

# Blending a Hand Writing Concepts 2



Supporting New Finding Out  
David Lisgo

# Title, Homework Record and Page Number

Name \_\_\_\_\_

Creatures: Crossword	1	Tuesday	21
Woof, woof I'm a dog.	2	Wednesday	22
Animals: You are a dog.	3	Thursday	23
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Sunday	19	December	39
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## Word lists for magic e, jobs, animals

### a\_e

ape  
cake  
cave  
crane  
date  
game  
gate  
grapes  
lake  
maze  
plane  
skate  
snake  
wave  
whale

### i\_e

bike  
bride  
crocodile  
dive  
file  
fine  
five  
hide  
hike  
kite  
knife  
nine  
nineteen  
prize  
slide  
smile  
wine

### o\_e

bone  
clones  
globe  
hole  
holes  
home  
hose

joke  
mole  
nose  
notebook  
phone  
rope  
rose  
smoke  
stove  
telescope

### er

barber  
boxer  
carpenter  
farmer  
fisherman  
painter  
singer  
soccer player  
tennis player  
teacher  
waiter  
zookeeper

### or

actor  
conductor  
doctor  
janitor  
professor  
sailor  
**more jobs**  
artist  
clown  
cook  
cook  
dentist  
maid  
mailman (mailmen)

nurse  
student  
vet  
waitress

### animals

ant  
bat  
bear  
bee (buzz)  
bird (tweet)  
camel  
cat (meeow)  
chick  
chicken (cluck)  
cockroach  
cow (moo)  
crab  
dog (woof)  
duck (quack)  
eel  
elephant  
fish  
fox  
frog (crok, ribbit)  
goat  
gorilla  
hen  
hippopotamus  
horse (neigh)  
kangaroo  
lizard  
lion  
monkey  
mouse (squeak)  
octopus  
owl (hoot)  
panda  
pig (oink)  
rabbit  
rat  
seal (arf)  
shark  
sheep (baa)  
snake (hiss)  
spider  
whale  
zebra

## Notes for teachers: BAH Writing Concepts 2

Writing Concepts 2 is a collection of New Finding Out related worksheets which give reading, writing and sentence formation practice for your students and helps them with their spelling, and reading and writing fluency, they are designed to consolidate and expand upon structures and vocabulary previously taught in the classroom. The worksheets can be used in class and/or set as homework.

The worksheets in the BAH workbooks differ from most other worksheets in that they don't have any written instructions and children work out for themselves what to do. Usually written instructions are difficult for the student to read or comprehend and need the teacher to explain. Any instructions you see are mainly for new teachers who may not be familiar with workbooks. The worksheets are very child-centred and ideal for use in class when you need to slow the class down a little and consolidate or work with children individually. From my experience it is best to set homework and try and keep all the students in any one class on the same page. I know that this is sometimes difficult, so for students who are really keen on doing their worksheets I give them extra work from the worksheets found in the BAH disks 1-4 and I encourage the other students to catch up. Use the "contents" pages to set homework and colour in the circular page number to signify that you have checked the work.

Many teachers have used the BAH workbooks successfully will remedial students who may be failing at school or getting left behind in one of your own classes. Other times they are useful for the bright new student who may need to catch up on her reading skills before joining a more experienced class of a similar age group.

It's time consuming I know, but whenever possible do check the students' homework. We often encourage them to come a little early so that we can spend more time checking. If you are unsure of any of the vocabulary yourself, then check the vocabulary lists and complete a workbook yourself so as to become familiar with the work. Have the children read what they have written and ask for what they don't know.

## Days and Months Worksheets

To get the best use out of these have the children read what they have written and traced, interacting with them with simple questions about their own lives in relation to the sentences in the worksheets. The months give a global perspective and contrast the northern and southern hemispheres.

## Numbers

The number worksheets are to be traced, written and read. Encourage the children to look at the pictures and to ask you about any new vocabulary to help them gain a better understanding of what they have just read. I always encourage my young students to ask me simply "David. What is...?" and I always answer simply back.

## Colors

Children trace, write, color and describe what they have colored. Have the children read what they have written. They choose which pictures to color and in doing so they determine the level of the words to be spelled.

## Occupations

Children can do these worksheets at home but for new or unknown vocabulary they should be encouraged to ask the teacher "What does he/she do?" There is a vocabulary list of occupations for the teacher to refer to if need be.

## Magic e

Teachers can refer to the "magic e" vocabulary list. Children can ask "What is it?" If possible use the vocabulary in class by playing Switchit or Read! Spell! Do!: contact the author for more information on these games.

## Other worksheets include:

Plurals, animals, animal sounds, this/that, 'I am', 'You are', 'We are' and more.

## Word Lists

The word lists at the back of the book are mainly for teachers who may not be familiar with some of the vocabulary in the workbook. Note that the animal word list also contains the animal sounds used in this book.



Name \_\_\_\_\_



May May

Children's Day is in May in Japan.

On this day Naomi will enjoy the day with her young students.

May

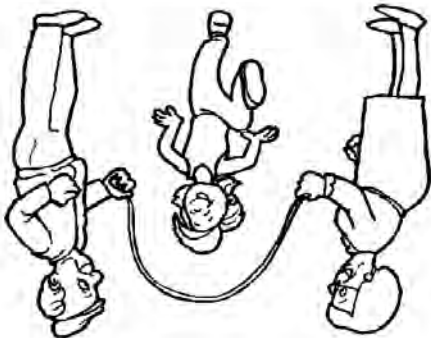
May

enjoy the day with her grandparents.

On this day Patricia will

Grandparent's Day is in May in

May May



Circle Sound Puzzle /oa/

Name \_\_\_\_\_

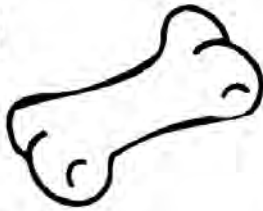
What is it?



oa

ow

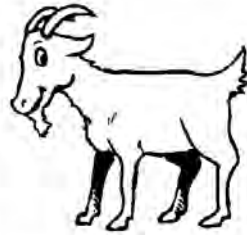
o\_e



oa

ow

o\_e



oa

ow

o\_e

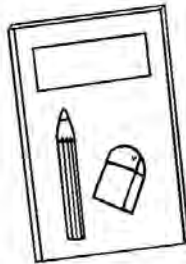
boat



oa

ow

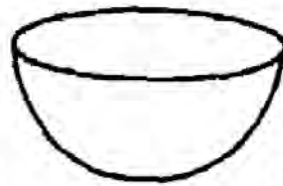
o\_e



oa

ow

o\_e



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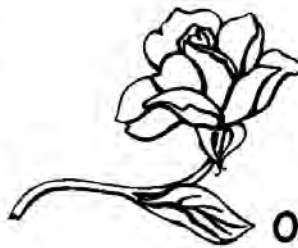
o\_e



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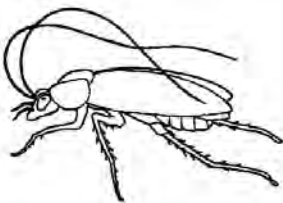
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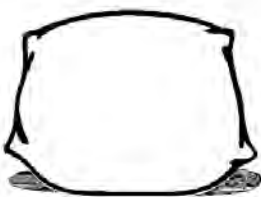
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