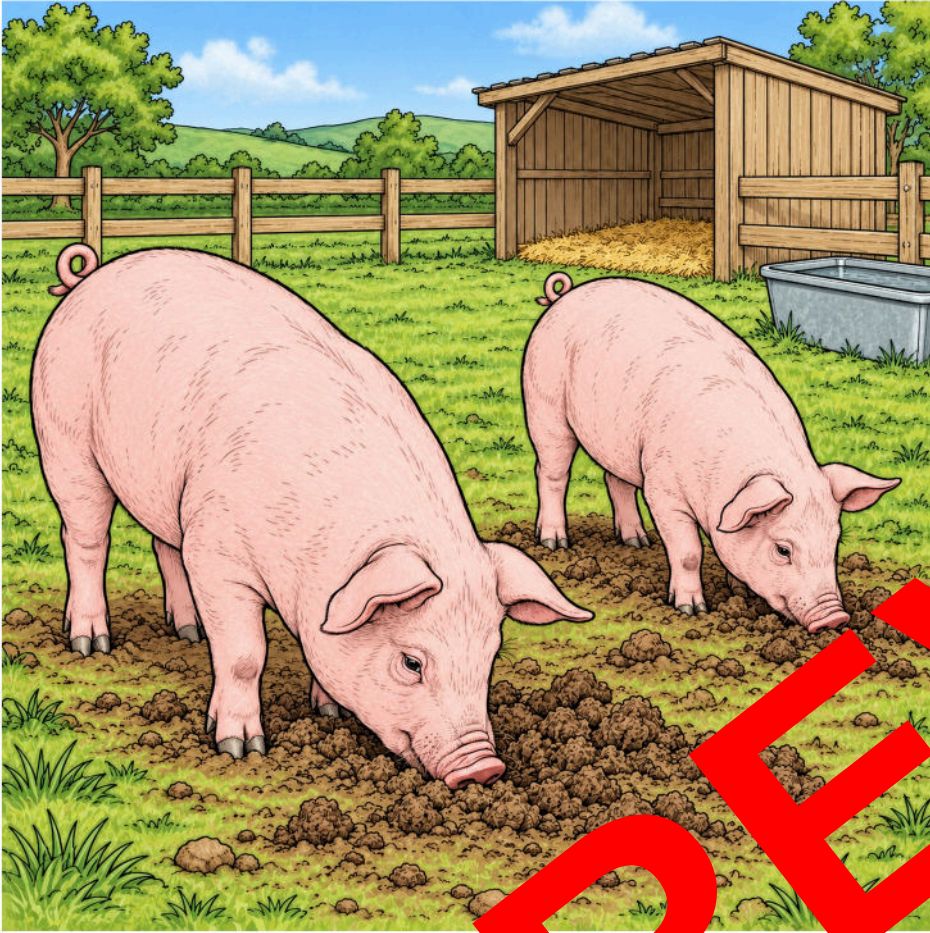
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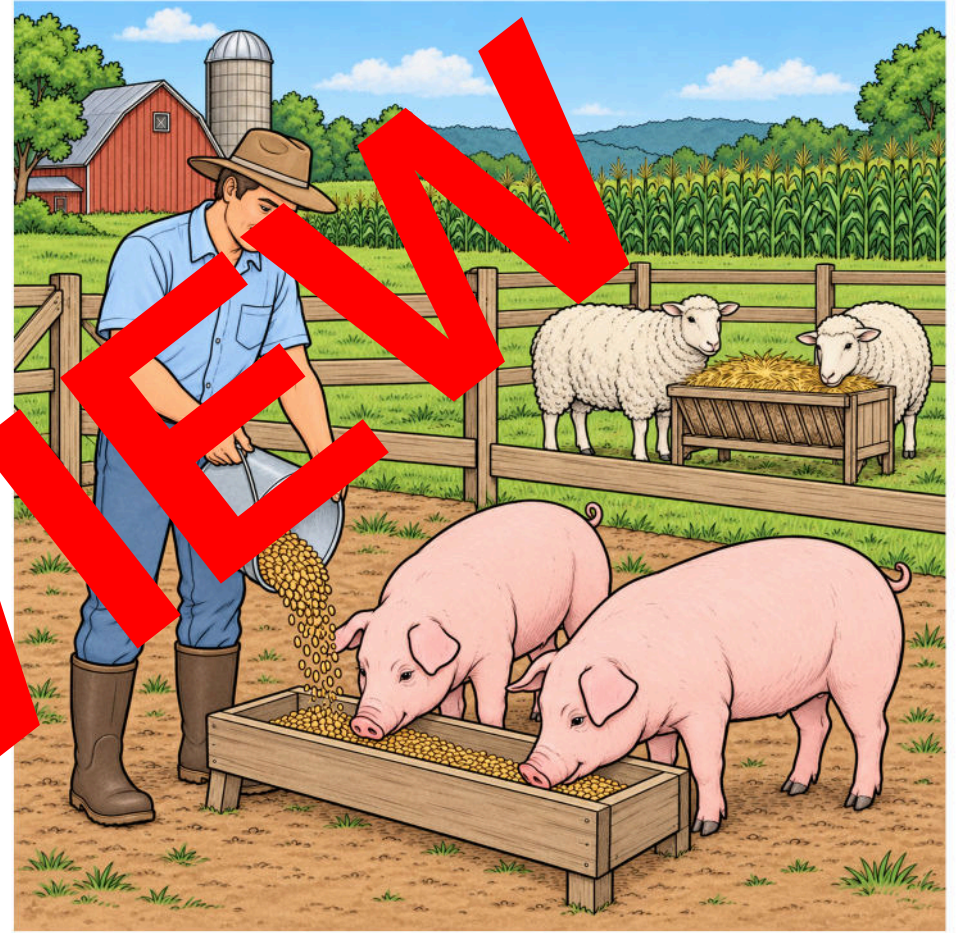
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A farm has pigs.
Pigs root in soft soil.



A farm has jobs each day.
The pigs and sheep need food.

At the Shore



The sea meets the shore.
Waves reach the sand.



A shore crab has a hard shell.
It has ten legs.



The crab can hide in a crack.
It is hard to spot.



A gull can fly high.
It can land on the shore.



The tide can rise.
More sand gets wet.

At the Shore



The sea meets the shore.
Waves reach the sand.



A shore crab has a hard shell.
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More sand gets wet.

Reading and teaching guide

Year 1 Set 11 ar=/ar/; or=/or/; ore=/or/

Teach the code and named supported words before students read. Use the book that fits your students.

Before reading

Students need the full cumulative teaching sequence through Year 1 Set 10. Check capital M in Mark and capital J in Joy, as well as sentence capitals. Check simple final-s meanings for more than one and for one person's action, with /s/ or /z/. Use natural Australian pronunciation.

This set: ar, or and ore

Teach ar as in car, or as in fork, and ore as in shore. Each represents one vowel sound. Do not add an unpronounced r. In new, ew represents two sounds: /y/ plus /oo/.

New named teacher words

father: a has the broad ar vowel and final er is weak; voiced th is taught. because: first e is weak, au has short o, and final se gives z with silent e; voiced s is taught. our: use its natural one- or two-syllable structure in reading, with no extra r. These named words do not introduce general new code.

Support that remains in the books

Mark at the Park: a, the. A Storm at the Shore: a, the, they. On the Farm: e, have. At the Shore: a, the, weak to. a: support its weak article vowel or strong ai. the: voiced th is taught, weak final e remains supported. they: support ey as ai. have: keep short a and support final ve with silent e. to: support weak e here, long o as oo is taught.

Read, correct and reread

Model a blend, let the student try, then reread the whole sentence for meaning. If a word stalls, identify the taught spellings, supply the named unusual part and blend again. Reread for smoother phrasing.

Use the activity pages

Page 4: say farm, corn, store. Page 5: change the first sound only. Page 6: sort cards by the vowel spelling. Page 7: build and write complete sentence. Page 8: copy supported words, then dictate fork, shore and Our farm has corn.

Check and respond

Count sounds, not letters. Keep /y/ as /oo/ as two sounds when present. Check every sound, spelling, complete sentence and matching check. Ask what happened or what the student learned; accept a clear spoken response. For the crab, count eight walking legs and two front claw legs.

Print and assemble

Readers: landscape A4, actual size, single-sided. Cut the centre, stack the six numbered A5 pages and staple on the left. Do not fold or use duplex booklet mode. Companion: portrait A4, actual size. Choose B&W or matching Colour.

Say the sounds

Year 1 Set 11 ar=/ar/; or=/or/; ore=/or/

Say each sound. Copy each spelling. Keep ar, or and ore as one sound each.

ar

.

or

.

ore

.

Read cue. Tap its three sounds.

c ue

. ..

Blend and read

Year 1 Set 11 ar=/ar/; or=/or/; ore=/or/

Point to each spelling, tap each sound, then blend the whole word.

ar m
• •

b ar k
• • •

f or k
• • •

s t or m
• • • •

sh or e
• • •

m ore
• •

c l ue
• • •

n ew
• • •

Read each word once more.

Build and spell

Year 1 Set 11 ar=/ar/; or=/or/; ore=/or/

Listen to each word. Tap the sounds. Write the spellings, then the whole word.

1

--	--	--

2

--	--	--

3

--	--	--

Change one sound

Year 1 Set 11 ar=/ar/; or=/or/; ore=/or/

Keep the other sounds. Write each new word on its own guide.

Change p to b. Then change b to d.

park → _____ → _____

Change p to s. Then change s to sh.

port → _____ → _____

Change m to n. Then change w to f.

more → _____ → _____

Sort the spellings

Year 1 Set 11 ar=/ar/; or=/or/; ore=/or/

Read and cut the cards. Sort by ar, or or ore. Keep every card upright below its heading.

card

fork

more

shore

park

cord

storm

store

star

ar

or

ore

Build a sentence

Year 1 Set 11 ar=/ar/; or=/or/; ore=/or/

Read the mixed tiles. Build each sentence. Write the whole sentence on its wide guide.

red

The

is

car

storm

dark

The

is

has

sand

shore

The

Read and write

Year 1 Set 11 ar=/ar/; or=/or/; ore=/or/

Read the named words. Notice the underlined unusual parts. Copy each complete word on its numbered guide.

1 f <u>a</u> th <u>e</u> r	2 b <u>e</u> ca <u>u</u> se	3 <u>o</u> ur
-------------------------------	--------------------------------	------------------

1 _____	2 _____
_____	_____
_____	_____

3 _____

Listen and write each word.

_____	_____
_____	_____
_____	_____

Listen and write the whole sentence.

Match the meaning

Year 1 Set 11 ar=/ar/; or=/or/; ore=/or/

Match each picture to a sentence. Draw a line. The sentences are mixed.

1



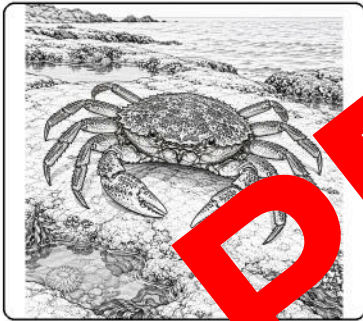
A The crab has a hard shell.

2



B Mark has a toy car.

3



The corn grows.

Pick a book. Draw one part. Write a word.

A large empty rectangular box with a thin black border, intended for a student to draw a part of a book.Three horizontal lines for writing: a solid top line, a dashed middle line, and a solid bottom line.

Reread and transfer

Year 1 Set 11 ar=/ar/; or=/or/; ore=/or/

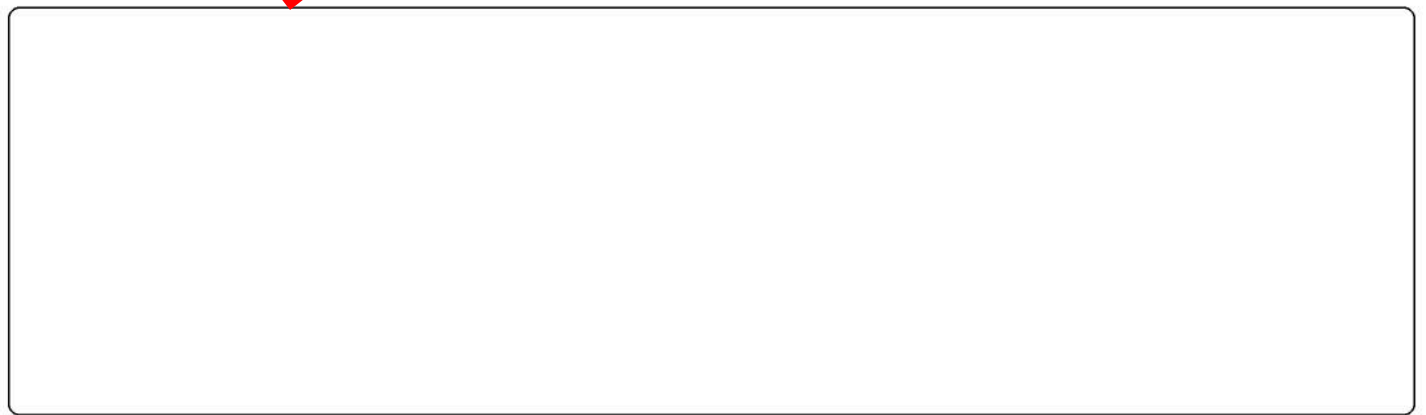
Read these new lines. Mark ar, or and ore. Choose one complete sentence to write.

A car can go far.

A storm is on the way.

More corn can grow.

Draw what your sentence means.



☐ I can read a new line.