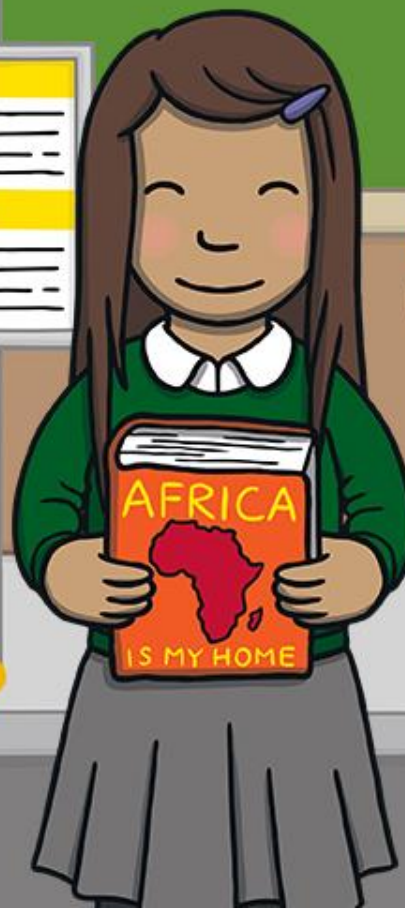




a saying /ai/ u saying /yoo/
The Research Project



Here are this week's focus words for reading...

who

why



Let's remind ourselves of the vowels. Can you say the **sound** for each letter? We call this the **short** sound.

a

u



Let's remind ourselves of the vowels. Can you say the **letter name** for each letter? We call this the **long** sound.

a

u

Remember vowels can either make the letter sound or the letter name, respectively /a/ or /ai/.



Click me for Kit's teaching tips!



Sometimes you might read a word with a short vowel sound but it doesn't make sense. You can then try reading it with a long vowel sound.
Try these...

bacon

user

paper

This week the vowels that make the long sound will be highlighted in blue.



Click me for Kit's teaching tips!

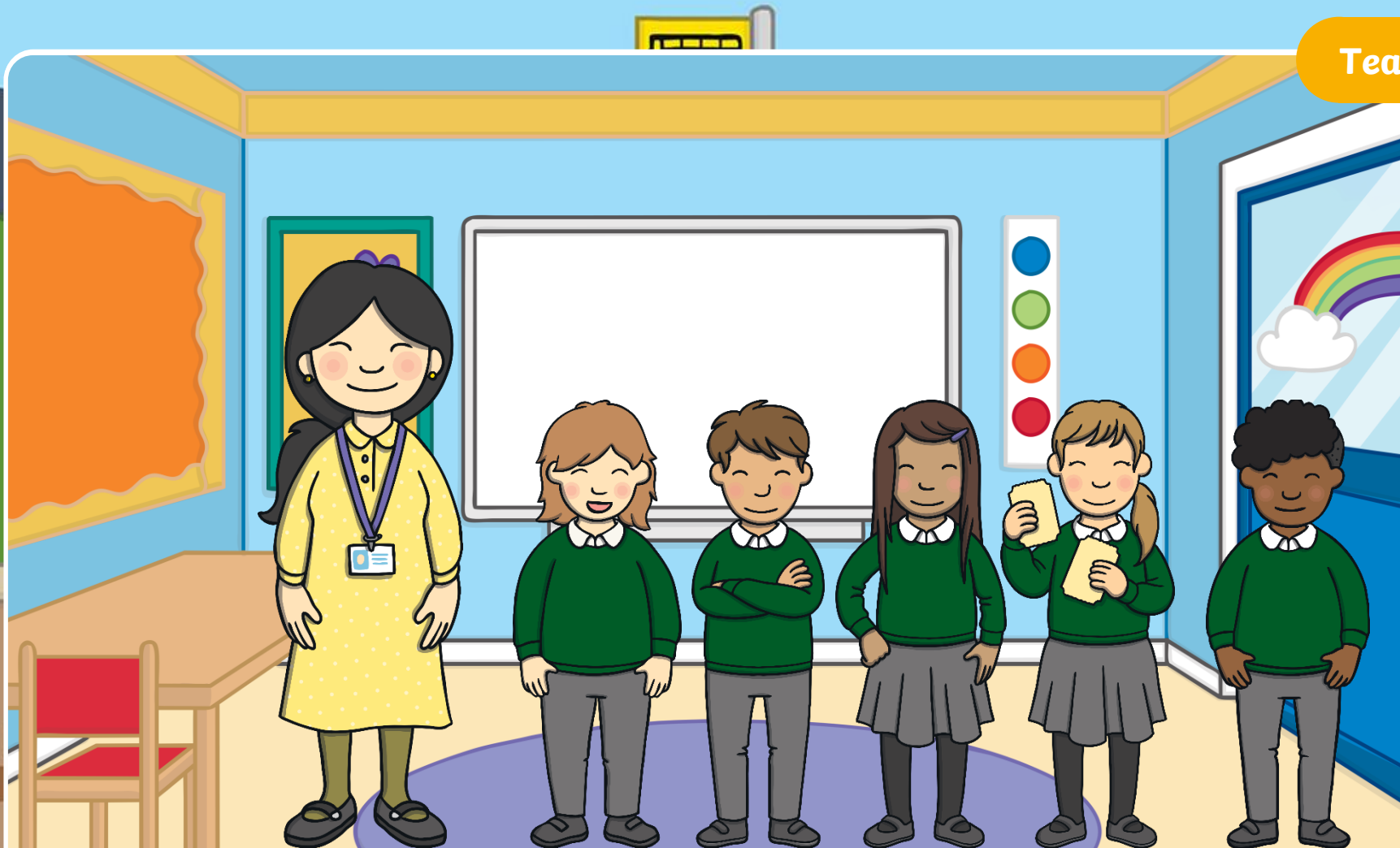




“Now,” said Mrs Tan, “I have some clues here to introduce our new topic. Your homework this weekend will be to research this topic and present your findings to the class on Monday.”



First, Mrs Tan pulled out a plastic giraffe, then an elephant and then a colourful flag. “We are going to learn about Kenya! **Your** homework for the next two weeks is to make a project to share with the class.”



Mrs Tan then **asked** Gabi to hand out little tickets. “On **your** ticket is the thing I **would** like you to research. Take a look now and see if you know anything already.” Just then, the bell rang...

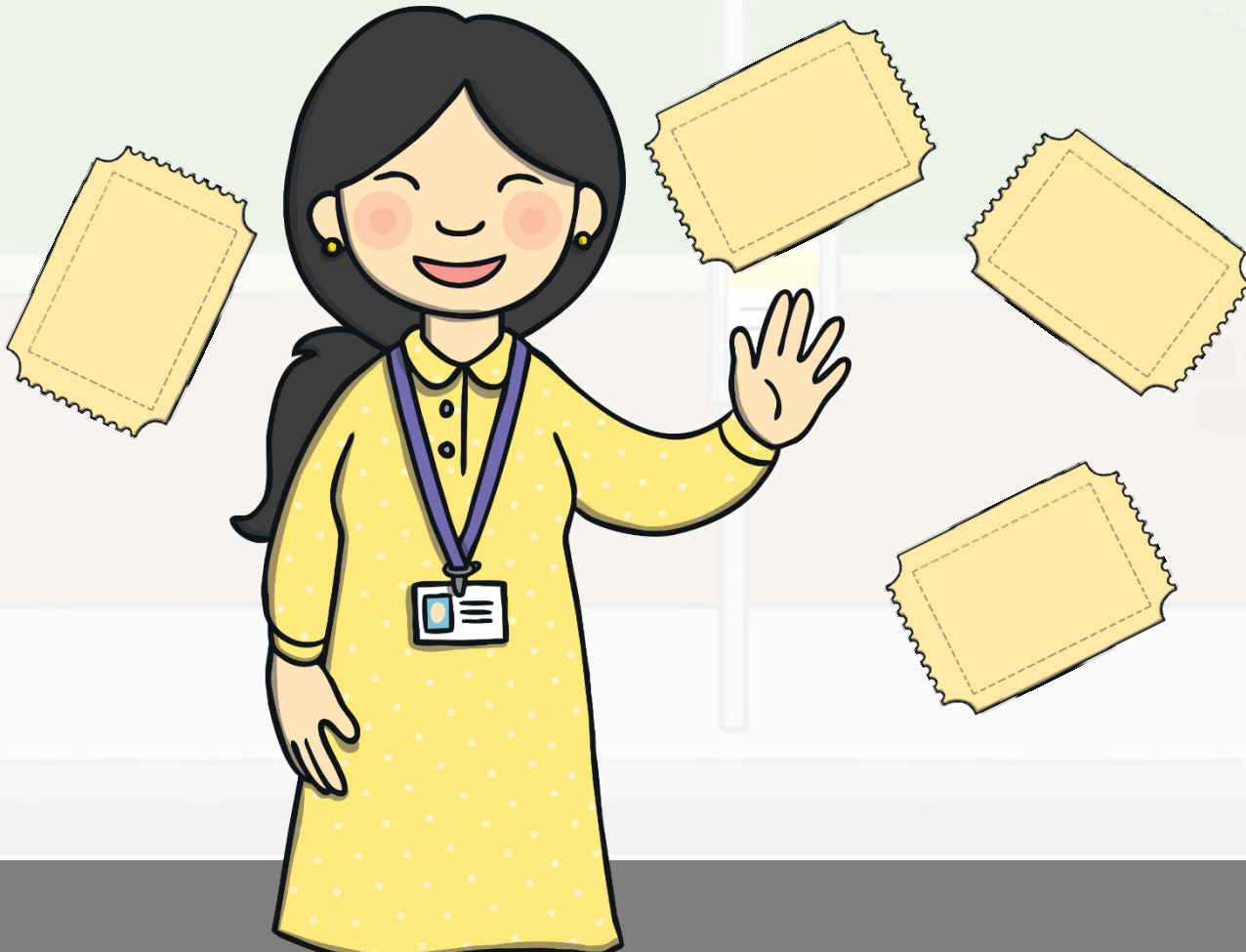


“Wow, home time already! Get **your** bags and line up. See you on Monday, kids. Do not forget **your** tickets!” While lining up, Kit, Sam, Gabi and Jake showed each other **their** tickets. Some were the same!

Listen to the words Sam is saying and decide if the **a** is making a **long** or short sound.



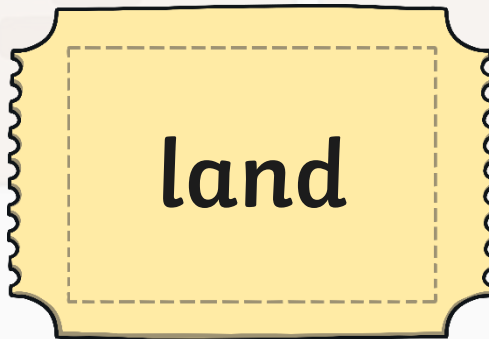
Mrs Tan has dropped her tickets on the floor. Can you help her sort them into **long** and short 'a' sounds?



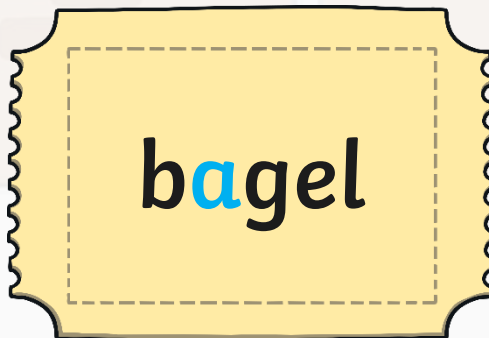
Read each word and click on the correct basket.



Read each word and click on the correct basket.



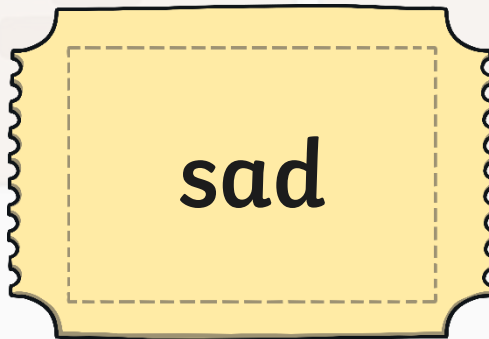
Read each word and click on the correct basket.



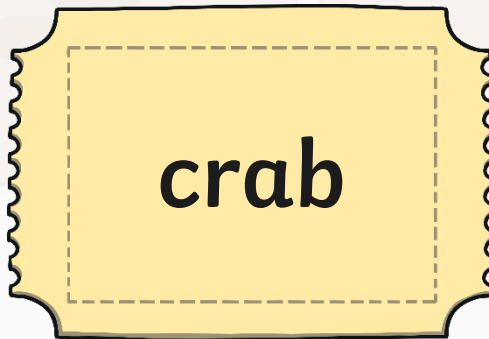
Read each word and click on the correct basket.



Read each word and click on the correct basket.



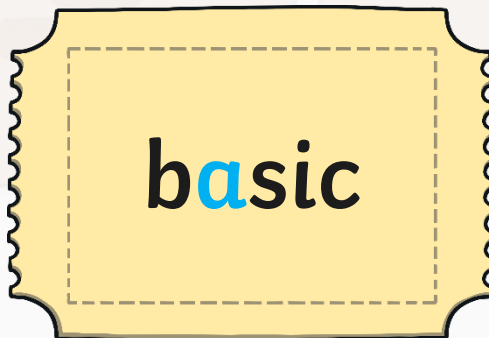
Read each word and click on the correct basket.



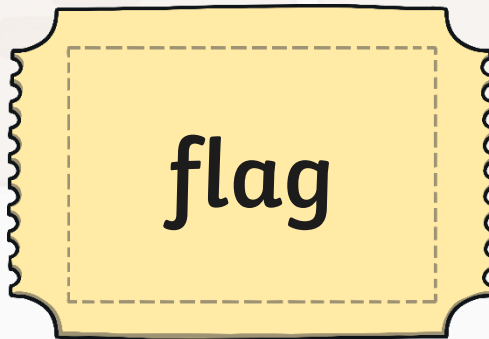
Read each word and click on the correct basket.



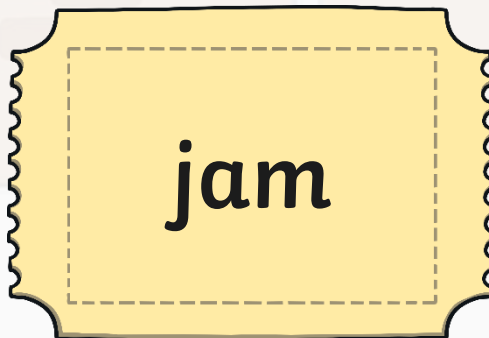
Read each word and click on the correct basket.



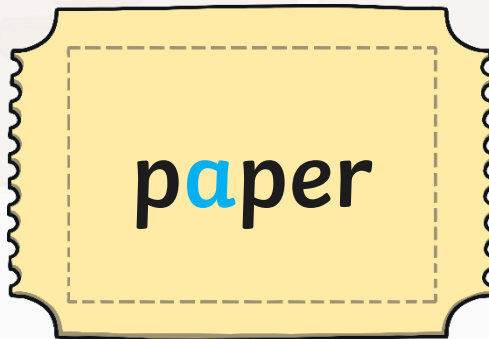
Read each word and click on the correct basket.

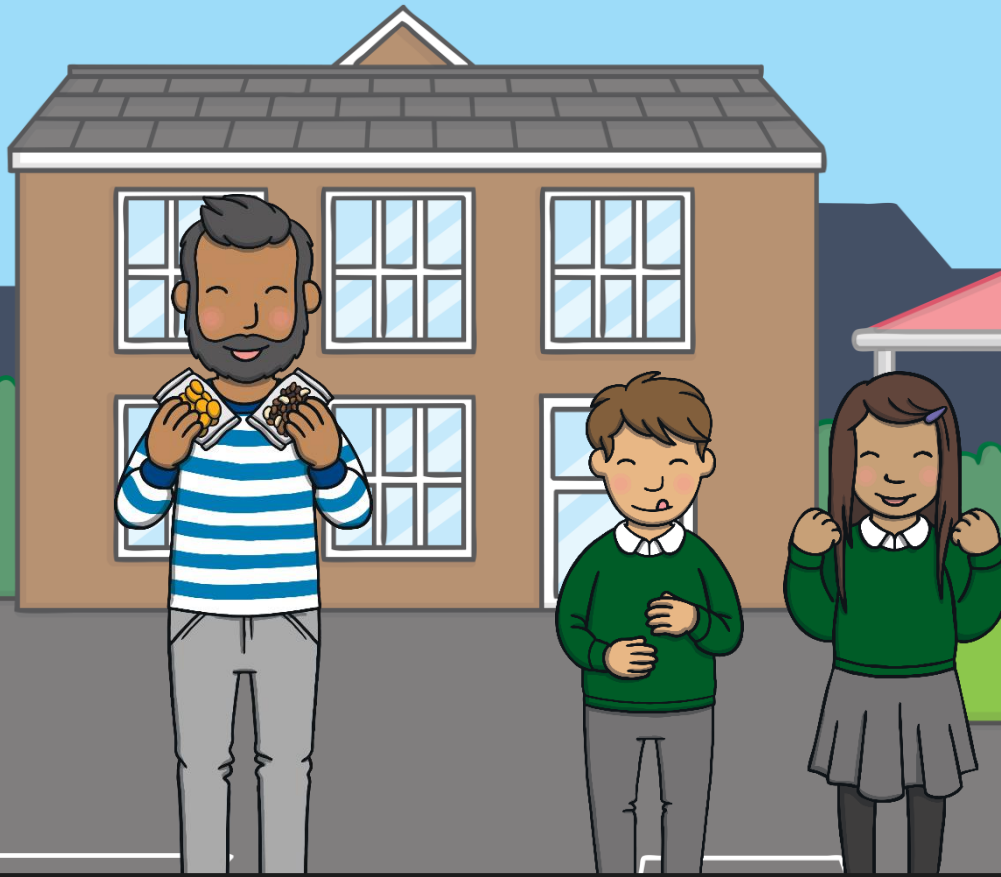


Read each word and click on the correct basket.

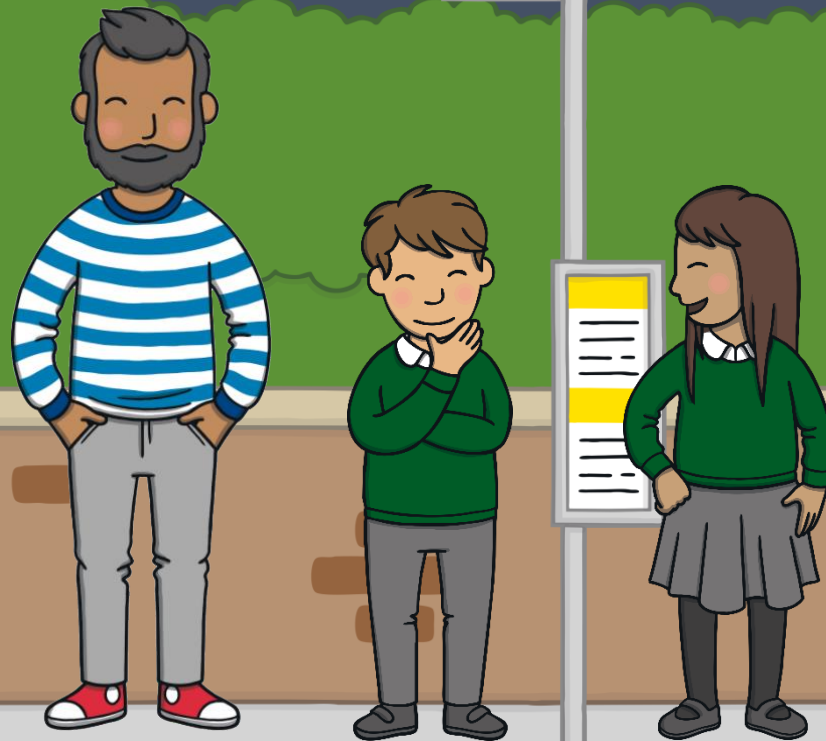


Read each word and click on the correct basket.





Dad was in the playground waiting for them with a bag of apricots and nuts. “Wow you two look excited!” he exclaimed. “Dad, we are doing a research project about animals in Kenya!” explained Sam as Kit was enjoying his after-school snack.

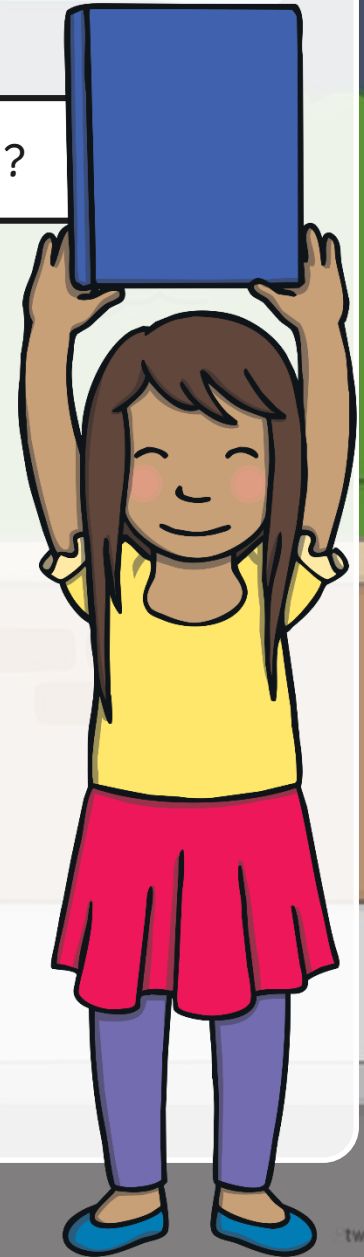


“Interesting, I don’t know much about Kenya myself. What will you use to find the information?” **asked** Dad.

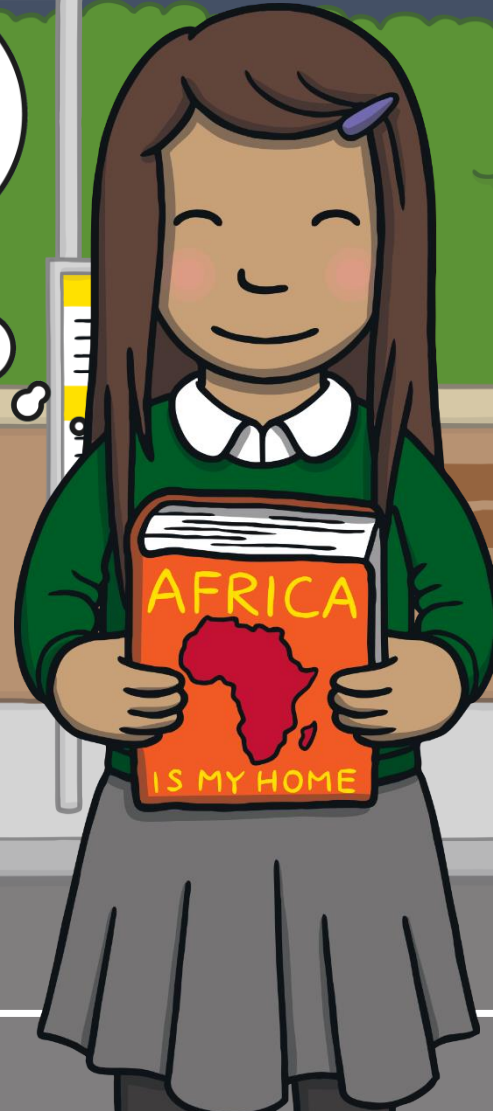
“Maybe we **could** go to the library on the way home?” offered Kit.

Sentence Time

What topic does Sam want to find a book on at the library?



I want to get
a book on
Kenya's
animals!



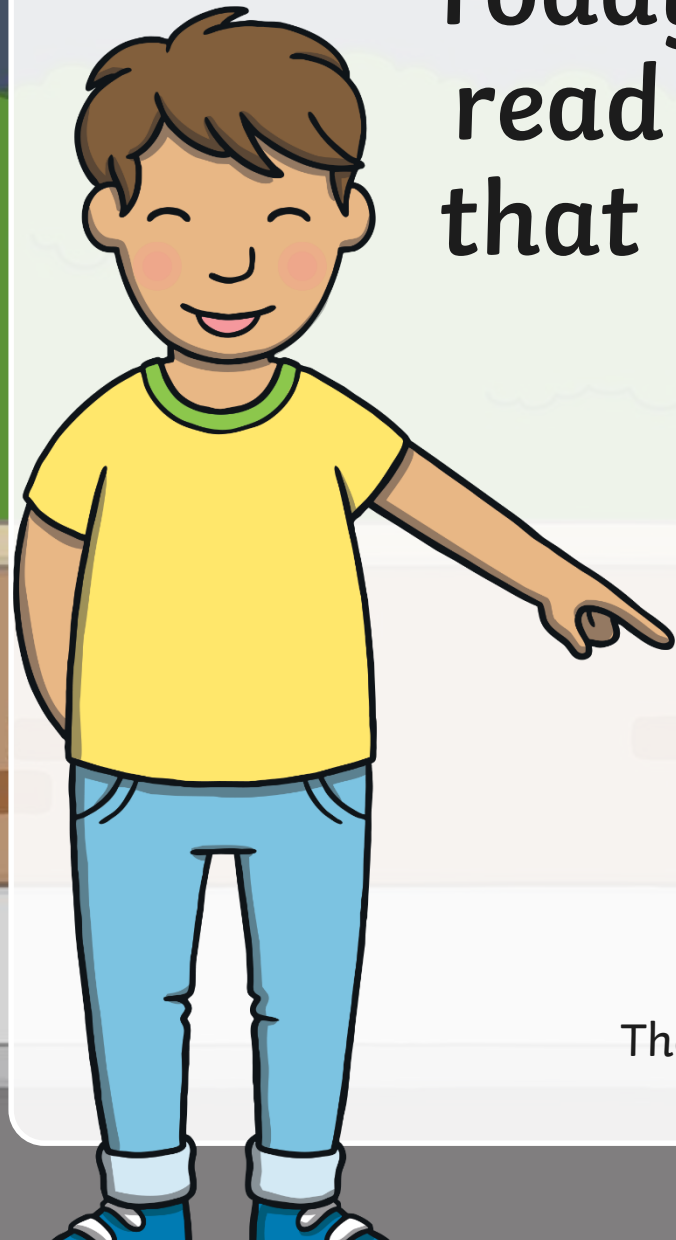
Sound Buttons On/Off

Show





Kit and Sam went to the library on their way home. “OK, let’s look over here with the non-fiction books,” shouted Kit.
“Look here, I have found some books in the Geography section!”



Today, we have learnt to read words with vowels that make a **long** sound.

a saying /ai/
u saying /yoo/

The adventure continues next lesson!