

ENGLISH

SENIOR INFANTS

PRIM-ED PUBLISHING

MARSHMEADOWS, NEW ROSS, CO. WEXFORD, IRELAND

051 440075

www.prim-ed.ie

PARENT PACK



Look



Say



Trace



Cover



Write



Check

List Words

- ant
- bee
- bud
- bug
- dig
- fog
- frog
- sun
- ask
- here

Practise

Practise

T

D

Rhyming Words

1. Write a spring word that rhymes with these words.

(a) hug _____ (b) mud _____

(c) see _____ (d) bun _____

(e) pant _____ (f) big _____

Find the Word

2. Write each word on the grid.

(a)

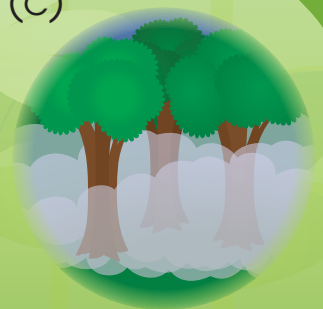
(a)			
(b)			
(c)			



(b)



(c)



Read and Draw



3. A frog sitting in the sun.

All Mixed Up



4. Unjumble these words.

(a) gdi _____

(b) sak _____

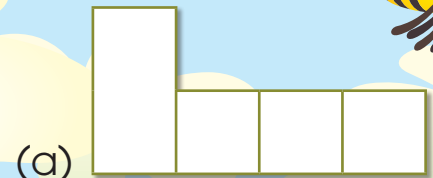
(c) reeh _____

(d) dub _____



Shape Sorter

5. Guess the word by its shape.



Word Worm

6. Circle each word you can find in the word worm.





Word Search

7. Find these words in the Easter egg word search.

- ant
- bee
- bud
- bug
- dig
- fog
- frog
- sun
- ask
- here



Missing Words

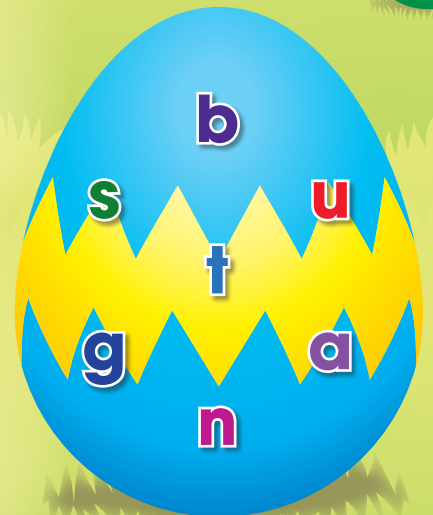
8. Complete the sentences using these words.



- (a) _____ Mum if we can go out to play.
- (b) It is hard to see in the _____.
- (c) A _____ can buzz.
- (d) _____ a hole for the new tree.

Word Maker

9. How many list words can you make from the letters on the Easter egg?



Labels

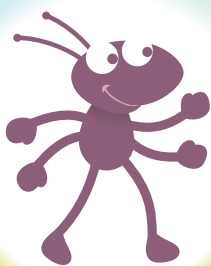
10. Label the pictures.



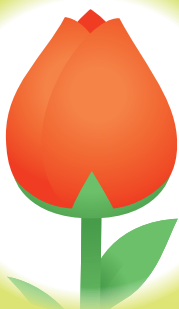
(a) _____



(b) _____



(c) _____



(d) _____

Word Hunt

11. (a) Which words start with 'b'?

(b) Which words have four letters?

(c) Which word has the small word 'an' in it?

Fill the Gaps

12. (a) here

her _____

he _____

h _____

(b) ask

as _____

a _____

(c) fog

fo _____

f _____

List Words

ant

bee

bud

bug

dig

fog

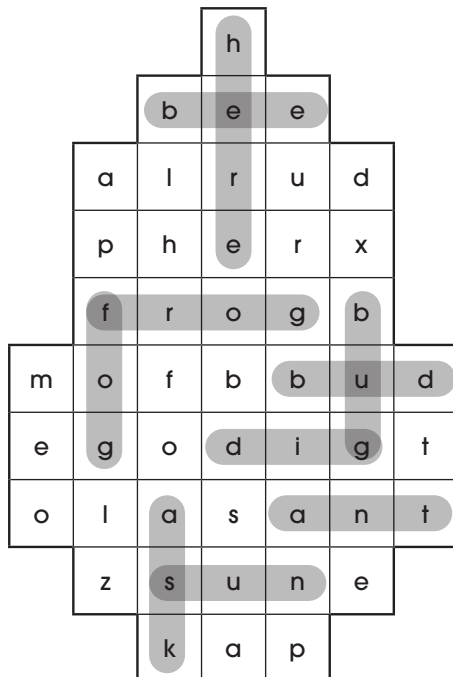
frog

sun

ask

here

List Words	Word Building
ant	ants
bee	bees
bud	buds, budding, budded
bug	bugs, bugging, bugged
dig	digs, digging, dug
fog	fogs, fogging, fogged
frog	frogs
sun	suns
ask	asks, asking, asked
here	—



Unit Focus

- This unit focuses on **spring** words. This unit also includes two common high frequency words, 'ask' and 'here'.

Teaching Points

- Identify difficult parts of words.
- Discuss ways to remember how to spell a word.

Dictation

- Ask mum to bring the **bug here**.
- An **ant** can **dig** big holes.
- A **bud** will open in the **sun**.
- Can the **frog** or **bee** find the way in the **fog**?

Answers

- (a) bug
(b) bud
(c) bee
(d) sun
(e) ant
(f) dig
- (a) bee
(b) sun
(c) fog
- Teacher check
- (a) dig
(b) ask
(c) here
(d) bud
- (a) here
(b) sun
(c) bud
(d) frog
- dig, fog, bee, ask, here, ant
- See Word search
- (a) Ask
(b) fog
(c) bee
(d) Dig
- sun, ant, bug
- (a) bee
(b) frog
(c) ant
(d) bud
- (a) bee, bud, bug
(b) frog, here
(c) ant
- Teacher check

Pets

Pets

I think every boy and girl should have a pet.

You don't have to have a big pet, like a horse or an elephant.

They could cost a lot of money to feed.

You can have small pets that don't eat much, like mice, fish or birds.

Or you could have a pet like a sheep.

They just eat grass and grass is free.

And, if you had a sheep, you wouldn't even have to cut the lawn!

A chicken is a good pet, too, and it could eat your leftover food scraps.

When boys and girls have a pet, they have to look after it.

It is good for children to learn to look after their pets.

They have to remember to give them food and water and not just go off and play.

Pets teach children to be kind and gentle.

Pets can be very friendly and loving if you are kind to them.

Pets can be your friends and it is good to have lots of friends.

I'm sure you will agree that everyone should have a pet.



With your class

Talk about pets.

- What pets do you have?
- What are some things pets do?
- What pet would you most like to have?
- Why is this pet so special?
- How do you look after pets?
- Why is it important to look after pets?
- Do you think that all children should have pets?



Draw the pet you would most like to have.

With a partner

Tell your partner about the pet in your picture.

Listen to your partner tell you about the pet in his or her picture.

TITLE:

1. Write the name of the exposition.

PURPOSE:

2. What does the writer want to happen? _____

ARGUMENTS:

3. Why does the writer think children should have pets?

CONCLUSION:

4. All children should _____

_____.

Read

1. Colour **yes** or **no**.

(a) Horses don't eat much.

yes

no

(b) Children can look after pets.

yes

no

(c) Pets can be loving.

yes

no

(d) Sheep cost a lot to feed.

yes

no

(e) Pets need food and water.

yes

no

(f) No children should have pets.

yes

no

Read and think

1. Not many people keep elephants as pets because _____

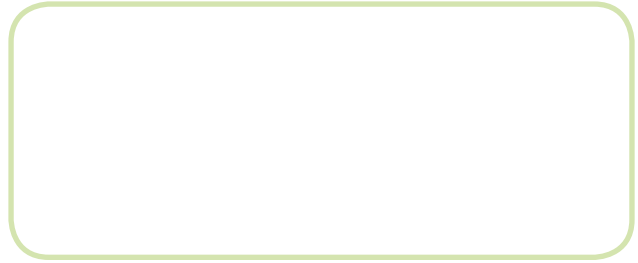
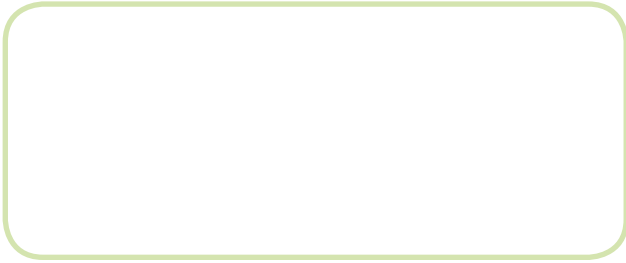
2. Some people would like sheep as pets because

3. Some mums and dads won't let their children have big pets because

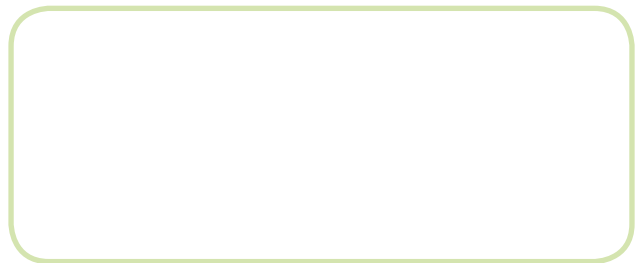
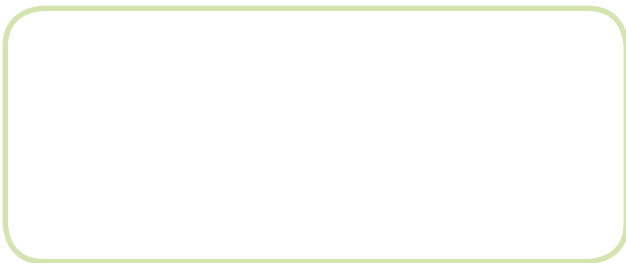
4. How can you look after a pet? _____

Think

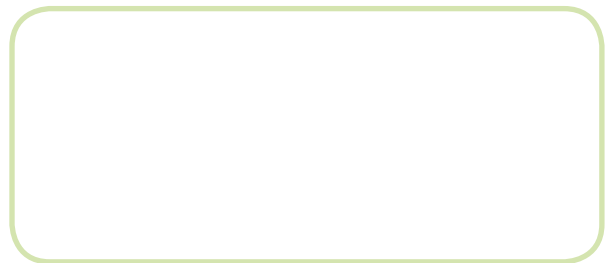
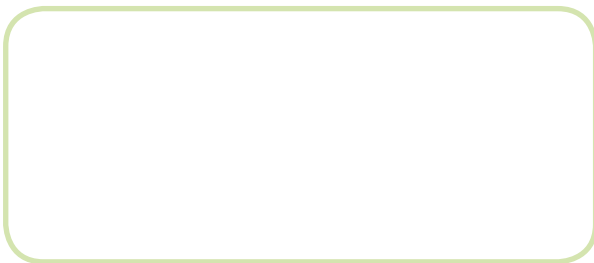
1. Draw two pets you like that would not cost a lot to feed.



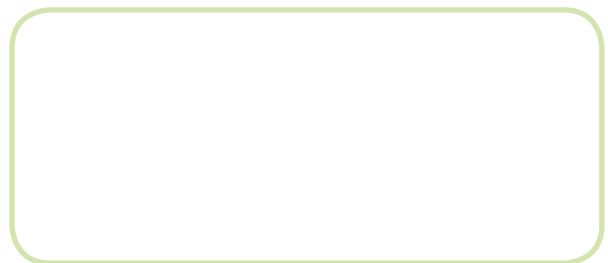
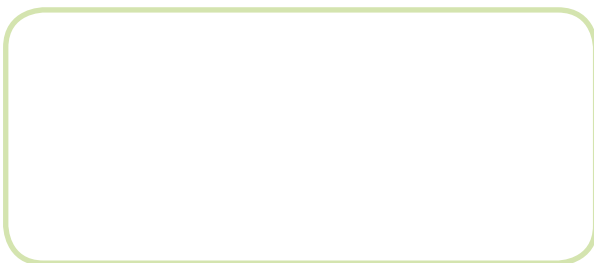
2. Draw two pets you like that would eat a lot.



3. (a) Draw two pets you think would make a lot of noise.



- (b) Draw two very quiet pets.



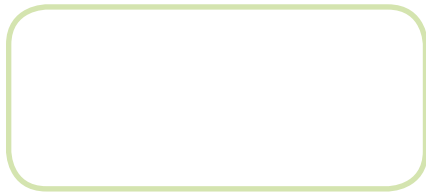
4. (a) A pet I would like to cuddle is _____.

- (b) I think a _____ would be hard to cuddle because it

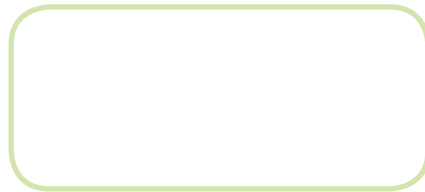
All about words

1. Unjumble these pets and draw a picture.

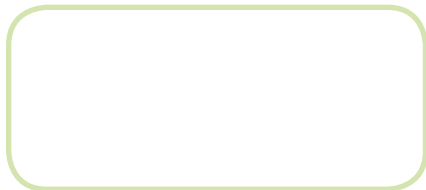
(a) o s h r e _____



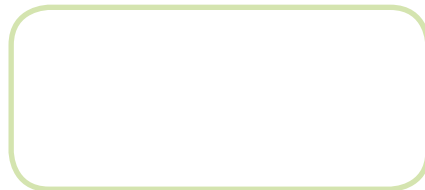
(b) t o a g _____



(c) t a c _____

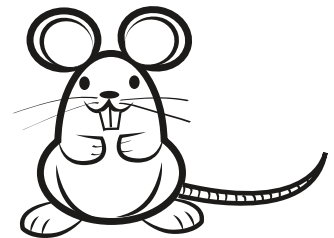


(d) s i h f _____



2. Match each pet to the food it eats.

- | | | | |
|-------|---|---|--------|
| cat | • | • | grass |
| sheep | • | • | milk |
| dog | • | • | seeds |
| bird | • | • | meat |
| mice | • | • | cheese |



3. What am I?

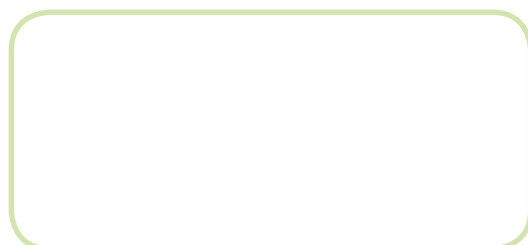
(a) I like to swim.

I don't eat much.

I am very quiet.

I am a _____.

Draw me.



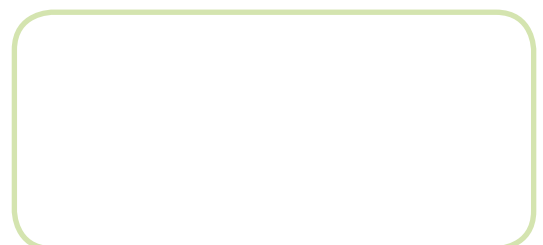
(b) I have four legs.

I like to walk.

I bark.

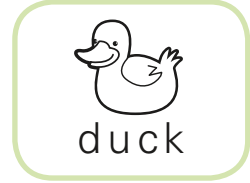
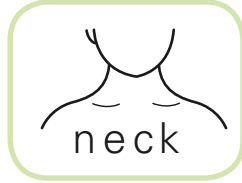
I am a _____.

Draw me.



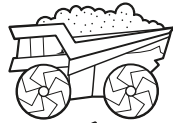
ck comes after a short vowel. For example: **sack**, **peck**, **sick**, **sock**, **luck**

1. Circle the short vowel in each word.

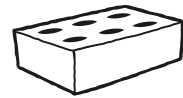


2. Add **ack**, **eck**, **ick**, **ock** or **uck** to make these words.

(a) tr_____



(b) br_____



(c) s_____



(d) st_____



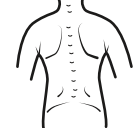
(e) n_____



(f) l_____



(g) b_____



(h) bl_____



(i) s_____



(j) p_____



3. Join the rhyming words. Look at the last three letters.

band

•

• silk

jump

•

• send

milk

•

• camp

mend

•

• sand

lamp

•

• nest

post

•

• gift

best

•

• lump

lift

•

• ghost

4. Add **st** or **nt** to make words.

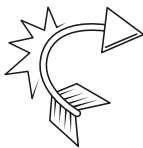
(a) ve_____



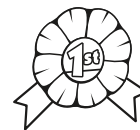
(b) ve_____



(c) be_____



(d) be_____



(e) te_____



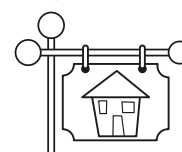
(f) te_____



(g) re_____



(h) re_____



5. Use a word from the box to finish the sentences.

sent wind stamp must help desk gift

(a) You **m**_____ run home.

(b) He gave me a **g**_____.

(c) I put a **s**_____ on my letter.

(d) The boy **s**_____ a letter to his nan.

(e) My **d**_____ is made of wood.

(f) The **w**_____ blew the leaves off the tree.

(g) Please **h**_____ me.



Capital letters

Every sentence begins with a capital letter. Capital letters are big letters.

1. Circle the capital letter.

- (a) M m (b) s S (c) a A (d) K k (e) L l (f) r R (g) T t

Every sentence must start with a capital letter.

2. Tick ✓ the sentence that starts with a capital letter.

- (a) I went to the park. (b) we played on the swings.
 (c) there were fish in the pond. (d) a bird was in the tree.

Full stops

A full stop looks like a dot. A sentence ends with a full stop.

3. Read each sentence and put a full stop at the end.

- (a) A rabbit is a good pet (b) My brother likes snakes
 (c) Children like to have a pet (d) Pets need food and water

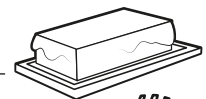
Joining words

4. Circle all the joining words.

My pet is:
 Black and white, smart and bright,
 Soft and strong, little but long,
 Cute and funny, likes jam and
 honey,
 Can run and walk, but doesn't talk.

5. Add a joining word.

- (a) bread _____
 butter



- (b) knife _____ fork



- (c) I can run _____

hop, _____

I can't skip.



1. Plan an exposition to say what you think about the idea that all children must learn how to swim.

TITLE:

My exposition is called _____.

INTRODUCTORY STATEMENT:

Do you think all children must learn to swim?

yes **no**

I think _____

_____.

ARGUMENTS:

(Make a list starting with the strongest one.)

CONCLUSION:

What do you think should happen? _____

2. Write your exposition on a sheet of paper and draw a picture.

After you finish writing, check these things to make your work better.

Writing

TITLE: _____

INTRODUCTORY STATEMENT:

Did you state what the topic was? **yes** **no**

Did you say what you thought about it?..... **yes** **no**

ARGUMENTS:

Did you explain your ideas clearly? **yes** **no**

Did you start with your strongest one?..... **yes** **no**

CONCLUSION:

Did you say what you thought at the end? ... **yes** **no**

Spelling

Did you check your spelling? **yes** **no**

Words

Did you think of interesting words to use? **yes** **no**

Punctuation

Did you put a capital letter at the start of every sentence? **yes** **no**

Have you used a capital letter for **I**? **yes** **no**

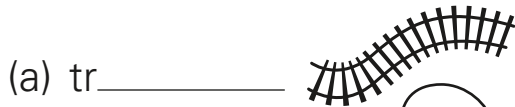
Did you remember full stops? **yes** **no**

Have you used question marks? **yes** **no**

1. Circle the short vowel in each word.



2. Add **ack**, **eck**, **ick**, **ock** or **uck** to make these words.



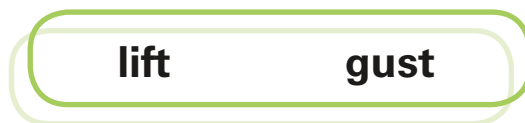
3. Join the rhyming words. Look at the last three letters.

- | | | | |
|-------|---|---|-------|
| stamp | • | • | stand |
| lend | • | • | swift |
| band | • | • | ramp |
| sift | • | • | spend |
| test | • | • | rest |

4. Add **st** or **nt** to make words.



5. Use a word from the box to finish the sentences.



(a) Can you _____ that box? (b) It was a cold _____ of wind.

6. Tick ✓ the sentence that starts with a capital letter.

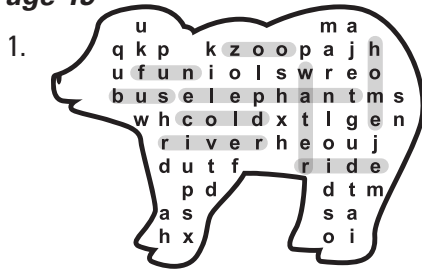
(a) a cat likes milk. (b) mice eat cheese. (c) Rabbits are cute.

7. Use **and** or **but** to join the sentences.

(a) My pet runs _____ walks _____ it can't talk.

(b) My rabbit eats grass _____ lettuce _____ not meat.

Page 19



- fun
 - cold
 - trip
 - bus
 - boat
 - home
- elephant
 - Teacher check

Page 20

- (a)–(b) Teacher check
- hat
 - ran
 - bed
 - men
 - sit
 - bin
 - hot
 - cold
 - bus
 - cup
- bins
 - cups
 - hats
 - beds

Page 21

- drip–drop,
pram–press,
clip–clap,
trip–trap,
black–bled,
slip–sled,
flag–flop,
frog–fresh,
grab–grip,
stamp–stop
 - pram, press, slip, sled
- Answers may include
 - stamp, swamp, scamp
 - trap
 - frog
 - drop
 - pram
 - black
 - clip, chip
 - grab
- glad
 - brat
 - plan
 - trap

Page 22

1.	People	Places	Things
	nurse	hospital	bed
	teacher	school	chalk
	swimmer	beach	surfboard

- Answers may include
 - pram, tree, bin, crocodile, squirrel
 - zoo, pond, shop, garden
 - baby, boy, girl, man, woman

Page 23

Teacher check

Page 24

Teacher check

Page 25

Test

- cat
 - jet
 - net
 - man or men
 - bad or bed
 - sad
- rod or rid
 - sit
 - pot or pit
 - bin
- rug
 - mug
 - sun
 - bus
- pram
 - drip
 - stop
 - frog
 - flag
 - clap

**Exposition 1
Pets: pages 26–37**

Page 27

Teacher check

Page 28

- Pets
- He/she wants everyone to have a pet.
- Answers may include:
Having a pet is good for children.
Learning how to look after them is good.
They have to give them food and water.
Pets teach children to be kind and gentle.
Pets are good friends.
- All children should have a pet.

Page 29

Read

- no
 - yes

- yes
- no
- yes
- no

Read and think

- they are too big and cost a lot to feed
- they wouldn't have to cut the lawn
- they cost too much to feed
- Answers may include:
You need to give them food and water.
You need to be kind and gentle and play with them.

Page 30

Think

- 4. Answers will vary.

Page 31

- horse
 - goat
 - cat
 - fish
- sheep–grass,
cat–milk,
bird–seeds,
dog–meat,
mice–cheese
- fish
 - dog

Page 32

- sack, neck, lick, rock, duck
- truck
 - brick
 - sock
 - stack
 - neck
 - luck
 - back
 - block
 - sick
 - peck
- band–sand,
jump–lump,
milk–silk,
mend–send,
lamp–camp,
post–ghost,
best–nest,
lift–gift

Page 33

- vest
 - vent
 - bent
 - best
 - test
 - tent
 - rest
 - rent

5. (a) must (b) gift
 (c) stamp (d) sent
 (e) desk (f) wind
 (g) help

Page 34

1. (a) M (b) S
 (c) A (d) K
 (e) L (f) R
 (g) T
2. (a) I went to the park.
3. All sentences should have a full stop at the end.
4. Black **and** white, smart **and** bright,
 Soft **and** strong, little **but** long,
 Cute **and** funny, likes jam **and** honey,
 Can run **and** walk, **but** doesn't talk.
5. (a) and (b) and
 (c) and, but

Page 35

Teacher check

Page 36

Teacher check

Page 37

Test

1. back, neck, stick, clock, truck
2. (a) track (b) black
 (c) suck (d) peck
3. stamp-ramp,
 lend-spend,
 band-stand,
 sift-swift,
 test-rest
4. (a) nest (b) tent
5. (a) lift (b) gust
6. (c) Rabbits are cute.
7. (a) and, but (b) and, but

Narrative 1 I've lost my baby: pages 38-49

Page 39

Teacher check

Page 40

1. I've lost my baby
2. (a) on a farm
 (b) Mother Hen and her chick
 (c) a sheep, a cow, a duck, a goat and Farmer Bob
3. (a) A chick was missing
 (b) She looked and looked and asked for help.
4. The chick was in Farmer Bob's shirt.
5. Teacher check

Page 41

Read

1. sad
 2. looked, looked
 3. sheep, cow, duck, goat
 4. home
 5. shirt

Think

1. (a)-(b) Teacher check

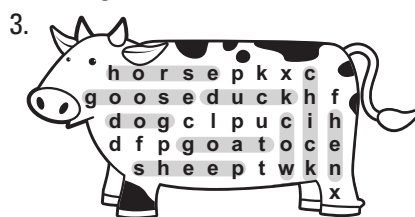
Page 42

Read and think

1. 1. Mother Hen looks sad.
 2. Mother Hen asks the sheep.
 3. Mother Hen asks the cow.
 4. Mother Hen asked the duck.
 5. Mother Hen asks the goat.
 6. Mother Hen sees Farmer Bob.

Page 43

- 1 (a) chick-cheep
 (b) cow-moo (c) duck-quack
 (d) goat-maa (e) sheep-baa
2. (a) sheep (b) hen
 (c) cow (d) duck
 (e) goat (f) horse



Page 44

1. (a) doll, gull, fill, call, mill, ball

- (b) boss, mess, dress, cross,
 miss, kiss

2. (a) buzz (b) fizz
 (c) jazz (d) whizz
3. (a) huff, puff
 (b) office (c) off
 (d) stiff (e) sniff

Page 45

4. dress-mess,
 cuff-stuff,
 fizz-whizz,
 add-odd,
 fill-will,
 free-bee
5. (a) my (b) sky
 (c) by (d) shy
 (e) try (f) cry
 (g) fly (h) dry
 (i) fry
6. Teacher check

Page 46

1. a spotty dog, a big book, a white duck, shining star, a tall tree, a long worm
2. (a)-(b) a **big, blue** bird; a **little, brown** rabbit; a **shiny, red** apple; a **long, yellow** ribbon; a **sharp, green** pencil; a **pretty, pink** flower

Page 47

Teacher check

Page 48

Teacher check

Page 49

Test

1. (a) doll (b) toss or toll
 (c) bell (d) ball or bass
 (e) boss (f) cross
2. (a) puff (b) sniff
 (c) off
3. Teacher check
4. (a) shy (b) by
 (c) cry (d) spy
5. a **jumping** frog, a **blue** ball, a **big** rock