









Jack's I-spy – ANSWERS AND GUIDANCE

1. Match them up!

Read and point to each word. Encourage your child/children to identify the corresponding picture and draw a line. If they cannot draw a line, they can point to each word or you can help. Encourage them to repeat after you say the word.



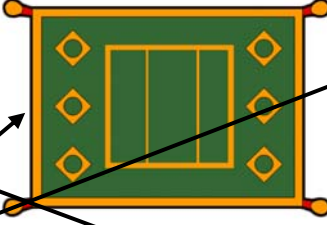


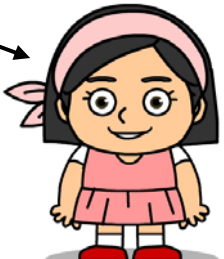


					
bird	apple	mouth	tree	clock	fish

2. Sound it out!

Say each word sound by sound and pointing to each letter or letter combination in the word (e.g. h-a-t, T-e-ss), 'blending' the sounds together to say the word. Encourage your child/children to repeat with you. Help your child/children to identify the picture and draw a line.



h - a - t		
T - e - ss		
c - a - t		
m - u - m		
d - o - g		
r - u - g		






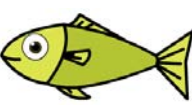


3. Break it up!

Say the example word (tree) and point to the picture. Now say it again slowly, sound by sound, and pointing to each letter or letter combination in the phoneme frame (i.e. t-r-ee). 'Blend' the sounds to make the word and encourage your child/children to repeat after you.



Say the next word (clock) and point to the picture. Say it again slowly, sound by sound, encouraging your child/children to identify and write each sound they hear. Repeat and help as much as they need. Then 'blend' the sounds to make the word and encourage your child/children to repeat after you.

Repeat with the rest of the words.

	t	r	ee	
	c	l	o	ck
	m	ou	th	
	f	i	sh	
	b	ir	d	
	a	pp	le	

4. Listen and draw!

Say the sentence from the song: "I spy with my little eye something that sounds like c/h/r." Make the sounds of c/h/r rather than saying the letter names. Encourage your child/children to say any words they know beginning with the sounds. Help them draw pictures. Give praise and encouragement.

