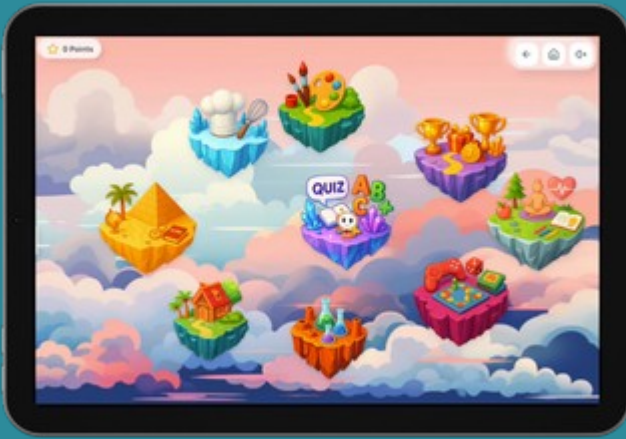


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Year 1 Set 25 a After w and Broad a

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Book 4: A Banana (Colour) (Non-fiction)



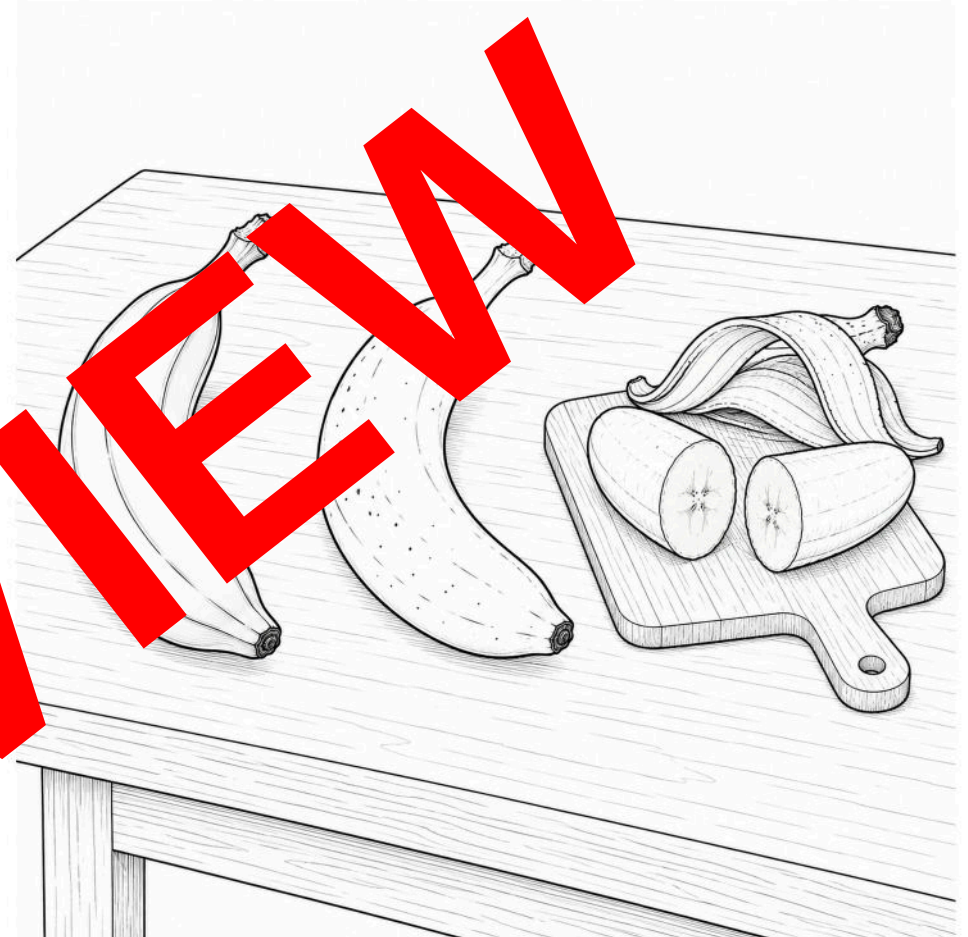
A Banana



A banana grows on a tall plant. It is not a tree.



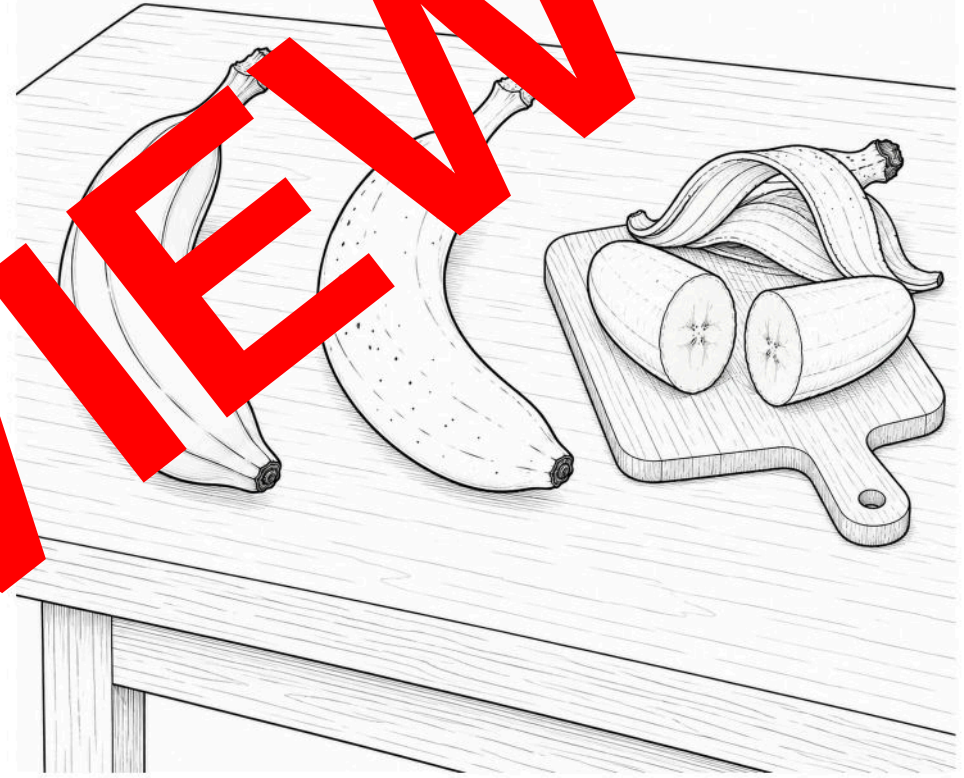
The plant has a big green leaf. A bunch hangs high on it.



The skin starts green. It can turn yellow.



Peel the skin off. The banana is soft.



Cut the banana in half. Each half has soft flesh.

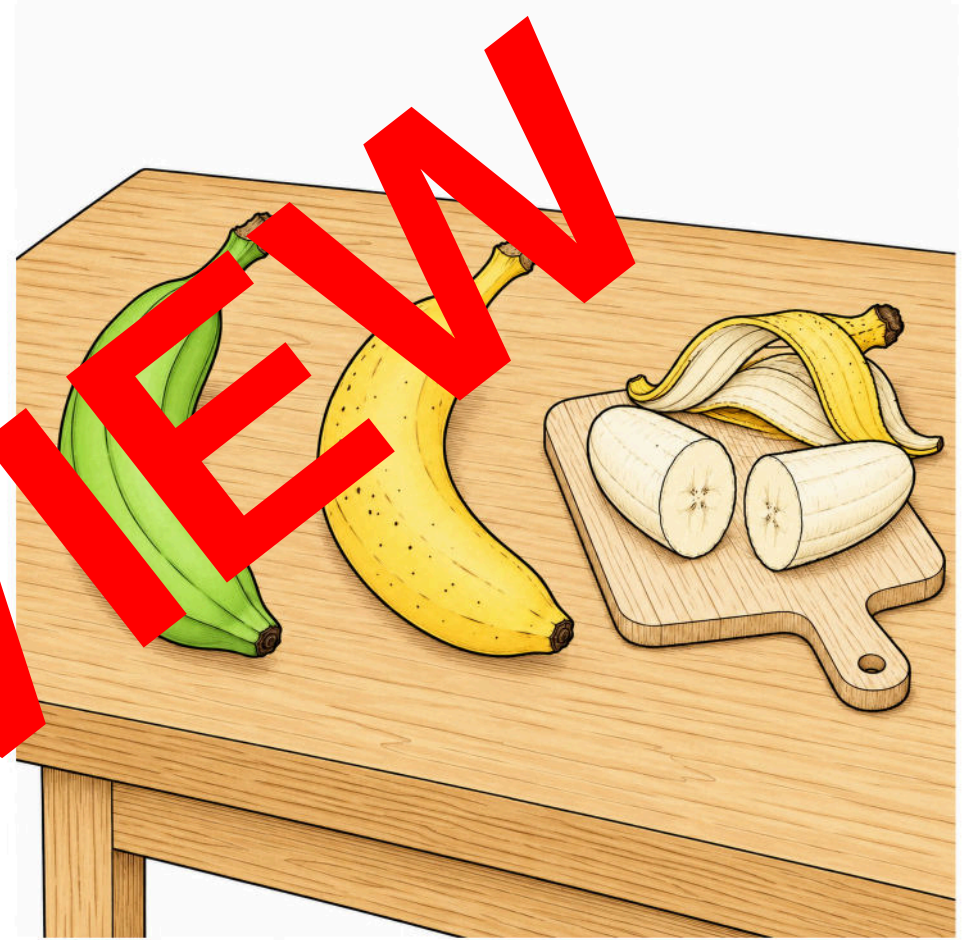
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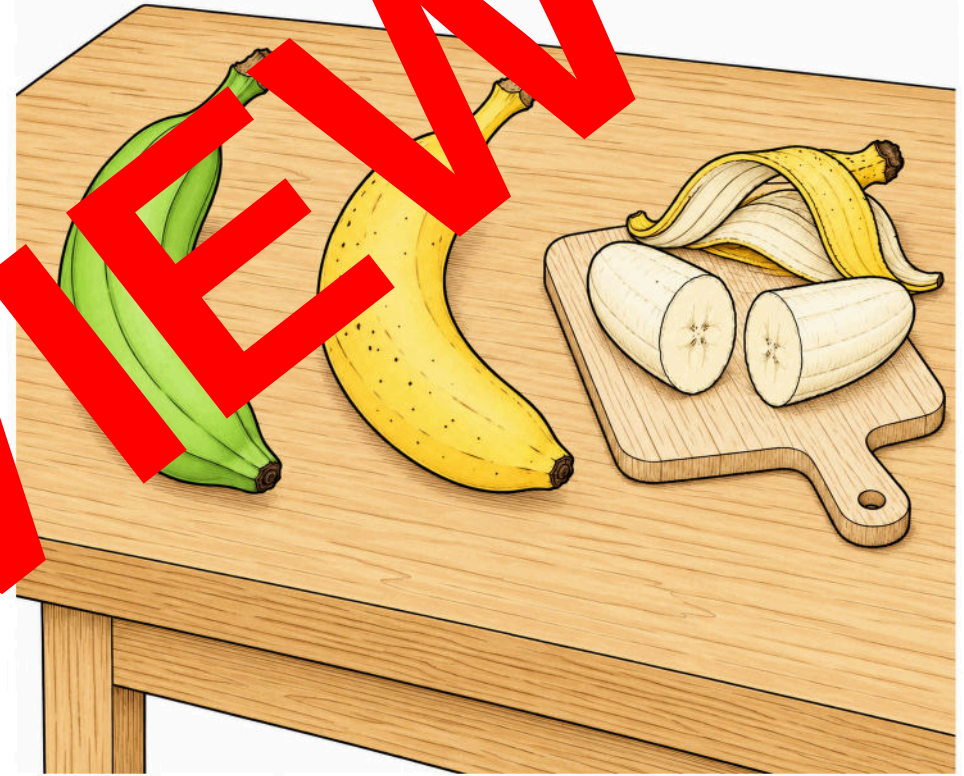
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Teaching and checking

Year 1 Set 25 a=/o/ after w/qu in verified words; broad a=/ar/ in bath/fast/father-type words

Teach the focus after the prerequisites

Use after every earlier Foundation and Year 1 step, including voiced th, clusters, long vowels, weak vowels, longer words and common endings. In these checked words a says /o/ after w/qu, as in wash, want, what and squash, or broad /ar/, as in bath, path, fast and father. These are word groups, not rules for every a.

Model, guide, then let the student try

Say wash normally. Point to w, a, sh and blend /w/ /o/ /sh/. Explain that a uses /o/ here. Build bath together, then try squash: qu has /k/ then /w/, so squash has five sounds. Accept genuine Australian short-a/broad-a choices and map the spoken form separately.

Teach answer and half explicitly

In answer, broad a, n, s and weak er are current; w is silent. In half, h and f are known; a tells the broad vowel with no separately sounded l. Both words retain named support. Do not turn /r/ into a silent-w or al rule.

Keep the book support clear

The Wand in the Bath: a, the, weak was. The Last Banana: the, answer. Wash Hands Well: the, weak for. A Banana: a, the, half. Model article a and natural weak for. Vowels in the s taught; the weak final e remains supported. The strong forms of was and for use though sound telling.

Read for meaning as well as accuracy

Read directions aloud. Model one example, guide the next, then let the student try. After an error, point to the spelling, say its current sound, blend and read. Ask what happened or what the fact means; do not guess from a picture. In handwashing, gap means between fingers; at least twenty seconds means twenty or more. Rinse with clean running water and dry with a towel. A Banana describes common Cavendish eating bananas.

Use the writing task and check

On page 8 dictate answer, then half. Sentence 1: Wash the wand. Sentence 2: Cut it in half. Say the whole sentence, repeat it fully and ask the student to reread. Check spelling, spaces and the full stop. Check the changed sound, not meaning and whole sentence order; record brief observations on page 10.

Print and assemble

Print at actual size, double-sided. Cut each landscape A4 reader at the centre, stack numbered pages 1-6 and staple left. Print this text-page companion on portrait A4. Cut cards on their borders. No folding or duplex booklet setting is needed.

Listen, say and notice

Year 1 Set 25 a=/o/ after w/qu in verified words; broad a=/ar/ in bath/fast/father-type words

Say wash with me. Listen to its vowel. Now say bath. The same letter a can show a different vowel in these words.

a
wash

a
bath

wh
what

qu
squash

Point to a in wash. Say /o/. Point to a in bath. Say your normal vowel. In squash, qu stands for two sounds: /k/ then /w/. Try it with me, then say the words below.

wash want what

bath fast path

Blend and read

Year 1 Set 25 a=/o/ after w/qu in verified words; broad a=/ar/ in bath/fast/father-type words

Watch me touch below each sound in wash. We blend the sounds to read the word. Try bath with me, then read the next two words.

w a sh
• • •

b a th
• • •

q u a sh
• • • •

a f t e r
• • • •

want

wand

last

path

Build and spell

Year 1 Set 25 a=/o/ after w/qu in verified words; broad a=/ar/ in bath/fast/father-type words

Cut out the tiles first. Say wash. Build it with three tiles, then write it below. Try bath next. Say each sound as you choose its spelling.

wash

--	--	--

bath

--	--	--

PREVIEW

sh

b

a

th

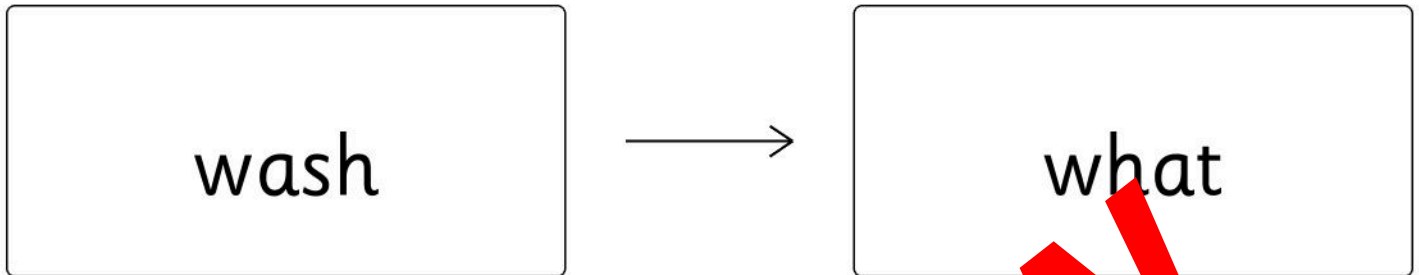
w

a

Change one sound

Year 1 Set 25 a=/o/ after w/qu in verified words; broad a=/ar/ in bath/fast/father-type words

Say wash. Change the last sound /sh/ to /t/. Blend what. Only one sound changes. Both words still have the vowel /o/.



Change the last sound in wand to /t/. Say the new word. Write it on the lines.

Handwriting practice lines (solid top and bottom lines with a dashed middle line).

Change the last sound in what to /sh/. Say the new word. Write it on the lines.

Handwriting practice lines (solid top and bottom lines with a dashed middle line).

Read both new words. Tell which sound changed and which sounds stayed the same.

Sort and compare a

Year 1 Set 25 a=/o/ after w/qu in verified words; broad a=/ar/ in bath/fast/father-type words

Read each word aloud. Put words with a just after w in the wash group. Put the other words in the bath group. Compare the vowels using your normal Australian speech.

wash

bath

want

fast

wand

path

a after w

bath word group

Build a sentence

Year 1 Set 25 a=/o/ after w/qu in verified words; broad a=/ar/ in bath/fast/father-type words

We will tell where the wand was. Start with The and end with bath. Put the tiles in order. Read the whole sentence to check it.

bath.

The

in

wand

the

was

Build here

Read it. Cover it. Write it. Reread to check.

Listen, write and check

Year 1 Set 25 a=/o/ after w/qu in verified words; broad a=/ar/ in bath/fast/father-type words

Read answer and half with me. Look at the underlined letters. We will say each word, then learn which letters we do not sound out.

answer

half

Say answer. Its w is silent: we do not say it. In half, al shows the vowel; l has no sound of its own. Cover the words. Say and write answer, then half.

Sentence 1

Sentence 2

Read each sentence back. Check every word and the full stop.

Read, match and respond

Year 1 Set 25 a=/o/ after w/qu in verified words; broad a=/ar/ in bath/fast/father-type words

Read each sentence. Draw a line to the picture that shows its meaning. The pictures are mixed up, so check each one.

The wand is in the bath.



Mum cut the banana in half.



Wash hands with soap



Tell what Wash Hands Well taught about soap. Draw washing hands, then copy the sentence about soap from above.

A large, empty rectangular box with a thin black border, intended for a student to draw and write.

Read again and use it

Year 1 Set 25 a=/o/ after w/qu in verified words; broad a=/ar/ in bath/fast/father-type words

Try these new sentences. Blend each word, then reread for meaning. Tell why the a in wash and the a in last sound different.

Father can wash the wand.

Cut the last banana in half.

Read, cover, say, then write each sentence on its two lines. Remember to check every word.

PREVIEW

Handwriting practice lines for writing the sentences.

☐ I read and checked each word.

Teacher observations

Teacher observations box.

The Last Banana



Mum and her son had the last banana.



"What can we do?" said her son. "I want half."



"I can cut it in half," said Mum. "Is that fair?"



"Yes!" said her son. Mum cut the
banana in half.



"That is the answer!" said Mum.
Mum and her son had half each.

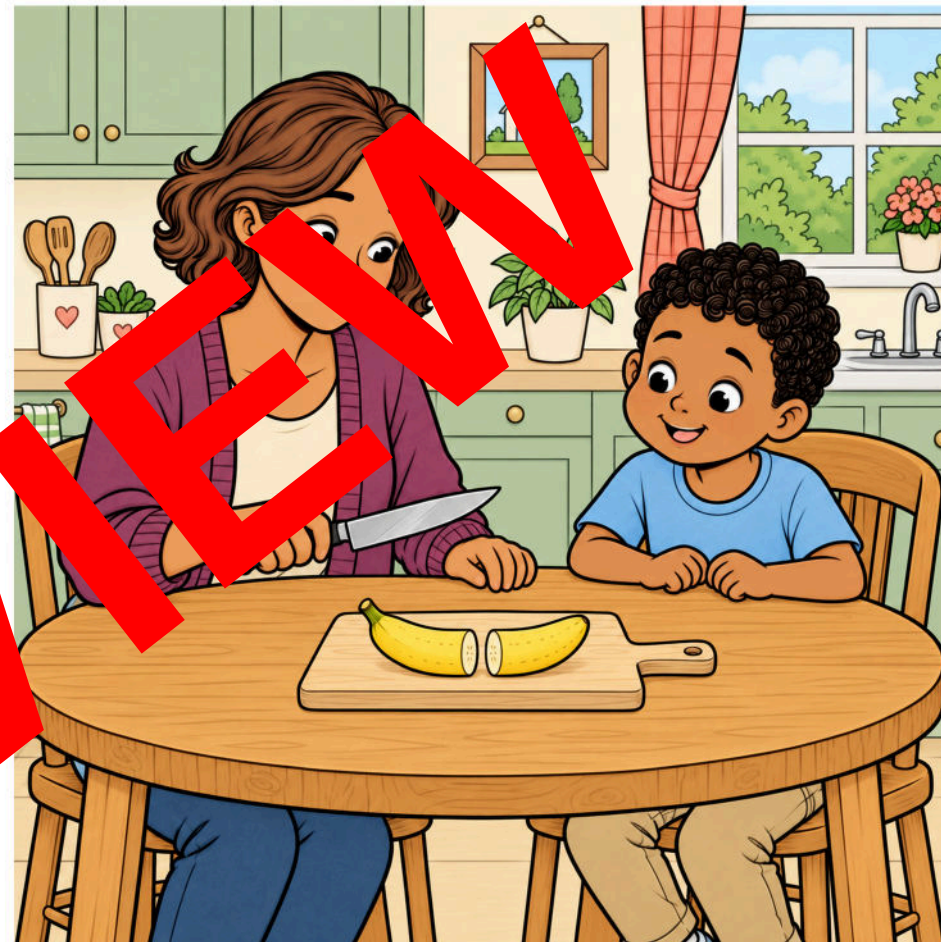
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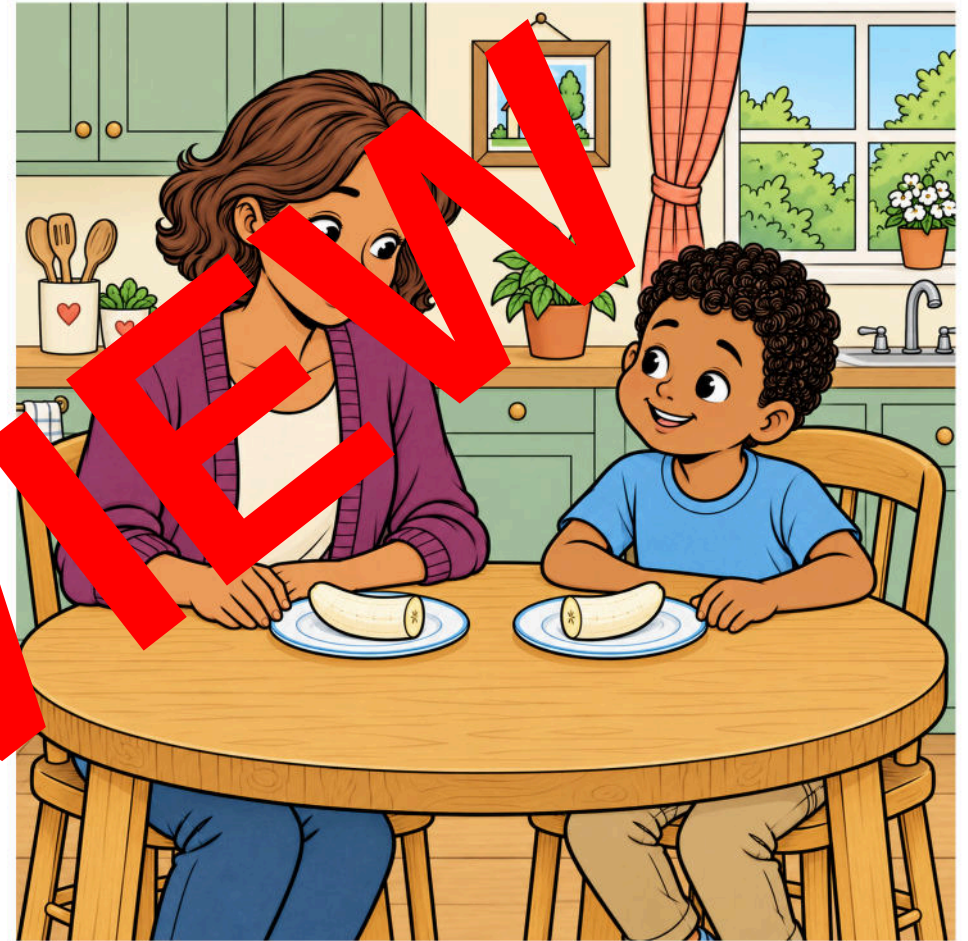
"What can we do?" said her son. "I want half."



"I can cut it in half," said Mum. "Is that fair?"



"Yes!" said her son. Mum cut the banana in half.



"That is the answer!" said Mum. Mum and her son had half each.

The Wand in the Bath



Father had a red wand. His son said,
"I want a bath."



His son had the wind in the bath.
Then it fell with a splash.



"What was that?" said his son.
Father got a net.



Father got the wand in his net.
"What a catch!" said his son.



The wand was safe at last. After that,
bath time was fun!

The Wand in the Bath



Father had a red wand. His son said,
"I want a bath."



His son had thrown it into the bath.
Then it fell in with a splash.



"What was that?" said his son.
Father got a net.



Father got the wand in his net.
"What a catch!" said his son.



The wand was safe at last. After that,
bath time was fun!

Wash Hands Well



This is soap. We can wash hands with it.



Wet hands and rub with soap. Wash the back and each gap.



Rub for at least twenty seconds. That can help lift mud and germs.



Wash soap off and dry hands well.



Wash hands after the toilet. Wash hands after play in mud.

Wash Hands Well



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