

SPELD SA

Literacy Program

The Tank Man of Tiananmen Square



Module 15: 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>The Tank Man of Tiananmen Square</i>, a board, dry wipe pen or chalk, eraser</p> <p>Student: Student workbook: <i>The Tank Man of Tiananmen Square</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 step has been mastered before moving onto the next.</p> <p>Some students will need a lot of practice to acquire new learning.</p> <p>Additional texts focussing on letter-sounds introduced in Module 15 can be found at: http://www.speld-sa.org.au/service/148-speld-sa-phonic-books-set-15.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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The Tank Man of Tiananmen Square

The world looked on in amazement when this photograph, of a young man standing in front of a convoy of tanks, was beamed across the world. It was 5 June 1989, the morning after the Chinese military had suppressed the Tiananmen Square protests by force, killing and injuring many civilians.

Would they kill the young man standing in the middle of the road? He wore a white shirt and black pants and held two shopping bags, one in each hand. As the tanks came to a stop in front of him, he waved his bags at them, seemingly signaling them to go back. Instead, the lead tank tried to drive around him. But each time the tank changed direction, the man blocked its path.

Then the lead tank stopped. The young man stood in front of it. Then, to the amazement of onlookers, he clambered onto the front of the tank, briefly spoke to the driver, and climbed up to the turret to talk to the gunners. Then he climbed down and stood to one side.

The tanks restarted their engines ready to continue, but when the young man saw they were not turning round, he leapt in front of the lead vehicle again. Each time the tank tried to get round him, he stepped into its path. How long could this go on? Would the order come for the column of tanks to drive on? Would the young man be shot or crushed by the mighty weight of a tank?

We held our breath as we waited to see what would happen next. The stand-off between man and tank continued until a cyclist slowly crossed in front of the tank and spoke to the young man. At the same time, three men rushed onto the road, grabbed the young man and dragged him out of the path of the tanks and into the crowd. He was never seen again.

The tanks rolled on. The Tank Man disappeared and, to this day, we know neither his name nor his fate.

(339 words)

Note to students

As you know, the sounds in English words can be spelt with different letters. In the next modules you will learn which words use which spellings. This means that by the end of Module 15 you will have learnt most of the alternative spellings used for the sounds in English words.

Extra Reading and Writing Practice

For additional phonic texts and complementary worksheets at this level, go to <http://www.speld-sa.org.au/services/phonic-books.html>

Scroll down, click on Set 15, choose a text and click on your preferred format, for example, *text format for older readers*.

The Tank Man of Tiananmen Square

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 'The Tank Man of Tiananmen Square'.

It is an account of what happened when a young man, in a non-violent action, tried to stop the Chinese military from taking over a public square using a convoy of tanks. What do you think happened?

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												
v	t	b	c	th (think)	h	r	w	d	g	sh	x	m
f	z	y	ng	l	p	j	s	n	ch	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 14, you learnt 45 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.)

Cue words	rain	feet	tie	coat	fuel	coin	out	her	for	bed	not	cut	fair	fear
Sounds	ai	ee	ie	oa	ue	oi	ou	er	or	e	o	u	air	ear
Alternative Spellings	a-e	e-e	i-e	o-e	u-e	oy	ow	ir	au	ea	a	ou	are	eer
	a	e	i	o	u			ur	aw			o	ear	ere
	ay	y/ee/	y/ie/	oe	ew			or	al					
	ey	ea	igh	ow					ore					
	ei	ie							ar					
	eigh								oar					
	aigh													

2.3 Alternative spellings of consonants (revision)

In Modules 8 to 14, 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	ng	ch	j
ff (cliff)	c (race)	g (page)	wh (when)	ch (Christmas)	ti (station)	si (decision)	n	tch	dge
ph (photo)					ci (special)				
					si (tension)				

2.4 Alternative spellings and sample words (revision)

The table below has the 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 (drain) a (paper) a-e (mate) ay (Monday) ey (hey)

ei (reindeer) eigh (neighbour) aigh (straight)

ee (asleep) e (begin) e-e (even) ea (reach) y (easy)

ie (field) i (quiet) i-e (while) y (sky) igh (right)

oa (toast) o (most) o-e (hope) oe (woes) ow (own)

ue (rescue) u (humour) u-e (pollute) ew (jewellery)

oi (appointment) oy (annoy)

ou (proud) ow (shower)

er (better) ir (girl) ur (suburb)

or (storm) au (haul) aw (crawl) al (install) ar (warning) ore (store)

air (fair) are (aware) ear (swear)

e (bend) ea (dread)

u (just) ou (double) o (come)

o (log) a (wallet)

2.5 New spellings

GOAL: To learn alternative spellings for vowel sounds and consonants.

s/z/ se, ze /z/

gn/n/ gh/f/

ear, eer, ere /ear/

Module 15 introduces alternative spellings for three consonants.

Alternative spellings for the sounds /z/, /n/, /f/:

<s>, <se>, <ze> say /z/ as in has, praise, prize

<gn> says /n/ as in sign, design, resign, foreign, gnat, gnaw

<gh> says /f/ as in laugh, cough, rough, enough, tough

2.6 New sound: /ear/

Module 15 introduces a new letter-sound /ear/.

/ear/ can be spelt <ear>, <eer> or <ere>:

<ear> says /ear/ as in fear

<eer> says /ear/ as in deer

<ere> says /ear/ as in interfere, sincere, here, severe

Read these words with me. I'll read down the columns.

ear	eer	ere
fear	deer	here
near	steer	sphere
hear	beer	interfere
gear	jeer	sincere
rear	peer	severe
clear	queer	
smear	veer	
appear		
disappear		
year		

2.7 Word Sort

The /ear/ sound has different spellings. With your partner, read each word aloud. Copy the word into the correct column in your workbook.

/ear/: ear, ere, eer		
dear here cheer cheerful sheer appear atmosphere veer sincerely steering-wheel sphere near gear queer interfere hear smear steer year nearly jeer severe clear beer severely deer tear hemisphere peer sincere		
<ear>	<ere>	<eer>
dear	here	cheer
appear	sincerely	cheerful
smear	atmosphere	sheer
near	severe	veer
gear	severely	steering-wheel
hear	sphere	queer
year	interfere	peer
nearly	hemisphere	steer
clear	sincere	jeer
tear		beer
		deer

2.8 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.

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

2.9 Sounds spelt with more than one letter

Say all the letter-sounds. I will lead.

th (think)	er	oo (book)	ai	qu	ou	ck	ch	ee
th (this)		oo (room)						
or	ie	sh	ue	ng	oa	oi	ar	a-e
e-e	i-e	o-e	u-e	ea	ay	oy		
igh	o,oe,ow/oa/	ow/ou/	ir	ur	ew	au	aw	al
air/are/ear	ph	wh	ea/e/	wa/wo/	or/er/	ou/u/		
ei/eigh/aigh/ai/	ti/sh/	ci/sh/	si/zh/	ch/k/	ture	ie/ee/		
ore/ar/oar/or/	ng/n/	tch/ch/	dge/j/					
ear/eer/ere/ear/	se, ze/z/	gn/n/	gh/f/					

2.10 Letters and sounds summary

Congratulations. You have now covered the most commonly used sounds and spellings in the English language. As you practise reading, you will learn which words have which spelling and this will help you improve your writing.

Module	Modules 1-7 introduce one way to spell the 42 main sounds of English
1	s <u>s</u> at a <u>a</u> nt t <u>t</u> in i <u>i</u> pin p <u>p</u> an n <u>n</u> ip
2	c <u>c</u> at k <u>k</u> id ck <u>sick</u> e <u>p</u> en h <u>h</u> and r <u>r</u> at m <u>m</u> ap d <u>d</u> in
3	g <u>g</u> et o <u>o</u> on u <u>u</u> up l <u>l</u> id f <u>f</u> an b <u>b</u> in
4	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	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	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	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	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	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>mystery</u> ea <u>sea</u> igh <u>high</u> ie/ee/ <u>chief</u> i <u>ipad</u> u <u>unite</u>
10	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	ph /f/ <u>ph</u> one soft c /s/ <u>c</u> ity soft g /j/ <u>g</u> age silent b,w,k <u>comb</u> , <u>wrist</u> , <u>knee</u> air, are, ear /air/ <u>hair</u> , <u>care</u> , <u>wear</u>
12	wh /w/ <u>wh</u> en ea /e/ <u>h</u> ead wa /wo/ <u>was</u> wor /wer/ <u>work</u> war /wor/ <u>warm</u> ou /u/ <u>rou</u> gh
13	ch /k/ <u>ch</u> emist ti,ci /sh/ <u>st</u> ation, <u>sp</u> ecial si /sh/ /zh/ <u>p</u> ension, <u>te</u> levision silent h,c,n <u>sch</u> ool, <u>sc</u> ience, <u>autu</u> mn ei, eigh, aigh /ai/ <u>ve</u> in, <u>ei</u> ght, <u>strai</u> ght
14	o /u/ <u>lo</u> ve ture /cher/ <u>pic</u> ture ore, ar, oar /or/ <u>mo</u> re, <u>war</u> , <u>roa</u> r ie /ee/ <u>fi</u> eld n /ng/ <u>drin</u> k tch /ch/ <u>cat</u> ch dge /j/ <u>br</u> idge
15	s/z / <u>has</u> se, ze /z/ <u>cho</u> ose, <u>free</u> ze gn /n/ <u>sign</u> gh /f/ <u>laugh</u> ear, eer, ere /ear/ <u>fear</u> , <u>cheer</u> , <u>here</u>

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.)

b-oy-s (boys)	n-o-se (nose)	s-i-ze (size)	s-i-gn (sign)
t-ou-gh (tough)	ch-eer (cheer)	h-ere (here)	n-ear (near)

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.*

b-oy-s > boys	n-o-se > nose	s-i-ze > size	s-i-gn > sign
t-ou-gh > tough	ch-eer > cheer	h-ere > here	n-ear > near

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.)

sees	rose	froze	sign	rough
year	hear	sphere	clothes	gnaw

3.2 Words with the /ear/ sound

The /ear/ sound can be spelt in different ways.

<ear> is the most common, eg fear, dear

<eer> is used in words such as cheer, steer

<ere> is used in two common words: here (meaning this place) and we're which is the abbreviation for we are.

Select the word to fill the space.

On a _____ day you can see the lighthouse in the distance.
(clear, cleer, clere)

Please _____ up the mess in your room. (cleer, clear, clier)

You can put your clothes in _____ and your shoes in _____.
(hear, higher, here)

_____ going to tidy up the garage. (Weir, We're, Were)

It was a _____ (tough, tuff, tuph) climb and we were _____
(weery, weary, wiery) when we got to the top of the mountain.

We saw a _____ with huge antlers. (deer, de're, dear)

Ben's dad is a _____ with the Country Fire Service.
(volenteer, volunteer, voluntear)

The wedding cake has two _____, one above the other.
(tiers, tears, teers)

The sun is a _____. (sfere, sphere, spheer)

John is hoping for a _____ in the army. (career, carier, carrier)
He kept his football _____ in a bag at the bottom of the cupboard.
(geer, gere, gear)

I have never been to a _____ country. (foren, foreign, foreign)

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

Read each sentence. Write the word choices for each space on the board.)

Put up your hand when I point to the correct spelling.

(Confirm the correct spelling and point to the letters.)

If you chose the wrong spelling, draw a neat line through the word and write the correct spelling above it.

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.

a/cross > across	mor/ning > morning	Chi/nese > Chinese
sup/pressed > suppressed	clam/bered > clambered	sig/nal/ing > signalling
stand/ing > standing	mid/dle > middle	shop/ping > shopping
in/stead > instead	pro/tests > protests	brief/ly > briefly
dri/ver > driver	tur/ret > turret	gun/ners > gunners
read/y > ready	turn/ing > turning	or/der > order

might/y > mighty	be/tween > between	cy/clist > cyclist
ne/ver > never	a/gain > again	nei/ther > neither
di/rec/tion > direction	re/start/ed > restarted	con/tin/ued > continued
in/jur/ing > injuring	seem/ing/ly > seemingly	kil/ling > killing
a/maze/ment > amazement	pho/to/graph > photograph	Ti/an/an/men > Tiananmen
on/look/ers > onlookers	ci/vil/ians > civilians	mil/it/a/ry > military

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.

has	as	is	use	his	boys
sees	fleas	clothes	rose	close	nose
closed	size	froze	freeze	sign	tough
rough	ear	hear	year	near	gear
fear	beard	clear	cheer	steer	here
we're	steer	cloth	chisel	prison	present
appear	sincere	career	Chinese	resident	volunteer

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 15)

The /s/ sound at the end of a word



Singular (one bird)



Plural (two birds)

The picture on the left shows one bird. The picture on the right shows two birds. When there is one of something, for example, one bird, we say the word is singular. When there is more than one of something, for example, two birds, we say the word is plural.

The most common way to make a plural is to add <s> to the end of the word. One bird. Lots of birds.

Read the words with me.

Most nouns add <s> to make the plural	
Singular	Plural
cake	cakes
toe	toes
desk	desks
house	houses
tree	trees
car	cars

Many plural nouns follow this rule, but some do not.

Nouns that end in <ch, sh, x, s, z> make the plural by adding <es>.

Read the words with me: match, matches ...

Nouns ending in <ch, sh, x, s, z> add <es> to make the plural	
Singular	Plural
match	matches
dish	dishes
box	boxes
bus	buses

Nouns that end in a vowel + y make the plural by adding the letter <s>.

Read the words with me: tray, trays ...

Nouns ending in <ay, ey, oy, uy> add <s> to make the plural	
Singular	Plural
tray	trays
journey	journeys
boy	boys
guy	guys

Nouns that end in a consonant + y make the plural by dropping the <y> and adding the letters <ies>. Read the words with me: country, countries ...

Nouns ending in consonant <y> drop the <y> and add <ies> to make the plural	
Singular	Plural
country	countries
fly	flies
party	parties
puppy	puppies
baby	babies
cherry	cherries

Nouns that end in <f> or <fe> make the plural by changing the <f> to <v> and adding <s> or <es>. Read the words with me : knife, knives ...

Nouns ending in consonant <f> or <fe> change the <f> or <fe> to <v> and add <s> or <es> to make the plural	
Singular	Plural
knife	knives
leaf	leaves
life	lives

Irregular plurals

Some common words have irregular plurals. Read the words with me. We'll read across the table.

Irregular plurals					
Singular		Plural			
fish		fish			
foot		feet			
goose		geese			
man		men			
person		people			
Singular		Plural			
sheep		sheep			
tooth		teeth			
child		children			
woman		women			
mouse		mice			

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 'near' into its sounds.

(Raise 2 fingers.)



The word 'near' has 2 sounds, /n/-/ear/.

(Model how to touch each finger as you say the sounds: n-ear)

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

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

Now, we are going to **write** the letters for each sound on 2 fingers, like this.

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

n-ear

There are different ways to spell the /ear/ sound.

<ear> in near, fear, year

<eer> in cheers, queer, career

<ier> in pier, happier, funnier

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.

has	sees	sign	rough	clear	sphere	happier	breeze	clothes
-----	------	------	-------	-------	--------	---------	--------	---------

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.

has	sees	sign	rough	clear	sphere	happier	breeze	clothes
-----	------	------	-------	-------	--------	---------	--------	---------

_____	_____	_____
_____	_____	_____
_____	_____	_____

(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 13 & 14.

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. done	2. your	3. learn	4. special	5. move
6. English	7. fire	8. money	9. area	10. certain

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 15 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.)

though	nothing	idea	pull	drawer
course	really	oh	weather	therefore
sign	rough	caught	bridge	garage

Now read the words together.

What is the meaning of 'weather' spelt /weather/? (Wait)

Yes, 'weather' spelt /weather/ refers to conditions like rain, cloud, sun and temperature.

5.4 Spelling Module 15 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 work, word, world on the board. Explain the meaning of each word.
Spell each word using the letter names.)

In the words work, word, world, the /er/ sound is spelt <or>.

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.)

though though though _____

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.

In Modules 4,5 and 7, you learnt one way to spell the long vowel sounds ai, ee, ie, oa, ue, oo, oi, oo, er, ar.

In Modules 8, 9, 10 and 11, you learnt some of the alternative spellings for these sounds. You have also learnt focus words that sound the same as these words and they are included in this exercise.

(Point to exercise 5.5 in the student workbook.)

Read these words with me. The words in each pair sound similar but have different spellings and different meanings.

desert/dessert	by/buy	for/four	deer/dear	nose/knows
here/hear	weather/whether	draw/drawer	court/caught	are/our

Read these words with me:

desert/dessert

*The words 'desert' and 'dessert' are often confused. They sound **nearly** the same but have different spellings and different meanings.*

Partner 1 tell Partner 2 the meaning of the word 'desert', spelt <desert>, and put it in a sentence.

(Circulate)

Partner 2 tell Partner 1 the meaning of the word 'dessert', spelt <dessert>, and put it in a sentence.

(Circulate. Explain the difference between desert and dessert.)

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 'desert' spelt <desert>? All together.

(Wait)

Yes, it is an area of land often covered with sand or rocks, with almost no water and very few plants. Tell me the name of a desert. All together.

Look at the right-hand column.

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

(Wait)

Yes, it is a sweet dish or fruit, eaten after the main course. Tell your partner a dessert that you like.

(Wait)

Now, write each of the words in your workbook next to the word that sounds the same or similar in the table. The first one has been done for you.

desert/dessert buy your deer nose here weather draw court four our

Spelling 1	Spelling 2
desert	dessert
	by
caught	
	hear
	you're
	for
	drawer
knows	
whether	
	dear
are	

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

No-one _____ which team will win.

I went to the shops to _____ a carton of milk.

I can _____ the birds singing.

We use the netball _____ for tennis in the summer.

There were _____ eggs in the nest.

I like ice-cream for _____ on hot days.

We keep knives, forks and spoons in the top _____.

Jim and I are having a party at _____ house on March 2nd.

I can't decide _____ to walk or catch the bus to town.

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.

Also included are some words you might not have heard before. For these words we will discuss the spelling and the meaning. The word 'lead', spelt <lead>, is pronounced differently depending on the meaning.

'lead' pronounced /leed/ has different meanings. The verb 'to lead' means:

- to go in front of people and show them the way*
- to go somewhere, eg 'The road leads to the sea'*
- to be in charge of a group, eg 'She is a school leader'.*

Note: the past tense of the verb 'to lead' is 'led', spelt <led>.

The word 'lead' /leed/ is also the name for a strap used to control a dog.

The word 'lead' pronounced /led/ is the name of a metal. Lead is used to make batteries.

(Write the words on the board.)

rolled on	column	stand off	suppressed	engines	vehicle
I lead a team	He led an army	The dog has a lead	They lift lead weights	Tiananmen Square	sign signalling
civilians	neither	disappeared	happened	mighty	beamed

Read the words with me as I point to them.

Now read the words together.

(Circulate. Discuss any unfamiliar words.)

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.)

sign	signal	signaling	amazement	military	again
either	neither	picture	amusement	direction	between

(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.)

In the word 'sign', the <g> is silent. But when an ending is added, the <g> is sounded: sign /sien/, signal /signal/, signaling /signaling

In the word 'picture', <ture> is pronounced /cher/

In the words 'amazement' and 'amusement', the <e> in <ent> is pronounced /uh/

In the word 'military', the <a> is not pronounced and the ending 'ary' says /ri/

The <ei> in 'neither' and 'either' may be pronounced /ee/ or /ie/

The <a> at the beginning of 'again, amusement, amazement' is pronounced /uh/

In 'beamed, changed, clambered, climbed, remembered, dragged, rolled, disappeared' the <ed> is pronounced /d/

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 'again, amusement, amazement' = /uh/

<o> in 'lessons' = /uh/

<s> at the end of 'bags' = /z/

In the words 'either' and 'neither', <ei> = /ie/ or /ee/.

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. *What do you think the man was trying to do? Was he successful?
Why do you think that?*
2. *What do you think happened to the young man?*
3. *In what country did this event happen?*
4. *What do these words mean: suppressed, protests, amazement, turret?*
5. *Have you heard of the Tiananmen Square massacre?
Find out what happened and why.*

Tell your partner. Partner 2, then Partner 1.

(Circulate and share one or two interesting answers 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 'back, tank, spoke, saw, shot'.

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

7. Punctuation and Grammar

7.1 Revision – verbs

The verb 'to be' is an irregular verb that is used a lot. We are going to conjugate the verb 'to be' in the past tense, in the present tense and in the future tense. I'll lead.

Past tense	Present tense	Future tense
I was	I am	I will be
you were	you are	you will be
he/she/it was	she/she/it is	he/she/it will be
we were	we are	we will be
you were	you are	you will be
they were	they are	they will be

Did you notice that in the past tense and the present tense, the verb 'to be' has one word? In the future tense, the verb 'to be' is made up of two words, 'will be': I will be, you will be, he/she/it will be, we will be, you will be, they will be.

Look at the sentences in your workbook. With your partner, underline the words that relate to the verb 'to be'. This means that for the past tense and the present tense you will underline one word. For the future tense, remember to underline two words.

Pam was twenty-one last week.

You will be cold if you don't take a jacket.

We were on the train, when the accident happened.

I am good at maths.

Jill and Ann are absent, today.

You will be late if you don't hurry up.

The dog was hungry.

You were outside when it started to rain.

Jack was a good runner.

They will be happy to see you.

She is a very quiet child.

Past	Present	Future
Past	Present	Future
Past	Present	Future
Past	Present	Future
Past	Present	Future
Past	Present	Future
Past	Present	Future
Past	Present	Future
Past	Present	Future
Past	Present	Future

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

With your partner, decide whether each sentence is in the past, present or future tense. Circle the correct tense. The first one has been done for you.

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

I'm going to tell you the answers. Correct your own work.

Give yourself one tick if you got the verb right and one tick if you got the tense (past, present, future) right.

7.2 Continuous tenses

The word 'tense' refers to the timing of an action. The action might be in the past, in the present or in the future.

Continuous tenses get their name because the action goes on over a period of time and is unfinished. The continuous tenses include:

Continuous present: I am running

Continuous past: I was running

Continuous future: I will be running

They are called continuous tenses because the action, whether in the past, present or future is unfinished at the time referred to.

7.2.1 Continuous present

The continuous present is formed with the verb 'to be' in the present tense and the -ing form of the verb. (am/is/are + -ing form of the verb).

The -ing form of the verb is called the present participle.

When to use the simple present tense and when to use the continuous present tense

The main difference between the simple present tense and the continuous present tense is this:

We use the simple present tense for things that are permanent or long lasting and the continuous present tense for things that may change or are temporary.

Simple Present Tense	<ul style="list-style-type: none"> describes an action that happens regularly. e.g. I drive to work. Dad feeds the dog.
	<ul style="list-style-type: none"> is used for things that are long-lasting. e.g. Ben lives in England.
	<ul style="list-style-type: none"> is used for general observations. e.g. It rains a lot in Scotland.
	<ul style="list-style-type: none"> is used for facts. e.g. Fish live in water.
Continuous Present Tense	<ul style="list-style-type: none"> describes an action that is happening right now. e.g. It is raining hard. Dave and Bill are playing golf.
	<ul style="list-style-type: none"> describes an action that is temporary or might change. e.g. Bill is working in China at the moment. Jan is sitting next to Jean today.

With your partner, read each sentence. Then decide if the verb in brackets should be written in the simple present tense or the continuous present tense. The first two sentences have been done for you.

Read sentence 1 with me:

1. We walk (to walk) the dog every day.

The verb is in the simple present tense because it describes an action that happens regularly. How do we know the action happens regularly?

Everyone together. (Wait)

Yes, we are told that the dog is walked every day.

Read sentence 2 with me:

2. Kim is watching (to watch) a film at the moment.

The verb is in the continuous present tense because it describes an action that is happening now.

3. Ann always washes (to wash) her hair when she has a shower.

4. Jack gets up (to get up) at 6am on work days.

5. It is raining (to rain) heavily now.

6. It's Monday and Emma and Pat are getting (to get) ready to go to school.

7. Their dad is waiting (to wait) to drive them to school.

8. Bill works (to work) from home.

9. Australians speak (to speak) English.

10. My friend is writing (to write) a book about football.

11. You are talking (to talk) too quickly for me to understand what you are saying.
12. In the wet season, it rains (to rain) every day.

(When most students have finished, go through the correct answers with the group and write the word for each gap on the board.)

7.2.2 Continuous past

The continuous past is formed with the verb 'to be' in the past tense and the -ing form of the verb. (was + -ing form of the verb).

When to use the simple past tense and when to use the continuous past tense

The continuous past tense is used to describe a continuous, longer action that happened in the past that is interrupted by a shorter action described in the simple past tense.

With your partner, read each sentence. Then decide if the verb in brackets should be written in the simple past tense or the continuous past tense. The first one has been done for you.

I was reading (to read) a book when you called (to call) me last night.

The verb 'to read' is in the continuous past tense (was reading) because it describes an action that happened in the past and was interrupted. The verb 'to call' is written in the simple past tense because it describes the short action that interrupted the continuous longer action.

<i>Longer continuous past action</i>	<i>= continuous past tense.</i>
<i>Short past action</i>	<i>= simple past tense.</i>

1. Kim was watching (to watch) a film on TV when she heard an explosion outside.
2. Yesterday, while we were doing (to do) some shopping, it started to rain.
3. They were skiing when Jane broke (to break) her leg.
4. The sun was shining (to shine) when I took my first swim in the sea for the summer.
5. They were living (to live) in Hungary when the war began.
6. When we were travelling through India, we visited (to visit) the Taj Mahal.
7. When I left (to leave) the house yesterday morning, it was raining.

8. Dad was working (to work) in a factory when he first met my mum.
9. The children were playing (to play) when Dad told them it was bedtime.

(When most students have finished, say STOP.

Read each sentence aloud and ask students to tell you the correct form of each missing verb.

Write the correct form of the verb on the board.)

In the paragraph called The Fairground, the verbs are missing. On your own, write the verb in the correct tense on the line.

The Fairground

When we walked (to walk) into the fairground, we were (to be) amazed at the number of different activities. A tall man with a loud voice was trying (to try) to get us to go on the big wheel, people on the Big Dipper were screaming (to scream), children were waiting (to wait) to buy show bags while in the animal enclosure pigs were grunting (to grunt) and horses were neighing (to neigh).

(When students are finished, read the completed paragraph and write the correct verbs on the board. Students correct their own work.)

7.2.3 Continuous future

The continuous future is formed with the verb 'to be' in the future tense and the -ing form of the verb. (will be + -ing form of the verb).

When to use the simple future tense and when to use the continuous future tense

The continuous future tense is used to describe a continuous, longer action that is going to happen in the future that is interrupted by a shorter action described in the simple future tense or by a stated time.

Examples:

Mum will not be working tonight so she will meet you at the station.

At midnight tonight, our plane will be flying over Africa.

Longer continuous future action = continuous future tense.

Short future action that will start and finish within a specific time in the future = simple future tense.

1. We will be staying (to stay) with friends when we go to America.
2. Our rowing team will be competing (to compete) in the next Olympic Games.
3. I think I will be getting (to get) a new mobile phone for my birthday.
4. Jake and Patrick will be joining (to join) the school band next year.
5. Hurry up! It's nearly 7.30 and Jan and Bill will be waiting (to wait) for us.
6. This time tomorrow we will be sitting (to sit) on the beach, soaking up the sun.
7. Don't phone grandma now, she will be having (to have) dinner.
8. You will be able to spot me. I will be wearing (to wear) a large black sun hat.
9. Ken phoned to say he will be coming (to come) to work tomorrow.
10. Jan's mum rang to say she will be staying (to stay) at home tomorrow.
11. As I will be travelling (to travel) during the rush hour tomorrow, I will get (to get) to work later than usual.

(When most students have finished, go through the correct answers with the group and write the words for each gap on the board.)

7.3 Adding an ending (revision)

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.

amaze > amazement	suppress > suppressed	protest > protests
kill > killing	material > materials	civilian > civilians
stand > standing	shop > shopping	signal > signaling
direct > direction	stop > stopped	clamber > clambered
engine > engines	turn > turning	leap > leapt
try > tried	step > stepped	might > mighty
wait > waited	continue > continued	slow > slowly
cross > crossed	rush > rushed	grab > grabbed
drag > dragged	tank > tanks	roll > rolled
climb > climbed	might > mighty	brief > briefly
disappear > disappeared		

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. be shot or crushed Would the young man by the mighty weight of a tank?

Would the young man be shot or crushed by the mighty weight of a tank?

2. out of the path of the tanks. grabbed the young man and dragged him Two men rushed onto the road,

Two men rushed onto the road, grabbed the young man and dragged him out of the path of the tanks.

3. to this day, The Tank Man disappeared and, we know neither his name nor his fate.

The Tank Man disappeared and, to this day, we know neither his name nor his fate.

4. and spoke to the young man. until a cyclist crossed in front of the tank
The stand-off continued

The stand-off continued until a cyclist crossed in front of the tank and spoke to the young man.

(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. The yung man wore a wite shirt and black pants and held to shoping bags, one in each hand.

There are four errors in sentence 1. They are all spelling errors.

With your partner, find the 4 spelling errors and write the sentence correctly on the line.

(Wait)

The young man wore a white shirt and black pants and held two shopping bags, one in each hand.

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

Spelling errors:

- 'yung' is spelt wrong. The correct spelling is <young>
- 'wite' is spelt wrong. The correct spelling is <white>
- 'to' is spelt wrong. The correct spelling of the number two is <two>
- 'shoping' is spelt wrong. If the three letters at the end of a verb are a consonant, a vowel and a consonant (CVC), we double the last letter before adding the ending. The correct spelling of 'shopping' is <shopping>.

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. Too the amazement of onlookers, the man clambered onto the frunt ov a tanck.
(4 errors: 4 spelling)

To the amazement of onlookers, the man clambered onto the front of a tank.

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

3. Peeple around the world was amazed when they sore the fotographs of a man standing in frunt of a convoy of tanks.
(4 errors: 1 punctuation/grammar; 3 spelling)

People around the world were amazed when they saw the photographs of a man standing in front of a convoy of tanks.

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

4. Wood the military kill the man how was tried to stop them crossing the square in their tanks
(4 errors: 3 punctuation/grammar; 1 spelling)

Would the military kill the man who was trying to stop them crossing the square in their tanks?

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

5. The tanks restartid their enjins reddy two continue.
(4 errors: 4 spelling)

The tanks restarted their engines ready to continue.

(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

The young man showed no sign of fear as he stood in front of the convoy of tanks.

(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 65:

- 63 letters*
- 1 upper case letter, 1 full stop.*

Write your score

Score /65

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)

'The Tank Man of Tiananmen Square' is an account of what happened when a young man, in a peaceful protest, tried to stop the Chinese military from taking over a public square using a convoy of tanks. In the text, the author has arranged the events in order of time to help the reader picture what happened.

Ordering sentences

Number the events in the order in which they happened.

Sequence A

- _____ The lead tank drove around the young man.
- _____ A convoy of army tanks drove through the city.
- _____ Each time the tank changed direction, the man blocked its path.
- _____ A young man tried to stop the tanks by standing in their way.

Sequence B

- _____ The men grabbed the young man and dragged him out of the path of the tanks and into the crowd.
- _____ A cyclist slowly crossed in front of the tank and spoke to the young man.
- _____ The young man was never seen again.
- _____ Three men rushed onto the road.

Sequence C

Choose 2 events that are described in the fourth paragraph. Write them down in the order in which they happened.

Event 1

Event 2

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)

Read Q.1 with me.

1. What did the young man do that amazed people across the world when they saw it on television?

Tell your partner. Partner 1, then Partner 2.

(Circulate. Share an answer.)

Read Q.2 with me.

2. Why did people think the young man's actions were amazing?

Tell your partner. Partner 2, then Partner 1.

(Circulate. Share an answer.)

Read Q.3 with me.

3. How did the young man disappear?

Tell your partner. Partner 1, then Partner 2.

(Circulate. Share an answer.)

Read Q.4 with me.

4. Why do you think the young man disappeared?

Tell your partner. Partner 2, then Partner 1.

(Circulate. Share an answer.)

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. What did the young man do when the lead tank stopped?
Why did he do it?

The young man _____
because _____

2. The young man took a risk. What risk did he take?

The risk the young man took was to _____

3. Was the young man determined to stop the tanks? How did the young man show that he was determined?

The young man showed that he was determined to stop the tanks because _____

4. In one sentence, describe what the young man did.

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 experiences and knowledge

The man in the photo is trying to stop the tanks. He has no weapons and he is not going to hurt anybody. This way of opposing a government without using violence is called passive resistance.



*1. What do you think the man was thinking as he stood in front of the tanks?
Partner 1, then Partner 2.*

*2. How do you think the man was feeling as he stood in front of the tanks?
Everyone together.*

(Sum up the different emotions.)

3. If you had been watching, what would you have thought about:

- the man?*
- the tanks?*

Tell your partner. Partner 2, then Partner 1.

(Circulate and then share some of the responses.)

4. Would you have wanted to:

- call out?*
- join the young man?*
- run away?*
- do something different?*

Tell your partner. Partner 2, then Partner 1.

(Circulate and then share some of the responses.)

5. Do you think this is an effective way to protest? Everyone together. Yes/ No.

6. What forms of passive protest can you think of? Discuss this with your partner.

(Circulate and then share some of the responses.)

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 – recount

GOAL: To learn about the structure of a recount

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. 'The Tank Man of Tiananmen Square' is a recount.

In a recount, the author retells something that has happened. A recount involves a sequence of events happening one after the other.

A recount can take different forms. The form the author chooses for a recount might be:

- *a report for a newspaper*
- *an eyewitness account*
- *a diary entry*
- *a letter, journal or blog*
- *a biography, autobiography or history.*

Rules

Today you're going to learn how to write a recount in the form of an eyewitness account. As you know, each text type or genre has its own rules.

A recount describes a series of events that happened one after the other. An eyewitness account is a recount given by someone who saw what happened.

Let's check that 'The Tank Man of Tiananmen Square' follows the main rule for a recount. Answer together Yes/No to this question:

Does 'The Tank Man of Tiananmen Square' describe a series of events that happened one after the other? Yes/No

With your partner, complete the template on p.32 of your workbook, using information from the text. Answer the questions on the lines provided.

Title	<i>The Tank Man of Tiananmen Square</i>
Set the scene	<p>What was the event? _____</p> <p>_____</p> <p>When did it take place? _____</p> <p>_____</p> <p>Who was in it? _____</p> <p>_____</p> <p>Where did it take place? _____</p> <p>_____</p>
What things happened?	<p>List two important events</p> <p>1. _____</p> <p>2. _____</p>
Ending	<p>What happened at the end? _____</p> <p>_____</p> <p>_____</p>

What are the features of an eyewitness account?

An eyewitness account:

- focuses on an event that is important to you or is historically important
- answers the questions who, what, when, where, why and how
- explains how the event happened
- uses sensory details, snippets of speech, action verbs and precise language to describe exactly what the reporter saw, smelt, felt and heard
- presents the events in the order in which they happened
- captures the mood of the event
- is written in the past tense in the first person singular or plural (I or we) or about someone else in the third person singular or plural (he, she, it, they).

10.2 Planning a recount

GOAL: To plan a piece of writing using a template

Your task today is to plan an eyewitness account describing an event you saw in real life, on television or in a film, using the template in your workbook. For example, A Good Deed, A Success, A Family Event, A Sporting Event, or Something sad, happy or funny.

You can write your recount about yourself, in the first person (I or we) or in the third person (he, she, it, they).

Think about the event. Ask yourself what happened and the order of the events. Think about the people involved. Describe the events and the order in which they happened as clearly as you can. Be precise. Try to remember interesting details, people's reactions, odd behaviours or anything unusual about the situation you are reporting on.

(Circulate. If any students are having difficulty, provide them with a title that relates to something they have seen.)

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

10.3 Sharing your eyewitness account

GOAL: To expand on a written plan

Take turns to tell your partner what happened in your eyewitness account. Use your plan as a guide.

You have five minutes for each of these three sections.

1. Tell your partner:

- the title of your eyewitness account*
- when it took place*
- who was in it*
- where it took place.*

Partner 1, then Partner 2.

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

2. Tell your partner about two important events. Partner 2, then Partner 1.

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

3. Tell your partner what happened at the end. Add a personal comment about what happened. Partner 1, then Partner 2.

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

10.4 Writing your eyewitness account

GOAL: To write an eyewitness account

You have completed your plan of an eyewitness account and shared it with your partner. Now you are going to use your plan to write your recount.

There is an important difference between a plan and a piece of writing. A piece of writing is written in complete sentences.

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

- 1. Title (where the writer writes the title)*
- 2. Set the scene (what, when, who, where, why?)*
- 3. Events (where the writer describes what happened)*
- 4. Ending (where the writer says what happened at the end)*

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

1. Title
<hr/>

In the second section, write your introduction (tell the reader when the recount took place, who was in it, where it took place and why it took place.)

Remember to write in complete sentences.

2. Set the scene (what? when? who? where? why?)

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

3. Events

First, _____

Then, _____

*In the last section, write what happened at the end. Then say how the people involved felt about their experience or what they liked best.
Remember to write in complete sentences.*

4. Ending

At the end, _____

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

*If you finish before your partner, first read your piece of writing through carefully.
Are there words you can change that might create a clearer picture for the reader?
Have you used the same word several times? Think of words with a similar meaning
and use them instead.*

*Then read your book or practise Reading Rate words on p.11 in preparation for
the assessment.*

(When most students have finished, say STOP.)

It's time to read your recount 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 15. 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.33 of their workbook.)

I am going to time you to find out how many words you can read in one minute. You will be given three tries and your best score will be recorded on your certificate.

Read the words going across the page. If you are unsure of a word, sound it out, then read it and carry on. Go back to the beginning again if you get to the end before I say stop. I'll say: 1,2,3 GO! Are you ready?

1,2,3 GO!

has is was boys sees dries wise close nose rose
clothes froze freeze sign breeze these cheese flies
rough ear beer here we're hear near fear gear
year dear clear cheers tough clear chisel present
president happier enough hour usually special family
move done group half English fire certain picture
money tomorrow son piece power notice equipment
daughter bridge garage weather really caught course
probably blood heart head work thought bought
answer sentence know write since away change own
these always almost true boy don't going build
often asked something through water different after
(94 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. freeze	2. boys	3. froze	4. enough	5. dear
6. present	7. clothes	8. last	9. above	10. school
11. house	12. didn't	13. something	14. build	15. different
16. going	17. don't	18. right	19. write	20. because

(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 what happens if there is not enough rain, and then I will dictate the words to you slowly so you can write them down.

(Read the sentence below.)

If there is not enough rain here, the lake freezes over.

I am now going to read the sentence again so that you can write it down. I will read the sentence in sections and tell you what punctuation to use and when.

I won't tell you when to use upper case letters for names or at the beginning of a sentence. You will need to decide which is the first word in a sentence and which words are names of people or places.

Write the sentence in your workbook.

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

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

If there is not enough rain here, (comma) // the lake freezes over.
(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.)

If there is not enough rain here, the lake freezes over.

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

Congratulations. You have completed Module 15.

This is the final module in the program.

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