

# **SPELD SA**

## **Literacy Program**

### *How to Make a Kite*



## **Module 14: Student Workbook**

**Date:**    /    /

**Name:** -----

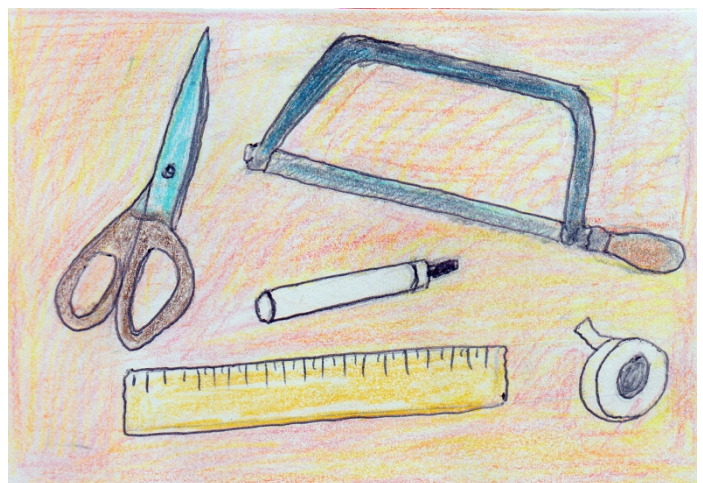
# How to Make a Kite

Have you ever watched kites soaring in the air and thought how wonderful it must be to fly a kite? Did you know 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

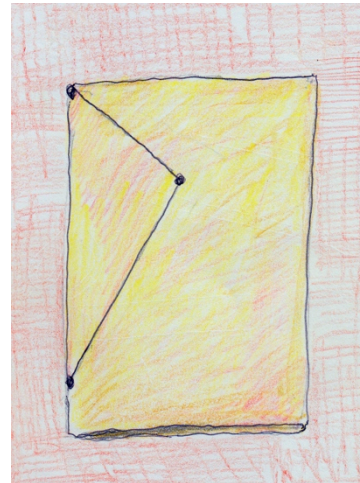


## Method

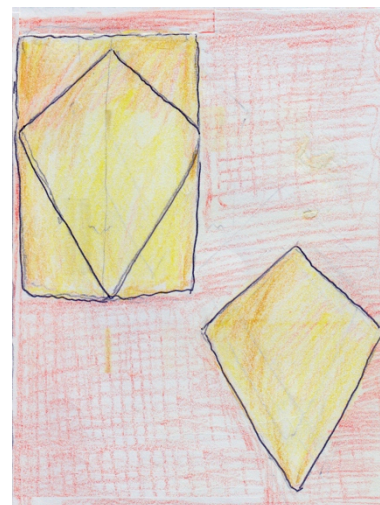
1. Lay the plastic bag flat on the floor, with the closed end at the top.
2. Measure and mark three dots on the plastic using the measurements in the diagram.

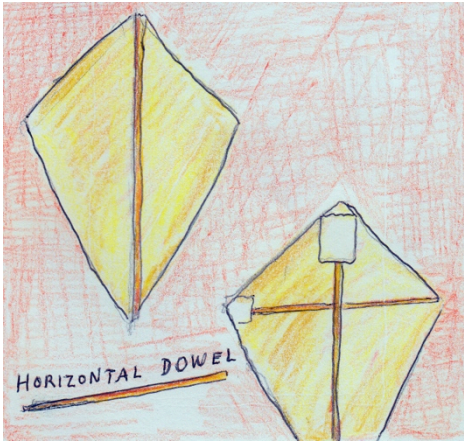
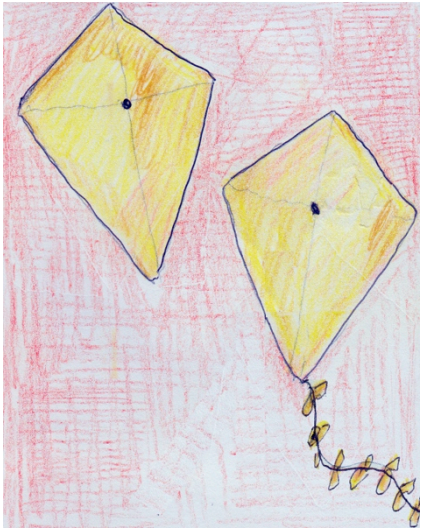


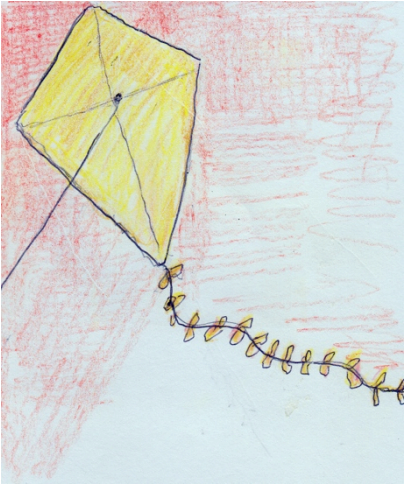

3. Join the dots, using the black marker pen and ruler.



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.



<p>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.</p> <p>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.</p> <p>9. Attach the horizontal piece of dowel to the plastic in the same way.</p> <p>10. Apply another strip of tape at right angles to the first strip at the top to add strength.</p>	
<p>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.</p> <p>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>	

<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 style="text-align: center;">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 style="text-align: center;">Helpful hints</h2>	
<ul style="list-style-type: none"> <li>• To fly your kite, there needs to be enough wind to make leaves rustle in the trees and flags wave.</li> <li>• 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.</li> <li>• Finally, a warning. Keep your kite away from trees as it may get stuck.</li> </ul>	



# How to Make a Kite

## 1. New Text

## 2. Letters and sounds

### 2.1 Revise 42 main sounds

*Say the sounds.*

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	

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)

*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									
ei												
eigh												
aigh												

## 2.3 Alternative spellings of consonants (revision)

*Say the sounds. Then choose another word with the same sound.*

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)

*Say the sounds and words.*

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

New spellings of vowels

<o> /u/: done, son, money

<ie> /ee/: chief, field

<ore> /or/: score, more

<ar> /or/: war, ward, warning

<oar> /or/: board, oar

<augh> /or/: daughter, naughty

<ough> /or/: bought, thought

<our> /or/: four, pour

New spellings of consonants

<n> /ng/: think, tank

<tch> /ch/: match, ditch

<dge> /j/: bridge, judge

Silent <t> at the beginning of /tch/

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

/ch/ sound with no silent <t>

which	rich	much	such	touch
bachelor	attach	sandwich	ostrich	

Silent <t>

fasten	castle	listen	often
Christmas	mortgage	depot	

New spelling of <cher>

<ture> /cher/: picture, puncture, future

## 2.6 Word sort

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

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

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

<i>/ore/ar/oar/oor/our/</i>				
more war oar door four 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				
<b>ore</b>	<b>ar</b>	<b>oar</b>	<b>oor</b>	<b>our</b>
more	war	oar	door	four

## 2.7 Letter-sounds and names

*Say the letter-sounds. Say the letter names.*

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 the letter-sounds.*

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

*Say the sounds. Say the word.*

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-agh-t > caught	s-i-gn > sign	p-i-tch > pitch	b-r-i-dge > bridge

*Say the sounds, then say the word.*

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

### 3.2 Alternative spellings

*Select the best word to fill the spaces.*

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

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

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
cen/ti/me/tres > centimetres		

### 3.4 Reading rate

*Read the words aloud as fast as you can.*

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

*How many words did you read in 1 minute?*

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

## 4. Spelling

### 4.1 Spelling tips

<b>u sound</b>	u ou o	run, duck, hut young, touch, country done, love, money
<b>cher sound</b>	cher ture	teacher, butcher, catcher future, picture, puncture
<b>ee sound</b>	ee ea final y	green, street leaf, speak happy, baby, every
<b>or sound</b>	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
<b>ch sound</b>	ch tch	chat, chicken, children watch, match, pitch
<b>j sound</b>	j g dge	jam, pyjamas, job page, large, gentle judge, edge, bridge

### 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 12 and 13.*

Date 1:        /        /	Date 2:        /        /	Date 3:        /        /
Reading Mod 12 & 13 focus words	Reading Mod 12 & 13 focus words	Reading Mod 12 & 13 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 14 focus words

*Read the words together.*

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

### 5.4 Spelling Module 14 focus words pre-test

### 5.5 Homophones (and words that sound similar)

*Read the words together.*

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

*Complete the table from the words in the list.*

**some/sum** peace sore sun one wore raw weather sure would

Spelling 1	Spelling 2
<b>some</b>	<b>sum</b>
	whether
saw	
	piece
won	
	roar
shore	
wood	
	war
sun	

*Fill the gaps.*

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**

*Read these words.*

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

## 6.2 Reading tips

*Read these words.*

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

The word <a> = /uh/

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

<e> in secure, gareden, wooeden = /uh/

<u> in helpful, wonderful = /oo/

<f> in of = /v/

## 6.3 Reading with meaning

*Read the text.*

## 6.4 Text questions and activities

## 6.5 Word meanings

*Choose 2 words from the text.*

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## 7. Punctuation and Grammar

### 7.1 Revision – irregular verbs

*Read the words in the table on the left. With your partner, write the present tense and past tense of each verb in the correct column.*

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

Present tense	Past tense
find	found

### 7.2 Revision – singular and plural nouns

*Read these singular nouns.*

car box church toothbrush tomato hobby day party

*Read these regular plurals.*

cars boxes churches toothbrushes tomatoes hobbies days parties

#### Rules for plural endings

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

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

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

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

<b>Nouns ending in vowel &lt;y&gt; add &lt;s&gt; to make plural</b>	
Singular	Plural
one boy	two boys
one day	two days
one monkey	two monkeys

### 7.3 Revision – plural nouns with irregular spellings

*Read these words with irregularly spelt plurals.*

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

*With your partner, fill each gap with the plural noun.*

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).

## 7.4 Adding an ending

*Say the base word. Say the word.*

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	

## 8. Sentences

### 8.1 Sentences make sense

*Rearrange the words to make a sentence.*

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

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2. Place the knot. some tape over

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

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

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## 8.2 Proofreading sentences

*Find the errors and write the correct sentences.*

1. Hav you ever thort how wunderful it would be to fly a kite  
(4 errors: 1 punctuation/grammar; 3 spelling errors)

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2. Did you no you can make a kite in les than haf an hour (4 errors)

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

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4. When the scorpion realised it had been attacked by a ant,  
it stabed it wiv its stinga (4 errors)

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## 8.3 Dictation

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Score /51

## 9. Comprehension

### 9.1 Answering questions about a text

*Number the instructions in 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.

*With your partner, decide a heading for Sequence B.*

*Number the instructions in 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

*Discuss with your partner.*

1. A small backyard with big trees is perfect for flying a kite.  
True/False
2. If the leaves in the trees are still, there is not enough wind to fly a kite. True/False

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

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

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

## 9.3 Answering in complete sentences

*Write your answers and give reasons.*

1. Why is it important to follow instructions in the correct order?

It is important to follow instructions in the correct order because \_\_\_\_\_  
\_\_\_\_\_

2. Why is a procedure often supported by pictures?

A procedure is often supported by pictures because \_\_\_\_\_

\_\_\_\_\_

3. Choose a picture you think is particularly helpful.




I think picture number \_\_\_\_\_ is particularly helpful because

\_\_\_\_\_

\_\_\_\_\_

#### 9.4 What do you think?

*Choose 1 picture. Think of 3 things that might happen if the instructions are not followed carefully.*

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

## 10. Writing

### 10.1 Text types – procedure

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

## 10.2 Planning a procedure

*Plan a procedure with a title from these options: cooking something, doing the washing up, cleaning the car or bike, cleaning a room, washing clothes, mowing the lawn, planting a flower, vegetable or tree.*

<b>Title</b> States the goal of the activity	<hr/>
<b>Introduction</b> Encourage the reader to try this activity	<hr/>
<b>What you need:</b> ingredients or materials and equipment listed in dot points	<b>What you need:</b> <ul style="list-style-type: none"><li>• <hr/></li><li>• <hr/></li><li>• <hr/></li><li>• <hr/></li><li>• <hr/></li><li>• <hr/></li><li>• <hr/></li><li>• <hr/></li></ul>
<b>Method:</b> Steps: <ul style="list-style-type: none"><li>• are numbered</li><li>• they begin with an order, eg, cut, tie</li><li>• use words eg, when, next.</li></ul>	<ol style="list-style-type: none"><li>1. <hr/></li><li>2. <hr/></li><li>3. <hr/></li><li>4. <hr/></li><li>5. <hr/></li><li>6. <hr/></li><li>7. <hr/></li><li>8. <hr/></li></ol>

<b>Result or Final comment</b> Tells how to check if the procedure worked. Offers tips to make the task simpler or more effective.	<hr/> <hr/> <hr/> <hr/>
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### 10.3 Sharing your procedure

*Tell your partner what happened in your procedure.*

### 10.4 Writing your procedure

1. Title
<hr/>

2. Introduction
<hr/> <hr/> <hr/> <hr/>

3. What you need
<ul style="list-style-type: none"> <li>• <hr/></li> <li>• <hr/></li> <li>• <hr/></li> <li>• <hr/></li> </ul>

#### 4. Method

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

#### 5. Result or final comment

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## ASSESSMENT PRACTICE

*Read the words. Spell the words.*

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



# 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 14

### 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