

Wet whales

Things to collect and words to display

was	water	wave	we
wet	whale	where	wish
witch	would		

Rhymes and jingles, songs and books

Anthony Browne, *Willy the Wimp*, Candlewick Press, 2002

Martin Handford, *Where's Wally Now?*, Walker Books, 1988, England

Sue Machin, *I Went Walking*, The Bodley Head, 1989

Maurice Sendak, *Where the Wild Things Are*, Picture Puffins, 1987, England

Eensy Weensy Spider

Wee Willy Winkie

Reading the big book

Looks like

Prior to copying this Worksheet, write a capital and lower case w in script appropriate to your school, at the start of each of the writing lines at the bottom of the page. Have students talk about the similarities between the shape of the letter **w** and the shape of waves. Draw a wave shape along a board and then ask students to find **ws** within these wave shapes. Allow students to go outside and 'paint' waves and **ws** on the walls with water. Make sure that students are forming the letter correctly and starting in the correct place. Next, show students **Worksheet 1**. Explain that they need to circle the letter **w**. Then students practise writing capital and lower case **ws** on the lines provided.

Recognising rhyme

Remind students that rhyming words sound the same at the end. Read the entire text and see if they can identify the rhyming words 'sea' and 'me'. Ask students to think of some more words that rhyme with 'sea'. Show students how the endings of some rhyming words look different even though they sound the same.

Blending

Say a word very slowly. For example, "Listen to these word parts, **wwwwwh.....ale**. What word did I say? That's right, I said **whale** but I stretched out some of the sounds." Explain that you are going to stretch out some more words and that they need to work out which word you are saying. Use some of the following examples: **www-e**, **www-ave**, **www-et**, **www-ater**, **www-ish**.

Making noises

Students use their finger to draw a wave shape in the air. While drawing the shape, encourage them to say 'wwwww'. As their finger makes the upward wave the **www** sound can get higher. As their finger makes the downward shape, the **www** sound can get deeper. This activity could be repeated by children standing in a circle and forming the equivalent of a Mexican Wave. As students move their bodies, they say the **www** sound.

Letting them loose with the little books

Wonderful words

Have students locate the question marks in the text (pages 2 and 12). They 'write' question marks with their fingers on the ground in front of them and on their knees. Talk to students about the differences between a question and a statement. Tell them that lots of questions begin with words that start with **/w/**. Make a list of these on paper. Examples might include: **who**, **what**, **why**, **where**, **when**, **would**, **will**. Students think of questions that begin with each of these words.

Chop and change

Help students make their own class book. This can be on the text of **Whale watching**. Students can choose another creature to substitute each time the word 'whale' is used. Show students **Worksheet 2**. Help them fill in the gaps and provide time for students to draw pictures to match their text. Staple all pages together. They make a cover. Place the book in the class library and encourage students to read it throughout the day.