

# **SPELD SA**

## **Literacy Program**

*The Desk  
has a Lid*



## **Module 3: 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

<b>Materials</b>	<p><b>Instructor:</b> Instructor handbook: <i>The Desk has a Lid!</i> (Module 3), a board, dry wipe pen or chalk, eraser</p> <p><b>Student:</b> Student workbook: <i>The Desk has a Lid!</i> (Module 3), pencil, rubber</p>
<b>How to use this handbook</b>	<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 &amp; in brackets).</p> <p>Goals for each activity are at the beginning of each activity and <b>are shaded</b>.</p>
<b>Symbols</b>	<p>Different symbols are used to distinguish letter names and letter sounds.</p> <ul style="list-style-type: none"> <li>Letter names are written with the lower case letter and enclosed by angular brackets &lt; &gt;. For example, 'chin' begins with the letter &lt;c&gt;.</li> <li>Letter sounds are written with the lower case letter and enclosed by forward slashes / /. For example, 'chin' begins with the /ch/ sound.</li> </ul>
<b>Activities</b>	<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>
<b>Maintaining students' interest</b>	<p>To maintain students' interest, keep lessons moving:</p> <ul style="list-style-type: none"> <li>Don't get caught up in discussion.</li> <li>Shorten activities that seem to drag, but don't delete them altogether. Each activity has a specific purpose.</li> </ul> <p>To provide light relief:</p> <ul style="list-style-type: none"> <li>Play games that provide practice and revision of the material taught to date (5-7 minutes).</li> <li>Read from a text chosen by the student/s (5-7 minutes).</li> <li>Students draw cartoons to illustrate: 'The biggest mess I have ever seen.' (5-7 minutes).</li> </ul>
<b>Best practice</b>	<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 3 can be found at: <a href="http://www.speld-sa.org.au/service/161-speld-sa-phonics-books-set-3.html">http://www.speld-sa.org.au/service/161-speld-sa-phonics-books-set-3.html</a></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 7 when one way of spelling the 42 main sounds of English has been taught.</p> <p>An emphasis on oral language and vocabulary is fundamental to the success of the program.</p>

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# ***The Desk has a Lid!***

A man sits at a desk.

On top of the desk are a laptop, a lamp, a clock, a mug of hot milk and a big map.

The man is planning a trip.

The man lifts the lid of the desk to get a pen. As he lifts the lid of the desk, what happens?

The laptop, lamp, clock, mug of hot milk and the big map slip off the desk.

What fell off the desk?

The laptop, lamp, clock, mug of hot milk and the \_\_\_\_\_ fell off the desk.

What a mess!

(94 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 3, choose a text and click on your preferred format, for example, *text format for older readers*.

# The Desk has a Lid!

## 1. New text

**GOALS:** 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 story is called 'The Desk has a Lid!'. It is about a man who is planning a trip. There are lots of things on top of his desk when he lifts the lid.*

*What do you think could happen?*

*Tell your partner what you think.*

*Partner 1, then Partner 2.*

(Circulate and choose one response to share with the group.)

*Follow the words as I read the story.*

(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 in the story.*

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## 2. Letters and sounds

### 2.1 New letter-sounds

**GOAL:** To learn letter-sounds according to a pre-determined order

*Module 3 has six new letter-sounds: /g/ /o/ /u/ /l/ /f/ /b/*

(Introduce the letter-sounds and how to write them.

For letters of the alphabet introduce each letter's sound and name.

For example, write **g G** on the board.)

*This is a letter of the alphabet. Its sound is /g/ and its name is <g>.*

(Demonstrate how to write the lower case letter and the upper case (capital) letter on the board, saying the **sound** at the same time.)

*Copy me. Write the lower case letter and the upper case letter in the air and say the **sound** /g/ at the same time.*

## 2.2 Letter formation

**GOAL:** To learn to write lower and upper case letters

(Demonstrate how to form the letters one at a time, in the air and on the board, saying the letter-sounds at the same time. Students form the letters in the air and write them in their workbook, saying the letter-sounds.)

*Trace the letters and say the sounds.*

g G o O u U l L f F b B

*Copy the letters twice. Say the letter-sounds as you write.*

Handwriting practice lines for copying the letters. The first set of lines is partially filled with the letters g, o, u, l, f, b. The second set of lines is empty for practice.

## 2.3 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.*

b	f	l	u	o	g	d	m	e
r	h	e	k	c	ck	n	p	o
i	t	a	s	h	f	d	l	u



## 2.4 Letter-sound dictation

**GOAL:** To write letter-sounds automatically

*I am going to say some letter names. Write the lower case letters in your workbook. The first one has been done for you.*

(Say the name of each letter. Students write the lower case letter.)

o	b	t	g	c(cat)	a	l	u	f	n	i
s	p	k(kiss)		d	e	h	r	m		

o										

(At the end, write the lower case letters on the board. Students correct their own work.)

## 2.5 Word sort

**GOAL:** To listen for the sounds in words

*This Word Sort focuses on the sounds <o, i, u>.*

*With your partner, read the words. Then write the word in the correct column.*

*The first one has been done for you.*

o, i, u										
pig	fuss	lit	block	fog	cot	hill	sock	him	tuck	dot
gum	rib	puff	dull							
o				i				u		
				pig						

(Circulate to check understanding of the task. When most students have finished, say:

*All together, read the words with the /i/ sound. I'll lead.*

*I'll say the words with the /i/ sound again. Tick each correct word.*

*All together, say the words with the /o/ sound. I'll lead.*

*I'll say the words with the /u/ sound again.*

*Tick each correct word.*

All together, say the words with the /u/ sound. I'll lead.

I'll say the words with the /u/ sound again.

Tick each correct word.

### 3. Reading

#### 3.1 Blending sounds together

GOAL: To blend 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**.)

m-u-g	h-o-t	m-a-p	b-i-g
d-e-s-k	l-a-m-p	m-i-l-k	s-l-i-p
c-l-o-ck	l-i-f-t-s	p-l-a-n-s	p-l-a-n-n-i-ng
h-a-pp-e-n-s	l-a-p-t-o-p		

*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:

l-i-d > lid; l-i-f-t-s > lifts

*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.)

m-u-g	h-o-t	m-a-p	b-i-g
d-e-s-k	l-a-m-p	m-i-l-k	s-l-i-p
c-l-o-ck	l-i-f-t-s	p-l-a-n-s	p-l-a-n-n-i-ng
h-a-pp-e-n-s	l-a-p-t-o-p		

### 3.2 Syllables

**GOAL:** To break words into syllables

*A syllable is a word or part of a word that has one vowel sound. Sometimes we call them sound chunks.*

*I am going to clap/tap and say the sound chunks and then the word, moving across the page. Copy me.*

lap/top > laptop	plan/ning > planning	hap/pens > happens
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### 3.3 Reading rate

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

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

*Together, read the words as fast as you can. Read across the row/s as I point to each word.*

mug	hot	map	big	desk	lamp	milk
slip	clock	lifts	plans	planning	happens	laptop

### 3.4 Assessing reading rate

**GOAL:** to measure reading speed

(For assessment of reading speed, test individually.)

*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. Start at the beginning again if you get to the end.*

(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?*

(Repeat the exercise over three sessions.)

Date 1:        /    /  _____ wpm	Date 2:        /    /  _____ wpm	Date 3:        /    /  _____ wpm
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## 4. Spelling

### 4.1 Spelling tips

**GOAL:** To apply spelling rules and spelling patterns

(Write <c>, <k> and <ck> on the board)

#### Revision

*In Module 2, you learnt three ways to spell the /k/ sound.  
Read the letter sounds with me as I point to them.*

#### When to use <c> at the beginning of a word

(Write cat, camp, cost, cup, cut on the board)

*Read the words with me.*

*When do we use the letter <c> at the beginning of a word?*

(Wait)

*Yes, we use the letter <c> at the beginning of a word if it is followed by /a/, /o/ or /u/.*

#### When to use <k> at the beginning of a word

(Write kettle, Ken, kept, kiss, kit, kid on the board)

*Read the words with me.*

*When do we use the letter <k> at the beginning of a word, and not <c>?*

(Wait)

*Yes, we use the letter <k> at the beginning of a word if it is followed by /e/ or /i/.*

#### When to use <k> at the end of a word

(Write milk, silk, pink, drink, trunk, plank, task, flask on the board)

*Read the words with me.*

*When do we use the letter <k> at the end of a word?*

(Wait)

*Yes, we use the letter <k> at the end of a word when it follows consonant sounds such as /l/, /n/ and <s>.*

#### When to double letters at the end of a word: ss, ll, ff and ck

*In this module you learn when to double letters at the end of a word.*

(Write messss, fellll, offff and duckck on the board)

*Read the words with me.*

(Write a e i o u on the board.)

At the end of a one syllable word with a short vowel /a, e, i, o, u/, <s>, <l> and <f> are usually doubled and the letter <c> is doubled by adding <k>.

## Word Sort

With your partner, read each word aloud. Copy the word into the correct column in your workbook. The first word has been done for you.

ss ll ff ck			
<del>cliff</del> dress spill back sick fell smell mess tell track pill stuff stuck grass puff pack off kiss truck sack bell trick ill black glass sock skull fluff spell brick			
ss	ll	ff	ck
		cliff	

## 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 'big' into its sounds.

(Raise 3 fingers)



The word 'big' has three sounds, b-i-g.

(Model how to pinch each finger as you say the sounds: b-i-g)

Copy me. Say the word 'big'. Raise 3 fingers. Pinch a finger as you say each sound b-i-g > big.

(Students say the word, then say the sounds, pinching a finger for each sound.)

Now we are going to 'write' the letters for each sound on our three fingers, like this.

(Raise three fingers and say the sounds as you demonstrate how to finger-write the letter-sounds on your three fingers, using the pointer of your writing hand: b-i-g)

Now, it is your turn. I'll say a word.

1. Count the sounds in your head.
2. When I say 'fingers', raise a finger for each sound.
3. Then, together, say the word, then pinch a finger as you say each sound.

big	get	fell	luck
-----	-----	------	------

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.

1. Say the word in your head and count the sounds on your fingers.
2. Write the word in your workbook.

big	get	fell*	luck**
-----	-----	-------	--------

\* Remember to double the <l> at the end

\*\* Remember to double the <c> by adding <k> at the end.

\_\_\_\_\_

(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 one-syllable words from exercise 3.3 Reading Rate for your partner to spell.*

*Write the words in your workbook on line (a).*

*Partner 1 – read the words one by one.*

*Partner 2 – write the words in your workbook on line (b).*

(a) \_\_\_\_\_

(b) \_\_\_\_\_

*Partner 1 – check the words.*

*Partner 2 – re-write any word that has been wrongly spelt and copy the word correctly.*

*Partners then reverse roles.*

(Circulate as students organise themselves.)

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## 5. Focus words

### 5.1 Revising focus words introduced in previous modules (reading)

**GOAL:** To read commonly used focus words

(Focus words have unusual spellings or include spellings that have not yet been taught.  
Focus words are first introduced in this module so no revision is necessary here.)

### 5.2 Revising focus words introduced in previous modules (spelling)

**GOAL:** To write commonly used focus words

(Focus words have unusual spellings or include spellings that have not yet been taught.

A bank of commonly used focus words is introduced in Module 3.)

## 5.3 Reading Module 3 focus words

**GOAL:** To practise reading Module 3 focus words

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

*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.)

the	he	me	we	be
she	all	call	fall	small
was	are	to	do	I

*Now read the words together.*

## 5.4 Spelling Module 3 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.

Use the technique below to help students learn the correct spellings.

If students can spell the words, move on to Section 6.)

*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 'he, me, we, be, she' on the board. Spell each word using the letter names.)

*The words 'he, me, we, be she' have a common pattern:*

*the <e> says its name <e>.*

(Other patterns include 'all, call, fall, small', and 'to, do'.)



*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.)

was was was

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*Hand up your spelling pre-test.*

## 6. Text reading

### 6.1 Reading the focus words in the text

**GOAL:** To read commonly used focus words in text

(Focus words have unusual spellings or include spellings that have not yet been taught. Point to the words in the workbook.)

*The text includes some words with unusual spellings and words with spellings that you have not yet been taught. We call them focus words.*

(Write the words on the board.)

he	of	a	the
is	what	to	are

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

*Now, read the words together.*

## 6.2 Reading tips

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

(Write these words on the board:

A a	the	as	is	has
-----	-----	----	----	-----

*Read the words on the board.*

(If students mispronounce any of the words, point to the word and read the relevant reading tip/s from the list below.)

*<A/a> are letters and words. In the sentence, 'A man sits at a desk', the <A> and <a> are used as words.*

*The word <A/a> is usually pronounced /uh/ as in 'a man'.*

*The <e> in 'the' is usually pronounced /uh/ as in 'the man'.*

*In 'is, as and has', the <s> sounds like /z/.*

*The <f> in 'of' sounds like /v/. Double <f> at the end of 'off' sounds like /f/.*

*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:**

'A' and 'a' = /uh/

<e> in 'the' = /uh/

In 'is, as, his' the final <s> = /z/

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

In 'off', the letters <ff> = /f/

## 6.3 Reading with meaning

**GOAL:** To develop automaticity and expression

*Turn to page 2 of your workbook.*

*Read the text aloud with your partner.*

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

*People who read well pay attention to punctuation:*

- at a full stop, they take a long breath*
- they liven up their presentation by being expressive.*

*Try to do the same.*

## 6.4 Text questions and activities

**GOAL:** To explore the text further

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

- 1. Have you ever lifted the lid of a desk and had things fall off? Where were you? Tell me what happened.*
- 2. Read the 6th sentence several times. Try to go faster each time.*
- 3. What words are missing from the second to last sentence?*
- 4. List the things that fell off the desk. There were five.*
- 5. Name two other things people might have on the top of their desk.*

*Tell your partner. Partner 2, then Partner 1.*

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

## 6.5 Word meanings

**GOAL:** To increase vocabulary

*Let's think about what the words mean.*

- Choose two interesting words from the text.*
- Write the words in your workbook.*
- Choose one of the words. Tell your partner a sentence with the word in it.*
- Tell your partner what the word means. Partner 1, then Partner 2.*

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

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*Some words have more than one meaning, like 'pen', 'lift', 'mug' and 'trip'.  
With your partner, think of two meanings for two of these words.*

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

## 7. Punctuation and Grammar

### 7.1 Revision – sentences, upper case letters and full stops

*In Module 2, you learnt that a sentence is a group of words that make sense. A sentence starts with an upper case letter and ends with a full stop.*

*Turn to page 2 of your workbook.*

(Wait)

*Let's read the first sentence in the story together.*

A man sits at a desk.

*Everyone together: what does this sentence tell us?*

(Wait)

*Yes. It tells us that a man is sitting at a desk.*

*What is the first word in the sentence? All together.*

(Wait)

*Yes, the first word is 'A'. Is it an upper case letter?*

(Wait)

*Yes, it is an upper case letter.*

*The next sentence begins with the words 'On top of'.*

*Now read the whole sentence with me.*

(Read the sentence together.)

On top of the desk are a laptop, a lamp, a clock, a mug of hot milk and a big map.

*Everyone together: what is the first word in the sentence?*

(Wait)

*Yes, it is the word 'On'. What letter does the word 'on' start with?*

(Wait)

*Yes, it is <o>. Is it an upper case letter?*

*Yes, it is.*

*Point to the full stop at the end of the second sentence.*

(Wait)

*Well done.*

## 7.2 Commas in lists

**GOAL:** To recognise and use commas to separate items in a list

*Today we are going to look at commas in lists.*

*A comma tells the reader to pause briefly (and take a breath if they need to). We use commas to separate the items in a list. Sometimes, the items in a list are just one word, sometimes they consist of several words.*

*This is a list of the items on the man's desk:*

- a laptop
- a lamp
- a clock
- a mug of hot milk
- a big map.

*This is how to write a list in a sentence. Read the sentence with me.*

On top of the desk are a laptop, a lamp, a clock, a mug of hot milk and a big map.

*Did you notice that:*

- the items in the list are not all single words. Sometimes there is more than one word to describe an item, for example, 'a mug of hot milk' and 'a big map'.
- the last two items are not separated by a comma. The comma is replaced by the word 'and'.

*Add commas to these lists and write 'and' between the last two items. The first comma in each list is written for you. Remember that some items have one word and some items have more than one word.*

Ben has a cat, a dog a parrot \_\_\_\_\_ a rabbit.

I pack a snack, a drink bottle a sun hat a tennis racket \_\_\_\_\_ lots of tennis balls in a bag.

## 7.3 Questions

**GOAL:** To recognise questions and use question marks

*Some sentences ask a question.*

(Write the question below on the board.)

*Read this question with me:*

What fell off the desk?

*Answer the question, What fell off the desk?*

*A question starts with an upper case letter, ends with a question mark and makes sense.*

*All together, answer these questions:*

*What is my name?*

*What country do we live in?*

*When is your birthday?*

*Why do people go to the beach?*

*Where do you come from?*

*Which football team do you follow?*

(Demonstrate how to write a question mark on the board and in the air.)

*Watch as I write a question mark.*

*Copy me as I write a question mark in the air. (3 times)*

*Trace the question marks in your workbook and write 5 question marks on the line.*

???

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## 7.4 Exclamations

**GOAL:** To recognise exclamations and use exclamation marks

*Today, you are going to learn about exclamations and exclamation marks.*

*Read this exclamation with me:*

**What a mess!**

*Exclamation marks are a special kind of full stop used at the end of an exclamation.*

*Watch as I write an exclamation mark.*

(Demonstrate how to write an exclamation mark.)

*Copy me as I write an exclamation mark in the air. (3 times)*

*Trace the exclamation marks in your workbook and write 10 exclamation marks on the line.*

!!!

---

*Some sentences are exclamations. The word 'exclamation' comes from the verb 'to exclaim'. Exclaim means to cry out suddenly in surprise (Wow!), or pain (Ouch!) or strong emotion, such as anger (Stop that!), joy (We won the cup!), excitement (That's fantastic!), disappointment (Oh no! What a shame!)*

*How do you think the man felt when the things on his desk fell onto the floor?  
Partner 1, then Partner 2.*

*Look at the end of the text. What did the man exclaim? I'll give you a minute to find the exclamation. Then I'll ask again and you can all tell me together.*

## **Punctuation practice**

*When we read, the punctuation marks show us when to pause (and take a breath if needed), and the appropriate expression to use to indicate a sentence, question or exclamation.*

*For example, listen to these three sentences. Use thumbs up/ thumbs down to indicate the type of sentence:*

*(Exaggerate your expression to indicate the type of sentence.)*

**What happened to the cat?**

*Is it a sentence? Thumbs up/ thumbs down?*

*Is it a question? Thumbs up/ thumbs down?*

*Is it an exclamation? Thumbs up/ thumbs down?*

*It is a question. When we ask a question our voice often goes up at the end.*

**The cat sat on the mat.**

*Is it a sentence? Thumbs up/ thumbs down?*

*Is it a question? Thumbs up/ thumbs down?*

*Is it an exclamation? Thumbs up/ thumbs down?*

*It is a sentence. The reader's expression aims to reflect the meaning of the sentence.*

**Oh no!**

*Is it a sentence? Thumbs up/ thumbs down?*

*Is it a question? Thumbs up/ thumbs down?*

*Is it an exclamation? Thumbs up/ thumbs down?*

*It is an exclamation. When we exclaim something our voice reflects our feeling.*

*Write the correct punctuation mark at the end of the sentences in your workbook.*

**Where are you going**

**I'm going to the zoo**

**What fun**

*(Provide correct answers. Students mark their own work.)*

## 7.5 Adding an ending

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

*In English, we add endings to base words for different reasons.  
You will learn about different word endings in later modules.*

*In this module, we are going to read the base word and then the  
base word and ending. Copy me.*

(Say each base word, followed by the whole word. Wait to allow students to copy.)

sit > sits	plan > plans	lift > lifts
happen > happens		

---

## 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.)

*Read this sentence with me:*

The man sits at his desk.

*A sentence starts with an upper case letter, ends with a full stop and must make sense.*

(Point to, name and explain each feature in the sentence above.

Use 'thumbs up/ thumbs down' to direct students' attention to features of the sentence.)

*1. Does the sentence start with an upper case letter?*

*In your workbook, point to the upper case letter at the beginning of the sentence.*

*2. Does the sentence end in a full stop or question mark?*

*3. Does the sentence make sense?*

(Confirm that the sentence starts with an upper case letter,  
ends with a full stop and makes sense.)



## 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.

Teach students to look for the word with an upper case letter first.

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.)

*Copy the corrected sentence into your workbook.*

1. What is the planning? man

---

*What is the man planning?*

2. sits at a desk. A man

---

*A man sits at a desk.*

3. the lid of the desk? as he lifts What happens

---

*What happens as he lifts the lid of the desk?*

4. The mug, the map and the lamp the desk. fell off

---

*The mug, the map and the lamp fell off the desk. OR*

*The mug, the lamp and the map fell off the desk.*

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

## 8.2 Proofreading sentences

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

(In Module 3, punctuation includes the use of:

- an upper case letter at the beginning of a sentence and at the beginning of a name
- a full stop, question mark or exclamation mark at the end of a sentence.

Spelling refers to the use of the correct letters in a word.)

*Each of the sentences in your workbook has two errors.*

(Write the first sentence on the board.)

*We'll do the first one together.*

*Together, read the sentence on the board. I'll lead.*

1. Was th man cross

(2 errors: 1 punctuation, 1 spelling)

---

*Was the man cross?*

(Model how to make the corrections using the explanation below.)

*There are two errors in the sentence: 1 punctuation error and 1 spelling error.*

*1. The sentence needs a question mark at the end.*

*2. The word 'the' is spelt wrong.*

(Make corrections to the sentence on the board.)

*Copy the correct sentence in your workbook.*

(Allow time for students to copy the correct sentence on the line.)

*With your partner, find two errors in sentences 2, 3 and 4.*

*Write the correct sentences in your workbook.*

2. The lamp the mug and the big map slip off the desk

(2 errors: 2 punctuation, 0 spelling)

---

*The lamp, the mug and the big map slip off the desk.*

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

3. Whot a terrible mess

(2 errors: 1 punctuation, 1 spelling)

---

*What a terrible mess!*

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

#### 4. Iz the man planning a trip (2 errors: 1 punctuation, 1 spelling)

---

*Is the man planning a trip?*

(When most students have finished, write the correct sentence on the board and explain the errors. Students check and correct their own work.  
Provide additional practice activities for skills that are not yet automatic.)

### 8.3 Dictation

**GOAL:** To remember a sentence and write it correctly

(Write the sentence on the board.)

*Read the sentence with me.*

Has the man got a mug and a lamp?

*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.*

---

(Students should write the sentence in their workbook.  
Write the 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 26:*

- 24 letters*
- 1 upper case letter, 1 question mark.*

*Write your score*

Score     /26

*Correct your errors.*

## 9. Comprehension

GOAL: To develop comprehension skills at different levels and respond in complete sentences

### 9.1 Answering questions about the text

GOAL: To comprehend the text at a literal level (i.e. using stated facts)

*Tell your partner the answer to these questions.*

Where was the man sitting?

*Tell your partner what you think. Partner 1, then Partner 2.*

What happened after he wanted to get a pen?

*Tell your partner what you think. Partner 2, then Partner 1.*

### 9.2 Answering questions and giving reasons

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

*What do you think happened after the things fell off the desk?*

*Did the man:*

- *pick up the mess?*
- *get cross?*
- *sit and rest?*

*Tell your partner one reason for your answer. Partner 1, then Partner 2.*

(Circulate and choose an answer to share with the group.)

*We could say 'What a mess!' about other situations too. Tell your partner about three scenes which you could describe as a mess.*

*Tell your partner. Partner 2, then Partner 1.*

(Circulate and choose an answer to share with the group.)

### 9.3 Answering in complete sentences

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

*Read Question 1 with me. All together, say Yes or No and tell me the answer.*

*Well done. You realised that the answer is:* No a man cannot sit in a desk.

(Write the answer on the board.)

*Now read the answer together. Copy the answer in your workbook.*

For questions 2, 3 and 4, write Yes or No and then the answer. You can use the text to help. Remember to use an upper case letter at the beginning of a sentence and a full stop at the end.

1. Can a man sit in a desk? Yes/ No

---

No. A man cannot sit in a desk.

2. Is the man planning a trip? Yes/ No

---

Yes. The man is planning a trip.

3. Did the man's glasses slip off his desk? Yes/ No

---

No. The man's glasses did not slip off the desk.

4. Was it a big mess at the end? Yes/ No

---

Yes. It was a big mess at the end.

---

## 10. Oral communication

GOAL: To practise sharing, listening to and discussing ideas and information with others

### 10.1 Using pictures to stimulate language

GOAL: To extend verbal skills in preparation for writing

*A big mess!*



*Take turns with your partner to:*

*1. Describe each mess. Partner 1, then Partner 2.*

*(Continue when most pairs have finished.)*

*2. Say how you think each mess got there. Partner 2, then Partner 1.*

*(Continue when most pairs have finished.)*

*3. Decide which mess is the worst. Give a reason for your answer.  
Partner 1, then Partner 2.*

*(Continue when most pairs have finished.)*

*4. Look at the messy kitchen in the middle picture. Tell your partner how you would clean it up. What would you do first? Partner 1, then Partner 2.*

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

*5. Describe a big mess that you have made. Partner 2, then Partner 1.*

*(Continue when most pairs have finished.)*

---

## Final Comment

*You have now completed the exercises for Module 3. 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.*





# Assessments

## Reading the text

*Now read the story once more. Look for sentence 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.13 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!*

gas egg hot dog cup us gum leg pal fat fun fog bad rub  
snag grip stop cross stuck must pump lend milk soft  
from fact grab brick scrub sudden lesson pocket reckon  
second traffic problem petrol collect animal hospital

(40 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. big	2. fed	3. pub	4. log	5. gas
6. fun	7. lump	8. glum	9. on	10. but
11. not	12. up	13. us	14. if	15. I
16. the	17. he	18. call	19. do	20. was

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

## Dictation

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

(Read the sentence below.)

Has the man got a black mug?

*I am now going to read the sentence again so that you can write it down. I will read the sentence slowly 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 and one question mark.*

Has the man // got a black mug? *(question mark)*

*Finally I will read the sentence again so that you can proofread it carefully.*

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

Has the man got a black mug?

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

*Well done. You have completed Module 3 and  
you are now ready to extend your skills by studying Module 4.*

## 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

<b>Blending</b>	<i>Blending</i> is the process of joining speech sounds to make a word. For example, <i>c-a-t</i> > <i>cat</i>
<b>Comprehension</b>	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.
<b>Conjugate</b>	<i>Conjugate</i> describes the way a verb changes form to show number, person, tense etc.
<b>Consonant</b>	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> .
<b>Decoding</b>	<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.
<b>Exercises</b>	<i>Exercises</i> are the activities that provide students with practice in the skills taught.
<b>Grammar</b>	<i>Grammar</i> is the study of the way words are used to make sentences.
<b>Irregular word</b>	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> .
<b>Motor memory</b>	<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.
<b>Paragraph</b>	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.
<b>Phonics</b>	<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.

<b>Punctuation</b>	<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.
<b>Pure sound</b>	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/.
<b>Segmenting</b>	<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.
<b>Sentence</b>	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.
<b>Syllable</b>	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.
<b>Symbols</b>	Two symbols are used to distinguish letter names and letter sounds: <b>Letter names</b> are written with the lower case letter and enclosed by angular brackets < >. For example, the word <i>chin</i> begins with the letter <c>. <b>Letter sounds</b> are written with the lower case letter and enclosed by forward slashes //. For example, <i>chin</i> begins with the /ch/ sound.
<b>Tense</b>	<i>Tense</i> refers to a form of a verb that shows if an action happens in the past, present or future.
<b>Text type (genre)</b>	<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.
<b>Vowel</b>	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	<b>s</b> <u>sat</u> <b>a</b> <u>ant</u> <b>t</b> <u>tin</u> <b>i</b> <u>pin</u> <b>p</b> <u>pan</u> <b>n</b> <u>nip</u>
2	The Tramp	<b>c</b> <u>cat</u> <b>k</b> <u>kid</u> <b>ck</b> <u>sick</u> <b>e</b> <u>pen</u> <b>h</b> <u>hand</u> <b>r</b> <u>rat</u> <b>m</b> <u>map</u> <b>d</b> <u>din</u>
3	The Desk has a Lid!	<b>g</b> <u>get</u> <b>o</b> <u>on</u> <b>u</b> <u>up</u> <b>l</b> <u>lid</u> <b>f</b> <u>fan</u> <b>b</b> <u>bin</u>
4	The Scotsman	<b>ai</b> <u>rain</u> <b>j</b> <u>jam</u> <b>oa</b> <u>boat</u> <b>ie</b> <u>pie</u> <b>ee</b> <u>need</u> <b>or</b> <u>corn</u>
5	Zang's Trek	<b>z</b> <u>zip</u> <b>w</b> <u>wet</u> <b>ng</b> <u>ring</u> <b>v</b> <u>van</u> <b>oo</b> <u>book</u> <b>oo</b> <u>room</u>
6	A Gift for Tom	<b>y</b> <u>yell</u> <b>x</b> <u>six</u> <b>sh</b> <u>shed</u> <b>ch</b> <u>chin</u> <b>th</b> <u>think</u> <b>th</b> <u>that</u>
7	Tim and the Fun Run	<b>qu</b> <u>quiz</u> <b>ou</b> <u>loud</u> <b>oi</b> <u>join</u> <b>ue</b> <u>fuel</u> <b>er</b> <u>runner</u> <b>ar</b> <u>farm</u>
		Modules 8, 9 and 10 introduce common alternative spellings for the vowel sounds
8	A Trip to the Top End	<b>y/ee/</b> <u>jelly</u> <b>a-e</b> <u>game</u> <b>e-e</b> <u>these</u> <b>i-e</b> <u>nine</u> <b>o-e</b> <u>note</u> <b>u-e</b> <u>tune</u>
9	Baxter Saves the Day	<b>ay, ey</b> <u>day, they</u> <b>oy</b> <u>boy</u> <b>o</b> <u>go</u> <b>y/ie/</b> <u>sky</u> <b>a</b> <u>April</u> <b>e</b> <u>me</u> <b>y/i/</b> <u>pyjamas</u> <b>ea</b> <u>sea</u> <b>igh</b> <u>high</u> <b>ie/ee/</b> <u>chief</u> <b>i</b> <u>ipad</u> <b>u</b> <u>unite</u>
10	Growing Cherry Tomatoes	<b>oe, ow/oa/</b> <u>toe, slow</u> <b>ow/ou/</b> <u>how</u> <b>ir, ur/er/</b> <u>bird, turn</u> <b>ew/ue/</b> <u>few</u> <b>au, aw, al/or/</b> <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	<b>ph/f/</b> <u>phone</u> <b>soft c/s/</b> <u>city</u> <b>soft g/j/</b> <u>page</u> <b>silent b,w,k</b> <u>comb, wrist, knee</u> <b>air, are, ear/air/</b> <u>hair, care, wear</u>
12	Our Catamaran Experience	<b>wh/w/</b> <u>when</u> <b>ea/e/</b> <u>head</u> <b>wa/wo/</b> <u>was</u> <b>wor/wer/</b> <u>work</u> <b>war/wor/</b> <u>warm</u> <b>ou/u/</b> <u>touch</u>
13	Battle of the Bugs	<b>ch/k/</b> <u>chemist</u> <b>ti,ci/sh/</b> <u>station, special</u> <b>si/sh/ /zh/</b> <u>pension, television</u> <b>silent h,c,n</b> <u>school, science, autumn</u> <b>ei, eigh, aigh/ai/</b> <u>vein, eight, straight</u>
14	How to Make a Kite	<b>o/u/</b> <u>love</u> <b>ture/cher/</b> <u>picture</u> <b>ore, ar, oar/or/</b> <u>more, war, roar</u> <b>ie/ee/</b> <u>field</u> <b>n/ng/</b> <u>drink</u> <b>tch/ch/</b> <u>catch</u> <b>dge/j/</b> <u>bridge</u>
15	The Tank Man of Tiananmen Square	<b>s/z/</b> <u>has</u> <b>se, ze/z/</b> <u>choose, freeze</u> <b>gn/n/</b> <u>sign</u> <b>gh/f/</b> <u>laugh</u> <b>ear, eer, ere/ear/</b> <u>fear, cheer, here</u>