

SPELD SA

Literacy Program

Battle of the Bugs



Module 13: 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>Battle of the Bugs</i> (Module 13), a board, dry wipe pen or chalk, eraser</p> <p>Student: Student workbook: <i>Battle of the Bugs</i> (Module 13), 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 13 can be found at: http://www.speld-sa.org.au/service/150-speld-sa-phonics-books-set-13.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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Battle of the Bugs: Green Ants and a Scorpion

Glenda is a green tree ant. She lives in a colony of half a million ants in the forest canopy. Scarp is a tree scorpion. Like spiders, scorpions have eight legs and are easily recognised by their pincers and a segmented tail that ends with a vicious stinger, full of venom. In some scorpions there is sufficient venom to kill a human being.

One summer day Glenda, a worker ant, was foraging for food on her own, when she met Scarp. Although the scorpion was many times her weight and size, Glenda was fearless. She attacked Scarp, biting him fiercely with her serrated mandibles, then squirting formic acid from the tip of her tail into the wound.

Scarp was enraged as the pain shot through his system. When he realised that a puny ant had inflicted the damage, he turned around and stabbed Glenda with his stinger, killing her almost instantly, but not before she had sent a strong chemical signal to her sisters at the nest.

The other ants, realising that Glenda had sacrificed her life for them, set out straightaway to attack the scorpion and bring it back for food. There were hundreds of them. They followed the chemical trail left by Glenda and soon found Scarp.

The tree ants bit the scorpion until he had no resistance left. Then they sucked up all his life juices as he lay dying and scattered his limbs about. They took the most nutritious bits back to feed the ants left in the nest.

(253 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 13, choose a text and click on your preferred format, for example, *text format for older readers*.

Battle of the Bugs

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 'Battle of the Bugs'. It tells the tale of a green tree ant whose death was avenged by a colony of ants.

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.

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

I'll go from left to right.

Consonants and vowels

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

We'll start with the consonants. I'll lead.

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

Now say the vowel sounds together. I'll lead.

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

2.2 Alternative spellings of the vowel sounds (revision)

GOAL: To learn alternative spellings of the vowel sounds

In Modules 8 to 12, you learnt 29 alternative spellings of the vowel sounds and alternative spellings for four consonants. You also learnt a new sound <air>.

This table shows the alternative spellings of the vowel sounds you have learnt so far. Say the sounds as I point to them.

(Point to each sound, moving from top to bottom, down each column, and then in random order)

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

2.3 Alternative spellings and sample words (revision)

In Modules 11 – 15, you learn two new sounds, less common alternative spellings of some vowel sounds and consonants, silent letters and some new word endings.

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

ai mail	a baby	a-e gate	ay say	ey they
ee beef	e email	e-e complete	ea beak	y puppy
ie died	i find	i-e smile	y apply	igh night
oa road	o go	o-e note	oe tomatoes	ow slow
ue rescue	u unit	u-e tube	ew new	
oi soil	oy boy			
ou loud	ow now			
er verb	ir dirt	ur burn	or work	

or corn	au fault	aw draw	al tall	
air hair	are share	ear pear		
a jam				
e pen	ea bread			
i bit				
u cup	u young			
o top	a was			

2.4 New spellings

GOAL: To learn alternative spellings for consonants, a new sound and silent letters:

ch /k/ ti/ci/sh si/sh/zh,

silent h, c, n,

/ai/: ei, eigh, aigh

a) New spellings

Module 13 introduces alternative spellings for two consonants: /k/ and /sh/.

<ch> says /k/ as in chemist, Christmas, mechanic

<ti> and <ci> say /sh/ as in station, special

<si> says /sh/ as in permission, admission

b) New sound: /zh/

Module 13 introduces a new letter-sound: /zh/.

/zh/ can be spelt <si> or <s>.

<si> says /zh/ in television, decision

<s> says /zh/ in measure, pleasure.

c) Silent letters

Revision: silent letters <b,w,k>

In Module 11, you learnt about silent letters. Silent letters are letters that are used to spell a word but are not said.

Read these words with me:

lamb, wrist, write, know, knee, comb, who, thumb, knot, kneel, answer, wrong

Many English words have silent letters. A long time ago, these letters would have been pronounced. But the pronunciation of the words has changed over time.

However, the spelling of the words has stayed the same.

New silent letters <h, c, n>

In Module 13, three more silent letters are introduced, <h, c, n>.

Silent <h>

The letter <h> after a <w> is often silent.

Read these words after me: what, where, why, while, white

The letter <h> is also silent after <g> and <r> in some words.

Read these words after me: ghost, gherkin, rhyme, rhinoceros

Silent <c>

The letter <c> after an <s> is often silent.

Read these words after me: muscle (a part of the body), scissors, scene, scent, fascinate

Silent <n>

The letter <n> is silent when it follows the letter <m>.

Read these words after me: autumn, condemn, column, solemn, hymn

Read the words in each column after me.

Silent h	Silent c	Silent n
what	scissors	autumn
where	scene	solemn
when	scent	hymn
why		column
which		condemn
hour		
while		
white		
rhythm		
ghost		
honest		

Choose one word from each column and use it in a sentence.
Write your sentences on the lines provided.

Silent <h> _____

Silent <c> _____

Silent <n> _____

d) Alternative spellings for the sound /ai/: ei, eigh, aigh

While there are only a few words with these spellings, the words are commonly used and it is useful to know how to read and spell them.

Read these words after me.

ei	eigh	aigh
vein	eight	straight
veil	eighty	straightforward
rein	eighteen	straightaway
beige	weigh	straighten
sleigh	weight	

Discuss with your partner the meaning of each word.

(Circulate. When most students have finished, explain the meaning of words the students did not know and put each word in a sentence.)

2.5 Word Sort

The /sh/ sound can be spelt in different ways. With your partner, read each word aloud. Copy the word into the correct column in your workbook.

Word sort: /sh/ sound			
<sh> <ti> <ci> <si>			
fashion option special tension action electrician attention short sunshine position cash addition concussion information section patient fresh social shelf official efficient optician English ancient musician shark technician caution vanish pension admission racial nutrition discussion ambition brush shed station splashed nation			
<sh>	<ti>	<ci>	<si>
fashion	option	special	tension
shed	action	social	pension
shelf	nation	racial	admission
fresh	section	official	concussion
shark	caution	efficient	discussion
splashed	patient	optician	
sunshine	attention	musician	
short	position	technician	
brush	ambition	electrician	
cash	information	ancient	
English	nutrition		
vanish	addition		
	station		

2.6 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.)

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

2.7 Sounds spelt with more than one letter

Say all the letter-sounds. I will lead.

th(think)	er (verb)	oo (book)	ai (rain)	qu (quiz)	ou (out)	ck (back)	ch (much)	ee (feet)
th (this)		oo (room)						
or (corn)	ie (pie)	sh (shed)	ue (fuel)	ng (bang)	oa (coat)	oi (oil)	ar (car)	a-e (cake)
e-e (athlete)	i-e (line)	o-e (hole)	u-e (tune)	ea (eat)	ay (day)	oy (boy)		
igh (high)	o/oa/(go)	ow/ou/ (out)	ir (dirt)	ur (burn)	ew (few)	au (August)	aw (saw)	al (tall)
	oe/oa (toe)							
	ow/oa/(slow)							
air (hair)	ph (phone)	wh (when)	ea/e/ (dead)	wa/wo/ (was)	or/er/ (work)	ou/u/ (young)		
are (care)								
ear (bear)								
ei/ai/ (vein)	ti/sh/ (action)	ci/sh/ (special)	si/zh/ (vision)	ch/k/ (chemist)	si/sh/ (pension)			
eigh/ai/(weigh)								
aigh/ai/(straight)								

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.)

ch-e-m-i-s-t (chemist)	o-p-ti-o-n (option)	s-p-e-ci-a-l (special)	p-e-n-si-o-n (pension)	eigh-tee-n (eighteen)
---------------------------	------------------------	---------------------------	---------------------------	--------------------------

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

(Write the first two words on the board.

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

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

wh-e-n > when	w-eigh-t > weight	p-e-n-si-o-n > pension
s-p-e-ci-a-l > special	s-ch-oo-l > school	a-c-ti-o-n > action
m-u-sc-le > muscle	m-a-tch > match	d-e-b-r-is > debris

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.)

anchor	mechanic	section	official	decision
honest	whistle	often	island	scissors
eight	ancient	optician	hour	condition

3.2 Syllables

GOAL: To break words into syllables

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

Glen/da > Glenda	spi/ders > spiders	pin/cers > pincers
vi/cious > vicious	sting/er > stinger	work/er > worker
at/tacked > attacked	bi/ting > biting	squir/ting > squirting
for/mic > formic	a/cid > acid	en/raged > enraged

col/on/y > colony	mil/lion > million	scor/pi/on > scorpion
suf/fici/ent > sufficient	re/cog/nised > recognised	seg/ment/ed > segmented
ea/sil/y > easily	for/ag/ing > foraging	fi/erce/ly > fiercely
dy/ing > dying	ser/rat/ed > serrated	dam/age > damage

(Take a break)

man/dib/les > mandibles	re/al/ised > realised	kil/ling > killing
al/most > almost	sig/nal > signal	sis/ters > sisters
at/tack > attack	hun/dreds > hundred	fol/lowed > followed
un/til > until	chem/i/cal > chemical	scat/tered > scattered
a/bout > about	in/stant/ly > instantly	pu/ny > puny
in/flic/ted > inflicted	sys/tem > system	sting/er > stinger
a/round > around	re/sis/tance > resistance	
sac/ri/ficed > sacrificed	straight/a/way > straightaway	nu/tri/tious > nutritious

3.3 Reading rate

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

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

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

limb	sacrificed	foraging	enraged	damage	acid
worked	fiercely	worker	pincers	system	when
vicious	sufficient	weight	resistance	nutrition	nutritious
special	station	social	ache	chaos	technical
suspicious	electrician	ancient	tension	excursion	decision
permission	compassion	revision	rhythm	hour	honest
whether	chemical	watch	match	often	Christmas
island	debris	freight	muscles	scissors	scene

3.4 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 13)

The /k/ sound

Most words with the /k/ sound use the spellings <c> as in cat, factory, cream, or the spelling <k> as in kitchen, keep.

At the end of a word with a short vowel sound, they use <ck> as in check, lick.

A less common way to spell the /k/ sound is <ch> as in chemist, school, mechanic.

The /sh/ sound

Most words with the /sh/ sound use the spelling <sh> as in ship, brush, shelf.

In Module 13, you learn three less common ways to spell the /sh/ sound:

1. <ti> as in action, station, attention
2. <ci> as n social, special, electrician
3. <si> as in tension, pension, permission.

Silent letters <t,s,c,h>

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

Silent <t> words include: castle, butcher, often

Silent <s> words include: island, debris, aisle

Silent <c> words include: muscle, scissors, scene

Silent <h> words include: what, hour, honest.

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

k sound	c k ck ch	cat, factory, cream kitchen, keep check, lick chemist, school, mechanic
sh sound	sh ti ci si	ship, brush, shelf action, station, attention social, special, electrician tension, pension, permission
silent t		castle, butcher, often
silent s		island, debris, aisle
silent c		muscle, scissors, scene
silent h		what, hour, honest

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 'ache' into its sounds.

(Raise 2 fingers.)



The word 'ache' has 2 sounds, /a/-/che/.

(Model how to touch each finger as you say the sounds: a-che)

Copy me. Say the word 'ache'. Raise 2 fingers. Pinch a finger as you say each sound /a/ /che/ > ache.

(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 2 fingers, like this.

(Raise 2 fingers and say the sounds as you demonstrate how to finger-write the letter sounds on your 2 raised fingers using the pointer of your writing hand.)

a-che

In words like anchor, echo, choir, the /k/ sound is spelt <ch>.

The <e> is at the end of the word 'ache' is a silent <e>. It makes the <a> say its name.

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

- Count the sounds in your head.
- When I say 'fingers', raise a finger for each sound.
- Then, together say the word, then pinch a finger as you say each sound. For words with more than five sounds, use both hands.

action	social	station	special	decision	often	depot	island
--------	--------	---------	---------	----------	-------	-------	--------

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.

action	social	decision	often	depot	island
--------	--------	----------	-------	-------	--------

(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) _____

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

(Students organise themselves while you circulate.)

5. Focus words

5.1 Revising focus words introduced in previous modules (reading)

GOAL: To read commonly used focus words

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

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

Turn to Appendix A. Find the word lists for Modules 11 & 12.

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 11 & 12 focus words	Reading Mod 11 & 12 focus words	Reading Mod 11 & 12 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. blood	2. head	3. young	4. during	5. answer
6. break	7. house	8. thought	9. heart	10. eye

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 13 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.)

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

Now read the words together.

5.4 Spelling Module 13 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 remember how to spell them?*

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

Here is an example:

(Write ready, and family on the board. Explain the meaning of each word.
Spell each word using the letter names.)

*The words ready and family end with letter <y> pronounced /ee/ at the end of
a word. <y> is the most common spelling for the sound /ee/ at the end of a word.*

*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.)

usually usually usually_____

Hand up your spelling pre-test.

5.5 Homophones (and words that sound similar)

GOAL: To distinguish between words that sound the same or similar 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 or similar but have different spellings and different meanings and are often confused.

(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.

hour/our	muscle/mussel	eight/ate	weight/wait	scene/seen
whether/weather	aisle/I'll	wear/where	eye/I	weigh/way

Read these words with me:

hour/our

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

(Circulate)

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

(Wait)

Yes, it's a unit of time. Altogether, how many hours are there in a day?

Yes, there are 24 hours in a day.

Look at the right-hand column.

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

(Wait)

Yes, it means that something belongs to us. This is our lesson.

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.

hour/our I wait eight weigh here rode seen whether aisle by

Spelling 1	Spelling 2
hour	our
ate	
	weight
scene	
weather	
I'll	
way	
	eye
	hear
road	
buy	

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

It took over an _____ to drive to the city.

The dog was last _____ running along the road.

I can't decide _____ to take the train or drive into town.

_____ send you an email when I arrive.

Can you tell me the _____ to the station please?

The man wore a patch over his right _____ .

The music is so loud it is hard to _____ what you are saying.

The book was written _____ an American.

A spider has _____ legs.

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.)

although	many	fearless	wound	through	other
have	fiercely	some	dying	juices	half

*Read the words with me as I point to them.
Now read the words together.*

6.2 Reading tips

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

(Write these words on the board.)

A a	around	attacked	about	instantly	chemical	Glenda
scorpion	colony	venom	million	hundreds	serrated	segmented
inflicted	shouted	turned	enraged	followed	recognised	scattered
sacrificed	sucked	spiders	legs	pincers	lives	of

(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.)

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

In the words 'around, attacked, about, instantly, chemical, signal, Glenda, the <a> is pronounced /uh/

In the word 'million', the <i> before <o> is pronounced /y/

In the words 'scorpion, colony, venom, million', the <o> is pronounced /uh/

In the word 'hundreds', the <e> is pronounced /uh/

In 'followed, recognised, enraged, turned, scattered', the <ed> at the end is pronounced /d/

In 'spiders, legs, pincers, hundreds, lives,' the <s> is pronounced /z/

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

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

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

< > square brackets indicate the name of a letter

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

= the equals sign means 'sounds like')

Coded explanation in student workbooks:

The <a> in 'around, attacked, about, instantly, chemical, signal, Glenda ' = /uh/

<i> before <o> in 'million' = /y/

The <o> in 'scorpion, colony, venom, millon' = /uh/

The <e> in 'hundereds' = /uh/

<ed> at the end of 'followed, recognesed, eneraged, turned, scattered' = /d/

<s> at the end of 'spiders, legs, pincers, hundereds, lives' = /z/

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

6.3 Reading with meaning

GOAL: To develop automaticity and expression

Turn to page 2 of your workbook.

Read the text aloud with your partner.

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

People who read well pay attention to punctuation:

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

Try to do the same.

6.4 Text questions and activities

GOAL: To explore the text further

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

1. Name two facts about green tree ants you learnt from the story.
2. Why did Glenda, the ant, send out a chemical signal before she died?
3. An ant is an _____ and a scorpion is a _____. In what ways are insects and spiders different? Name two differences.
4. Choose two interesting words used in the story and tell your partner what you think they mean.
5. What do these words mean? Choose three:
colony, serrated, mandibles, venom, vicious, puny, sacrificed, resistance, sufficient, nutritious.
6. Find out how green ants build their nests. Discuss what make green ants' nests, and the way they build them, interesting.

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 'shot, attack, back, trail, bit, right, left'. With your partner, think of two meanings for 'back' and 'left'.

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

7. Punctuation and Grammar

7.1 Revision – conjunctions

In Module 11, you learnt that a conjunction joins parts of a sentence together.

Your task is to complete these sentences. We'll do the first one together.

Read the first sentence starter together.

The dog barked because _____

Now finish the sentence.

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

With your partner, complete the other sentences.

The mouse ate the carrot but _____

The man got a cup of coffee and _____

Ann took the dog for a walk before _____

They went to the beach although _____

The athletes kept running until _____

Dad went on a diet so that _____

As soon as the bell went, the students _____

Paul chopped the vegetables while _____

I'll give you a lift to the party if _____

7.2 Revision – paragraphs

A paragraph is a group of sentences that focuses on one idea.

In Module 11, you learnt that when planning a piece of writing, the writer puts the paragraphs in a logical order so that each paragraph builds on the paragraph before and guides the reader through the text.

With your partner, read the Module 13 text, Battle of the Bugs.

Then use these headings to label the paragraphs:

- Tells us about the main characters and sets the scene (1 paragraph)
- Describes the event that sets off the events in the story (1 paragraph)
- Describes the events that happened as a result of Glenda attacking the scorpion (2 paragraphs)
- Describes what had changed by the end and tells the reader how the story ends (1 paragraph).

Battle of the Bugs: Green Ants and a Scorpion

Tells us about the main characters and sets the scene

Glenda is a green tree ant. She lives in a colony of half a million ants in the forest canopy. Scarp is a tree scorpion. Like spiders, scorpions have eight legs and are easily recognised by their pincers and a segmented tail that ends with a vicious stinger, full of venom. In some scorpions there is sufficient venom to kill a human being.

Who are the main characters? (Wait)

All together. Yes, Glenda and Scarp are the main characters.

Where does the story take place? (Wait)

All together. Yes, the story takes place in a tree.

Describes the event that sets off the events in the story

One summer day Glenda, a worker ant, was foraging for food on her own, when she met Scarp. Although the scorpion was many times her weight and size, Glenda was fearless. She attacked Scarp, biting him fiercely with her serrated mandibles, then squirting formic acid, from the tip of her tail, into the wound.

What was the event that set off the events in the story? (Wait)

All together. Yes, the event that set off the story was when Glenda attacked Scarp.

Describes the events that happened as a result of Glenda attacking the scorpion

Scarp was enraged as the pain shot through his system. When he realised that a puny ant had inflicted the damage, he turned around and stabbed Glenda with his stinger, killing her almost instantly, but not before she had sent a strong chemical signal to her sisters at the nest.

The other ants, realising that Glenda had sacrificed her life for them, set out straightaway to attack the scorpion and bring it back for food. There were hundreds of them. They followed the chemical trail left by Glenda and soon found Scarp.

Tell me three things that happened as a result of Glenda attacking the scorpion. (Wait)

All together. Yes, Scarp stabbed Glenda. Glenda sent a signal to her colony. Hundreds of ants found Glenda and Scarp.

Describes what had changed by the end and tells the reader how the story ends

The tree ants bit the scorpion until he had no resistance left. Then they sucked up all his life juices as he lay dying and scattered his limbs about. They took the most nutritious bits back to feed the ants left in the nest.

Tell me two things that happened at the end. (Wait) All together.

Yes, the tree ants killed the scorpion and they took the bits back to the nest.

7.3 Revision – irregular verbs

This exercise focuses on verbs that do not make the past tense by adding <ed>. Let's read the verbs in the present tense first. I'll lead.

(Read the Present Tense column from the table below.)

Now we'll read the verbs in the past tense together. I'll lead.

(Read the Past Tense column from the table.)

With your partner, write the present tense and past tense of each verb next to each other and in the correct column. The first one has been done for you.

Tip: To check if a verb is in the past tense, say 'Yesterday, I ...' and then the verb. For example, 'Yesterday, I draw a picture.'

What is wrong with the sentence? All together. (Wait)

Yes, the verb 'draw' is not in the past tense. It should be 'drew'. Say the correct sentence with me. 'Yesterday I drew a picture.'

Present tense	Past tense
draw	went
fall	sang
begin	stuck
go	flew
sit	grew
take	began
fly	fell
stick	drew
grow	took
sing	sat

Present tense	Past tense
draw	drew

Choose four verbs in the past tense and four verbs in the present tense. With your partner, take turns to tell each other sentences with each of the words you chose.

(Circulate)

7.4 Pronouns

Pronouns take the place of a noun so we don't repeat the same words over and over again. Using pronouns makes for clearer writing and writing that flows better.

Subject pronouns

A subject pronoun is the pronoun we use in front of a verb. The pronoun is the subject of the verb. It stands for the person or thing that 'does' the verb.

This table lists the subject pronouns. Read the subject pronouns with me.

Subject pronouns
I
you (singular)
he
she
it
we
you (plural)
they

These sentences have subject pronouns. The subject pronouns are underlined. Read the sentences with me.

I have three sisters.

You run much faster than me.

He likes swimming.

She lives in an apartment.

It is a long way from Perth to Darwin.

As soon as we arrived at the beach, it began to rain.

Do any of you take sugar in your coffee?

They huddled in the bus shelter when it began to rain.

Object pronouns

An object pronoun is the object of a verb or action. The action happens to the person or object. Object pronouns come after a verb.

This table lists the object pronouns. Read the object pronouns with me.

Object pronouns
me
you (singular)
him
her
it
us
you (plural)
them

These sentences have object pronouns. The object pronouns are underlined.

Read the sentences with me:

A bee stung me on the hand.

I like you.

Sam is teaching him to speak English.

Jim gave her a present.

I left it on the train.

Dan lent us a tent.

I'll see you at the match.

We sent them a letter.

These sentences have object pronouns after a preposition.

Read the sentences with me:

Are you coming with me?

This present is for you.

I ran after him.

Ann's dad waited for her at the station.

Jan took a photo of it.

Our friends sat behind us on the bus.

I've been waiting for you two.

He played tennis against them.

Possessive pronouns

A possessive pronoun is a pronoun that shows ownership. Possessive pronouns never have an apostrophe.

This table lists the possessive pronouns. Read the possessive pronouns with me.

Possessive pronouns
mine
yours
his
hers
its
ours
yours
theirs

These sentences have possessive pronouns. The possessive pronouns are underlined. Read the sentences with me:

Jim's house is bigger than mine.

My photos are OK but yours are better.

Pam found her return ticket but Seb couldn't find his.

I forgot to bring my lunch so Jan gave me some of hers.

Shall we go in your car or ours?

Our house is nearer the city than yours.

Sam found his car quickly but Ben and Jim had difficulty finding theirs.

Exercise in using pronouns

With your partner, choose the best word to fill the space and write it on the line. The missing pronoun might be a subject pronoun, an object pronoun or a possessive pronoun.

Subject pronouns: I, you, he, she, it, we, you, they

Object pronouns: me, you, him, her, it, us, you, them

Possessive pronouns: mine, yours, his, hers, its, ours, yours, theirs

Yesterday, Ben and _____ went to the beach.

me I her them (subject pronoun)

Bill gave _____ some lunch.

them they her we (object pronoun)

I found your car keys but I couldn't find _____ (my keys).
my **mine** yours hers (possessive pronoun)

Jan said that _____ and her sister were going shopping.
hers her **she** they (subject pronoun)

A bird was sitting on a branch when I took a photo of _____.
her **it** him you (object pronoun)

Shall we all go in your car or _____ (our car)?
his yours our **ours** (possessive pronoun)

That pen is mine. Please give it to _____.
my **me** I they (object pronoun)

Yesterday they let _____ go swimming.
she **us** I they (object pronoun)

Her birthday is on 16 July and _____ (his birthday) is the next day.
his him her their (possessive pronoun)

When Pete got to the shop, _____ did not have the nails he needed.
them **they** him us (subject pronoun)

This is my sandwich and that one is _____.
your you **yours** him (possessive pronoun)

Our seats were alright but _____ (your seats) were better.
yours their my you (possessive pronoun)

Yesterday _____ went into town.
our **we** us them (subject pronoun)

Seb found his return ticket but Pam couldn't find _____ (her return ticket) anywhere.
his **hers** mine yours (possessive pronoun)

When Don and Ann went to America, _____ visited New York.
he she them **they** (subject pronoun)

What do _____ plan to do tomorrow?
them **you** he him (subject pronoun)

I'll meet _____ at the bus stop.
you yours your me (object pronoun)

7.5 Adding an ending

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

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

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

1. Explain when to add <s> or <es> to the end of words.
2. Revise the CVC rule for deciding when to double the last letter of a word before adding an ending.
3. Demonstrate how some words ending in consonant <y>, such as try, cry, apply, change the <y> to <i> before <es> or <ed>)

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

live > lives	ant > ants	spider > spiders
scorpion > scorpions	recognise > recognised	segment > segmented
time > times	fear > fearless	attack > attacked
fierce > fiercely	mandible > mandibles	bite > biting
squirt > squirting	enrage > enraged	realise > realised
inflict > inflicted	turn > turned	stab > stabbed
kill > killing	instant > instantly	sister > sisters
hundred > hundreds	realise > realising	propel > propelled
sting > stinger	sacrifice > sacrificed	follow > followed
suck > sucked	juice > juices	scatter > scattered
limb > limbs	bit > bits	die > dying

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. and soon found Scarp. the chemical trail They followed left by Glenda

They followed the chemical trail left by Glenda and soon found Scarp.

2. hundreds There were of them.

There were hundreds of them.

3. it had no resistance left. the scorpion until They bit

They bit the scorpion until it had no resistance left.

4. back to feed the ants left in the nest. the most nutritious bits They took

They took the most nutritious bits back to feed the ants left in the nest.

5. of half a million ants. in a colony Glenda lives

Glenda lives in a colony of half a million ants.

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

8.2 Proofreading sentences

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

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. One day a werker ant wos foraging four food on her own

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

(Wait)

One day a worker ant was foraging for food on her own.

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

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

- 'werker' is spelt wrong. The correct spelling is <worker>
- 'wos' is spelt wrong. The correct spelling is <was>
- 'four' is a homophone. It has different spellings depending on its meaning. <four> is the spelling of the number 4. The word 'for' in this sentence is the preposition 'for' which is spelt <for>
- a full stop is missing from the end of the sentence.

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 errors.

Write the corrected sentences on the line in your workbook.

2. Skorpions has eigt leg.

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

Scorpions have eight legs.

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

3. the grean trea ant attack the scorpion.

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

The green tree ant attacked/attacks the scorpion.

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

4. Wen the scorpion realised it had been attacked by an ant, it stabbed it wiv its stinga.
(4 errors: 4 spelling)

When the scorpion realised that it had been attacked by an ant, it stabbed it with its stinger.

(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

A scorpion has eight legs, two pincers and a segmented tail that ends with a vicious stinger.

(Write the sentence on the board.)

Read the sentence with me.

Your task is to write the sentence from memory.

Read the sentence again, together.

(Rub the sentence off the board.)

Write the sentence in your workbook. (Wait)

Check the sentence for spelling and punctuation.

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

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

Total points 78:

- 75 letters*
- 1 upper case letters, 1 full stop, 1 comma.*

Write your score

Score /78

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)

This narrative draws on true facts about green tree ants and scorpions. With your partner, read the text to find the information you need to answer the following questions. Answer the questions in complete sentences.

- What are the two main characters in the story?

- Write two facts about a green tree ant.

- Write two facts about a scorpion.

- Where does the story take place?

- What is the event that starts the story?

- List two events that follow it.

9.2 Answering questions and giving reasons

GOAL: To comprehend text at an inferential level

With your partner, read the text to find the information you need to answer the following questions. Write your answers in complete sentences by incorporating the questions as a sentence starter.

Let's read the first question together.

- How did the scorpion kill the green tree ant?

All together, tell me how you will begin your answer.

(Wait)

The scorpion killed _____

- How did the green tree ant send a message to the ants in the colony?

- What words in the story tell you that the battle was fierce?

(When most students have finished, provide the correct answers in complete sentences.)

9.3 Answering in complete sentences

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

Here are some facts about ants.

1. *There are over 12,000 species of ants, but they are spread all over the world.*
2. *Most ants are very strong and can lift 20 times their body weight.*
3. *When ants fight, they usually fight to the death.*
4. *Ants don't have ears. They feel vibrations in the ground through their feet.*

Which fact is important in the story of Glenda? Explain why it is this fact that is important to the story.

Complete the sentence in your workbook. Read the beginning of the sentence with me:

I think that fact ____ is important in the story because

All together, tell me your answer. (Wait)

Yes, fact 3 is important because it helps us understand why Glenda fought until she died.

Choose a fact that is not important in the story of Glenda. Explain why it is not important in the story.

I think that fact ____ is not important in the story because

All together, tell me your answer. (Wait)

Facts 1,2, and 4 are important but not to this story. We are only interested in why Glenda fought to the death.

9.4 What do you think?

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

Rowing is a sport that is dependent on strict teamwork, with each rower knowing exactly what the other rowers are doing. Timing is very important!



*How does working as a team help the rowers to win races?
Tell your partner. Partner 2, then Partner 1.*

(Wait)

*What might happen if one or two of the rowers were out of time?
Tell your partner. Partner 1, then Partner 2.*

*Write two other activities or sports where cooperation is very important.
Tell your partner why cooperation is important. Partner 2, then Partner 1.*

*What do ants achieve by working cooperatively?
Tell your partner. Partner 1, then Partner 2.*

*Think of two situations in people's lives where cooperation is important and why.
Tell your partner. Partner 2, then Partner 1.*

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 – narrative

GOAL: To learn about the structure of a narrative

(For a detailed explanation of the structure of a narrative, go to Module 9, p.38)

As you know, there are different types of writing. In earlier modules, you were introduced to a recount, a narrative, a procedure and an exposition. 'Battle of the Bugs' is a narrative.

Narrative

In a narrative we tell a story. A story is an account of imaginary or real people and events. It is written to entertain, amuse and/or instruct the reader. The characters in a story may be people, animals or imaginary creatures.

Tell your partner about a character you have read about or seen in a film or on TV. Partner 1, then Partner 2.

(Circulate. When most students have finished, introduce 'Battle of the Bugs'.)

'Battle of the Bugs' tells us about an encounter between a green tree ant and a scorpion and the events that happened next. To bring the story to life and encourage the reader to relate to the creatures, the author has given them names. Personifying the creatures brings the text to life.

'Battle of the Bugs' is a narrative. Let's see if 'Battle of the Bugs' meets the rules for a narrative.

A narrative tells a story about people, animals or imaginary creatures and what they did. There is a sequence of events that tells us how the story develops. Finally the story comes to an end and this often shows us something new about the character or characters.

Answer together Yes or No to each question.

Is 'Battle of the Bugs' a story that includes characters? Yes/No

Is there a problem that affects the main character and is solved? Yes/No

Does the story have an ending? Yes/No

A. Title

The title should give the reader a hint about what happens in the story.

Does the title 'Battle of the Bugs' give the reader a hint of what the story is about? All together: Yes/No

B. Rules

I will explain the rules for writing a narrative. A narrative is written:

- in the past tense*
- in the third person (he, she, it, they or characters' names). For example, Glenda and Scarp are characters (bugs) in the narrative. Writing in the third person means that the story is not about me, not about you, but about other people, animals or imaginary creatures.*
- in paragraphs. Each paragraph has several sentences and tells the reader one part of the story. The next paragraph will tell about a different part of the story.*

(Explain how 'Battle of the Bugs' meets these rules.)

C. Setting the scene

(Encourage students to chorus the answers to the points below.)

The reader needs to know:

- who is in the narrative 'Battle of the Bugs'.
All together, the characters in the narrative are:*

- where it took place.
In 'Battle of the Bugs' the events happened: (wait):*

D. Problem or complication

In a narrative, something happens in the story that creates a problem that has to be solved. This is often called the complication.

In 'Battle of the Bugs' what is the problem that sets off the chain of events in the story? Tell your partner. Partner 2, then Partner 1.

(Wait)

The problem was created when Glenda was foraging for food on her own.

E. Events

Event 1: Glenda attacked Scarp.

With your partner, discuss two or three events that followed this.

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

F. Ending

In a narrative the ending is often happy or sad. The characters may go back to their normal lives. The reader is told how the main character is changed by the experience. Tell your partner the ending. Partner 1, then Partner 2.

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

Complete the template for the narrative 'Battle of the Bugs' with your partner. Answer the questions on the lines provided.

Title	<i>Battle of the Bugs</i>
Set the scene	<p>When did it take place?</p> <p>_____</p> <p>Who is in it?</p> <p>_____</p> <p>Where did it take place?</p> <p>_____</p>
Problem or complication	<p>What was it that set off the events in the story?</p> <p>_____</p>
What things happened?	<p>List 3 things that happened in the story after Glenda attacked Scarp:</p> <p>_____</p> <p>_____</p> <p>_____</p>
By the end, what had changed?	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
Ending How did the story end?	<p>_____</p> <p>_____</p>

(Circulate. When most students have finished, go through the answers.)

10.2 Planning a narrative

GOAL: To plan a narrative using a template

A narrative tells a story about imaginary or real people and events.

Your task is to use a template to plan a story to tell your partner, and then to write the story. Write a story about a group of people, volunteers or professionals, working together as a team in response to a severe weather event, such as a flood, fire, earthquake, typhoon or medical emergency. The story may be true, something you have seen on TV or a film, or made up.

I'll give you a few minutes to choose the title of your story. When you are ready, write the title in the box at the top of the template and then use the template to complete your plan.

(Circulate. Wait for most students to finish.)

Title	
Set the scene	<p>When did it take place?</p> <hr/> <p>Where did it take place?</p> <hr/> <p>Who is in it?</p> <hr/>
Problem or complication	<p>What was it that set off the events in the story?</p> <hr/>
How was the problem fixed?	<p>List 3 things that happened in the story</p> <hr/> <hr/> <hr/>
By the end, what had changed?	<hr/> <hr/> <hr/>
Ending How did the story end?	<p>What happened at the end?</p> <hr/>

10.3 Sharing your narrative

GOAL: To expand on a written plan

Take turns to tell your partner what happened in your narrative. Use your template as a guide.

Partner 1, you have two minutes to think about what you are going to say.

(Allow 2 minutes, then ask Partner 1 to tell Partner 2 their narrative.

Circulate. When most students have finished, say STOP.)

Partner 2, you have 2 minutes to think about what you are going to say.

(Allow 2 minutes, then ask Partner 2 to tell Partner 1 their narrative.)

10.4 Writing your narrative

GOAL: To write a narrative

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

You have completed your plan for a narrative about a group of people, volunteers or professionals, working as a team in response to a severe weather event, such as a flood, fire, earthquake, typhoon or medical emergency, and you have shared it with your partner. Now you are going to use your plan to write your narrative.

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 six sections:

- 1. Title (where the writer writes the title)*
- 2. Set the scene (when, who where?)*
- 3. The problem or complication (what happened that set off the events in the narrative)*
- 4. Events (where the writer describes what happened)*
- 5. What changed? (where the writer describes what had changed by the end)*
- 6. Ending (where the writer describes how the narrative ends).*

In the top section, write the title of your narrative on the line.

1. Title

*In section 2, write your introduction (tell the reader when the narrative took place, who was in it and where it took place.)
Remember to write in complete sentences.*

2. Set the scene

*In section 3, describe what happened that set off the events in the narrative.
Remember to write in complete sentences.*

3. Problem or complication

*In section 4, write about the events that happened after that.
Remember to write in complete sentences.*

4. Events

First, _____

Then, _____

After that, _____

*In section 5, describe what had changed by the end.
Remember to write in complete sentences.*

5. What changed?

*In section 6, describe what happened at the end. Tell the reader how the narrative ended.
Remember to write in complete sentences.*

6. Ending

At the end, _____

(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 narrative 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 13. 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, 'Battle of the Bugs', 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!

limb match eight when weight watch worked ache
scene while why where white which hour weigh school
scheme freight acid often worker muscles damage island
debris option action nation scissors social honest
tension system whether section chronic depot special

ancient anchor chaos echo caution station Christmas
electrician patient fiction mechanic social racial butcher
scratch listen mortgage whistle description excursion
suspicion decision permission relation attention emotion
position technical compassion revision technique condition

addiction direction addition ignition official efficient
optician musician technician admission concussion
discussion fasten information examination preparation
consideration evaluation admiration

(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. hour	2. eight	3. scene	4. school	5. match
6. often	7. patient	8. weight	9. honest	10. scissors
11. whistle	12. chronic	13. Christmas	14. station	15. special
16. tradition	17. island	18. technology	19. decision	20. ancient

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

Dictation

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

(Read the sentence below.)

A scorpion has eight legs, a vicious stinger and bad vision.

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

Write the sentence in your workbook.

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

Punctuation in this dictation includes one comma and one full stop.

A scorpion // has eight legs, (comma) // a vicious stinger // and bad vision. (full stop)

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

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

A scorpion has eight legs, a vicious stinger and bad vision.

(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 13 and
you are now ready to extend your skills by studying Module 14.*

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</i> > <i>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, <i>a oa e igh oi ee or</i> . The letter <i>y</i> makes a consonant sound when it is at the beginning of a word, for example, <i>yacht, yellow</i> ; but <i>y</i> makes a vowel sound when at the end of a word, for example, <i>sunny, 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>