

SPELD SA

Literacy Program

Our Catamaran Experience



Module 12: Student Workbook

Date: / /

Name: -----

Our Catamaran Experience

Reef Motel
Heron Island
QLD 4680

16 August 2015

Dear Gran,

We are having an amazing time.

Yesterday was very hot and Dan and I decided to go to the beach. At first, we lay on the sand and watched the people around us. There was a boy digging a deep pit with his dad; some kids were playing with a soccer ball, and a dog was running back and forth fetching a stick for its owner. But what interested us most were the catamarans.

The catamarans were for rent at twenty dollars an hour. Dan and I had never been sailing before but it didn't look hard. So, we decided to have a go. We put on life jackets, paid the guy and pushed the catamaran out into the water until we were waist deep. Then, Dan jumped onto the boat and I pulled myself up beside him. I took the tiller, the wooden stick you steer with, and Dan controlled the sails.

As we set sail, the wind got up. The sail filled and soon we were speeding out to sea. I never thought a boat could be propelled so fast by the wind. I loved the thrill as we skimmed across the water. I was not aware of the danger we were in until Dan suggested we head towards the beach. But, when I tried to turn the boat around, it continued out to sea.

Dan told me to tack. But I didn't know how to tack. Dan tried, but his skills were no better than mine. We panicked. We tugged on the sails. In the process, the catamaran capsized and Dan and I ended up in the water with the sails on top of us. We swam out from under the sails. Then Dan remembered the guy telling us about a rope that you pull to get the catamaran upright. He leant into the boat, grabbed a piece of string and pulled. It worked!

As if by magic, the catamaran righted itself. But still, I could not get it to turn around. As the catamarans on the sand became distant dots, we shouted for help and waved our arms in the air. It was not long before two guys from the catamaran rental reached us in a speedboat.

They dropped the sails and tied our tow rope to the stern of the speedboat.

We felt foolish as we sat on the hull of the catamaran and were towed in. We agreed it was fun but decided to have some sailing lessons before we set sail again.

With love from

Jill

P.S. We'll come and see you next Saturday for a cup of tea and show you our photos.

Our Catamaran Experience

1. New Text

2. Letters and sounds

2.1 Revise 42 main sounds

Say the sounds.

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

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

2.2 Alternative spellings of the vowel sounds (revision)

Say the sounds.

Vowels											
ai	ee	ie	oa	ue	oi	ou	er	or	ar	air	
a-e	e-e	i-e	o-e	u-e	oy	ow	ir	au		are	
a	e	i	o	u			ur	aw		ear	
ay	y/ee/	y/ie/						al			
ey	ea	igh									

2.3 Alternative spellings and sample words (revision)

Say the sounds. Then say the word.

ai rain	a baker	a-e fame	ay bay	ey prey
ee seen	e he	e-e athlete	ea teach	y silly
ie tried	i kind	i-e mine	y my	igh tight
oa foam	o so	o-e envelope	oe potatoes	ow grow
ue barbecue	u universe	u-e fuse	ew crew	
oi coin	oy annoy			
ou mountain	ow flower			
er person	ir skirt	ur hurt		
or fork	au Paul	aw straw	al call	

2.4 New spellings

wh /w/ (while)	ea /e/ (bread)	wa /wo/ (was)	wor/wer/ (work)	ou/u/ (young)
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2.5 Word sort

Read each word. Copy the word in the correct column.

Alternative spellings for the sounds /w/(where), /e/(deaf), /wo/(swan), /wer/(worker), /wor/(ward), /u/(double)					
head want work worm war white young swap bread world trouble warning watch touch wheel dead while wash warm breath whale ward country worth word					
/w/ where	/e/ deaf	/wo/ swan	/wer/worker	/wor/ ward	/u/ double

2.6 Letter-sounds and names

Say the letter-sounds. Say the letter names.

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

2.7 Sounds spelt with more than one letter

Say the letter-sound and then its cue word.

th (think)	er (singer)	oo (book)	ai (rain)	qu (quick)	ou (mouth)	ck (luck)	ch (much)	ee (see)
th (this)		oo (room)						
or (born)	ie (lie)	sh (shop)	ue (fuel)	ng (bang)	oa (float)	oi (boil)	ar (yard)	a-e (gate)
e-e (these)	i-e (mine)	o-e (rose)	u-e (tune)	ie (chief)	ea (sea)	ay (say)	oy (boy)	igh (high)
igh (light)	o/oa/(open)	ow/ou/ (cow)	ir (dirt)	ur (burn)	ew (few)	au (August)	aw (saw)	al (walk)
	oe/oa/(toe)							
	ow/oa/(slow)							
air (hair)	war/wor/ (warm)		ph (phone)	wh (when)	ea/e/ (head)	wa/wo/ (want)	wor/wer/ (work)	ou/u/ (touch)
are (dare)								
ear (wear)								

3. Reading

3.1 Blending sounds together

Say the sounds. Say the word.

wh-i-ch > which	d-ea-d > dead	w-a-tch > watch	c-ou-p-le > couple
y-ou-ng > young	w-a-s > was	w-or-k > work	e-ff-or-t > effort

Say the sounds. Say the word.

wheel	swap	visitor	ready	worth
bread	motor	country	weather	what
swallow	touch	watch	was	trouble

3.2 Words starting with the /w/ sound

_____ dog is yours? (witch, which, wich)

_____ is your birthday? (wen, win, when)

I spent all day at _____. (werk, work, wirk)

I'm going to _____ the car. (wosh, woosh, wash)

He kept his hands on the _____. (wheel, weel, will)

Ben _____ a fly. (swallowed, swolloed, swelled)

_____ time is it? (wot, what, what)

The pain in my back is much _____. (werse, weress, worse)

The _____ was terrible. (weather, wether, whether)

The doctor wore a _____ coat. (wait, wite, white)

_____ have you go your coat on? (way, why, who)

3.3 Syllables

Clap/tap and say the sound chunks. Then say the word.

hav/ing > having	a/round > around	dig/ging > digging
play/ing > playing	run/ning > running	fetch/ing > fetching
own/er > owner	twen/ty > twenty	dol/lars > dollars
ne/ver > never	sail/ing > sailing	be/fore > before
did/n't > didn't	jack/ets > jackets	un/til > until
my/self > myself	be/side > beside	til/ler > tiller
wood/en > wooden	pro/pelled > propelled	a/cross > across
a/ware > aware	dan/ger > danger	ag/reed > agreed
to/wards > towards	bet/ter > better	pan/icked > panicked

pro/cess > process	cap/sized > capsized	end/ed > ended
un/der > under	tel/ling > telling	a/bout > about
up/right > upright	ma/gic > magic	right/ed > righted
it/self > itself	be/come > became	dis/tant > distant
shout/ed > shouted	rent/al > rental	a/maz/ing > amazing
paint/er > painter	fool/ish > foolish	les/sons > lessons
Sat/ur/day > Saturday	speed/boat > speedboat	de/ci/ded > decided
yes/ter/day > yesterday	su/ggest/ed > suggested	con/tin/ued > continued
re/mem/bered > remembered	cat/a/ma/rans > catamarans	in/ter/est/ed > interested

3.4 Reading rate

Read the words aloud as fast as you can.

when	we'll	show	boy	jumped	filled
head	beach	tried	watched	was	what
know	how	turn	worked	reached	towed
were	leant	until	beside	myself	never
didn't	better	process	danger	upright	magic
before	very	playing	photos	owner	jacket
decided	suggested	Saturday	yesterday	continued	interested

3.5 Assessing reading rate

How many words did you read in 1 minute?

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

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4. Spelling

4.1 Spelling tips

w sound	w wh	win, wall white, wine, where
e sound	e ea	send, kept, sell bread, heavy, head
o sound	o a	dog, pond was, wallet, wand
er sound	er ur ir or	runner, letter hurt, turn girl, bird motor, effort, sailor, word, work
u sound	u ou	run, duck young, touch, country

4.2 Segment for spelling

Write the words.

_____	_____	_____
_____	_____	_____
_____	_____	_____

4.3 Spelling practice

Choose 3 one-syllable words from exercise 3.4 Reading Rate.

(a) _____

(b) _____

5. Focus words

5.1 Revising focus words (reading)

Go to Appendix A. Read Modules 10 and 11.

Date 1: / /	Date 2: / /	Date 3: / /
Reading Mod 10 & 11 focus words	Reading Mod 10 & 11 focus words	Reading Mod 10 & 11 focus words
Score _____	Score _____	Score _____

5.2 Revising focus words (spelling)

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 12 focus words

Read the words together.

eye	blood	break	heart	head
word	work	world	thought	bought
brought	whole	hole	page	house

5.4 Spelling Module 12 focus words pre-test

5.5 Homophones (and words that sound similar)

Read the words together.

red/read	here/hear	meat/meet	male/mail	see/sea
to/two	wood/would	right/write	whole/hole	there/their

Complete the table from the words in the list.

red/read mail see two would write hole there hear meet

Spelling 1	Spelling 2
red	read
	whole
here	
	their
male	
sea	
	to
	wood
right	
	meat

Fill the gaps.

Ben _____ like to get a dog.

_____ are six fish in the pond.

I _____ the book in three days.

Ken went to collect the _____ from the post office.

Turn _____ at the church.

Jan went to _____ a film yesterday.

We plan to _____ at the cinema at 6 o'clock.

I can _____ the birds tweeting.

My dog will be _____ next week.

6. Text reading

6.1 Reading focus words in the text

Read these words.

people	hour	does	put	push	pull	water	thought
towards	should	could	some	become	love	guy	piece

6.2 Reading tips

Read these words.

A a	around	aware	about	suggested	ended	interested	shouted
of	jumped	watched	pulled	skimmed	tugged	capsized	lessons

The <a> in *around*, *aware* and *about* = /uh/

<o> in *lessons* = /uh/

<ed> at the end of *pulled*, *controlled* and *capsized* = /d/

<s> at the end of *catamarans*, *kids* and *lessons* = /z/

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

6.3 Reading with meaning

Read the text.

6.4 Text questions and activities

6.5 Word meanings

Choose 2 words from the text.

7. Punctuation and Grammar

7.1 Revision – apostrophes of possession

Add the apostrophe.

I found the mans cat _____

Insert the apostrophe in the correct place in the sentences.

Bens dog is black.

Have you seen mums bag?

7.2 Apostrophes of possession when the owner is plural

Insert the apostrophe in the correct place.

Number of owners	Insert the apostrophe
one teacher	the teachers desk
one butcher	the butchers shop
lots of students	the students classroom
one truck	the trucks tyres
four puppies	the puppies basket
one boss	the bosss office
two boys	the boys bedroom

7.3 Deciding when an apostrophe is needed to show ownership

Insert an apostrophe if it is needed to show ownership.

The clouds hide the sun.

The trams stop at the terminal.

The birds wing was broken.

The horses saddle was on the ground.

Today's news is not good.

7.4 Using an apostrophe to show ownership

7.5 Irregular verbs

Verb 'to be' in the present tense

With your partner, fill the gaps with the correct form of the verb 'to be' in the present tense.

They _____ in a hurry.

I _____ hungry.

He _____ unhappy.

You _____ standing on my foot.

We _____ late.

Anna _____ at school.

The players _____ very fit.

The house _____ for sale.

Verb 'to be' in the past tense

Fill the gaps with the correct form of the verb 'to be' in the past tense.

They were frightened.

I _____ cross.

He _____ late.

You _____ on holiday.

We _____ pleased.

Anna _____ playing with her friends.

The cake _____ in a tin.

The horses _____ sick.

Regular and irregular past tense – word sort

Write the present tense and past tense in the correct column.

Present tense	Past tense
come	spelt
do	paid
throw	kept
make	spoke
keep	felt
pay	threw
spell	did
speak	come
have	made
feel	had

Present tense	Past tense
come	came

Decide the correct word. Circle the correct word.

1. The dog _____ when it got out of the river. (stink stank stinked)
2. She _____ what to do. (understand understood understanded)
3. We _____ to Perth. (flyed flied flew)
4. Rose _____ the train to college every day. (took take taked)
5. The car _____ Ben \$2,500. (cost costed cast)
6. We _____ on the phone for over an hour. (spoke speak speaked)
7. Our friends _____ the way to the café so we went with them.
(knew knowed know)

8. I _____ my husband at a party. (meet meted met)
9. The train _____ at 10 o'clock. (lefted left leaved)
10. She _____ a quick email to a friend. (wroted wrote writed)

7.6 Adding an ending

Say the base word. Say the word.

try > tried	cry > cried	apply > applied
amaze > amazing	decide > decided	watch > watched
dig > digging	play > playing	run > running
fetch > fetching	own > owner	interest > interested
dollar > dollars	sail > sailing	catamaran > catamarans
jacket > jackets	push > pushed	jump > jumped
pull > pulled	wood > wooden	control > controlled
fill > filled	speed > speeding	propel > propelled
love > loved	skim > skimmed	suggest > suggested
skill > skills	panic > panicked	continue > continued
tug > tugged	capsize > capsized	end > ended
grab > grabbed	pull > pulled	remember > remembered
work > worked	right > righted	shout > shouted
wave > waved	drop > dropped	fool > foolish
tow > towed	agree > agreed	sail > sailing

8. Sentences

8.1 Sentences make sense

Rearrange the words to make a sentence.

1. the catamaran capsized In the process, ended up in the water.
and Dan and I

2. until Dan suggested I was not aware of the danger we head towards
the beach. we were in

3. two guys from the catamaran rental It was not long before in a
speedboat. reached us

4. out into the water. and pushed the catamaran We put on life
jackets

5. the guy telling us to get the catamaran upright. Dan remembered
about a rope that you pull

8.2 Proofreading sentences

Find the errors and write the correct sentences.

1. dan and I had never bean sailing before but it didnt lock hard.

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

2. The catamarans was four rent at twenty dollers an our.

(4 errors)

3. When I tryed to tern the bote around, it continued out to see.

(4 errors)

4. We felt foolish as us sit on the hul of the catamaran and was towed in.

(4 errors)

8.3 Dictation

Score /58

9. Comprehension

9.1 Answering questions about a text

Number the events in the order in which they happened.

Sequence A

_____ Dan and Jill rented a catamaran.

_____ Dan and Jill went to the beach.

_____ Dan and Jill put on life-jackets.

_____ Dan and Jill lay on the sand and watched the people around them.

Sequence B

_____ Dan and Jill pushed the catamaran into the water until they were waist deep.

_____ The catamaran capsized.

_____ Two men in a speedboat rescued Jill and Dan.

_____ Jill took the tiller and Dan took the sails.

9.2 Answering questions and giving reasons

Discuss with your partner.

Circle correct answer and give reasons.

1. Dan and Jill were good sailors. True/False?

2. Dan and Jill could swim. True/False

We know Dan and Jill could/could not swim because _____

3. Dan and Jill kept calm when they couldn't turn the boat around. True/False

We know Dan and Jill did/didn't keep calm because _____

4. Jill got the boat upright. True/False

We know Jill did/didn't get the boat upright because _____

9.3 Answering in complete sentences

Write your answers and give reasons.

1. When Jill and Dan were watching the people on the beach, what did they find most interesting?

When Jill and Dan were watching the people on the beach, they

2. At what point in the story do you think Dan and Jill were in the most danger?

I think Dan and Jill were in most danger when _____

because _____

3. What did Dan and Jill learn from their experience with the catamaran?

From their experience with the catamaran, Dan and Jill learnt

9.4 What do you think?

Discuss these pictures with your partner.



10. Writing

10.1 Text types – recount

Title	<i>Our Catamaran Experience</i>
Set the scene	<p>What was the event?</p> <hr/> <p>When did it take place?</p> <hr/> <p>Who is in it?</p> <hr/> <p>Where did it take place?</p> <hr/>
What things happened?	<p>List two important events:</p> <p>1. _____</p> <p>2. _____</p>
Ending	<p>What happened at the end?</p> <hr/> <hr/>

10.2 Planning a recount

Discuss a recount with a title from these options:

What a Disaster!

The Best Time of my Life.

Title	
Set the scene	<p>What was the event?</p> <hr/> <p>When did it take place?</p> <hr/> <p>Who was in it?</p> <hr/> <p>Where did it take place?</p> <hr/>
What things happened?	<p>List two important events:</p> <p>1. _____</p> <p>2. _____</p>
Ending	<p>What happened at the end?</p> <hr/> <hr/> <p>How did you feel about the experience? or What was the best part? (complete sentences)</p> <hr/> <hr/>

10.3 Sharing your recount

Tell your partner what happened in your recount.

10.4 Writing your letter

_____ (your name)
_____ (number & street)
_____ (suburb)
_____ (state, postcode)

_____ (date)

Dear/Hi ((Circle one of these) _____ (name of recipient)

What? When? Who? Where? Why?

Events

First, _____

Then, _____

Ending

Regards/ With love/ Cheers (*Circle one of these*)

_____ (*signature – first name only because this is an informal letter*)

P.S. _____

ASSESSMENT PRACTICE

Read the words. Spell the words.

when was watch what know worked head wheat deaf
wash dead word touch whale worm young worth why
white worse while worm whale wheel which whisk
bread want world sweat swan worst tread wasp
spread swap breath swamp whether weather ready
wallet worker

couple whimper swallow worked double deadly waddle
working cousin feather wander worthwhile courage
leather washing homework youngest whistle
breakfast workplace visitor trouble whisper pleasant
country sailor motor effort author wanted worship
headlights unleaded wallaby overwhelm visitor
decorate

ASSESSMENT

Reading the text

Read the story again, as well as you can.

Reading rate

Spelling test

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

Dictation

.....

.....

.....

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Appendix A

Focus Words

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	quiet	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

Certificate of Completion



has successfully completed

Module 12

SPELD SA Intensive Literacy Program

Reading the Text ____ / ____ words correct

Reading Rate: _____ words/minute

Spelling Test: ____ / ____ words correct

Dictation: ____ / ____ words correct

signed by

/ /

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 1: Pat Spat Ants

Module 2: The Tramp

Module 3: The Desk has a Lid!

Module 4: The Scotsman

Module 5: Zang's Trek

Module 6: A Gift for Tom

Module 7: Tim and the Fun Run

Module 8: A Trip to the Top End

Module 9: Baxter Saves the Day

Module 10: Growing Cherry Tomatoes

Module 11: Let's Abolish Zoos

Module 12: Our Catamaran Experience

Module 13: Battle of the Bugs

Module 14: How to make a Kite

Module 15: The Tank Man of Tiananmen Square