

SPELD SA

Literacy Program

How to Grow Cherry Tomatoes



Module 10: Instructor Handbook

Developed by **SPELD SA**
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Strengthening strategic partnerships with the community & organisations

Program Instructions

Materials	<p>Instructor: Instructor handbook: <i>How to Grow Cherry Tomatoes</i> (Module 10), a board, dry wipe pen or chalk, eraser</p> <p>Student: Student workbook: <i>How to Grow Cherry Tomatoes</i> (Module 10), pencil, rubber</p>
How to use this handbook	<p>The activities in this handbook are designed to be conducted by an instructor with a group of similar ability students. The instructor should read all headings, information, instructions and helpful hints. They <i>are printed in red italics</i>.</p> <p>Instructor notes are printed in black, (10 pt font & in brackets).</p> <p>Goals for each activity are at the beginning of each activity and are shaded.</p>
Symbols	<p>Different symbols are used to distinguish letter names and letter sounds.</p> <ul style="list-style-type: none"> Letter names are written with the lower case letter and enclosed by angular brackets < >. For example, 'chin' begins with the letter <c>. Letter sounds are written with the lower case letter and enclosed by forward slashes / /. For example, 'chin' begins with the /ch/ sound.
Activities	<p>Students should work in pairs. If the number of students is uneven, group the three strongest students together.</p> <p>'Partner 1, then Partner 2.' To encourage partner work, students take turns to respond.</p> <p>In a one-to-one situation, the instructor also plays the role of partner.</p> <p>A workbook may take several sessions to complete. Revise the important activities at the beginning of subsequent sessions.</p>
Maintaining students' interest	<p>To maintain students' interest, keep lessons moving:</p> <ul style="list-style-type: none"> Don't get caught up in discussion. Shorten activities that seem to drag, but don't delete them altogether. Each activity has a specific purpose. <p>To provide light relief:</p> <ul style="list-style-type: none"> Play games that provide practice and revision of the material taught to date (5-7 minutes). Read from a text chosen by the student/s (5-7 minutes).
Best practice	<p>Skills have been broken into a series of steps. It is important to ensure that each step has been mastered before moving onto the next.</p> <p>Some students will need a lot of practice to acquire new learning.</p> <p>Additional texts focussing on letter-sounds introduced in Module 10 can be found at: http://www.speld-sa.org.au/service/153-speld-sa-phonics-books-set-10.html</p> <p>Continue practising newly acquired skills <i>until they become automatic</i>. Automaticity is usually the result of learning, repetition and practice. For example, students whose reading is not automatic will read haltingly, and with great difficulty. If a student's concentration is focussed on word recognition, they will have no concentration left for comprehension.</p> <p>Independent writing is introduced in Module 8 when students have learnt one way to write the 42 main sounds of English. Modules 8 to 15 cover the structures underlying the following text types: recount, procedure, exposition and narrative.</p> <p>An emphasis on oral language and vocabulary is fundamental to the success of the program.</p>

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How to Grow Cherry Tomatoes

Cherry tomatoes are small and sweet. You can pick them and pop them in your mouth. They can be eaten raw in salads, added to casseroles, soups and sauces or roasted and frozen for later use.

Cherry tomatoes grow anywhere that is warm and a little damp. Follow the steps below to grow cherry tomatoes from seedlings.

What you need

- One or more cherry tomato seedlings. Choose short, sturdy plants.
- Compost
- Warm, dry climate
- Well drained soil
- A patch of ground that gets at least 6 hours of sun every day
- Garden stakes or a frame for the tomatoes to climb up
- Trowel, fork and spade

Method

1. First, weed the plot with a spade and build or buy a frame.
2. Dig lots of compost into the soil.
3. Next, make a hole for each seedling with your fist or a trowel.
4. If planting more than one seedling, dig rows of holes about 30 centimetres apart.
5. Plant the seedlings and press the soil down firmly around the roots. Do not add fertiliser.
6. Then, water lightly.
7. Continue to water and fertilise the plants while you wait for the tomatoes to grow and ripen (about 50 to 90 days).
8. Pick cherry tomatoes, when red, one by one or cut off a complete truss when all the tomatoes are ripe.

Comment

Cherry tomatoes can also be grown in pots or tubs. Select the variety based on the size of your container. The pot needs to be at least 30 centimetres wide and 30 centimetres deep. To keep the soil evenly moist, check it daily.

(267 words)

Note to students

As you know, the sounds in English words can be spelt with different letters. In the next modules you will learn which words use which spellings. This means that by the end of Module 15 you will have learnt most of the alternative spellings used for the sounds in English words.

Extra Reading and Writing Practice

For additional phonic texts and complementary worksheets at this level, go to <http://www.speld-sa.org.au/services/phonic-books.html>

Scroll down, click on Set 10, choose a text and click on your preferred format, for example, *text format for older readers*.

How to Grow Cherry Tomatoes

1. New text

GOAL: To provide a context for the skill-based exercises that follow
To develop prediction skills

(Introduce the text on p.5 and show students the front cover.)

I am going to read this text to you. The text is called 'How to Grow Cherry Tomatoes'. What do you think is involved in growing cherry tomatoes?

Partner 1, then Partner 2.

(Circulate and choose one response to share with the group.)

Follow the words as I read the text.

(Read the text to the students.)

Now we are going to do some activities together. At the end, you will be able to read the text on your own and write the words.

2. Letters and sounds

2.1 Basic spellings of the 42 main sounds of English (revision)

GOAL: To revise one way of spelling the 42 main sounds of English

*In Modules 1 – 7 you learnt one way to spell the 42 main sounds of English.
In Modules 8 – 15 you learn the alternative spellings of those sounds.*

First, we'll revise the spellings you have learnt so far.

Remember to say the pure sound and don't add /uh/ at the end. With the sounds /b, d, g, j, w, y/, a short /uh/ is hard to avoid.

Consonants and vowels

The sounds of a language are separated into two groups: consonants and vowels.

We'll start with the consonants. Say the sounds as I point to them.

(Point to the sounds in random order)

Consonants												
s	t	p	n	c	h	r	m	d	g	l	f	b
j	z	w	ng	v	y	x	sh	ch	th (think)	th (that)	qu	

Now say the vowel sounds as I point to them.

(Point to the sounds in random order)

Vowels																
a	e	i	o	u	ai	ee	ie	oa	ue	or	oo (foot)	oo (room)	ou	oi	er	ar

How do we tell the difference between vowels and consonants?

Tell your partner. Partner 1, then Partner 2.

In all vowels, the mouth passage is unobstructed. If it is obstructed at any time during the production of a speech-sound, the resulting sound will be a consonant.

We'll examine some consonants first. Watch my mouth.

Say <k>.

(Wait)

What parts of your mouth get in the way when you say /k/?

(Wait)

Yes, the back of your tongue covers the opening of your throat and obstructs the sound. Because the sound is obstructed, <k> is a consonant.

(Repeat with /n/ and /s/.)

Say /o/ and /oo/.

(Wait)

Your mouth passage is not obstructed when you say /o/ and /oo/. How do we make /o/ different from /oo/?

Together. That's right – we change the shape of our mouth.

2.2 Alternative spellings of the vowel sounds

GOAL: To learn alternative spellings of the vowel sounds

a) Revision

In Modules 8 and 9 you learnt 17 alternative spellings of the vowel sounds: ai, ee, ie, oa, ue, oi. Say the sounds as I point to them.

(Point to each sound.)

Vowels					
ai	ee	ie	oa	ue	oi
a-e	e-e	i-e	o-e	u-e	oy
a	e	i	o	u	
ay	y/ee/	y/ie			
ey	ea	igh			

b) New spellings

Module 10 introduces an additional nine alternative spellings of the vowel sounds.

oe, ow /oa/	ow /ou/	ir, ur /er/	ew /ue/	au, aw, al /or/
-------------	---------	-------------	---------	-----------------

Now read each sample word followed by the vowel sound.

toe /oe/	throw /oa/	now /ow/	shirt /ir/	turn /ur/
few /ew/	August /au/	saw /aw/	ball /al/	

c) Practice spellings

This table shows the alternative spellings of the vowel sounds you have learnt so far. Say the sounds as I point to them. If you are unsure, look at the spelling at the top of the column. This is the first spelling you learnt for each sound.

(Point to a selection of sounds in random order.)

Vowel sounds								
ai	ee	ie	oa	ue	oi	ou	er	or
a-e	e-e	i-e	o-e	u-e	oy	ow	ir	au
a	e	i	o	u			ur	aw
ay	y/ee/	y/ie/	oe	ew				al
ey	ea	igh	ow					

2.3 Alternative spellings and sample words

This table has all the vowel spellings you have learnt and a sample word for each. Say the sounds and words with me as I read across the page.

ai	mail	a	baby	a-e	gate	ay	say	ey	they
ee	beef	e	email	e-e	complete	ea	beak	y	puppy
ie	died	i	find	i-e	smile	y	apply	igh	night
oa	road	o	go	o-e	note	oe	tomatoes	ow	slow
ue	rescue	u	unit	u-e	tube	ew	new		
oi	soil	oy	boy						
ou	loud	ow	now						
er	never	ir	dirt	ur	burn				
or	corn	au	fault	aw	draw	al	tall		

2.4 Word sort

With your partner, read each word aloud. Copy the word into the correct column in your workbook. The first word has been done for you.

Long <o>: oa, o, o-e, oe, ow				
eat so those rope goes soak cargoes go no toast stone also potatoes low bone snow owner nose grow over tomatoes own loaded toes float				
oa	o	o-e	oe	ow
coat	so	nose	goes	low
soak	no	those	cargoes	snow
toast	also	rope	potatoes	grow
loaded	over	stone	tomatoes	own
float	go	bone	toes	owner

2.5 Letter-sounds and names

GOAL: To practise saying the sounds and names of the letters of the alphabet

(Demonstrate how to say the letter-sounds and the letter names.

IMPORTANT – repeat this activity at the beginning of each session.)

- 1. Say all the letter-sounds. I will lead.*
- 2. Say all the letter names. I will lead.*
- 3. Say each letter's sound, then its name. I will lead.*
- 4. Say each letter's name, then its sound. I will lead.*

(Letter name, letter sound.)

y	x	f	qu	v	e	u	n	g	c	w	t	o
z	j	p	i	d	b	a	r	k	s	h	m	l

2.6 Sounds spelt with more than one letter

Say all the letter-sounds. I will lead.

th/th (think/this)	er	oo/oo (book/room)	ai	qu	ou	ck	ch	ee
or	ie	sh	ue	ng	oa	oi	ar	a-e
e-e	i-e	o-e	u-e	y/ee/	ea	ay	oy	y/ie/
igh	o,oe,ow /oa/	ow/ou/	ir	ur	ew	au	aw	al

3. Reading

3.1 Blending sounds together

GOAL: To practise blending sounds to make words

(Repeat this activity at the beginning of each session.)

I am going to say the sounds in a word. Together, say the word.

(Say the sounds in each word. Students say the word.)

j-oe-y (joey)	b-ow-l (bowl)	n-ow (now)	b-ir-d (bird)	t-ur-n (turn)
f-ew (few)	l-au-n-ch (launch)	s-aw (saw)	c-al-l (call)	

We are going to blend sounds to make words, like this.

(Write the first two words on the board.)

Demonstrate how to sound out the words and blend the sounds together to make a word.)

Look at the words in your workbook. Say the sounds. Then say the word. I'll lead.

t-oe > toe	b-l-ow > blow	c-ow > cow	sh-ir-t > shirt
t-ur-n > turn	Au-g-u-s-t > August	d-r-aw > draw	f-al-l > fall

Together, say the sounds in each word. Then say the word.

(Point to each word as students sound out and blend the sounds together to make each word, in chorus. Assist if necessary.)

goes	grow	how /ou/	rows /oa/	first	dirt
new	raw	all	small	grown	also
follow	below	trowel	firmly	sturdy	tomatoes

3.2 Alternative spellings for /ou/

The /ou/ sound has two main spellings, <ou> in out and <ow> in now.

This passage has 14 words with the /ou/ sound. Some of the words are spelt <ou> and some are spelt <ow>.

Read the passage with me. We'll start with the title.

The End of Winter

I went out of the house and looked around. How cold it was! The sky was covered in cloud and the wind howled. I could see the mountains to the south, shrouded in mist. Wild flowers dotted the meadows, a reminder that spring was not far away. Suddenly, the howling of the wind was drowned out by the sound of a tractor bursting into life and a man shouting to his dog.

With your partner, underline the words in the first two sentences with the /ou/ sound spelt <ou>.

Altogether, read the words in the first two sentences with the /ou/ sound spelt <ou>.

With your partner, underline the words in the first two sentences with the /ou/ sound spelt <ow>.

Altogether, read the words in the first two sentences with the /ou/ sound spelt <ow>.

With your partner, underline the /ou/ sounds in the rest of the passage. Remember, some words may use the <ou> spelling and others may use the <ow> spelling.

Now look at the table below.

Alternative spellings for the ou sound		
/ou/		/ow/
out	house	around
cloud	shouting	howled
mountains	house	flowers
south	around	howling
shrouded		drowned
out		howl
sounds		

The words 'out, house, around' are in the <ou> column because the /ou/ sound is written with the letters <ou>. The word 'how' is written in the <ow> column because the /ou/ sound is written with the letters <ow>.

With your partner, read the rest of the passage, underlining the words with the /ou/ sound as you go. Copy each word with the /ou/ sound into the correct column in the table. There are 14 different words.

3.3 Syllables

GOAL: To break words into syllables

A syllable is a word or part of a word that has one vowel sound. Sometimes we call them sound chunks. I am going to clap/tap and say the sound chunks and then the word, moving across the page. Copy me.

cher/ry > cherry	tom/a/toes > tomatoes	eat/en > eaten
sal/ads > salads	ad/ded > added	sau/ces > sauces
roast/ed > roasted	cas/ser/ole > casserole	fro/zen > frozen
la/ter > later	lit/tle > little	fol/low > follow
be/low > below	seed/lings > seedlings	stur/dy > sturdy
trow/el > trowel	com/post > compost	or/gan/ic > organic
mat/ter > matter	plant/ing > planting	a/part > apart
fer/ti/li/ser > fertiliser	cent/i/metres > centimetres	com/plete > complete
firm/ly > firmly	light/ly > lightly	wa/ter > water
con/tin/ue > continue	fer/til/ise > fertilise	a/round > around
com/ment > comment	se/lect > select	va/ri/et/y > variety
con/tain/er > container	e/ven/ly > evenly	dai/ly > daily

3.4 Reading rate

GOAL: To practise reading words with known sounds to increase reading speed and automaticity

(Every lesson, students practise reading the words aloud, in chorus.
For assessment of reading speed, partners test each other – see below.)

Together, read the words as fast as you can. Read across the rows as I point to each word.

goes	grow	how	use	rows	first
dirt	new	raw	all	dry	small
evenly	grown	holes	also	down	follow
below	trowel	every	day	spade	frame
each	firmly	sturdy	tomatoes	lightly	casseroles
fertiliser	ripen	cherry	complete	select	size
container	daily				

3.5 Assessing reading rate

GOAL: To measure reading speed

(Instruction: test individually for assessment of reading speed.)

How many words can you read in 1 minute?

Take turns with your partner. Read the words aloud as fast as you can. Your partner will say, 'Stop' after 1 minute.

Go back to the beginning again if you get to the end before your partner says, 'Stop'.

(Partner 1 times Partner 2 and records score in wpm [words per minute].)

Partner 2 times Partner 1 and records score in wpm.)

How many words did you read in 1 minute?

(Repeat the exercise over three sessions.)

Date 1: / / _____ wpm	Date 2: / / _____ wpm	Date 3: / / _____ wpm
--	--	--

4. Spelling

4.1 Spelling tips

GOAL: To apply spelling rules and spelling patterns

(These spelling tips relate to the sounds and spellings introduced in Module 10)

The /oa/ sound

Most words with the /oa/ sound use the spellings <oa> as in road, <o_e> as in home, and <o> as in open and go.

Other less common ways to spell the /oa/ sound are <oe> as in toe, and <ow> as in show, grow and throw.

The /ou/ sound

Most words with the /ou/ sound use the spelling <ou> as in out and round.

Another way to spell the /ou/ sound is with <ow> as in now, down and town.

The /er/ sound

The /er/ sound can be spelt <er>, <ur> and <ir>.

The <er> spelling is the most common, <ur> comes second and <ir> is third.

When the /er/ sound is at the end of a two or more syllable word, the sound is usually spelt <er> as in farmer, letter, player, computer, grandfather.

There is no rule for when to use <ur> and <ir>.

Words spelt with <ur> include burn, turn, hurt.

Words spelt with <ir> are often related to roundness, for example, circle, twirl, skirt, girdle. Other common <ir> words include shirt, first, stir.

The /ue/sound

The /ue/ sound can be spelt <u>, <u_e>, <ue> and <ew>.

To spell <u> in some words of more than one syllable you just need the letter <u>, for example duty, student, music.

Sometimes you need to add <e>, for example <u_e>, <ue>.

<u_e> as in tube, use

<ue> as in rescue, barbecue

Another way to spell <u> is <ew> as in new, few, stew

In some words u_e, ue and ew make the sound /oo/ as in rule, true, chew.

The /or/ sound

The /or/ sound can also be spelt <au>, <aw> and <al>.

The <or> spelling is most common.

There is no rule for when to use <or>, <au>, <aw> and <al> but there are some tips:

- Never use <au> at the end of a word.
- <aw> is often used before <n> and <l> for example dawn, crawl
- Words spelt with <or> include fork, storm, born
- Words spelt with <au> include August, fault, author
- Words spelt with <aw> include draw, saw, lawn, yawn.

The sound of <al> varies. It has either the /or/ sound as in talk, or may include the /l/ sound as in salt.

Words spelt with <all> have the /or/ sound plus <l> as in ball.

4.2 Segment for spelling

GOAL: To segment words into their sounds for spelling

Close your workbooks.

I am going to show you how to segment words for spelling by counting the sounds on your fingers.

We are going to segment the word 'call' into its sounds.

(Raise 3 fingers.)



The word 'call' has 3 sounds, /c/-/al/-/l/.

(Model how to touch each finger as you say the sounds: c-al-l)

Copy me. Say the word 'call'. Raise 3 fingers. Pinch a finger as you say each sound. /c/-/al/-/l/ > call.

(Ask students to say the word, then you say the sounds, pinching a finger for each sound.)

Now, we are going to **write** the letters for each sound on 3 fingers, like this.

(Raise 3 fingers and say the sounds as you demonstrate how to finger-write the letter sounds on your 3 raised fingers using the pointer of your writing hand.)

c-al-l.

In words like call, wall, small, the /or/ sound is spelt <al>.

Now, it is your turn. I'll say some words with the new sounds.

- Count the sounds in your head.
- When I say 'fingers', raise a finger for each sound.
- Then, together say the word, then pinch a finger as you say each sound.

toe	blow	now	bird	turn	few	August	hall	raw
-----	------	-----	------	------	-----	--------	------	-----

*The next step is to segment a word into its sounds and **write** the word.*

(Lead the practice activity.)

You will need your workbook.

I will say the words, one at a time.

- *Say the word in your head and count the sounds on your fingers.*
- *Write the word in your workbook.*

toe	blow	now	bird	turn	few	August	hall	raw
-----	------	-----	------	------	-----	--------	------	-----

(After the students have written each word, repeat the word, raise the appropriate number of fingers, pinch the tip of each finger as you say each sound, and then write the word on the board. Students mark their own work by ticking or correcting each letter.)

4.3 Spelling practice

GOAL: To practise spelling decodable words with sounds/spellings taught to date

Choose three one-syllable words from exercise 3.4 Reading Rate for your partner to spell.

Write the words in your workbook on line (a).

Partner 1 reads the words one by one.

Partner 2 writes the words in their workbook on line (b).

(a) _____

(b) _____

Partner 1 checks the words. Partner 2 re-writes any word that has been wrongly spelt and copies the word correctly. Partners then reverse roles.

(Students organise themselves while you circulate.)

5. Focus words

5.1 Revising focus words introduced in previous modules (reading)

GOAL: To read commonly used focus words

(Focus words are commonly used words that have unusual spellings or include spellings that have not yet been taught.)

We are going to revise the focus words you have learned so far.

Turn to Appendix A. Find the word lists for Modules 8 & 9.

Read the words aloud together. I will time you. 1,2,3, GO.

Well done. You read 30 words in _____ minutes and _____ seconds.

Write the date and time taken in the relevant box in your workbook.

(Repeat the activity on three different days.)

Date 1: / /	Date 2: / /	Date 3: / /
Reading Mod 8 & 9 focus words	Reading Mod 8 & 9 focus words	Reading Mod 8 & 9 focus words
Score _____	Score _____	Score _____

5.2 Revising focus words introduced in previous modules (spelling)

GOAL: To write commonly used focus words

(Hand out lined paper.)

Close your workbook. I am going to ask you to write some of the focus words you have just read.

Write the numbers 1 to 10 down the left hand side of the paper.

I will number each word and say it on its own first. Then I will say a sentence that includes the word. Finally I will say the word again.

(Wait for all students to write the word. At the end, read the words again slowly.)

1. after	2. through	3. our	4. again	5. home
6. between	7. away	8. might	9. often	10. asked

Correct your own work using the words in your workbook as a guide. Write the date and your score in the relevant box in your workbook.

Date 1: / /	Date 2: / /	Date 3: / /
Spelling focus words	Spelling focus words	Spelling focus words
Score _____ / 10	Score _____ / 10	Score _____ / 10

5.3 Reading Module 10 focus words

Focus words have unusual spellings. Read the words with me.

(Point to each word as you read it, moving across the rows from left to right.)

own	show	these	upon	school
true	boy	below	heard	above
almost	earth	country	can't	didn't

Now read the words together.

5.4 Spelling Module 10 focus words pre-test

GOAL: To determine which words the student can already spell

Let's see which of these words you already know how to spell.

Close your workbook.

(Provide students with a sheet of lined paper.)

Write the numbers 1 to 15 down the left hand side of your paper.

I will number each word and say it on its own first. Then I will say a sentence that includes the word. Finally I will say the word again.

(Wait for all students to write the word. At the end, read the words again slowly.)

Open your workbook. Use the words in the table (5.3) in your workbook to check your own spellings. Tick the correct words.

(Circulate to identify common errors.

Use the technique below to help students learn the correct spellings.

If students can spell the words, move on to Section 6.)

Now look at the words in the table. Can you find any patterns in the words or do you know any tricks to help remember how to spell them?

(Memory tricks could be words-within-words, rhymes, syllable breakdown, mnemonics.)

Here is an example:

(Write didn't and can't on the board. Spell each word using the letter names.)

'didn't' is short for 'did not'; and 'can't' is short for 'cannot'.

The <o> is replaced by an apostrophe.

With your partner, take turns to find patterns in the focus words and share memory tricks. Write the words on the back of your spelling pre-test.

Partner 2, then Partner 1.

(Circulate and then discuss patterns and tricks for remembering the spelling of some of the words. Write the words on the board.)

Now look at your spelling pre-test and write the words that were hard for you three times. Say the letter names as you write them, then say the word like this.

(On the board, demonstrate how to write the letters and say the letter names at the same time. Then say the word.)

school school school

Hand up your spelling pre-test.

5.5 Homophones

GOAL: To distinguish between words that sound the same but have a different spelling and meaning

*English words come from different languages and this is why a particular sound can have different spellings. It depends on the language that the word comes from. **Homophones** are words that sound the same but have different spellings and different meanings.*

In Modules 4, 5 and 7, you learnt one way to spell the vowel sounds:

ai, ee, ie, oa, ue, oo (book), oi, oo (room), er, ar.

In Modules 8, 9 and 10 you learnt some of the alternative spellings for these sounds. You have also learnt focus words that sound the same as these words and they are included in the exercises.

(Point to exercise 5.5 in the student workbook.)

Read these words with me. The words in each pair or trio sound the same but have different spellings and different meanings.

sea/see	be/bee	bean/been	high/hi	leek/leak
meat/meet	reel/real	steal/steel	week/weak	blue/blew
bold/bowled	flu/flew	flower/flour	mist/missed	road/rode
rose/rows	toe/tow	higher/hire	groan/grown	by/buy/bye
threw/through	draw/drawer			

Read these words with me:

sea/see

The words 'sea' and 'see' sound the same but have different spellings and different meanings. Partner 1 tell Partner 2 the meaning of the word 'see', spelt <see>, and put it in a sentence.

(Circulate)

Partner 2 tell Partner 1 the meaning of the word 'sea', spelt <sea>, and put it in a sentence.

(Circulate)

Look at the table below with the headings: Spelling 1 and Spelling 2.

Look at the left-hand column.

What is the meaning of the word 'sea' spelt <sea>? All together.

(Wait)

Yes, it's the water that covers much of the earth's surface and surrounds its land masses.

Look at the right-hand column.

The <e> sound in the word 'see' is spelt <ee>.

What is the meaning of the word 'see' spelt <see>? All together.

(Wait)

Yes, it means to look at someone or something.

With your partner, write each of the words in your workbook next to the word that sounds the same in the table. The first one has been done for you.

sea/see reel week leek be meat steel weigh high buy

Spelling 1	Spelling 2
sea	see
	bee
real	
	hi
leak	

	meet
	by
steal	
way	
weak	

With your partner, read the sentences one by one. Together, choose the best word from the completed table and write it on the line.

Water drips from a _____ in the pipe.

He was stung on the hand by a _____ .

It is my birthday next _____ .

We will _____ you at the bus stop at 7 o'clock.

It is dark and I cannot _____ anything.

I am going to the shops to _____ some food.

The frame for the house is made of _____ .

Mount Everest is a _____ mountain.

6. Text reading

6.1 Reading focus words in the text

GOAL: To read commonly used focus words in the text

(Focus words have unusual spellings or include spellings that have not yet been taught.
Point to the words in the workbook.)

The text includes some words with unusual spellings and words with spellings that you have not yet been taught. We call them focus words.

(Write the words on the board.)

anywhere	what	while	when	one	more	warm	hours
climb	build	buy	do	water	variety	centimetre	saucers

Read the words with me as I point to them.

Now read the words together.

6.2 Reading tips

GOAL: To learn to modify the pronunciation of the sounds in some words for reading

(Write these words on the board.)

A a	apart	about	around	eaten	frozen	travel	casseroles
of	goes	clothes	choose	fertilise	evenly	little	tomatoes

(If students mispronounce any of the words, point to the word and read the relevant reading tip/s from the list below.)

<A/a> are letters and words. The word <A/a> is usually pronounced /uh/, as in 'A bun'

In the words 'salad, apart, about and around', the <a> is pronounced /uh/

The <e> in 'eaten, frozen and travel' is pronounced like /uh/

In 'casseroles, tomatoes, goes, clothes, choose, fertilise' the <s> is pronounced /z/

In the word 'evenly', the first <e> says its name <e>; the second <e> is pronounced /uh/

In 'of', the <f> is pronounced /v/

The <a> in 'tomato' can be pronounced /ar/ or /ai/ depending on your accent

In your workbook, the tips have been written in code.

(Refer students to the tip in their workbook and explain the code:

< > square brackets indicate the name of a letter

// two forward slashes indicate the sound of a letter or letters

= the equals sign means 'sounds like')

Coded explanation in student workbooks:

The <a> in 'around, about and apart' = /uh/

<e> in 'eaten, frozen and travel' = /uh/

In 'casseroles, tomatoes, goes, clothes, choose, fertilise', the final <s> = /z/

In 'evenly', the first <e> says its name <e>, the second <e> = /uh/

In 'of' the <f> = /v/

The <a> in 'tomato' can be /ar/ or /ai/.

6.3 Reading with meaning

GOAL: To develop automaticity and expression

Turn to page 2 of your workbook.

Read the text aloud with your partner.

If there is a word you don't know, blend the sounds.

People who read well pay attention to punctuation:

- *at a comma, they take a short breath*
- *at a full stop, they take a long breath*
- *for a question mark, they make their voice go up at the end and then take a long breath*
- *for speech marks, they pretend they are the person speaking*
- *they liven up their presentation by being expressive.*

Try to do the same.

6.4 Text questions and activities

GOAL: To explore the text further

(Choose two or three questions or activities from the list below.
Read one question or activity at a time.)

1. *Tell your partner two important things about growing cherry tomatoes.*
2. *If you had a garden, would you grow cherry tomatoes? Give two reasons for your answer.*
3. *Show me how long a centimetre is. How long is a metre?*
4. *Show me 30 centimetres. Why do the seedlings have to be planted 30 centimetres apart?*
5. *What do these words mean: seedlings, well drained, sauce, damp, variety, fertiliser, trowel, spade, ripe, soil, container, evenly.*

Tell your partner. Partner 2, then Partner 1.

(Circulate and share one or two interesting answers with the group.)

6.5 Word meanings

GOAL: To increase vocabulary

Let's think about what the words mean.

- *Choose two interesting words from the text.*
- *Write the words in your workbook.*
- *Choose one of the words. Tell your partner a sentence with the word in it.*
- *Tell your partner what the word means. Partner 1, then Partner 2.*

(Circulate and choose two responses to share with the group.)

Some words have more than one meaning, like 'steps, fork, press, pick and plant'. With your partner, think of two meanings for 'press' and 'plant'.

(Circulate and choose two responses to share with the group.)

7. Punctuation and Grammar

7.1 Revision – speech marks

(Revise speech marks and revisit other elements of punctuation.
Write the sentence below on the board.)

"I want to grow tomatoes," said Paul.

Read this sentence with me.

A sentence starts with an upper case letter, ends with a full stop and must make sense.

(Point to and explain each feature in the sentence above.)

*Thumbs up/ thumbs down: Does the sentence start with an upper case letter?
In your workbook, point to the upper case letter at the beginning of the sentence.*

Thumbs up/ thumbs down: Does the sentence end with a full stop?

Thumbs up/ thumbs down: Does the sentence make sense?

(Confirm that this sentence starts with an upper case letter,
ends with a full stop and makes sense.)

Now we are going to look at how spoken words are separated from the rest of the sentence or text. What words does Paul say? Say the words with me.

(Point to the spoken words.)

Paul says, "I want to grow tomatoes." The words he says have speech marks before the first word and after the punctuation mark at the end.

Thumbs up/ thumbs down: Are the speech marks at the beginning in the right place?

Thumbs up/ thumbs down: Are the speech marks at the end in the right place?

(Confirm that the first word Paul speaks begins with an upper case letter.)

*The words a person speaks are separated from the rest of the sentence by a punctuation mark. This could be a question mark, an exclamation mark or a comma. Here it is a **comma**.*

If the speech comes before the rest of the sentence, the comma goes after the last word spoken and inside the speech marks.

(Point to the comma after the word 'tomatoes')

If the speech comes after the rest of the sentence, the comma goes after the last word that is not spoken and before the speech marks, for example:

(Write this sentence on the board.)

Paul said, "I want to grow tomatoes."

Add the speech marks

Write speech marks around the spoken words. Sentence punctuation has been provided. Remember, speech marks are placed outside (before and after) sentence punctuation if the speech comes before the rest of the sentence. If the speech comes after the rest of the sentence, we write a comma after the last word that is not spoken before the speech marks.

First, we'll read the passage together.

Jan and Ben spotted Bill at the bus stop.

Hi Bill, said Jan.

Where are you going? asked Ben.

I am going to see a film, replied Bill. Would you like to join me?

What is the film? asked Jan.

Star Trek, said Bill.

I don't think so! replied Ben and Jan together.

Look at the first two sentences. Add speech marks where they are needed.

(Wait.

Write the first two sentences on the board and explain where the speech marks need to go. Go through the passage, two sentences at a time. Students correct their own work.)

7.2 Adverbs

An adverb describes a verb and tells us when, where, how, how often or why something happened. Adverbs often end in <ly>.

(Write these sentences on the board.)

Read the first sentence with me. In the first sentence the adverb is 'firmly'. 'Firmly' describes **how** to press down the soil.

1. Press the soil down firmly around the roots.
2. Water lightly.

Read sentence 2 with me. All together, tell me which word is the adverb. (Wait)

Yes, it is 'lightly'. 'Lightly' describes **how** you do what?

All together: How you water the tomato plants.

With your partner, think of adverbs to describe the verbs in these sentences and write the new sentences on the lines in your workbook. I'll do the first one on the board.

(On the board, write the sentence: I ran fast.)

In the sentence 'I ran fast', the word 'fast' is an adverb. It describes how I ran.

Copy the sentence on the line in your workbook and underline the adverb.

With your partner, think of adverbs to describe the verbs in sentences 2, 3 and 4, and write an adverb in the gap.

1. I ran fast.
2. The birds sang _____ .
3. A man with a bad leg hobbled _____ along the path.
4. Ben cries _____ when he is hungry.

With your partner, read the text and underline the adverbs. Decide which verb the adverb describes and put a ring around it. The first one has been done for you. See if you can find at least nine.

Yesterday, I took my dog, Kit, for a walk along the beach. The clouds partly hid the sun and the wind howled loudly.

At first, Kit scampered happily amongst the rocks but then she disappeared. I called her name, louder and louder. Eventually, there was a soft whimper and she slowly made her way down the rocks and limped towards me. She slumped painfully to the ground at my feet.

Awkwardly, I lifted Kit and began to carry her home. She was very brave and silently put up with the pain. But gradually she got heavier and heavier until I could no longer hold her.

Fortunately, a man drove into his drive just in front of me and I asked him if he would kindly drive Kit and me home. Kit and I sat uncomfortably in the front seat, the seatbelt clipped tightly around us.

When we got home, I took Kit straight to the vet. Later, I found out that she had broken three ribs. It is likely that her ribs will never heal properly.

(Read each sentence. Provide correct answers.)

7.3 Adding an ending

GOAL: To understand base words and word endings using words from the text

In English, we add endings to base words for different reasons. Let's review the endings you have learnt so far.

Adding 's'

- We add 's' to turn many singular words into plurals. For example, salad, salads.
- We add 's' to the end of verbs in the present tense. For example, 'The pot needs to be at least 30 centimetres wide'.

Adding 'es'

- We add 'es' to nouns that end in 'ch', 's', 'sh', 'x', 'z' or 'o' (tomatoes).
- We add 'es' to verbs that end in 'ch', 's', 'sh', 'x', 'z' (catches, hisses, rushes, mixes, buzzes).
- We also add 'es' to verbs that end in 'o' (goes, does).

Adding 'ing' and 'ed'

- We add 'ing' to the end of a verb when something is still happening (present tense). For example, walk + ing > walking
- We add 'ed' to the end of a verb when something has already happened (past tense), for example:
add + ed > added; drain + ed > drained; roast + ed > roasted.

The doubling rule

For some verbs, we double the last consonant before adding an ending, such as 'ing' or 'ed'.

To identify these verbs:

- Look at the last three letters of the word
- If the last three letters are Consonant-Vowel-Consonant, then double the last letter of the word before adding the ending. For example:

sit + t + ing > sitting; shop + p + ing > shopping

Adding 'es' or 'ed' to words ending in consonant<y>

Words ending in consonant <y>, such as try, cry, apply, supply – change the <y> to <i> before <es> or <ed>: try, tries, tried; cry, cries, cried; apply, applies, applied; supply, supplies, supplied.

(Write the words on the board or refer students to their workbooks.)

I'll say the base word and then the whole word. Copy me.

salad > salads	tomato > tomatoes	soup > soups
roast > roasted	seedling > seedlings	eat > eaten
step > steps	drain > drained	add > added
plant > plants	day > daily *	get > gets
sauce > sauces	casserole > casseroles	hour > hours
drain > drained	even > evenly	lot > lots
stake > stakes	need > needs	base > based
row > rows	light > lightly	hole > holes
firm > firmly	centimetre > centimetres	root > roots

* Special spelling: to change 'day' to 'daily' drop the <y> and replace with <i>. Then add <ly>.

8. Sentences

GOAL: To learn about sentences and to demonstrate knowledge of spelling, sentence punctuation and grammar introduced so far

(Items in this section assume knowledge of all grammar and punctuation covered in this and previous modules.)

8.1 Sentences make sense

GOAL: To rearrange words to make a sentence

With your partner, put the words in order to make a sentence. Look for the word with an upper case letter. It is likely to be the first word in a sentence.

Then look for the word that is followed by a full stop, question mark or exclamation mark. It is likely to be the last word in the sentence.

Then move the remaining words around until the sentence makes sense.

Write the sentences in your workbook.

I'll show you how to do the first sentence.

(Write the first sentence on the board and model how to rearrange the words, using the explanation above.)

1. twelve cherry tomato seedlings I planted in each row. with three seedlings

I planted twelve cherry tomato seedlings with three seedlings in each row.

2. if you pick them Cherry tomatoes taste best and eat them straight away.

Cherry tomatoes taste best if you pick them and eat them straight away.

3. cherry tomatoes You can grow as long as it gets lots of sun. on a veranda

You can grow cherry tomatoes on a veranda as long as it gets lots of sun.

4. said Stewart. "I like cherry tomatoes with lots of dressing," in salads

"I like cherry tomatoes in salads with lots of dressing," said Stewart.

5. to check the soil daily It is important when growing tomatoes in pots.

It is important to check the soil daily when growing tomatoes in pots. OR
It is important when growing tomatoes in pots to check the soil daily.

(Write the correct sentences on the board. Students correct their own work.)

8.2 Proofreading sentences

GOAL: To identify and correct spelling, punctuation and grammar errors

(In Module 10, punctuation includes the use of:

- an upper case letter at the beginning of a sentence and at the beginning of a name
- a full stop, question mark or exclamation mark at the end of a sentence
- commas in lists
- speech punctuation.

In Module 10, grammar includes the use of:

- verbs, in the past, present and future tense
- pronouns
- contractions.

In this exercise, spelling means writing the correct letters in a word in correct order.)

Each of the sentences in your workbook has four errors.

(Write the first sentence on the board.)

We'll do the first one together.

Together, read the words on the board. I'll lead.

1. "I dont know how to grow chery tomatoes, Sue explained
(4 errors: 3 punctuation/grammar; 1 spelling)

With your partner, rewrite the sentence correctly on the line.

(Wait)

"I don't know how to grow cherry tomatoes, " Sue explained.

(When students have finished, on the board, model how to make the corrections
using the explanations below.)

*There are four errors in sentence 1: three punctuation or grammar errors and
one spelling error.*

Three punctuation errors:

- *An apostrophe is missing from the word 'don't' to indicate that
the letter <o> is missing.*
- *The speech marks are missing after the comma at the end of the
words Sue says.*
- *A full stop is needed after the last word in the sentence.*

One spelling error:

- *'chery' is spelt wrong. It should be 'cherry'.*

Copy the correct sentence in your workbook.

With your partner, find 4 errors in sentences 2, 3 and 4.

They may be spelling, punctuation or grammar.

Write the corrected sentences on the line in your workbook.

2. chery tomatos will grow anywhere that has a minimum of 6 hours of
sun evry day.

(4 errors: 1 punctuation/grammar; 3 spelling)

*Cherry tomatoes will grow anywhere that has a minimum of 6 hours of sun
every day.*

(When most students have finished, write the correct sentence on the board and
explain the errors. Students check and correct their own work.)

3. the pot needs to bee at least 30 sentimetres wide.

(4 errors: 1 punctuation/grammar; 3 spelling)

The pot needs to be at least 30 centimetres wide.

(When most students have finished, write the correct sentence on the board and explain the errors. Students check and correct their own work.)

4. Follow the steps below to grow cherry tomatoes
(4 errors: 1 punctuation/grammar; 3 spelling)

Follow the steps below to grow cherry tomatoes.

(When most students have finished, write the correct sentence on the board and explain the errors. Students check and correct their own work.)

8.3 Dictation

GOAL: To remember a sentence and write it correctly

I am going to explain how to grow sunflowers from seed.

(Write the sentence on the board.)

Read the sentence with me.

Your task is to write the sentence from memory.

Read the sentence again, together.

(Rub the sentence off the board.)

Write the sentence in your workbook.

(Wait)

Check the sentence for spelling and punctuation.

(When students have finished, write the corrected sentence on the board.)

Tick each correct letter for spelling and tick each correct upper case letter and punctuation mark. Give yourself one point for each tick.

Total points 46:

- 44 letters*
- 1 upper case letter, 1 full stop.*

Write your score

Score /46

Correct your errors.

9. Comprehension

GOAL: To develop comprehension skills at different levels and respond in complete sentences

9.1 Answering questions about a text

GOAL: To comprehend text at a literal level (i.e. using stated facts)

Some of the following statements for growing tomatoes are incorrect. Tick the correct instructions and put a cross by the incorrect statements. Use the text to help.

How to grow cherry tomatoes

1. Choose a dry, cold spot.
2. Weed the plot.
3. Plant seedlings close together (about 3 centimetres).
4. Add fertiliser or organic material to the soil.
5. Stake the plants.
6. Do not water the plants. Just wait for the cherry tomatoes to grow.

Lets go through the statements together:

Thumbs up/thumbs down: Choose a dry, cold spot.

Is statement 1 correct? Statement 1 is incorrect.

Thumbs up/thumbs down: Weed the plot.

Is statement 2 correct? Statement 2 is correct.

Thumbs up/thumbs down: Plant seedlings close together.

Is statement 3 correct? Statement 3 is incorrect.

Thumbs up/thumbs down: Add fertiliser or organic material to the soil.

Is statement 4 correct? Statement 4 is correct.

Thumbs up/thumbs down: Stake the plants.

Is statement 5 correct? Statement 5 is correct.

Thumbs up/thumbs down: Do not water the plants. Just wait for the cherries to grow.

Is statement 6 correct? Statement 6 is incorrect.

9.2 Answering questions and giving reasons

GOAL: To comprehend text at an inferential level (i.e. work out an answer based on information in the text)

Read the questions with me.

Why do people grow cherry tomatoes?

With your partner, find two reasons in the text and then make up one of your own. Tell your partner. Partner 1, then Partner 2.

(Circulate and choose answers to share with the group.)

If you had a garden, what would you grow in it and why?

Tell your partner. Partner 2, then Partner 1.

(Circulate and choose answers to share with the group.)

9.3 Answering in complete sentences

GOAL: To write a complete sentence in response to a question

In exercise 9.2, you found two reasons for growing cherry tomatoes in the text and made up one of your own.

Write the answers to 9.2, 'Answering questions and giving reasons', in complete sentences. Begin 'Three reasons for growing tomatoes are ...'

Three reasons for growing cherry tomatoes are

- 1) _____
- 2) _____
- 3) _____

9.4 What do you think?

GOAL: To make connections between the text and personal experiences and knowledge

The text explains how to grow something.

What practical things can you explain to other people? Tell your partner two things you could show someone how to do. Partner 2, then Partner 1. (Wait)

Tick the tasks you would be able to explain. We'll read them together.

How to change a wheel or fix something on a bike	How to cook something in a cooker or on a barbecue
	
How to play a board game or a card game	How to use an electronic gizmo such as a mobile phone
	

What activity are you going to explain? Tell your partner. Partner 2, then Partner 1. (Wait)

Think of three things you would say in your explanation. You can write notes to help you remember.

(Wait)

Tell your partner three things you would say in your explanation. Partner 1, then Partner 2.

.....

10. Writing

GOAL: To develop writing skills in different text types (genres)

NOTE: Writing involves a number of different processes and skills including imagination, knowledge of genre structures, word choices, spelling, grammar and punctuation. We strongly recommend that instructors model the writing process before asking students to work independently.

1. Model how to plan for different text types/genres
2. Model how to use the plan to write each text type
3. Share the questions you ask yourself and your decisions
4. Share your thinking processes.

Encourage students who have difficulty getting started to draw cartoons or pictures to focus their thoughts, provide them with a stimulus picture and/or let them work with a partner.

10.1 Text types – procedure

GOAL: To learn about the structure of a procedure

There are different types of writing. In Module 8 you learned about recounts. In Module 9 you learned about narratives. In this module we are going to study procedures.

Procedures

In a procedure, we provide instructions on how to do something by following a sequence of steps. Let's read 'How to grow cherry tomatoes' again together.

Go to p. 2 of your workbook. (Wait)

Read the text with me.

'How to grow cherry tomatoes' is a procedure. Let's see if 'How to grow cherry tomatoes' meets the rules for a procedure.

A procedure provides instructions on how to do or make something by following a sequence of steps.

Does 'How to grow cherry tomatoes' provide instructions on how to do something, step by step? Answer together: Yes/No (Wait)

A procedure has these features:

A. Title

The title should tell the reader what they are going to do or make. Does the title, 'How to grow cherry tomatoes' tell the reader what they are going to do?

Answer together: Yes/No

B. Introduction

The introduction encourages the reader to try this activity. Has this procedure got an introduction? Yes/ No

Tell your partner what the introduction says to encourage the reader to grow cherry tomatoes. Partner 1, then Partner 2.

(Circulate and share one correct answer with the group.)

C. What you need

This is a list of the things you need, usually written in dot points. For a recipe, it is a list of ingredients and equipment needed to do or make something. For other procedures, it is a list of materials and equipment needed.

Does 'How to grow cherry tomatoes' list the things you will need to grow cherry tomatoes? Yes/No.

Turn to the text on page 2. Find the heading 'What you need'. Read the list together.

D. Rules

I will explain the rules for writing a procedure using examples from the text.

A procedure is written

1. each step is numbered 1, 2, 3...
2. each step is written as an order, eg, dig, press, pick
3. words to do with time and order are used, eg, first, then, next, as in 'first weed the plot'
4. the words relate only to the task (no unnecessary words).

E. Method

The method describes how to complete the task, step-by-step.

Does 'How to grow cherry tomatoes' describe how to grow cherry tomatoes step-by-step? Yes/ No. Copy the first three steps in the method from the text.

F. Result or conclusion

*The result or conclusion is an optional final comment, often giving advice or ways to extend the activity. Does the author offer a final statement? Yes/No
Tell your partner what the author says at the end. Partner 1, then Partner 2.*

(Circulate and choose answers to share with the group.)

Complete the template for the procedure 'How to grow cherry tomatoes' with your partner. Answer the questions on the lines provided.

(Circulate and note common problems. If necessary, stop the group and wait until you have everyone's attention. Clarify the elements of the task that are causing problems.)

Title	<i>How to Grow Cherry Tomatoes</i>
Goal	To grow cherry tomatoes
Introduction Encourages the reader to try this activity	
What you need: ingredients or materials and equipment listed in dot points	List what you need: <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ • _____ • _____
Method Steps: <ul style="list-style-type: none"> • are numbered • they begin with an order, eg, dig, mix • use words like when, next. 	Copy the first 3 steps: <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____
Result or final comment Offers tips to make the task simpler or more effective. Tells you how to check if the procedure worked.	_____ _____

10.2 Planning a procedure

GOAL: To plan a procedure using a template

Plan a procedure about How to Boil an Egg, or How to Catch a Fish, using the template below.

Title	
Goal	
Introduction Encourages the reader to try this activity	
What you need: ingredients or materials and equipment, listed in dot points	List what you need: <ul style="list-style-type: none">• _____• _____• _____• _____• _____
Method Steps: <ul style="list-style-type: none">• are numbered• they begin with an order, eg, dig, mix• use words like when, next.	<ol style="list-style-type: none">1. _____2. _____3. _____4. _____5. _____
Result or final comment Offers tips to make the task simpler or more effective. Tells you how to check if the procedure worked.	_____ _____ _____

10.3 Sharing your procedure

GOAL: To expand on a written plan

*Take turns to tell your partner about your **procedure**. Use your template as a guide. You have two minutes for each of the three sections.*

- 1. Tell your partner the title of your procedure, and the things you need.
Partner 1, then Partner 2.*

(Allow 5 minutes. Circulate to assess verbal fluency.)

- 2. Tell your partner the steps in the process.
Partner 2, then Partner 1.*

(Allow 5 minutes. Circulate to assess verbal fluency.)

- 3. Give your partner a tip for boiling the perfect egg or catching a fish.
Partner 1, then Partner 2.*

*(Allow 5 minutes. Circulate to assess verbal fluency.
Share two of the tips with the group.)*

10.4 Writing your procedure

GOAL: To write a procedure

After a writer has planned their procedure, they use the plan as the basis for a piece of writing.

You have completed your plan for a procedure that explains 'How to boil an egg' or 'How to catch a fish', and you have shared it with your partner. Now you are going to use your plan to write your procedure.

An important difference between a plan and a piece of writing is what?

Everyone together. (Wait)

Yes, a piece of writing is written in complete sentences.

Look at the writing page in your workbook. There are five sections:

- 1. Title (tells the reader what they are going to do or make)*
- 2. Introduction (encourages the reader to try the activity)*
- 3. What you need (lists the equipment and materials or ingredients you need)*
- 4. Method (describes how to complete the task step by step)*
- 5. Conclusion (might suggest a way to check the procedure worked or there might be a suggestion for ways to extend or simplify the activity).*

*In a procedure, the title tells the reader what they are going to do or make.
Write the title of your procedure on the line.*

1. Title

*In the introduction, encourage the reader to try the activity.
Remember to write in complete sentences.*

2. Introduction

In section 3, list the materials and equipment needed, in dot points.

3. What you need

- ---
- ---
- ---
- ---

In section 4, write the steps and number them.

4. Method

1.

2.

3.

4.

5.

6.

In section 5, offer tips to make the task simpler or more effective. Describe how to check the procedure worked. Write in complete sentences.

5. Result, conclusion or final comment

(Circulate. If students are having problems, copy the template on the board.
Using the text in the module as an example, talk the group through the task, section by section.
If you are working one-to-one, use the student's template as the example.)

*If you finish before your partner, first read your piece of writing through carefully.
Are there words you can change that might create a clearer picture for the reader?
Have you used the same word several times? Think of words with a similar meaning
and use them instead.
Then read your book or practise the Reading Rate words on page 9 in preparation
for the assessment.*

(When most students have finished, say STOP.)

It's time to read your procedure to your partner. Partner 2, then Partner 1.

(Circulate. Assess how well the students managed the task and note any teaching points that
need to be addressed prior to the next writing lesson.)

Final Comment

You have now completed the exercises for Module 10. In your next lesson you will be assessed to see:

- how well you can read and spell words with the sounds you have learnt so far, and*
- how well you can read and spell the focus words you have learnt so far.*

Assessment Practice

To prepare for the assessment:

- practise reading the text*
- practise reading the words in Reading Rate*
- practise spelling the words in Reading Rate.*

As a pre-requisite for moving to the next module, we recommend a 75% accuracy rate for:

- reading the text*
- spelling test*
- dictation.*

Assessment

Reading the text

Now read the story once more. Look for sentence and speech punctuation and read the story as if you are entertaining someone and they are hearing it for the first time.

(Write the number of words read correctly on the student's certificate.
Calculate the percentage reading accuracy for your records.)

Reading rate

(Refer student to the table of words headed Assessment Practice at p.25 of their workbook.)

I am going to time you to find out how many words you can read in one minute. You will be given three tries and your best score will be recorded on your certificate.

Read the words going across the page. If you are unsure of a word, sound it out, then read it and carry on. Go back to the beginning again if you get to the end before I say stop. I'll say: 1,2,3 GO! Are you ready?

1,2,3 GO!

own low tow show how now down town bird girl shirt
toe turn burn hurt goes few new chew saw law yawn all
fall wall call talk walk small slow blow grow throw
thrown brown drown crowd first burnt fault blew grew
drew draw crawl flew stew screw yellow borrow pillow
owner follow narrow rainbow lower shower power dirty
thirty birthday surname sunburn further suburb survive
sawdust window owner flower thirsty unscrew faulty
laundry drawing however Saturday automatic lawnmower
screwdriver

(80 words)

(Write the number of words read correctly per minute
on the student's certificate.)

Spelling test

I am going to ask you to write some words so that you can find out how well you have remembered the letter-sounds and focus words introduced so far. Go to the back of your workbook to the lined page.

I will number each word and say it on its own first. Then I will say a sentence that includes the word.

(Make up your own sentence to illustrate the meaning of each word.)

Finally, I will say the word again.

(Wait for all students to write the word. At the end, read the words again slowly.)

1. goes	2. new	3. how	4. saw	5. few
6. down	7. firm	8. turn	9. small	10. draw
11. throw	12. can't	13. first	14. fault	15. didn't
16. always	17. below	18. August	19. sturdy	20. tomatoes

(Write the number of words spelt correctly on the student's certificate.
Calculate the percentage spelling accuracy for your records.)

Dictation

I am going to read a sentence about growing a few flowers, and then I will dictate the words to you slowly so you can write them down.

(Read the sentence below.)

I want to grow a few flowers up my wall.

I am now going to read the sentence again so that you can write it down. I will read the sentence in sections and tell you what punctuation to use and when. I won't tell you when to use upper case letters for names or at the beginning of a sentence. You will need to decide which is the first word in a sentence and which words are names of people or places.

Write the sentence in your workbook.

(Sections are indicated with two forward slashes.
Wait until the students have finished writing each section.)

Punctuation in this dictation includes one upper case letter and one full stop.

I want to grow // a few flowers // up my wall. (full stop)

Finally I will read the sentence again so that you can proofread it carefully.

(Read the sentence again. Allow students time to proofread their own work.)

I want to grow a few flowers up my wall.

(Write the number of words spelt correctly on the student's certificate.
Calculate the percentage dictation accuracy for your records.)

*Well done. You have completed Module 10 and
you are now ready to extend your skills by studying Module 11.*

Appendix A

Focus Words

Below is a list of Focus Words.

Focus Words have unusual spellings or include spellings that have not yet been taught. A group of focus words is included in each module starting in Module 3.

Many of these words are irregular and need to be revised often.

One way to provide practice is to choose 5 Focus Words from earlier modules that are proving difficult, and add them to the spelling test included in the program.

Module 3				
the	he	me	we	be
she	all	call	fall	small
was	are	to	do	I

Module 4				
you	your	come	some	said
here	there	they	my	by
go	no	so	one	once

Module 5				
only	old	give	have	live
like	time	down	were	who
why	where	what	which	when

Module 6				
any	many	more	before	father
other	mother	another	because	want
saw	put	could	should	would

Module 7				
two	four	goes	does	made
always	also	of	eight	love
use	after	very	every	over

Module 8				
people	water	friend	until	study
through	story	along	our	different
last	again	still	between	home

Module 9				
asked	away	right	might	enough
something	buy	build	both	those
won't	don't	going	often	together

Module 10				
own	show	these	upon	school
true	boy	below	heard	above
almost	earth	country	can't	didn't

Module 11				
year	near	know	write	since
sentence	across	large	during	today
either	however	young	change	answer

Module 12				
eye	blood	break	heart	head
word	work	world	thought	bought
brought	whole	hole	sure	house

Module 13				
hour	gone	damage	example	against
turned	learn	usually	ready	special
family	move	done	group	whether

Module 14				
half	English	fire	certain	picture
money	tomorrow	quiet	piece	peace
power	notice	probably	area	equipment

Module 15				
though	nothing	idea	pull	drawer
course	really	oh	weather	therefore
sign	rough	caught	bridge	garage

Appendix B

Glossary

Blending	<i>Blending</i> is the process of joining speech sounds to make a word. For example, <i>c-a-t > cat</i>
Comprehension	Reading <i>Comprehension</i> is the ability to process information we have read and to understand the meaning. <i>Literal</i> comprehension uses stated facts in the text. <i>Inferential</i> comprehension works out an answer based on information given in the text.
Conjugate	<i>Conjugate</i> describes the way a verb changes form to show number, person, tense etc.
Consonant	A <i>consonant</i> is a sound that is made by blocking air from flowing out of the mouth with the teeth, tongue, lips or palate. For example, <i>b</i> is made by putting your lips together, and <i>/</i> is made by touching your palate with your tongue. The letter <i>y</i> makes a consonant sound when it is at the beginning of a word, for example, <i>yacht</i> , <i>yellow</i> ; but <i>y</i> makes a vowel sound when at the end of a word, for example, <i>sunny</i> , <i>baby</i> .
Decoding	<i>Decoding</i> is the ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words. It is sometimes called sounding out.
Exercises	<i>Exercises</i> are the activities that provide students with practice in the skills taught.
Grammar	<i>Grammar</i> is the study of the way words are used to make sentences.
Irregular word	Not all words can be decoded. <i>Irregular words</i> are phonetically irregular because they do not follow phonic rules. For example, <i>said</i> , <i>does</i> , <i>who</i> .
Motor memory	<i>Motor memory</i> involves consolidating a specific motor task to memory through repetition. For example, saying the word as you write it; tapping or clapping when determining syllables.
Paragraph	A <i>paragraph</i> is a section of writing that focuses on one main point, idea or topic. A paragraph has one or more sentences. A new paragraph begins on a new line and may be indented or follow a blank line space.
Phonics	<i>Phonics</i> refers to the system of relationships between letters and sounds in a language.

Synthetic phonics first teaches students the sounds associated with letters, not the names of the letters. When students know a few vowels and consonants, they are taught to blend sounds together (that is, to synthesise) all through the word.

Punctuation	<i>Punctuation</i> is the marks, such as full stops, question marks, commas and speech marks, used in a piece of writing to make the meaning clear.
Pure sound	In order to blend sounds to read a word it is important to use <i>pure sounds</i> . Pure sounds do not add the /uh/ sound at the end. For example, we say /c-a-t/ not /cuh-a-tuh/.
Segmenting	<i>Segmenting</i> is the process of splitting up a word into its individual sounds in order to spell it. For example, <i>cat</i> > c-a-t.
Sentence	A <i>sentence</i> is a group of words that makes sense on its own. A sentence starts with a capital letter and ends with a full stop, question mark or exclamation mark. In order to make sense on its own, a sentence must have a subject and a verb.
Syllable	A <i>syllable</i> is a word or part of a word that has one vowel sound. For example, the word <i>cat</i> has one syllable and the word <i>panic</i> has two syllables.
Symbols	Two symbols are used to distinguish letter names and letter sounds: Letter names are written with the lower case letter and enclosed by angular brackets < >. For example, the word <i>chin</i> begins with the letter <c>. Letter sounds are written with the lower case letter and enclosed by forward slashes //. For example, <i>chin</i> begins with the /ch/ sound.
Tense	<i>Tense</i> refers to a form of a verb that shows if an action happens in the past, present or future.
Text type (genre)	<i>Text types</i> (or <i>writing genres</i>) are different categories or types of writing. There are four basic text types: narrative, report, recount and procedure. Other text types include persuasion, exposition, explanation, description, review, discussion, poetry, response.
Vowel	A <i>vowel</i> is a sound that is made by allowing breath to flow out of the mouth, without closing any part of the mouth or throat. For example, a oa e igh oi ee or. The letter y makes a consonant sound when it is at the beginning of a word, for example, <i>yacht</i> , <i>yellow</i> ; but y makes a vowel sound when at the end of a word, for example, <i>sunny</i> , <i>baby</i> .

SPELD SA Intensive Literacy Program

The SPELD SA Intensive Literacy Program is for anyone wanting to develop or consolidate basic reading, spelling and writing skills.

The program has 15 Modules. Each Module has a text and accompanying skill-based exercises.

Module 1 assumes no prior knowledge of the sounds and spellings of English words. Subsequent modules revise and build on the skills already covered. At the completion of Module 15, participants can expect to be able to read competently and communicate effectively in writing.

There is an Instructor Handbook and Student Workbook for each Module. The Instructor Handbook includes teaching notes, student exercises and answers. The Student Workbook has just the exercises.

Module	Text	Modules 1-7 introduce one way to spell the 42 main sounds of English
1	Pat Spat Ants	s <u>sat</u> a <u>ant</u> t <u>tin</u> i <u>pin</u> p <u>pan</u> n <u>nip</u>
2	The Tramp	c <u>cat</u> k <u>kid</u> ck <u>sick</u> e <u>pen</u> h <u>hand</u> r <u>rat</u> m <u>map</u> d <u>din</u>
3	The Desk has a Lid!	g <u>get</u> o <u>on</u> u <u>up</u> l <u>lid</u> f <u>fan</u> b <u>bin</u>
4	The Scotsman	ai <u>rain</u> j <u>jam</u> oa <u>boat</u> ie <u>pie</u> ee <u>need</u> or <u>corn</u>
5	Zang's Trek	z <u>zip</u> w <u>wet</u> ng <u>ring</u> v <u>van</u> oo <u>book</u> oo <u>room</u>
6	A Gift for Tom	y <u>yell</u> x <u>six</u> sh <u>shed</u> ch <u>chin</u> th <u>think</u> th <u>that</u>
7	Tim and the Fun Run	qu <u>quiz</u> ou <u>loud</u> oi <u>join</u> ue <u>fuel</u> er <u>runner</u> ar <u>farm</u>
		Modules 8, 9 and 10 introduce common alternative spellings for the vowel sounds
8	A Trip to the Top End	y/ee/ <u>jelly</u> a-e <u>game</u> e-e <u>these</u> i-e <u>nine</u> o-e <u>note</u> u-e <u>tune</u>
9	Baxter Saves the Day	ay, ey <u>day, they</u> oy <u>boy</u> o <u>go</u> y/ie/ <u>sky</u> a <u>April</u> e <u>me</u> y/i/ <u>pyjamas</u> ea <u>sea</u> igh <u>high</u> ie/ee/ <u>chief</u> i <u>ipad</u> u <u>unite</u>
10	Growing Cherry Tomatoes	oe, ow/oa/ <u>toe, slow</u> ow/ou/ <u>how</u> ir, ur/er/ <u>bird, turn</u> ew/ue/ <u>few</u> au, aw, al/or/ <u>August, saw, wall</u>
		Modules 11-15 introduce new sounds, less common alternative spellings for the vowel sounds and consonants, silent letters and word endings
11	Let's Abolish Zoos	ph/f/ <u>phone</u> soft c/s/ <u>city</u> soft g/j/ <u>page</u> silent b,w,k <u>comb, wrist, knee</u> air, are, ear/air/ <u>hair, care, wear</u>
12	Our Catamaran Experience	wh/w/ <u>when</u> ea/e/ <u>head</u> wa/wo/ <u>was</u> wor/wer/ <u>work</u> war/wor/ <u>warm</u> ou/u/ <u>touch</u>
13	Battle of the Bugs	ch/k/ <u>chemist</u> ti,ci/sh/ <u>station, special</u> si/sh/ /zh/ <u>pension, television</u> silent h,c,n <u>school, science, autumn</u> ei, eigh, aigh/ai/ <u>vein, eight, straight</u>
14	How to Make a Kite	o/u/ <u>love</u> ture/cher/ <u>picture</u> ore, ar, oar/or/ <u>more, war, roar</u> ie/ee/ <u>field</u> n/ng/ <u>drink</u> tch/ch/ <u>catch</u> dge/j/ <u>bridge</u>
15	The Tank Man of Tiananmen Square	s/z/ <u>has</u> se, ze/z/ <u>choose, freeze</u> gn/n/ <u>sign</u> gh/f/ <u>laugh</u> ear, eer, ere/ear/ <u>fear, cheer, here</u>