

SPELD SA

Literacy Program

*How to
Make a Kite*



Module 14: Instructor Handbook

Developed by **SPELD SA**
and made possible through a grant from
Department for Correctional Services (DCS) Community Project

Strengthening strategic partnerships with the community & organisations

Program Instructions

Materials	<p>Instructor: Instructor handbook: <i>How to Make a Kite</i>, a board, dry wipe pen or chalk, eraser</p> <p>Student: Student workbook: <i>How to Make a Kite</i>, 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 skill 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 14 can be found at: http://www.speld-sa.org.au/service/149-speld-sa-phonics-books-set-14.html</p> <p>Continue practising newly acquired skills <i>until they become automatic</i>. Automaticity is usually the result of learning, repetition and practice. For example, students whose reading is not automatic will read haltingly, and with great difficulty. If a student's concentration is focussed on word recognition, they will have no concentration left for comprehension.</p> <p>Independent writing is introduced in Module 8 when students have learnt one way to write the 42 main sounds of English. Modules 8 to 15 cover the structures underlying the following text types: recount, procedure, exposition and narrative.</p> <p>An emphasis on oral language and vocabulary is fundamental to the success of the program.</p>

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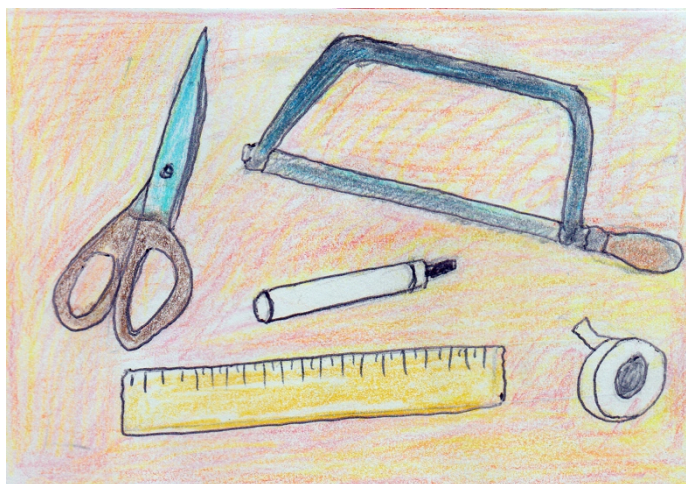
How to Make a Kite

Have you ever watched kites soaring in the air and thought how wonderful it must be to fly a kite? Did you know you that, in less than an hour, you can make a kite that is easy to handle and will stay up in light winds? You can use materials you already have in your shed and some flying line from a kite shop. Just follow the instructions below.



What you need

- Flying line: at least 30 pound Nylon or Dacron
- Strong plastic garbage bag, at least 50 centimetres wide and 1 metre long
- Electrical tape
- Dowel, 5 mm in diameter
- A ruler
- Scissors
- A black marker pen
- A hacksaw

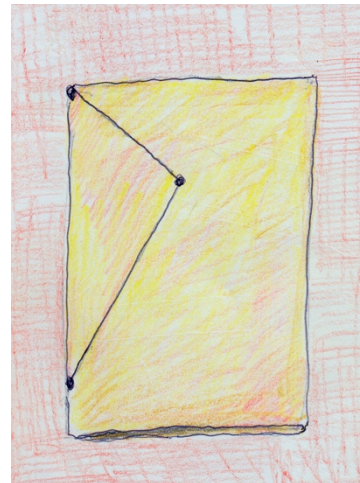


Method

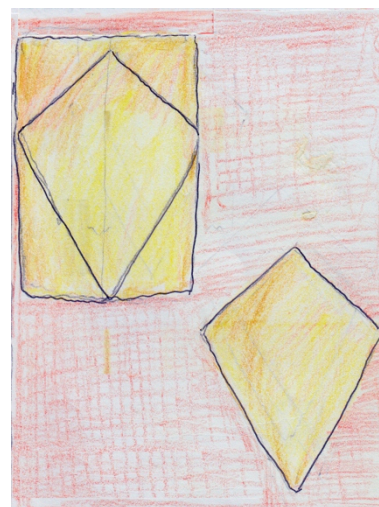
1. Lay the plastic bag flat on the floor, with the closed end at the top.
2. Measure and mark three dots on the plastic using the measurements in the diagram.

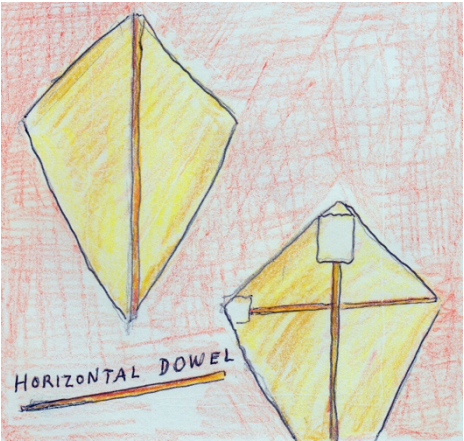
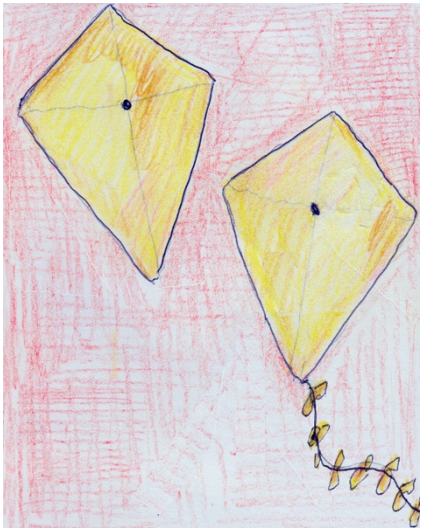


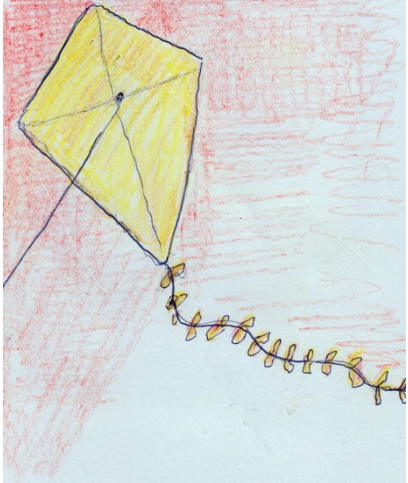

3. Join the dots, using the black marker pen and ruler.



4. Flip the bag over so the underside is now on top. Trace over all the black lines to make a matching triangle shape.
5. Cut along the top and right side of the bag and open it out to show the outline of the kite.
6. Cut along all the black lines. Keep leftover pieces of plastic bag.



<ol style="list-style-type: none"> 7. Place a piece of dowel down the centre of the kite from the top point and saw it off at the bottom point so it is exactly the same length as the kite. 8. Stick the top end of the dowel to the plastic with a 5cm strip of electrical tape placed vertically and fold the tape over a little. Stick the bottom end of the piece of dowel to the plastic in the same way. 9. Attach the horizontal piece of dowel to the plastic in the same way. 10. Apply another strip of tape at right angles to the first strip at the top to add strength. 	
<ol style="list-style-type: none"> 11. Make a tail by tying the remaining pieces of plastic bag together into a long narrow strip. The tail should be about 5cm wide and around three times as long as the kite. 12. Tie one end of the tail to the bottom of the vertical dowel with a simple knot, just above where it is taped to the plastic. 	

<p>13. Poke a small hole with the tip of the scissors in the plastic exactly where the two dowels cross.</p> <p>14. Thread one end of the flying line through the hole, and tie it firmly around the two dowels where they cross.</p> <p>15. Place some tape over the knot to hold it firmly in place.</p>	
<p>16. Make a handle with a small wooden block or strip of cardboard to hold the other end of the line. Cut a slit in the middle of both sides.</p> <p>17. Tie a knot at the end of the line and slide it into one of the slits to hold it in place as you wind in the line.</p> <p>When you have done that, your kite is ready to fly.</p>	
<h2>Launching your kite</h2>	
<p>To launch your kite, stand with your back to the wind and hold your kite up until the wind catches it. Let the line out in response to the pull of the kite. If the wind drops, pull the line in to make your kite gain height.</p>	
<h2>Helpful hints</h2>	
<ul style="list-style-type: none"> • To fly your kite, there needs to be enough wind to make leaves rustle in the trees and flags wave. • The more space there is, the better your kite will fly. This makes large open paddocks, parks and beaches the best places for flying a kite. • Finally, a warning. Keep your kite away from trees as it may get stuck. 	

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

How to Make a Kite

1. New text

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

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

I am going to read this text to you. The text is called 'How to Make a Kite'. It provides step-by-step instructions for make and launching a kite and lists the tools and materials you will need.

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

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

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

2.2 Alternative spellings of the vowel sounds (revision)

GOAL: To learn alternative spellings of vowel sounds

In Modules 8 to 13, you learnt 36 alternative spellings of the vowel sounds. 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									
ei												
eigh												
aigh												

2.3 Alternative spellings of consonants (revision)

In Modules 8 to 13, you learnt eight alternative spellings of consonants.

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

f (fit)	s (soap)	j (jug)	w (week)	c k ck	sh (ship)	zh
ff (cliff)	c (race)	g (page)	wh (when)	ch (Christmas)	ti (station)	si (decision)
ph (photo)					ci (special)	
					si (tension)	

2.4 Alternative spellings and sample words (revision)

The table below has alternative 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 paint	a paper	a-e safe	ay day	ey survey
	ei reindeer	eigh neighbour	aigh straight	
ee free	e emu	e-e athlete	ea cheap	y party
ie pie	i child	i-e time	y only	igh might
oa soap	o no	o-e those	oe potatoes	ow window
ue glue	u union	u-e tune	ew chew	
oi toilet	oy employ			
ou count	ow down			
er verb	ir birthday	ur return		
or born	au laundry	aw law	al small	
air chair	are dare	ear wear		
e belt	ea bread			
u run	u touch			
o log	a was			

2.5 New spellings

GOAL: To learn alternative spellings for vowel sounds and consonants

o/u/ ture /cher/ ie /ee/ ore, ar, oar /or/
n/ng/ tch/ch/ dge/j/

New spellings of vowels

Module 14 introduces alternative spellings for three vowels.

Alternative spellings for the sounds /u/ /ee/ /or/

The /u/ sound

<o> says /u/ as in done, son, money

The /ee/ sound

<ie> says /ee/ as in chief, field

The /or/ sound

<ore> says /or/ as in score, more

<ar> says /or/ as in war, ward, warning

<oar> says /or/ as in oar, board

<augh> says /or/ as in daughter, naughty

<ough> says /or/ as in bought, thought

<our> says /or/ as in four, pour

New spellings of consonants

Module 14 introduces alternative spellings for three consonants.

Alternative spellings for the sounds /ng/ /ch/ /j/

<n> says /ng/ as in think, tank

<tch> says /ch/ as in match, ditch

<dge> says /j/ as in bridge, judge

Silent <t>

The <t> at the beginning of /tch/ is silent in words like catch, match, ditch

We use <tch> spelling for the /ch/ sound after a short vowel and <ch> anywhere else.

Read the words with <tch> with me.

ditch	sketch	scratch	match	watch	hatch
catch	hutch	kitchen	pitch	Dutch	fetch

However, there are some exceptions. Although these words have a short vowel, the /ch/ sounds is spelt <ch>.

Read the words with me.

which	rich	much	such	touch
bachelor	attach	sandwich	ostrich	

The <t> is silent in some words where it is difficult to say.

fasten	castle	listen	often
Christmas	mortgage	depot	

New spelling of <cher>

Module 14 introduces an alternative spelling for the word ending <cher> as in teacher, catcher.

<ture> says /cher/ as in picture, puncture, future

2.6 Word Sort

The /or/ sound has 11 different spellings. The most commonly used words have been included in this Word Sort. With your partner, read each word aloud.

Copy the word into the correct column in your workbook.

or/au/aw/al/ough/augh					
thought autumn paw born wall jaw laundry short law fought sport small morning raw astronaut August lawn storm brought corner install talk draw north order dinosaur horse fraud applaud tall caught transport call mall daughter walk divorce naughty fall					
<or>	<au>	<aw>	<al>	<ough>	<augh>
for	sauce	saw	ball	bought	taught
transport	autumn	paw	tall	thought	caught
born	laundry	jaw	fall	fought	daughter
divorce	astronaut	law	call	brought	naughty
short	August	raw	talk		
sport	dinosaur	lawn	mall		
morning	fraud	draw	wall		
storm	applaud		small		
corner			install		
torch			walk		
north					
order					
horse					

/ore/ar/oar/oor/our/				
sore roar pour shore warn tore wore ward score snore poor store fourteen before mourn therefore reward ignore court swore warning explore warm floor swarm board award course towards				
<ore>	<ar>	<oar>	<oor>	<our>
more	war	oar	door	four
sore	warn	roar	poor	pour
shore	ward	board	floor	court
tore	warm			fourteen
wore	swarm			course
score	award			mourn
snore	reward			
store	towards			
before	warning			
therefore				
ignore				
swore				
explore				

Which do you think is the most common spelling of /or/?

All together. (Wait)

Yes, the most common spelling of /or/ is <or>.

2.7 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.)

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

2.8 Sounds spelt with more than one letter

Say all the letter-sounds. Cue words have been provided for some of the sounds.

We will go from left to right. I will lead.

th (think)	er	oo (book)	ai	qu	ou	ck	ch (chat)	ee
th (this)		oo (room)						
or	ie (pie)	sh	ue (cue)	ng	oa	oi	ar	a-e
e-e	i-e	o-e	u-e		ea (spread)	ay	oy	
igh	o/oa/(go)	ow/ou/	ir	ur	ew (few)	au (August)	aw (draw)	al (tall)
	oe (toe)							
	ow(blow)							
air/are/ear	ph	wh	ea/e/ (dead)	wa/wo/ (want)	or/er/ (world)	ou/u/ (touch)		
ei/eigh/aigh/ai/	ti/sh/ (patient)	ci/sh/	si/zh/ (television)	ch/k/	o/u/ (money)	ture (picture)	ie/ee/ (relief)	tch (catch)
ore/ar/oar/or/			dge/j/ (badge)					

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.)

s-o-me (some)	f-u-ture (future)	ch-ie-f (chief)	p-oor (poor)	m-ore (more)	w-ar-m (warm)
b-oar-d (board)	th-ough-t (thought)	n-augh-t-y (naughty)	gn-aw (gnaw)	k-i-tch-e-n (kitchen)	e-dge (edge)

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.*

w-o-n > won	p-i-c-ture > picture	p-ie-ce > piece	d-oor > door
s-c-ore > score	w-ar > war	b-oar-d > board	b-ough-t > bought
c-augh-t > caught	s-i-gn > sign	p-i-tch > pitch	b-r-i-dge > bridge

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.)

love	puncture	field	floor	snore
fought	store	daughter	watch	done
brother	creature	thief	therefore	warning

3.2 Alternative spellings

o /u/ ture ie/ee/ ore/ar/oar/oor ough/augh
n/ng tch dge

Read each sentence with your partner. Together select the best word to fill the space. Write the word on the line.

Jenny _____ (baught, bort, bought) a new dress and
_____ (war, wor, wore) it to the party.

I'd love a _____ (peace, piece, peas) of chocolate cake.

Please shut the _____. (dore, door, dour)

Pete sat on the _____ (brije, brigge, bridge) with his
fishing rod waiting for a _____. (catch, catsh, cach)

I _____ (love, luv, luve) my _____ (new, knew, nue) car.

The teacher _____ (tort, tough, taught) her
_____ (dorter, daughter, dawter) to dance.

Ben got a _____ (reward, reword, rewored) for returning
the _____ (surfboard, surfbored, surfbord) he found floating
in the water to its owner.

Joan _____ (thort, thought, thaught) she might miss the bus
so she ran as fast as she could.

I _____ (wun, one, won) a prize in the raffle.

3.3 Syllables

GOAL: To break words into syllables

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

me/thod > method	soar/ing > soaring	ea/sy > easy
han/dle > handle	fol/low > follow	help/ful > helpful
ru/ler > ruler	star/ting > starting	e/ver > ever
mea/sure > measure	sciss/ors > scissors	a/bout > about
o/pen > open	rea/dy > ready	be/low > below
a/long > along	u/sing > using	ad/ded > added
a/pply > apply	o/ver > over	firm/ly > firmly
out/line > outline	a/round > around	cen/tre > centre
to/wards > towards	be/hind > behind	fly/ing > flying

res/ponse > response	ang/le > angle	ca/tches > catches
bet/ter > better	junc/tion > junction	pad/docks > paddocks
match/ing > matching	ty/ing > tying	o/ther > other
de/ci/ded > decided	nar/row > narrow	fi/nal/ly > finally
in/struc/tions > instructions	sim/ple > simple	a/noth/er > another
mea/sure/ments > measurements	un/til > until	un/der/side > underside
e/lec/tri/cal > electrical	at/tach > attach	ho/ri/zon/tal > horizontal
ver/tic/al > vertical	wood/en > wooden	su/ggest/ed > suggested
ex/act/ly > exactly	di/a/gram > diagram	ver/tic/al/ly > vertically
cen/ti/me/tres > centimetres		

3.4 Reading rate

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

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

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

watch	done	bridge	piece	door	score
match	think	come	son	warm	bought
more	love	caught	think	bank	thought
some	board	edge	catch	son	chief
floor	front	pitch	hedge	fought	other
naughty	shovel	colour	quarter	future	mother
puncture	money	before	nothing	picture	daughter

3.5 Assessing reading rate

GOAL: To measure reading speed

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

How many words can you read in 1 minute?

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

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

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

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

How many words did you read in 1 minute?

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

4. Spelling

4.1 Spelling tips

GOAL: To apply spelling rules and spelling patterns

(These spelling tips relate to the sounds and spellings introduced in Module 14)

The /u/ sound spelt with <ou>

Most words with the /u/ sound use the spellings <u> as in run, duck.

Another way to spell the /u/ sound is with the letters <ou> as in young, touch, country.

A few commonly used words spell the /u/ sounds with <o> as in done, love, money.

Look at the table in your workbook.

Tell me 3 words with the /u/ sound spelt with the letters <ou>.

All together.

The /cher/ sound spelt <ture>

Some words with the /cher/ sound at the end use the spelling <cher> as in teacher, butcher, catcher.

Another way to spell the /cher/ sound at the end of a word is with the letters <ture> as in future, picture, puncture.

Look at the table. Tell me 3 words with the /ch/ sound spelt with the letters <ture>.

The /ee/ sound spelt <ie>

There are several ways to spell the /ee/ sound.

Some words use the spelling <ee> as in green, street, deep.

Some words use the spelling <ea> as in leaf, speak, teach.

Look at the table. Tell me 3 words with the /ee/ sound spelt <ea>.

The most common way to spell the /ee/ sound at the end of a word is with <y> as in happy, baby, every.

Look at the table. Tell me 3 words with the /ee/ sound at the end of the word, spelt with the letter <y>.

Module 14 introduces the spelling <ie> for the <ee> sound as in barrier, relief, piece (meaning part of something).

The /or/sound

The /or/ sound has many different spellings.

/or/ can be spelt <or> as in born, <aw> as in straw, <al> as in ball.

In this module you will learn five more spellings for the /or/ sound.

After <w>, /or/ can be spelt <ar> as in warm, warn.

The sound /or/ can be spelt <oor> as in door, floor.

The sound /or/ can be spelt <ore> as in more, score, before.

The sound /or/ can be spelt <oar> as in roar, board.

The sound /or/ can be spelt <ough> as in bought, thought.

The sound /or/ can be spelt <augh> as in daughter, caught.

Look at the table. Tell me 2 words with the /or/ sound spelt <ore>.

The /ch/ sound

The sound /ch/ at the beginning of a word is usually spelt <ch> as in cheese, choose, chicken.

However, at the end of a one syllable word with a short vowel, the /ch/ sound is usually spelt <tch> as in pitch, watch, match. There are four commonly used words that break this rule: rich, much, such, which.

The /j/ sound

The /j/ sound can be spelt with a <j> as in jam, pyjamas or a soft <g> as in page, large, gentle.

The /j/ sound can also be spelt <dge> as in judge, edge, bridge.

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

u sound	u ou o	run, duck, hut young, touch, country done, love, money
cher sound	cher ture	teacher, butcher, catcher future, picture, puncture
ee sound	ee ea final y	green, street leaf, speak happy, baby, every
or sound	or aw al ar oor ore oar ough augh	born, sort straw, saw, paw ball, hall, fall war, warm, warn door, floor more, before, score roar, oar, board bought, thought daughter, caught
ch sound	ch tch	chat, chicken, children watch, match, pitch
j sound	j g dge	jam, pyjamas, job page, large, gentle judge, edge, bridge

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 'bought' into its sounds.

(Raise 3 fingers.)



The word 'bought' has 3 sounds, /b/-/ough-/t/.

(Model how to touch each finger as you say the sounds: b-ough-t)

Copy me. Say the word 'bought'. Raise 3 fingers. Pinch a finger as you say each sound /b/ /ough/ /t/ > bought.

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

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

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

b-ough-t

In words like bought, brought, thought, the /or/ sound is spelt <ough>.

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.*

son	future	chief	more	ward	thought	taught	catch	ledge
-----	--------	-------	------	------	---------	--------	-------	-------

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.*

son	future	chief	more	ward	thought	taught	catch	ledge
-----	--------	-------	------	------	---------	--------	-------	-------

_____	_____	_____
_____	_____	_____
_____	_____	_____

(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 12 & 13.

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

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

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. break	3. heart	4. buy	5. against
6. thought	7. house	8. damage	9. usually	10. special

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

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

5.3 Reading Module 14 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.)

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

Now read the words together.

5.4 Spelling Module 14 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 certain, piece, peace, notice on the board. Explain the meaning of each word.
Spell each word using the letter names.)

In the words certain, piece, peace, notice, the /s/ sound is spelt with a soft c.

*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.)

money money money _____

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.

some/sum	piece/peace	sore/saw	son/sun	won/one
wore/war	roar/raw	weather/whether	sure/shore	wood/would

Read these words with me:

some/sum

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

(Circulate)

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

(Wait)

Yes, 'some' <some> means an amount of something. I have some news.

Look at the right-hand column.

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

(Wait)

Yes, it means the total of things added together. For example, the sum of people in this room is

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.

some/sum peace sore son one wore raw weather sure would

Spelling 1	Spelling 2
some	sum
	whether
saw	
	piece
won	
	roar
shore	
wood	
	war
sun	

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

Jim _____ a prize for his painting.

You could hear the _____ of the racing cars all over the city.

I was _____ I turned the oven off before I went out.

The _____ forecast predicted rain in the afternoon.

They _____ rubber gloves to protect their hands from the chemicals?

Penny's _____ is six years old.

I _____ like to live in the country.

We collected _____ for the fire.

Many people were killed in the Vietnam _____ .

I couldn't find a _____ of paper to write on.

_____ children travel to school by bus and others walk or go by car.

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.)

people	enough	through	put	push	pull	wonderful	diameter
materials	diagram	triangle	height	half	where	length	strength

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	away	apply	along	around	attach	about	response
of	helpful	below	bottom	paddock	wooden	garden	secure

(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 'away, apply, along, around, attach, about', the <a> is pronounced /uh/

In the words 'secure, garden, wooden', the <e> is pronounced /uh/

In the words 'helpful, wonderful' the <u> is pronounced /oo/ as in 'wool'

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 word <a> = /uh/

<a> in 'away, apply, along, around, attach, about' = /uh/

<e> in 'secure, garden, wooden' = /uh/

<u> in 'helpful, wonderful' = /oo/

<f> in 'of' = /v/

6.3 Reading with meaning

GOAL: To develop automaticity and expression

Turn to the text on page 2 of your workbook.

Read the text aloud with your partner.

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

People who read well pay attention to punctuation:

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

Try to do the same.

6.4 Text questions and activities

GOAL: To explore the text further

(Choose two or three questions or activities from the list below.

Read one question or activity at a time.)

1. *Have you ever flown a kite? Tell your partner about it.*
2. *Tell your partner three things you need to make this kite.*
3. *Tell your partner two reasons why using a plastic garden bag is a good idea.*
4. *If you were going to make a kite, what is the first thing you would do?*
5. *What did the author warn the reader about? Give another example of a warning.*
6. *What do these words mean:
soar, junction, launch, horizontal, vertical, dowel, secure, spare,
right-angle.*

Choose three. 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 'watch, fly, can, light, show, saw, stick, strip, tip, cross, tie, block, wave, space, will'.

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

7. Punctuation and Grammar

7.1 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 find a ten dollar note.'

What is wrong with the sentence? All together.

(Wait)

Yes, the verb 'find' is not in the past tense. It should be 'found'. Say the correct sentence with me.

'Yesterday I found a ten dollar note.'

Present tense	Past tense
find	stole
tell	broke
give	sold
throw	stood
steal	told
break	said
lose	gave
say	found
sell	threw
stand	lost

Present tense	Past tense
find	found

7.2 Revision – singular and plural nouns

The words car, box, church, toothbrush, tomato, hobby, day, party are nouns.

If a noun is singular, it means there is just one. Here are some examples.

Read the singular nouns with me:

car, box, church, toothbrush, tomato, hobby, day, party

If a noun is plural, it means there is more than one. Here are some examples.

cars, boxes, churches, toothbrushes, tomatoes, hobbies, days, parties.

The nouns you have just read have regular plurals. They follow the rules that enable you to decide which plural ending to use.

Let's go through the rules together.

Plural ending <s>

Most nouns form the plural by adding <s>

Read these words with me:

Most nouns add <s> to make the plural	
Singular	Plural
one book	two books
one house	two houses
one car	two cars

Plural ending <es>

Words ending in <ch>, <sh>, <x>, <s>, <z> form the plural by adding <es>

Read these words with me:

Nouns ending in <ch, sh, x, s, z> add <es> to make the plural	
Singular	Plural
one box	two boxes
one patch	two patches
one wish	two wishes

Plural ending <es>

Words ending in <o> form the plural by adding <es>

Read these words with me:

Nouns ending in <o> add <es> to make the plural	
Singular	Plural
one tomato	two tomatoes
one potato	two potatoes
one hero	two heroes
one mosquito	two mosquitoes

Plural ending <ies>

Nouns ending in *consonant-y* form the plural by dropping the <y> and adding <ies>

Read these words with me:

Nouns ending in <i>consonant</i> <y> drop the <y> & add <ies> to make plural	
Singular	Plural
one puppy	two puppies
one baby	two babies
one party	two parties

Nouns ending in vowel-*y* form the plural by adding <s>

Read these words with me:

Nouns ending in vowel <y> add <s> to make plural	
Singular	Plural
one boy	two boys
one day	two days
one monkey	two monkeys

7.3 Revision – plural nouns with irregular spellings

Some nouns do not follow the regular patterns when forming the plural.

Here are some commonly used words with irregularly spelt plurals.

Read the words with me:

Singular	Plural
one man	two men
one child	two children
one tooth	two teeth
one foot	two feet
one loaf	two loaves
one shelf	two shelves
one calf	two calves
one goose	two geese

The following sentences include words that make their plurals in different ways.

With your partner, fill each gap with the plural form of the noun in brackets.

We'll do the first sentence together. Read the sentence with me.

1. A team of four men (man) cut down the two big gum trees (tree).
2. I broke two _____ (tooth) when I fell off my bike.
3. The _____ (goose) flew overhead in a V formation.
4. A family of _____ (mouse) made a nest in our spare room.
5. The _____ (child) were playing with their _____ (toy).

6. Ben's _____ (foot) are now bigger than his dad's.
7. When we moved to our new house, we packed the _____ (glass) in _____ (box).
8. There was a long line of _____ (bus) waiting to take people to the football match.
9. _____ (Member) of my family use electric _____ (toothbrush).
10. Mum bought a kilo of _____ (tomato), two kilos of _____ (potato), a kilo of _____ (cherry), two _____ (loaf) of bread and five _____ (box) of _____ (match).
11. _____ (Donkey) have big ears.
12. Most _____ (canteen) sell _____ (pie) and _____ (pastry).
13. The _____ (baby) were crying.
14. _____ (Person) often end a letter with words, 'best _____ '(wish).
15. Dave cut the apple into two _____ (half).
16. My _____ (memory) of camping include the howling of _____ (wolf) and being bitten by _____ (mosquito).
17. At the zoo, we saw _____ (monkey), _____ (gorilla), lots of _____ (cockatoo) and some very noisy _____ (donkey).

(Circulate and take note of any specific difficulties.
When most students have finished, say STOP.)

*Read each sentence with me and say the word that fits each gap as we get to it.
I will write the correct spelling for each word on the board.
Correct your own work.*

(Write the words on the board.)

7.4 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.

watch > watched	kite > kites	soar > soaring
wonder > wonderful	material > materials	fly > flying
centimetre > centimetres	instruct > instruction	electric > electrical
dot > dots	line > lines	match > matching
horizon > horizontal	add > added	remain > remaining
tape > taped	dowel > dowels	firm > firmly
wood > wooden	catch > catches	drop > drops
need > needs	leaf > leaves*	tree > trees
flag > flags	make > makes	paddock > paddocks
park > parks	beach > beaches	place > places
final > finally	warn > warning	

** Most words that end in <f>, <ff> or <fe> add <s> to make the plural, eg. reef>reefs, cliff>cliffs, giraffe>giraffes. Some words change the <f> to <v> and add <es> or <s> to make the plural, eg leaf>leaves, knife>knives. For some words, you can use either spelling eg scarf>scarfs or scarves, hoof>hoofs or hooves.*

.....

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. away from trees Keep your kite as it might get stuck in the branches.

Keep your kite away from trees as it might get stuck in the branches.

2. Place the knot. some tape over

Place some tape over the knot.

3. and wait until the wind catches it. hold it up in the air To launch a kite,

To launch a kite, hold it up in the air and wait until the wind catches it.

4. for flying a kite. are the best places Large open fields, parks and beaches

Large open fields, parks and beaches are the best places for flying a kite.

(When most students have finished, write the correct sentences on the board and explain the errors. 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. Hav you ever thort how wunderful it would be to fly a kite

Is there a capital letter missing at the beginning of a sentence or a name?

Discuss with your partner. (Wait)

Is any punctuation missing, such as a full stop, question mark, exclamation mark, comma or apostrophe? Discuss with your partner. (Wait)

Are there any spelling mistakes? Discuss with your partner. (Wait)

With your partner, rewrite the sentence correctly on the line. (Wait)

Have you ever thought how wonderful it would be to fly a kite?

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

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

Punctuation/grammar error:

- *The sentence is a question. A question mark is missing at the end*

Spelling errors:

- *'have' is spelt wrong. <have> has an <e> at the end because English words do not end in <v>*
- *'thought' is spelt wrong. There are several different ways to spell the /or/ sound. The /or/ in 'thought' is spelt <ough>*
- *'wonderful' is spelt wrong. In 'wonderful' the /u/ sound is spelt with an <o>.*

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. Did you no you can make a kite in les than haf an hour

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

Did you know you can make a kite in less than half an hour?

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

3. Make a tale four yor kite by tying the leftover bits of plastic bag toogether.
(4 errors: 4 spelling)

Make a tail for your kite by tying the leftover bits of plastic bag together.

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

4. Iff you had a kite, wear wood you fly it
(4 errors: 1 punctuation/grammar; 3 spelling)

If you had a kite, where would you fly it?

(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

My daughter twisted her ankle as she was running for the bus.

(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 51:

- 49 letters
- 1 upper case letters, 1 full stop.

Write your score

Score /51

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 procedure lists the materials and instructions for making a kite. In the text, the author has started with a list of the tools and materials needed to make a kite and written the instructions in order.

Ordering sentences

Number the instructions below in the correct order.

Sequence A

Heading: Getting Started

- _____ Join the dots using the black marker pen and ruler.
- _____ Lay the plastic bag on the floor.
- _____ Get together or purchase the materials and tools you will need.
- _____ Place the closed end of the bag at the top.
- _____ Measure and mark 3 dot points using the measurements in the diagram.

Sequence A has the heading: Getting Started. With your partner decide on a heading for Sequence B.

Number the instructions below in the correct order.

Sequence B

Heading: _____

- _____ Thread one end of the line through the hole, and tie it firmly around the two dowels where they cross.
- _____ Place some tape over the knot to hold it in place.
- _____ To attach the flying line, poke a small hole with the tip of the scissors in the plastic exactly where the two dowels cross.

9.2 Answering questions and giving reasons

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

Circle true or false and explain why in a sentence.

Let's read the first statement and answer together.

1. A small back yard with big trees is perfect for flying a kite.

True/ ☒ False

This is false. How do you know it is false?

A small yard with big trees is not good for flying a kite because a kite flies best in large open spaces.

How else do we know that a small back yard with big trees is not good for kite flying?

Tell your partner. Partner 2, then Partner 1.

(Provide the answer. In a small yard with big trees there is more chance of the kite getting caught in a tree.)

Discuss the following statements with your partner and write your answers on the lines.

2. If the leaves in the trees are still, there is not enough wind to fly a kite. ☒ True/ False

How do you know?

If the leaves in the trees are still, we know there is/is not enough wind to fly a kite because _____

3. You need a pair of scissors when making a kite. ☒ True/ False

How do you know?

You need/ do not need a pair of scissors when you are making a kite because _____

4. It is important to face the wind when launching a kite.

True/ ☒ False

How do you know?

It is/ is not important to face the wind when launching a kite because _____

9.3 Answering in complete sentences

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

Answer the questions in complete sentences. Sentence starters have been provided.

1. Why is it important to follow instructions in the correct order?
Give a reason why.

It is important to follow instructions in the correct order
because _____

2. Why is a procedure often supported by pictures?
Give a reason why.

A procedure is often supported by pictures because _____

3. Choose one picture you think is particularly helpful.
Give a reason why.

I think picture number _____ is particularly helpful because



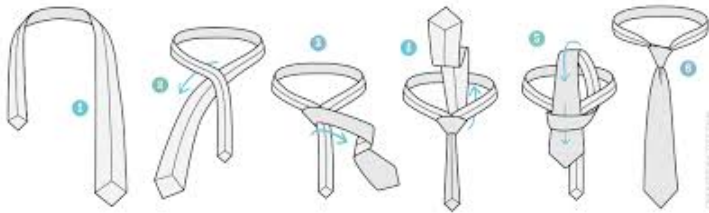
Partner 1, then Partner 2.

(Circulate and note answers to share with the group.
When most students have finished, share the answers.)

9.4 What do you think?

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

Look at the pictures and choose one where following instructions is essential for the task.

How to make a paper plane	How to use a washing machine
	
How to tie a tie	
	

Tell your partner three things that might happen if the instructions are not followed carefully.

Partner 1, then Partner 2.

10. Writing

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

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

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

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

10.1 Text types - procedure

GOAL: To learn about the structures of different types of writing

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. In this module you are going to examine another procedure and then write a procedure of your own.

Procedures

A procedure has these features:

A. Title

*The title should tell the reader what they are going to do or make. Does the title 'How to Make a Kite' tell the reader what they are going to do or make?
Answer together: Yes/No*

B. Introduction

*The introduction needs to state the goal of the activity and encourage the reader to try the activity. Has this procedure got an introduction? Tell your partner what the writer says to encourage the reader to make the kite.
Partner 2, Partner 1.*

(Circulate and share one response with the group.)

C. What you need

*This is a list of the things you need, usually written in dot points. For a recipe, it is a list of ingredients and the equipment needed; for a task, it is a list of materials and equipment needed.
Does 'How to Make a Kite' list the things you will need to make a kite?
Yes/ No*

D. Rules

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

A procedure is written:

1. in the present tense
2. as a series of steps
3. each step is numbered 1, 2, 3 ...
4. each step is written as an order, eg cut, stick, attach
5. words to do with time and order may be used, eg, first..., then..., next....
6. the words relate directly to the task (no unnecessary words).

(Explain how 'How to Make a Kite' meets these rules)

E. Method

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

Does 'How to Make a Kite' describe how to make a kite step-by-step? Yes/No

Copy the first three steps in the Method from the text.

F. Result/conclusion

The result or conclusion is an optional final comment, often giving advice or ways to extend the activity. Does the author offer a final statement? Yes/ No

Tell your partner what the author says at the end. Partner 1, then Partner 2.

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

Complete the template for the procedure 'How to make a kite' with your partner. Answer the questions on the lines provided.

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

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

10.2 Planning a procedure

GOAL: To plan a procedure using a template

*Your task today is to plan a procedure for making or doing something.
Give your procedure a title. Here are some suggestions to choose from:
cooking something, doing the washing up, cleaning the bike or car, cleaning a
room, washing clothes, mowing the lawn, planting a vegetable, flower or tree.*

*You may find that it helps to remember the steps if you draw cartoon pictures.
Choose something with less than seven steps that you have done often.
Use the template to plan your procedure.*

Title States the goal of the activity	<hr/>
Introduction Encourage the reader to try this activity	<hr/>
What you need: ingredients or materials and equipment listed in dot points	What you need: <ul style="list-style-type: none">• <hr/>• <hr/>• <hr/>• <hr/>• <hr/>• <hr/>• <hr/>• <hr/>
Method: Steps: <ul style="list-style-type: none">• are numbered• they begin with an order, eg, cut, tie• use words eg, when next.	<ol style="list-style-type: none">1. <hr/>2. <hr/>3. <hr/>4. <hr/>5. <hr/>6. <hr/>

	7. _____ 8. _____
<ul style="list-style-type: none"> • Result or Final comment Tells how to check if the procedure worked. Offers tips to make the task simpler or more effective. 	_____ _____ _____

10.3 Sharing your procedure

GOAL: To expand on a written plan

*Take turns to tell your partner about your **procedure**. Use your plan as a guide. You have two minutes for each section.*

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

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

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

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

- 3. Tell your partner how to check if the procedure worked.
Partner 1, then Partner 2.*

Give your partner a tip on how to produce a really good result.

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

10.4 Writing your procedure

GOAL: To write a procedure

After a writer has planned their procedure, they use the plan as the basis for a piece of writing. You have completed your plan for a procedure that explains how to do one of the following: how to make a wood fire; how to do the washing up; how to plant a vegetable, flower or tree; how to tidy a drawer; how to empty a dishwasher.

You have shared your procedure with your partner. Now you are going to use your plan to write your procedure.

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

Everyone together. (Wait)

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

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

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

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

1. Title

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

2. Introduction

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

3. What you need

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

In section 4, write the steps and number them.

4. Method

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

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

5. Result or final comment

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

If you finish before your partner, first read your piece of writing through carefully.

*Are there words you can change that might create a clearer picture for the reader?
Have you used the same word several times? Think of words with a similar meaning
and use them instead.*

*Then read your book or practise the Reading Rate words on p.15 in preparation
for the assessment.*

(When most students have finished, say STOP.)

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

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

Final Comment

You have now completed the exercises for Module 14. 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 text 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.35 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!

watch done piece door match think field poor sore
come son junk warm bought thief some ward ditch
board does moor edge catch shore itch chief tank
patch ledge front wedge pitch hedge fought swore
shrink score floor grudge store priest bridge snatch
plank other worry shovel colour wonder blanket
monkey above doesn't quarter reward ankle future
mother capture puncture award surfboard money
before diesel naughty resign nothing believe ignore
picture daughter cover therefore quarter cardboard
kitchen moisture overboard manufacture

(80 words)

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

Spelling test

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

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

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

Finally, I will say the word again.

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

1. more	2. done	3. love	4. come	5. thank
6. does	7. thought	8. piece	9. son	10. believe
11. store	12. board	13. taught	14. watch	15. bridge
16. another	17. doesn't	18. future	19. monkey	20. picture

(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 a mother's retriever that snored, and then I will dictate the words to you slowly so you can write them down.

(Read the sentence below.)

Monkey, our mother's mature retriever, snores loudly.

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, animals or places.

Write the sentence in your workbook.

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

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

Monkey, (comma) // our mother's // mature retriever, (comma) // snores loudly. (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.)

Monkey, our mother's mature retriever, snores loudly.

(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 14 and
you are now ready to extend your skills by studying Module 15.*

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>