

SPELD SA

Literacy Program

Battle of the Bugs



Module 13: Student Workbook

Date: / /

Name:

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.

Battle of the Bugs

1. New Text

2. Letters and sounds

2.1 Revise 42 main sounds

Say the sounds.

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	

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)

Say the sounds.

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)

Say the sound, then say the word. 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

a) New spellings: /k/ and /sh/

<ch> says /k/: chemist, Christmas, mechanic

<ti> and <ci> says /sh/: station, special

<si> says /sh/: permission, admission

b) New sound: /zh/

television decision

measure pleasure

c) Silent letters (revision): , <w>, <k>

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

New silent letters: <h>, <c>, <n>

what, where, why, while, white

ghost, gherkin, rhyme, rhinoceros

muscle, scissors, scene, scent fascinate

autumn, condemn, column, solemn, hymn

Read the words in each column.

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		

Silent <h> _____

Silent <c> _____

Silent <n> _____

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

Read each word.

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

2.5 Word sort

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

/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

2.6 Letter-sounds and names

Say the letter-sounds. Say the letter names.

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 the letter-sounds.

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 (toe)							
	ow (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 (weigh)								
aigh (straight)								

3. Reading

3.1 Blending sounds together

Say the sounds. Say the word.

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

Say the sounds. Say the word.

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

3.2 Syllables

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

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

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/cious > nutritious

3.3 Reading rate

Read the words aloud as fast as you can.

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

How many words did you read in 1 minute?

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

4. Spelling

4.1 Spelling tips

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

Write the words.

_____	_____	_____
_____	_____	_____

4.3 Spelling practice

Choose 3 words from exercise 3.4 Reading Rate.

(a) _____

(b) _____

5. Focus words

5.1 Revising focus words (reading)

Go to Appendix A. Read Modules 11 and 12.

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 (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 13 focus words

Read the words together.

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

5.4 Spelling Module 13 focus words pre-test

5.5 Homophones (and words that sound similar)

Read the words together.

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

Complete the table from the words in the list.

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	

Fill the gaps.

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.

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6. Text reading

6.1 Reading focus words in the text

Read these words.

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

6.2 Reading tips

Read these words.

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

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

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

The <o> in *scorpion, colony, venom, million* = /uh/

The <e> in *hundreds* = /uh/

<ed> at the end of *followed, recognised, enraged, turned, scattered* = /d/

<s> at the end of *spiders, legs, pincers, hundreds, lives* = /z/

In of the <f> = /v/

6.3 Reading with meaning

Read the text on page 2.

6.4 Text questions and activities

6.5 Word meanings

Choose 2 words from the text.

7. Punctuation and Grammar

7.1 Revision – conjunctions

Complete the sentence.

The dog barked because _____

Complete the sentences with your partner.

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

Write a heading for each paragraph.

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.

7.3 Revision – irregular verbs

Write the present tense and past tense of each verb next to each other in the correct column.

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 4 words in present tense and 4 words in past tense.
Take turns to tell your partner sentences using those words.*

7.4 Pronouns

Subject pronouns

Read the subject pronouns.

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

Read these sentences that have subject pronouns.

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

Read the object pronouns.

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

Read these sentences that have object pronouns.

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.

Read these sentences with object pronouns after a preposition.

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

Read the possessive pronouns.

Possessive pronouns
mine
yours
his
hers
its
ours
yours
theirs

Read these sentences that have possessive pronouns.

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

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

Choose the best word to replace the gaps.

Yesterday, Ben and _____ went to the beach.

me I her them

Bill gave _____ some lunch.

them they her we

I found your car keys but I couldn't find _____ (my keys).

my mine yours hers

Jan said that _____ and her sister were going shopping.

hers her she they

A bird was sitting on a branch when I took a photo of _____.

her it him you

Shall we all go in your car or _____ (our car)?

his yours our ours

That pen is mine. Please give it to _____.

my me I they

Yesterday they let _____ go swimming.

she us I they

Her birthday is on 16 July and _____ (his birthday) is the next day.

his him her their

When Pete got to the shop, _____ did not have the nails he needed.

them they him us

This is my sandwich and that one is _____.

your you yours him

Our seats were alright but _____ (your seats) were better.

yours their my you

Yesterday _____ went into town.
our we us them

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

When Don and Ann went to America, _____ visited New York.
he she them they

What do _____ plan to do tomorrow?
them you he him

I'll meet _____ at the bus stop.
you yours your me

7.5 Adding an ending

Say the base word. Say the word.

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

8.1 Sentences make sense

Rearrange the words to make a sentence.

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

2. hundreds There were of them.

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

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

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

8.2 Proofreading sentences

Find the errors and write the correct sentences.

1. One day a werker ant was foraging four food on her own
(4 errors)

2. Skorpions has eigt leg.
(4 errors)

3. the grean trea ant attack the scorpion.
(4 errors)

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

8.3 Dictation

Score /78

9. Comprehension

9.1 Answering questions about a text

- *What are the 2 main characters in the story?*

- *Write 2 facts about a green tree ant.*

- *Write 2 facts about a scorpion.*

- *Where does the story take place?*

- *What is the event that starts the story?*

- *List 2 events that follow it.*

9.2 Answering questions and giving reasons

Discuss with your partner.

- *How did the scorpion kill the green tree ant?*

The scorpion killed _____

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

The green tree ant sent a message _____

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

9.3 Answering in complete sentences

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.

Complete the sentences.

I think that fact ____ is important in the story because

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

9.4 What do you think?

Discuss how working as a team helps the rowers to win races.



Discuss what might happen if the rowers were out of time.

Name 2 other sports or activities.

10. Writing

10.1 Text types - narrative

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

10.2 Planning a narrative

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/> <hr/> <hr/> <hr/>
By the end, what had changed?	<hr/> <hr/> <hr/> <hr/>
Ending How did the story end?	<p>What happened at the end?</p> <hr/> <hr/>

10.3 Sharing your narrative

Tell your partner what happened in your narrative.

10.3 Writing your narrative

1. Title

2. Set the scene

3. Problem or complication

4. Events

First, _____

Then, _____

After that, _____

5. What changed?

6. Ending

At the end, _____

ASSESSMENT PRACTICE

Read the words. Spell the words.

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

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

.....

.....

.....

.....

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	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

Certificate of Completion



has successfully completed

Module 13

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