

SPELD SA

Literacy Program

*Let's
Abolish Zoos*



Module 11: 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>Let's Abolish Zoos</i> (Module 11), a board, dry wipe pen or chalk, eraser</p> <p>Student: Student workbook: <i>Let's Abolish Zoos</i> (Module 11), 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 11 can be found at: http://www.speld-sa.org.au/service/152-speld-sa-phonic-books-set-11.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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Let's Abolish Zoos

I strongly oppose the existence of zoos and think they should be abolished. How can anyone, seeing a wild animal holed up, often on its own in a cage, doubt that zoos are cruel? These animals have been robbed of their freedom and imprisoned for life.

It is argued that zoos allow the visitor to see animals they wouldn't otherwise see. But what value is there in seeing a locked up animal in an artificial environment? It provides the onlooker with no sense of the life the animal would lead in its native habitat, how it finds or catches food or looks after its young. This is not educational.

There are many disadvantages for animals. Their day is one of boredom, where everything around them is artificial: artificial ponds, artificial trees, and food served up by zoo keepers.

Furthermore, many animals that would normally be part of a group are kept separated, with males frequently kept away from females, unless it is the mating season or a partner is shipped in from another zoo. I think this is unnatural, cruel and selfish.

People say that thanks to zoos, we are protecting species. What for? So that they can become a rarity to be gawked at by the paying public? If a species is at risk, it is probably too late for protection. Nothing could have saved the dinosaur. If we want to preserve the memory of a species, we need photographs and film, research and books about it, specimens in museums, not a specimen at a zoo.

Let bygones be bygones and let us focus our money and energy on maintaining the environments all over the world, that are home to the world's wildlife, rather than preserving the wildlife in environments that are not their native habitat. We all know this is the right thing to do.

Together, let us lobby governments to close down all zoos. Now is the time to abolish zoos, forever.

(325 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 11, choose a text and click on your preferred format, for example, text format for older readers.

Let's Abolish Zoos

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 'Let's Abolish Zoos'. The word 'abolish' means to put an end to something and stop it. Do you think zoos should be abolished? Tell your partner one reason why you think zoos should, or should not, be abolished.

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, 9 and 10, you learnt the most common alternative spellings for those sounds.

Let's revise the alternative spellings of the vowels covered so far. Read the sounds in the top row with me. This is the first spelling of the long vowels you learnt.

Now I will point to the alternative spellings at random.

Say each sound as I point to it.

(Point to each sound, in and out of order.)

Alternative Spellings of the Vowels									
ai	ee	ie	oa	ue	oi	er	or	ou	ar
a-e	e-e	i-e	o-e	u-e	oy	ir	au	ow	
ā *	ē	ī	ō	ū		ur	aw		
ay	y /ee/	y /ie/	oe	ew			al		
ey	ea	igh	ow						

* The lines above <a,e,i,o,u> indicate that they are long vowels. A long vowel says its name.

2.2 Alternative spellings

GOAL: To learn alternative spellings for consonants and vowel sounds
ph /f/, soft <c>, soft <g>, silent <b,w,k>,

New spellings

In Modules 11 to 15, you will learn some of the less common alternative spellings for the main sounds of English and some silent letters.

Module 11 introduces 6 new spellings, 3 silent letters and a new sound.

In previous modules you learnt alternative spellings for vowel sounds.

Today we are going to look at alternative spellings for the consonant sounds /f, s, j/.

Say each sound after me.

(Point to the sounds vertically and then in random order.)

f	s	j
ff	ss	
ph	soft c	soft g

a) /f/ and /s/

The sounds /f/ and /s/ can be spelt with one <f> or one <s> or two.

Read the words with me.

fun safe beef sun beast life fair toast

These words have the first spelling you learnt for the sounds /f/ and /s/. In these words the letters <f> and <s> are not doubled. This is because the <f> or <s> in these words is at the beginning of a word or it follows a long vowel.

b) Doubling the letters <f> and <s>

Read these words after me:

sniff puff bluff cuff stuff off cliff stiff fluff press
mass stress floss hiss miss boss cross kiss dress

Finish the sentences:

We double the <s> after a short _____ (vowel)

We double the <f> after a short _____ (vowel)

The short vowels are _____ /a, e, i, o, u/

Answer these questions with your partner.

When do we double the letter <f>? (Wait)

When do we double the letter <s>? (Wait)

*Answer: we double the letter <f> and the letter <s> after a short vowel.
The short vowels are /a, e, i, o, u/.*

c) Alternative spellings for the sound /air/: <air>, <are>, <ear>

Module 11 introduces a new sound. The sound is /air/.

There are 3 main ways to spell the vowel sound /air/. There are no rules to help you decide which spelling to use, but the most common spelling is <are>.

Read these words after me:

(Point to the words vertically and then in random order.)

air	are	ear
hair	care	wear
chair	rare	bear
repair	spare	swear
unfair	dare	pear

d) Silent letters: <b,w,k>

In some words, the letters <b, w, k> are silent.

Read the words in each column after me.

(Point to each word as you read it. Point to random words.)

Read each word as I point to it. Then say which letter is silent.

Silent b	Silent w	Silent k
climb	answer	knife
plumber	two	knock
thumb	write	know
comb	who	knew

2.3 Alternative spellings and sample words

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

ai	pain	a	April	a-e	make	ay	play	ey	they
ee	deep	e	me	e-e	here	ea	meal	y	story
ie	pie	i	mind	i-e	time	y	fly	igh	sight
oa	coat	o	no	o-e	home	oe	goes	ow	grow
ue	barbecue	u	unite	u-e	tube	ew	few		
oi	boil	oy	toy						
ou	proud	ow	town						
er	winter	ir	shirt	ur	hurt				
or	sport	au	autumn	aw	crawl	al	tall		
air	chair	are	share	ear	wear				

2.4 Word Sort – alternative spellings for the sound /s/

The sound /s/ can be spelt with soft <c> (race) or <s> (sun).

We are going to look at some rules to help you remember when to use soft <c> and when to use <s>.

Rule 1

If the next letter is a consonant, we use the letter <s>.

What is a consonant? Everyone together.

Yes, a consonant is a speech sound that is not a vowel. Consonants are represented by one letter, such as /b, f, m, j/ or more than one letter such as <sh, ch, ng, ck, th>.

Read the words with me.

scrap skill snap spit stop swim

Rule 2

If the next letter is the vowel <a, o, u>, we use the letter <s>.

Read the words with me.

sand soccer Sunday

Rule 3

If the next letter is the vowel <e, i, y>, the /s/ sound could be spelt with the letter <s> or the letter <c>).

Read the words with me.

send cent sick cigarette symbol cycle

Word Sort

This Word Sort includes some of the most common <ce>, <ci> and <cy> words.

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.

ce ci cy		
race sentence cycle since electricity police incident recipe certain centimetre recent innocent decide exercise divorce participate bicycle price apprentice cyclone space		
ce	ci	cy
race	participate	bicycle
space	electricity	cycle
sentence	incident	cyclone
since	recipe	
police	decide	
certain	exercise	
centimetre		
recent		
innocent		
divorce		
price		
apprentice		

With your partner, read the words in the three columns above. Then complete this sentence in your workbook.

Soft <c> is most commonly followed by the letter _____. (Wait)

Everyone together, read the sentence.

(Wait)

Yes, soft <c> is most commonly followed by the letter <e>.

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.

(Read the sounds from left to right. The sample words are just for reference.)

th (think)	th (this)	ow (slow)	oo (book)	oo (room)	are (care)	ea (read)	ear (pear)	ey (they)	ou (out)	ow (cow)
ie	or	air	sh	ph	ue	ng	oa	oi	ar	a-e
i-e	e-e	ai	o-e	er	u-e	ch	ck	ay	oy	ch
ph	igh	qu	ee	oe	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.)

a-ge (age)	kn-ow (know)	c-are (care)	d-ou-bt (doubt)	e-n-er-g-y (energy)	b-i-c-y-c-le (bicycle)
c-li-mb (climb)	wr-o-ng (wrong)	w-ear (wear)	ph-o-t-o (photo)	c-e-n-t-re (centre)	h-air (hair)

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.)

p-r-i-ce > price	p-a-ge > page	ph-o-ne > phone	th-u-mb > thumb
wr-i-n-k-le > wrinkle	kn-ee > knee	ch-air > chair	sh-are > share
s-w-ear > swear	c-i-t-y > city	D-e-c-e-m-b-er > December	wr-i-t-i-ng > writing

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.)

sauce	large	climb	write	knife	alphabet
stairs	spare	bear (an animal)	except	engine	bomb
wriggle	kneel	pair (meaning two)	age	sauce	centre

3.2 Alternative spellings for /air/

Module 11 introduces the new letter-sound /air/ as in 'hair, pear, care'.

The /air/ sound has three main spellings <air>, <ear> and <are>. There are no rules to help you decide which spelling to use. However, the most common spelling is <are>.

This passage has 18 words with the /air/ sound. Some of the words are spelt <air>, some are spelt <ear> and some are spelt <are>.

Let's read the passage together.

A Visit to the Fair

Phil and I are mates. Last Saturday, the pair of us decided to go to the fair. When we arrived, Phil dared me to go on a ride that went high into the air. I was scared but I tried not to show it. Up the stairs I went. I got into the chair and did up the belt. A hooter blared and we were off. I was so scared I could hardly bear it. I stared ahead and tried to be brave. At last the ride came to an end and I got off smiling, my hand outstretched waiting for my dare money from Phil.

Next we went to sideshow alley. A man wearing cowboy boots was tearing tickets from a big roll and handing them out to contestants outside the Wild West Archery stall. Phil did well and got to choose a prize. There were large cuddly bears and pandas, fancy dress hats and a square wooden box with tennis balls inside.

But what attracted Phil was a funny wig made with purple hair displayed on a life sized model. He put on the wig and I glared at him because he looked so silly. But Phil just grinned. So I quickly took his photograph.

With your partner, underline the words with the <air> sound. There are 18 different words. The first three words have been underlined for you.

(Circulate to check that students understand the task.
When most students have finished, say STOP.)

Word sort

Now copy each word with the /air/ sound into the correct column in the table in your workbook.

The first three words have been done for you. The words 'pair and fair' are in the <air> column because the /air/ sound is written with the letters <air>. The word 'dared' is in the <are> column because the /air/ sound is written with the letters <are>.

Alternative spellings for the /air/ sound		
/air/	/ear/	/are/
pair	bear	dared
fair	wearing	scared
air	tearing	blared
stairs	bears	stared
chair		dare
hair		square
		glared

I am going to tell you the words in each column. Tick each correct word.

(Check that students are keeping up with you.
If they are having difficulty, write the words on the board.)

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. Read the words with me.

a/bout > about	op/pose > oppose	ex/is/tence > existence
a/bol/ish > abolish	see/ing > seeing	ha/bi/tat > habitat
of/ten > often	ar/gued > argued	mem/or/y > memory
al/low > allow	lob/by > lobby	pro/vides > provides
would/n't > wouldn't	bore/dom > boredom	en/vi/ron/ment > environment
vis/it/or > visitor	na/tive > native	on/look/er > onlooker
catch/es > catches	af/ter > after	pre/serv/ing > preserving
o/ver > over	a/round > around	ev/ery/thing > everything
pay/ing > paying	a/way > away	se/par/a/ted > separated
pub/lic > public	sea/son > season	main/tain/ing > maintaining
e/ner/gy > energy	part/ner > partner	fre/quent/ly > frequently
for/e/ver > forever	prob/ab/ly > probably	pro/tect/ing > protecting
		pho/to/graphs > photographs

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.)

Read the words together. Read across the row/s as I point to each word.

zoo	wild	robbed	place	think	locked
think	look	how	now	cage	right
own	have	dawn	care	share	charge
allow	about	unless	provide	centre	advice
partner	public	justice	city	over	often
away	argue	specimen	photograph	visitor	probably
bicycle	cancel	separated	everything	environment	electricity

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?

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 11)

The /f/ sound

Most words with the /f/ sound use the spellings <f> as in fish, or <ff> as in off and difficult.

A less common way to spell the /f/ sound is <ph> as in telephone, and photograph.

The /s/ sound

Most words with the /s/ sound use the spelling <s> as in sit and rest.

The /s/ sound can also be spelt <ss> as in mess and kiss.

Another way to spell the /s/ sound is with soft <c> as in race, cinema and bicycle.

To make the soft sound, <c> must be followed by <e>, <i> or <y>.

The /j/ sound

Most words with the /j/ sound use the spelling <j> as in jam and jacket.

A less common way to spell the /j/ sound is with soft <g> as in giant, and gym.

To make the soft sound, <g> must be followed by <e>, <i> or <y>.

The <ge> spelling is always used at the end of a word as there are no English words ending in <j>.

Most words ending with the sounds /ij/, like manage and message use the spelling <age>.

Silent letters b,w,k

Silent letters are letters used in the spelling of a word, that you don't say when you read the word.

Silent words include: thumb, lamb, and doubt.

Silent <w> words include: write, wrong, and wrinkle.

Silent <k> words include: know, knee, and knot.

The /air/ sound

The /air/ sound can be spelt <air>, <are> and <ear>.

The <are> spelling is most common.

There is no rule for when to use <air>, <are>, <ear>

- Words spelt with <air> include fair*, hair*, pair*
- Words spelt with <are> include square, beware, share
- Words spelt with <ear> include wear*, swear, bear*.

**Many of the words spelt with <air>, <are> and <ear> are homophones. Homophones are words that sound the same but have different meanings. Some homophones are spelled the same, like bear (the animal), bear (meaning carry) and bear (meaning tolerate or put up with).*

Read the sounds and the cue word for each spelling with me.

f sound	f ff ph	fish off, difficult phone, photograph
s sound	s ss ce cy	sit, rest mess, kiss race cycle
j sound	j ge	justice, jam, jacket manage, message
silent b		comb, thumb, doubt
silent w		wren, write, wrong, wrinkle
silent k		knew, know, knee, knot
air sound	air are ear	pair, fair, hair square, beware, share swear, wear, bear

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 'phone' into its sounds. Remember that the word 'phone' ends with a silent <e>.

(Raise 3 fingers.)



The word 'phone' has 3 sounds, /ph/-/o/-/ne/.

(Model how to touch each finger as you say the sounds: ph-o-ne)

Copy me. Say the word 'phone'. Raise 3 fingers. Pinch a finger as you say each sound. /ph/-/o/-/ne/ > phone.

(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.)

ph-o-ne.

In words like phone, photo, photograph, the /f/ sound is spelt <ph>.

Now, it is your turn. I'll say some words with the new sounds. There will be three words with a silent letter.

- 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.

chance	large	thumb	wrong	knock	air	dare	swear
--------	-------	-------	-------	-------	-----	------	-------

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.

chance	large	thumb	wrong	knock	air	dare	swear
--------	-------	-------	-------	-------	-----	------	-------

_____	_____	_____
_____	_____	_____
_____	_____	_____

(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 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) _____

(c) _____

Partner 1 checks the words. Partner 2 re-writes any word that has been wrongly spelt and copies the word correctly on the line (c).

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 9 & 10.

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

Well done. Write the date and time taken in each box in your workbook.

(Repeat the activity on three different days.)

Date 1: / /	Date 2: / /	Date 3: / /
Reading Mod 9 & 10 focus words	Reading Mod 9 & 10 focus words	Reading Mod 9 & 10 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. enough	2. don't	3. going	4. buy	5. build
6. true	7. boy	8. last	9. school	10. can't

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.

(Repeat the activity on three different days.)

Date1: / /	Date2: / /	Date3: / /
Spelling focus words	Spelling focus words	Spelling focus words
Score _____ / 10	Score _____ / 10	Score _____ / 10

5.3 Reading Module 11 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.)

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

Now read the words together.

5.4 Spelling Module 11 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.)

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

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

Here is an example:

(Write **write** and **answer** on the board. Spell each word using the letter names.)

The words: 'write' and 'answer' have a silent <w>.

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.)

during during during

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 long vowel sounds: ai, ee, ie, oa, ue, oo, oi, oo, er, ar.

In Modules 8, 9, 10 and 11 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 sound the same but have different spellings and different meanings.

pear/pair	cent/sent	knew/new	know/no	cell/sell
right/write	bare/bear	fare/fair	stare/stair	not/knot

Read these words with me:

pear/pair

The words 'pear' and 'pair' sound the same but have different spellings and different meanings.

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

(Circulate)

Partner 2 tell Partner 1 the meaning of the word 'pair', spelt <pair>, 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 'pear' spelt <pear>? All together.

(Wait)

Yes, it's the name of a sweet fruit that grows on a tree. It is narrow near the stem and rounded at the other end.

Look at the right-hand column.

The /air/ sound in the word 'pair' is spelt <air>.

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

(Wait)

Yes, it means two things that are the same. For example, a pair of shoes.

Now, 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.

pear/pair bear cent write no fare new stare not cell

Spelling 1	Spelling 2
pear	pair
knot	
	sell
	bare
stair	
	knew
know	
sent	
right	
	fair

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

I try to _____ to my mum each week.

I would like a _____ car to replace my old one.

Do you _____ how to make pizza?

The hospital is _____ far away.

The train _____ from the airport to the city has gone up.

After I had paid for my lunch, I didn't have a _____ left in my purse.

Ben wants to _____ his old motor bike and get a new one.

Jack tripped on the bottom _____ and twisted his ankle.

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.)

artificial	species	bygone	people	protection	educational
otherwise	money	government	nothing	become	another

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.)

otherwise money government nothing become another
artificial species protection educational

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

Refer students to the tip in their workbook and explain the code.)

In the words 'otherwise, money, government, nothing, become, another', the /u/ sound is spelt with the letter <o>. This often happens before <v, n or th>.

In the words 'artificial' and 'species', <ci> is pronounced /sh/

In the words 'protection' and 'educational', <ti> is pronounced /sh/.

In 'education', the <u> says its name.

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 <o> in 'otherwise, money, government, nothing, beocome, aother' = /u/

In 'artificial' and 'species', <ci> = /sh/

In 'protection' and 'educational', <ti> = /sh/.

In 'educational', <u> says its name.

6.3 Reading with meaning

GOAL: To develop automaticity and expression

Turn to the text on 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. *What is this text about? OR What is the main idea of the text?*
2. *What would the author like to happen to zoos?*
3. *Do you agree that zoos should be abolished? Give 2 reasons for your answer.*
4. *Is there an animal that you have not seen and would particularly like to see? Why? Give 2 reasons for your answer. Would you prefer to see it in a zoo or in real life?*
5. *What do these words or phrases mean? Choose 4: holed up, natural habitat, artificial, rarity, gawked at, species, the paying public, protection, specimen, preserve, maintain the environment, native habitat, abolish, preserve, research, let bygones be bygones*
6. *What is your favourite animal? Tell me three things about it.*

7. Are there any statements in the article that you think may not be based on fact?
8. What do you think the existence of zoos tells us about people?

Tell your partner. Partner 2, then Partner 1.

(Circulate and choose answers to share 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 – apostrophe in contractions

We are going to revise the use of an apostrophe to show that one or more letters have been missed out.

(Read each contraction slowly and then say the words the contraction stands for.
Check all students are joining in.)

I'm (I am) you're (you are) we're (we are) they're (they are) won't (will not)
couldn't (could not) shouldn't (should not) don't (do not) isn't (is not)
hasn't (has not) didn't (did not) mustn't (must not) could've (could have)
would've (would have) you've (you have) we've (we have) I've (I have)
he'd (he had) she'd (she had) we'd (we had) you'd (you had)
they'd (they had) o'clock (of the clock) let's (let us) doesn't (does not)

He's She's It's

There is something special about the contractions, he's, she's, it's.

Discuss with your partner what the contractions stand for in these sentences.

He's got a cold.

He's a good football player.

She's hungry.

She's got a long drive home.

It's a shame you can't come.

It's been a hard day.

I'll read the sentences with the contractions one by one.

Then everyone together, say the sentence without the contractions.

Yes, in he's and she's and it's the apostrophe <s> has two possible meanings.

It might stand for the word 'is' or the word 'has'.

Dictation – contractions

As you know, we only use contractions when we speak. Contractions are not used in writing except when writing speech or in casual writing to friends.

I'm going to dictate some sentences. Each sentence includes a contraction. I will read the sentence first. Then I'll give you time to write it down. Finally, I'll read the sentence again so you can check what you have written.

1. I've cut my finger.

2. She's going to the cinema.

3. I don't feel well.

4. They're singing the team song.

5. Jack's asleep.

1. _____

2. _____

3. _____

4. _____

5. _____

Now write each sentence as you would in a formal piece of writing.

1. _____
2. _____
3. _____
4. _____
5. _____

Go to the Revision exercise at 7.1 (p.15).

Read the list of contractions again with your partner.

Underline six contractions in your workbook that you use often.

Write the contractions and then the words each contraction stands for in the table.

I'm = I am
1.
2.
3.
4.
5.
6.

7.2 Prepositions

GOAL: To learn to use prepositions to develop clear and interesting sentences

Words like 'over, near, before, next' are called prepositions.

They tell us where or when something happens.

Prepositions are used to connect other words in a sentence so that the meaning is clearer. They are also used to give clear instructions.

Prepositions that tell us **where** something happens are 'in, near and next to'.

Prepositions that tell us **when** something happens are 'before, after and next'.

In the text below the prepositions have been underlined.

Read the text with me.

A Walk to the Beach

Turn left along Thornton Street and follow the gravel road. Cross the park, and take the path to the left that leads to the sea. Saunter along in the shade of the trees and then cross over the wooden bridge that straddles the sand-dunes. Turn right up the hill. At the top of the hill, stop for a moment, and, while you are resting, admire the bay. Then continue along the top of the cliffs. There is farmland on the right and the beach stretches below on the left. Now, walk slowly and carefully down the steep path to the beach, until you reach the sand. Then, slip off your footwear and feel the cold, damp sand ooze between your toes.

*With your partner, choose two prepositions that tell us the place **where** something or someone is. Write the words on the lines.*

_____ (Wait)

*With your partner, choose two prepositions that tell us **when** something happens. Write the words on the lines.*

_____ (Wait)

With your partner, read the list of prepositions. Then read the passage aloud together. Choose a preposition for each space. There is no one correct answer and you may use a word more than once.

to	by	under	near	then	across	with	beside
down	about	around	up	at	past	on	next to
over	in	along	behind	towards	below	into	

Ben goes _____ the end _____ the path and _____ walks _____ the grass _____ the big tree _____ the shed. He climbs _____ the tree and looks _____ the marshes _____ the sea. There is a small boat _____ the distance that has been bobbing _____ and _____ for the past two days and keeps going _____ the waves. He thinks it might sink. Do you think he should alert the coastal patrol and tell them _____ the problem?

7.3 Conjunctions

GOAL: To learn how to extend simple sentences using joining words.

*A **conjunction** is a word that joins parts of a sentence together.
Two common conjunctions are 'and' and 'but'.*

Read the sentences with me.

I like plums. I like bananas.

We can join these two sentences with the conjunction 'and'. When you use 'and' you add something extra to the first part of the sentence.

Read the combined sentence with me:

I like plums and I like bananas.

Now, read these two sentences with me.

I like cabbage. I hate peas.

We can join these two sentences with the conjunction 'but'.

With your partner join the sentences using the word 'but'.

(Wait)

Yes. We could say:

I like cabbage but I hate peas.

When you use 'but', you go in a different direction. Read the combined sentence again with me.

It makes our writing more interesting if we join groups of words together instead of having lots of short sentences.

The most common conjunctions are: and but when because so while or

Read the text A Day at the Beach with me. For each blank space, say the word 'conjunction'.

A Day at the Beach

On Sunday, my mates and I went to the beach conjunction it was a hot day. We took our fishing rods and some bait conjunction we would not get bored.

conjunction we got to the beach, we went in the water. The water was cold conjunction we had fun splashing about. conjunction we were in the sea, a dog stole our lunch conjunction we went to the kiosk and got some fish and chips.

After lunch, Jim asked us if we would like to play cricket conjunction go fishing. We decided to go fishing conjunction we landed two fish.

(Write the first sentence on the board.
Write the prepositions 'or, but, because'.)

On Sunday, my mates and I went to the beach conjunction it was a hot day.

Your task is to decide which is the best conjunction: or, but, because?

I am going to read the sentence three times. Each time I will use a different conjunction. Afterwards I will ask you which conjunction you thought sounded best.

(Read the sentence three times with a different conjunction each time.
Use the conjunctions 'or, but, because'.)

All together, tell me the conjunction you thought sounded best. (Wait)

Now read each sentence with your partner and choose the best conjunction from the list to fill each space.

and but when because so while or if

(Circulate and check understanding of the task. Wait until most students have finished.)

Let's see if the conjunctions you chose are the same as mine. Call 'yes' if you chose the same conjunction as me.

(Read one sentence at a time. Emphasise the conjunctions.)

On Sunday, my mates and I went to the beach because it was a hot day. We took our fishing rods and some bait so we would not get bored. When we got to the beach we went in the water. The water was cold but we had fun splashing about. While we were in the sea, a dog stole our lunch so we went to the kiosk and got some fish and chips.

After lunch, Jim asked us if we would like to play cricket or go fishing. We decided to go fishing and we landed two fish.

7.4 Paragraphs

*Today you are going to learn about paragraphs.
Look at the two pages of text on pages 20 and 21 in your workbook.*

(Show students the two pages, side by side.)

Baxter Saves the Day

Ray drives a tanker and whenever he goes on the road he likes to have company. So Ray often takes Baxter, his faithful dog, with him. One never to be forgotten day last year, Ray and Baxter set off for Seal Bay to deliver a load of petrol. It was a sunny day and Ray took the road along the top of the cliffs so he could enjoy the panoramic views of the sea. All of a sudden, a kangaroo hopped onto the road. Ray swerved to avoid the kangaroo and lost control of the tanker. It careered over the cliff and plummeted into the sea. Fortunately, the tanker stayed upright and Baxter was able to get out by himself. But Ray was stuck. He had to rely on his dog to get help. Baxter swam to land and ran into Jean and Troy, who were staying in a holiday shack near the beach. Baxter kept on barking and looking out to sea. When Jean and Troy saw the tanker in the water, they understood why. Jean rang 000 and Troy swam out to Ray. He pulled him out of the tanker and dragged him to the beach. When the rescue team arrived, Ray was sitting with Troy, Jean and Baxter on the sand. Ray was in pain but OK apart from his bleeding leg. The sun was hot and his clothes had dried. The rescue team took Ray to hospital and Baxter went with them. Jean and Troy didn't forget Baxter and not long after got themselves a dog. As for Ray, he never drove his truck along the top of the cliffs again. He and Baxter now take the coast road and sometimes stop to remember the day Baxter saved Ray's life.

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When the rescue team arrived, Ray was sitting with Troy, Jean and Baxter on the sand. Ray was in pain but OK apart from his bleeding leg. The sun was hot and his clothes had dried. The rescue team took Ray to hospital and Baxter went with them.

Jean and Troy didn't forget Baxter and not long after got themselves a dog. As for Ray, he never drove his truck along the top of the cliffs again. He and Baxter now take the coast road and sometimes stop to remember the day Baxter saved Ray's life.

Which page do you think is easier to read, page1 or page2?

Hands up for page1. Hands up for page2.

Most people choose page2. That is because we find it easier to read text that has been divided into sections. Sections of writing are called paragraphs. Each paragraph starts on a new line.

(Point to the beginning of each paragraph.)

Some writers leave a line between paragraphs. Other writers indent the first line at the beginning of each paragraph.

A paragraph is a group of sentences about one main idea or topic.

We are going to read *Baxter Saves the Day* together. At the end of each paragraph I will ask you to tell me the topic of the paragraph.

Paragraph 1:

Ray drives a tanker and whenever he goes on the road he likes to have company. So Ray often takes Baxter, his faithful dog, with him.

Everyone together, what is the paragraph about?

Yes, paragraph 1 tells the reader about the main characters and sets the scene.

Paragraph 2:

One never to be forgotten day last year, Ray and Baxter set off for Seal Bay to deliver a load of petrol. It was a sunny day and Ray took the road along the top of the cliffs so he could enjoy the panoramic views of the sea. All of a sudden, a kangaroo hopped onto the road. Ray swerved to avoid the kangaroo and lost control of the tanker. It careered over the cliff and plummeted into the sea.

Everyone together, what is the paragraph about?

Yes, paragraph 2 describes the event that sets off the events in the story.

What was the event that set off the story? Everyone together.

(Wait)

Yes, it was the kangaroo hopping onto the road.

Paragraphs 3 & 4:

Fortunately, the tanker stayed upright and Baxter was able to get out by himself. But Ray was stuck. He had to rely on his dog to get help. Baxter swam to land and ran into Jean and Troy, who were staying in a holiday shack near the beach. Baxter kept on barking and looking out to sea. When Jean and Troy saw the tanker in the water, they understood why. Jean rang 000 and Troy swam out to Ray. He pulled him out of the tanker and dragged him to the beach.

When the rescue team arrived, Ray was sitting with Troy, Jean and Baxter on the sand. Ray was in pain but OK apart from his bleeding leg. The sun was hot and his clothes had dried. The rescue team took Ray to hospital and Baxter went with them.

Everyone together, what are these paragraphs about?

(Wait)

Yes, paragraphs 3 and 4 tell the reader about the events that happened as a result of the kangaroo hopping onto the road.

Paragraph 5

Jean and Troy didn't forget Baxter and not long after got themselves a dog. As for Ray, he never drove his truck along the top of the cliffs again. He and Baxter now take the coast road and sometimes stop to remember the day Baxter saved Ray's life.

Everyone together, what is paragraph 5 about?

(Wait)

Yes, in paragraph 5 the writer describes what has changed by the end and tells the reader how the story ends.

7.5 Adding an ending

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

Together, read the base word and then the whole word.

Read across the page from left to right. I'll do the first 2 words with you.

(If students are struggling, join in and support them.)

strong > strongly	pay > paying	preserve > preserving
would > wouldn't	see > seeing	keeper > keepers
probable > probably	free > freedom	separate > separated
argue > argued	visit > visitor	animal > animals
exist > existence	bore > boredom	frequent > frequently
provide > provides	normal > normally	photograph > photographs
catch > catches	female > females	protect > protecting
rob > robbed	lock > locked	maintain > maintaining
find > finds	ship > shipped	save > saved

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. that are home to the world's wildlife. on maintaining the environments,
Let's spend our money

Let's spend our money on maintaining the environments that are home to the world's wild life.

2. get no sense Visitors to a zoo of the life an animal would lead.

Visitors to a zoo get no sense of the life an animal would lead.

3. and imprisoned for life. have been robbed of their freedom Animals
in zoos

Animals in zoos have been robbed of their freedom and imprisoned for life.

4. are kept in cages on their own. that would normally be part of a
group Many animals

Many animals that would normally be part of a group are kept in cages on their own.

8.2 Proofreading sentences

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

(In Module 11, 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 11, 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. Photographs of animals in cages show them pasing bac and forth

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

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

(Wait)

Photographs of animals in cages show them pacing back and forth.

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

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

One punctuation/grammar error:

- *A full stop is missing from the end of the sentence.*

Three spelling errors:

- *The /f/ sound at the end of the word 'photograph' should be spelt <ph>.*
- *The /s/ sound on 'pacing' is spelt with soft <c>.*
- *At the end of a short word with a short vowel, <c> is doubled by adding <k>.*

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. Animals in zoos do not has the spase they need two exercisise.

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

Animals in zoos do not have the space they need to exercise.

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

3. Ive seen pandas tigers, lions and chimpanzees livin in very smorl spaces.

(4 errors: 2 punctuation/grammar; 2 spelling)

I've seen pandas, tigers, lions and chimpanzees living in very small spaces.

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

4. in a zoo, animalls is robed of their freedom.

(4 errors: 2 punctuation/grammar; 2 spelling)

In a zoo, animals are robbed of their freedom.

(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

Animals pay a huge price for the safety and care they get in a zoo.

(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 and each correct item of punctuation.

Total points 54:

- 52 letters
- 2 punctuation/grammar
 - 1 upper case letter
 - 1 full stop.

Write your score

Score /54

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)

In the text the author has given several reasons for abolishing zoos. With your partner, find two reasons in the text for abolishing zoos. Then, complete the sentence in your workbook. Read the beginning of the sentence with me:

The author thinks zoos should be abolished because

1. _____

2. _____

(Circulate and choose two reasons to share with the group.
When most students have finished, say STOP.)

However, the author knows that some people do not agree.

With your partner, find two statements in the text in favour of zoos. Then complete the sentence in your workbook. Read the beginning of the sentence with me:

Some people think zoos are good because

1. _____

2. _____

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



The author suggests a better way to preserve and care for wild animals. Find out what the author suggests. Then, complete the sentence in your workbook. Read the beginning of the sentence with me:

A better way to preserve and care for wild animals is to

(Circulate and then provide the answer.)

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)

Do you think it is cruel to keep animals in zoos?

Tell your partner. Partner 1, then Partner 2.

Find two reasons in the text that support your point of view, 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.)

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 in favour, or against, keeping animals in zoos and made up one of your own.

Write your answers to 9.2 in complete sentences.

Three reasons in favour (or against) keeping animals in zoos are:

1.

2.

3.

9.4 What do you think?




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

Let's Abolish Zoos is an exposition. In it, the author argues that zoos are cruel and should be shut down.

People argue in favour or against many issues. For example:

- *should people hunt sharks*
- *should children get more exercise*
- *should the government spend more money on roads or public transport?*

With your partner, think of one reason that supports each argument and one reason that is against each argument. Write your argument on the lines.

Should people hunt sharks?	Should children get more exercise?	Should the government spend more on public transport?
		
For: _____ _____ _____	For: _____ _____ _____	For: _____ _____ _____
Against: _____ _____ _____	Against: _____ _____ _____	Against: _____ _____ _____

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

With your partner, think of two issues that you think are important and write them on the lines.

Two issues I think are important are:

1. _____

2. _____

(Circulate. When most students have written an issue, share some of their suggestions with the group.)

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 – exposition / persuasive writing

GOAL: To learn about the structure of an exposition

There are different types of writing. In Modules 8, 9 and 10, you learnt how to write a recount, a narrative and a procedure. In this module we are going to study expositions.

Exposition

Expositions take different forms. Examples of expositions are arguments, letters to the editor of a newspaper or magazine, advertisements, reviews and discussions.

In an exposition, the writer presents an argument and tries to persuade the reader to agree with their point of view. The writer does this by providing good reasons and/or examples that support their point of view. Go to p.2 of your workbook. (Wait)

Read the text with me.

'Let's Abolish Zoos' is an exposition. Let's see if 'Let's Abolish Zoos' follows the rules for an exposition.

In an exposition, the writer presents an argument and tries to persuade the reader to agree with their point of view.

Does the writer of 'Let's Abolish Zoos' present an argument and try to persuade the reader to agree with their point of view?

All together: Yes/No

(Wait)

What is the exposition about? All together.

(Wait)

An exposition has these features: a title, an introduction, arguments for and/or against the writer's point of view, a conclusion.

A. Title

The title should tell the reader what the issue is. Does the title, 'Let's Abolish Zoos' tell the reader what the issue is?

Answer together: Yes/No

What does the word 'abolish' mean? All together.

Yes, the word 'abolish' means 'put an end to' or 'stop'.

B. Introduction

The introduction states what the issue is and what the writer thinks should happen.

Tell your partner what the issue is and what the writer thinks should happen.

Partner 1, then Partner 2.

(Circulate and share one answer with the group.)

C. Arguments

The author presents clear arguments and examples to back up each argument.

Does the author present clear arguments and examples to back up each argument? Answer together: Yes/No.

Copy one argument from the text and then find two examples the writer has given to support it.

Argument

Example 1

Example 2

D. Rules

I will explain the rules for writing an exposition using examples from the text.

How an exposition is written: paragraphs

Each argument is presented and supported with examples in a separate paragraph. For example, in Paragraph 2, the author presents the argument that there is no value in seeing animals in an unnatural environment.

The author supports the argument with these examples:

1. An artificial environment does not show how the animal lives in its natural habitat.
2. An artificial environment does not show how the animal finds or catches food in its natural habitat.

E. Conclusion

In the conclusion, the writer restates their opinion and explains briefly what they think should happen.

Look at the text on page 2. Tell your partner what the author says at the end. Partner 1, then Partner 2.

(Wait)

Yes. At the end of the text the writer calls on readers to join together in lobbying governments to abolish zoos forever.

F. Additional requirements

As well as the structure above, an exposition has the following requirements:

1. *The use of strong words to indicate a point of view*

With your partner, find two words that indicate that the writer feels strongly about the issue and write them on the lines.

-
2. *The use of conjunctions to join parts of a sentence. In an exposition, a conjunction is used to join an argument presented by the writer with a reason or an example that supports or opposes the argument.*

Find three conjunctions in the text. A conjunction is a word that joins words or sentences together. Underline the conjunctions.

These are some of the conjunctions used in the text:

and, because, but, so, however, furthermore, rather than, if, where.

(Wait.)

3. *Expositions may be written in different forms including: a letter, a policy statement, a review, a speech, an advertisement or an essay.*

With your partner, decide which form would be most effective and complete the sentence:

The most effective way to get zoos abolished would be _____

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

Turn to p.29. There you'll find an outline for the exposition 'Let's Abolish Zoos'. With your partner, decide how to answer each question and write your answers on the lines.

4. Complete the template for the exposition 'Let's Abolish Zoos' with your partner.

(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 difficulty.)

Title States the issue	<i>Let's Abolish Zoos</i>
Introduction States the issue and the writer's point of view	What is the exposition about? _____ What does the writer want to happen? _____
Argument 1 States one argument 2 supporting examples	What is the writer's first argument? _____ Write two examples that support this argument. _____ _____ _____
Argument 2 States one argument 2 supporting examples	What is the writer's second argument? _____ Write two examples that support this argument. _____ _____
Conclusion Sums up main points States what they want to happen and why	Summarise the main points. _____ What does the writer want to happen? _____ What is the writer's reason for this conclusion? _____

10.2 Planning an exposition

GOAL: To plan an exposition using a template

Your task today is to plan an exposition about the following topic:

Everyone living in a house should do their share of the chores

Title States the topic	<i>Everyone living in a house should do their share of the chores</i>
Overview States the topic and the writer's point of view	What is the exposition about? _____ What do you want to happen? _____
Argument 1 States one argument 2 supporting examples	What is your first argument? _____ Write two examples that support this argument. _____ _____
Argument 2 States one argument 2 supporting examples	What is your second argument? _____ Write two examples that support this argument. _____ _____
Conclusion Sums up main points States what they want to happen and why	Summarise the main points. _____ What do you want to happen? _____ What is your reason for this? _____

10.3 Sharing your exposition

GOAL: To expand on a written plan

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

- 1. Tell your partner the title of your exposition and what you want to happen. Partner 1, then Partner 2.*

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

- 2. Tell your partner one of your arguments and one example to support the argument. Partner 2, then Partner 1.*

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

- 3. Tell your partner what you want to happen and give a reason for this. Partner 1, then Partner 2.*

(Wait 5 minutes.

Circulate and note down examples to share with the group at the end.)

10.4 Writing your exposition

GOAL: To write an exposition

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

You have completed your plan for an exposition on the topic 'Everyone living in a house should do their share of the chores'. Now you are going to use your plan to write your exposition.

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 four sections:

- 1. Title (where the writer writes the title)*
- 2. Overview (state the topic and the writer's point of view)*
- 3. Arguments (with two supporting examples, usually the strongest first)*
- 4. Conclusion (where the writer sums up the main points, states what they want to happen and why).*

1. Title

In section 2, write an overview. Tell the reader what the topic is and your point of view.

2. Overview

In section 3, write two arguments. Write two examples that support each argument.

3. Arguments, strongest first with supporting examples.

Argument 1 _____

Supporting example 1 _____

Supporting example 2 _____

Argument 2 _____

Supporting example 1 _____

Supporting example 2 _____

In the last section, summarise your main points and state what you want to happen and why.

4. Conclusion

(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 p.10 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 11. 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.33 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!

phone cent chance force voice race rice cell since
large wage charge gym lamb thumb doubt write wrong
know knife knot air pair care share bare bear pear
price place dance fence twice stage climb knelt stairs
flair scare square spare

photo cancer decide certain parcel circle council advice
divorce centre writer airport repair beware aware
careful cement cyclist sentence except entrance process
practice circle arrange orange plumber parent alphabet
elephant bicycle December exercise officer privacy
passenger general average photograph innocent accident
recently apprentice ambulance certificate emergency
participate electricity energetic (90 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. chair	2. write	3. gym	4. hair	5. since
6. know	7. debt	8. photo	9. since	10. spare
11. place	12. plumber	13. careful	14. answer	15. unfair
16. damage	17. cycle	18. December	19. knock	20. wage

(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 two sentences about animals in zoos, and then I will dictate the words to you slowly so you can write them down.

(Read the sentences below.)

We cage animals in zoos and stare at them. Is it fair?

I am now going to read the sentences again so that you can write them down. I will read the sentences 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 sentences in your workbook.

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

This dictation has two sentences. Punctuation includes two upper case letters at the beginning of sentences, one full stop and one question mark.

We cage // animals in zoos // and stare at them. (full stop) // Is it fair? (question mark)

Finally I will read the sentences again so that you can proofread them carefully.

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

We cage animals in zoos and stare at them. Is it fair?

(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 11 and
you are now ready to extend your skills by studying Module 12.*

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 o a 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>