

# **SPELD SA**

## **Literacy Program**

### *The Scotsman*



## **Module 4: Student Workbook**

**Date:**    /    /

**Name:** -----

## ***The Scotsman***

The Scotsman is a big, black train.

It transports the mail to the port of Dundee.

The mail boat to Britain sails at ten o'clock. The Scotsman must not miss the boat.

The train huffs and puffs as it struggles up the hills.

The driver beeps the horn as it speeds across the plains. "Beep, beep!"

At a crossing, there is a goat on the rail track. The train driver beeps his horn but the goat just stands still. The Scotsman has to stop and wait for the goat to get off the track. "Beep, beep, beep, beep!"

How is the driver feeling as he waits? Will the Scotsman get to the port of Dundee before the boat sails?

### ***Ending 1:***

It is ten o'clock. The Scotsman is still crossing the plains. Will it miss the boat?

When the Scotsman gets to the dock, the boat has just left. The train driver feels bad.

### ***Ending 2:***

It is ten o'clock. The Scotsman is at the dock. The mail is loaded on the boat and the boat sets sail.

"Boom! Boom!" booms the boat's fog horn. "Beep! Beep!" responds the Scotsman.

# The Scotsman

## 1. New text

## 2. Letters and sounds

### 2.1 New letters and sounds

*Say the sounds.*

j	ai	oa	ie	ee	or
---	----	----	----	----	----

### 2.2 Letter formation

*Trace the letters and say the sounds.*

j J ai oa ie ee or

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

Handwriting practice lines for copying the letters.

### 2.3 Letter-sounds and names

*Say the letter sounds. Then say the letter names.*

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

*Say all the letter-sounds.*

ai	oa	ie	ee	or
----	----	----	----	----


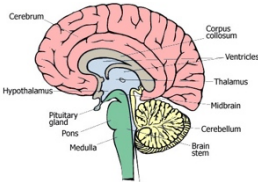






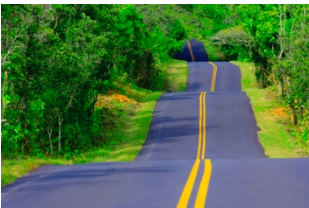

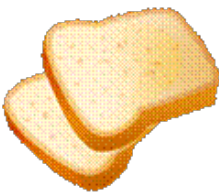

## 2.4 Letter-sound dictation

j					

## 2.5 Word sort

*Name the pictures. Print the word at the top.*

*Underline the sounds /ai/ /oa/*

Long <a>: (ai) and long <o>: (oa)			
boat snail road foal drain soap brain mail <del>paint</del> coat nails toast			
<u>paint</u>			
			
			
			

### 3. Reading

#### 3.1 Blending sounds together

*Say the sounds. Say the word.*

m-ai-l	g-oa-t	p-or-t	s-ee-s
b-oa-t	h-or-n	s-ai-l	s-t-i-ll
b-ee-p-s	t-r-ai-n	j-u-s-t	t-r-a-ck
p-l-ai-n-s	s-p-ee-d-s	l-oa-d	r-e-s-p-o-n-d-s
D-u-n-d-ee	t-r-a-n-s-p-or-t-s		

#### 3.2 Syllables

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

load/ed > loaded	cros/sing > crossing	be/fore > before
re/plies > replies	Dun/dee > Dundee	strug/gles > struggles
feel/ing > feeling	trans/ports > transports	a/cross > across

#### 3.3 Reading rate

*Read the words as fast as you can.*

just	track	train	sees	load	sail
transport	beeps	port	mail	responds	Dundee
boat	goat	plains	still	speeds	horn

### 3.4 Assessing reading rate

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

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

---

## 4. Spelling

### 4.1 Spelling tips

c before /a, u, o/	c before /r, l, t/	k before /i, e/
cat	creep	kid
can	scrap	kiss
cap	across	kitten
cattle	cramp	kiosk
carrot	cross	kilogram
cot	cliff	skip
cost	clap	skin
collect	clock	skid
comic	club	skill
cop	clamp	Ken
cup	strict	kennel
cut	protect	kettle
cub	correct	kept
difficult	subtract	kebab
discuss	instruct	skeleton

In column 1, c is before \_\_\_\_\_

In column 2, c is before \_\_\_\_\_

In column 3, k is before \_\_\_\_\_

#### **4.2 Segment for spelling**

*Write the words.*

\_\_\_\_\_

#### **4.3 Spelling practice**

*Choose 3 one-syllable words from exercise 3.3 Reading Rate.*

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

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

## 5. Focus words

### 5.1 Revising focus words (reading)

*Go to Appendix A. Read the words in Module 3.*

Date 1:     /     /	Date 2:     /     /	Date 3:     /     /
Reading Mod 3 focus words	Reading Mod 3 focus words	Reading Mod 3 focus words
Score _____	Score _____	Score _____

### 5.2 Revising focus words (spelling)

Date 1:             /     /	Date 2:             /     /	Date 3:             /     /
Spelling focus words	Spelling focus words	Spelling focus words
Score _____ / 10	Score _____ / 10	Score _____ / 10

### 5.3 Reading Module 4 focus words

*Read the words together.*

you	your	come	some	said
here	there	they	my	by
go	no	so	one	once

### 5.4 Spelling Module 4 focus words pre-test



## 6. Text reading

### 6.1 Reading focus words in the text

*Read these words.*

is	of	the	as	his
will	he	wait	waits	how
boom	booms	o'clock	before	driver

### 6.2 Reading tips

*Read the words.*

A/a	the	as	has	sees
he	o'clock	before	loaded	speeds

A and a = /uh/

<a> in *along* = /uh/

<e> in *the* = /uh/

In *as, has, sees, speeds* the final <s> = /z/

In *he*, the <e> says its name

In *o'clock*, the first <o> says its name

In *before*, the final <e> is silent.

### 6.3 Reading with meaning

*Read the text on page 2.*

### 6.4 Text questions and activities

## 6.5 Word meanings

*Choose 2 words from the text.*

A. \_\_\_\_\_

B. \_\_\_\_\_

---

## 7. Punctuation and grammar

**7.1 Revision – sentences, upper case letters and full stops,  
commas in lists, question marks, exclamation marks**

what is in the bag

\_\_\_\_\_

at last it is raining

\_\_\_\_\_

are pandas pigs dogs and camels all animals

\_\_\_\_\_

is cricket a sport

\_\_\_\_\_

what a big boat

\_\_\_\_\_

jill is in a band

\_\_\_\_\_

i just cannot do it

\_\_\_\_\_

## 7.2 Nouns

*Number of things in the picture \_\_\_\_\_*



## 7.3 Fill the gaps (nouns)

*With your partner, choose the best noun to fill the gaps.*

drink    seconds    Kim    track    kids    forest    rock

### **Kim and Ben Get Lost**

The children, \_\_\_\_\_ and Ben, run with Uncle Bob along a \_\_\_\_\_ in the forest. They are hot. They stop for a \_\_\_\_\_ and a rest. Uncle Bob sits on a \_\_\_\_\_ and sips on a drink. Kim and Ben sit for ten \_\_\_\_\_ and then run on into the \_\_\_\_\_. The \_\_\_\_\_ get lost.

## 7.4 Adjectives

red	mad	sad	pregnant	hot	glum	glad	big	black	free	sick
-----	-----	-----	----------	-----	------	------	-----	-------	------	------

It is a boat.

It is a red boat.

It is a mad boat.

*Fill the gaps. Then circle the noun that the adjective describes.*

A \_\_\_\_\_ tin sits on the desk.

He has a \_\_\_\_\_ dog.

Rick got a \_\_\_\_\_ cap.

The \_\_\_\_\_ kitten hid in the dog kennel.

## 7.5 Adding an ending

*Read the base word. Read the word.*

hill > hills	speed > speeds	huff > huffs
sail > sails	stand > stands	beep > beeps
wait > waits	struggle > struggles	feel > feels
get > gets	puff > puffs	see > sees

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## 8. Sentences

The Scotsman misses the boat.

### 8.1 Sentences make sense

*Rearrange the words to make a sentence.*

The Scotsman train. is a black

---

The Scotsman up the hills. huffs and puffs as it struggles

---

How as he waits? is the driver feeling

---

The Scotsman the port in time! got to

---

### 8.2 Proofreading sentences

*Find the errors and write the correct sentences.*

1. the Scotsman beeps its horn as it speeds across the plans.  
(2 errors: 1 punctuation, 1 spelling)
- 
-

2. The Scotsman has to stop and wait for the gort to get off the track  
(2 errors: 1 punctuation, 1 spelling)

---

---

3. Wil the train get to the port of Dundee before the boat sets sail  
(2 errors: 1 punctuation, 1 spelling)

---

---

4. Will the tran miss the bat?  
(2 errors: 2 spelling)

---

### 8.3 Dictation

---

Score     /23

---

## 9. Comprehension

### 9.1 Answering questions about the text

*Tick if correct. Cross if not correct.*

1. The Scotsman is a train.
2. The Scotsman is a mail train.
3. The Scotsman stopped for a pig.
4. The train hit a goat.

### 9.2 Answering questions and giving reasons

### 9.3 Answering in complete sentences

1. Is the Scotsman a big, red mail train? Yes/No

---

2. The Scotsman struggles up the hills and across the plains. Yes/No

---

3. Is the train speeding to a port? Yes/No

---

4. Did the driver beep his horn to get the cat off the rail track? Yes/No

---

5. In Ending 1, is the driver glad or sad at the end?

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## 10. Oral communication

### 10.1 Using pictures to stimulate language

*Tell your partner how the train driver might feel:*

- *as he waits for the goat*
- *if he misses the boat*
- *if he got to the boat before it left.*

*Think of 4 jobs that involve driving a vehicle.*



*Tell your partner 2 things about that job.*

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# ASSESSMENT PRACTICE

*Read the words. Spell the words.*

rain paid mail aim job jog road soak coat moan  
pie lied feet jeep been fork sort port torn  
born paint train snail brain drain jump just junk  
toast groan float coast cried flies tries sleep  
green free creep steer sport storm strain  
sprain street again jacket coffee raincoat  
subject unload complain obtain crossroads untie  
agree asleep terrified important agreement



# ASSESSMENT

## Reading the text

*Read the story again, as well as you can.*

## Reading rate

## Spelling test

1. ....

2. ....

3. ....

4. ....

5. ....

6. ....

7. ....

8. ....

9. ....

10. ....

11. ....

12. ....

13. ....

14. ....

15. ....

16. ....

17. ....

18. ....

19. ....

20. ....

## Dictation

.....

.....

## Appendix A

### Focus Words

Module 3				
the	he	me	we	be
she	all	call	fall	small
was	are	to	do	I

Module 4				
you	your	come	some	said
here	there	they	my	by
go	no	so	one	once

Module 5				
only	old	give	have	live
like	time	down	were	who
why	where	what	which	when

Module 6				
any	many	more	before	father
other	mother	another	because	want
saw	put	could	should	would

Module 7				
two	four	goes	does	made
always	also	of	eight	love
use	after	very	every	over

Module 8				
people	water	friend	until	study
through	story	along	our	different
last	again	still	between	home

Module 9				
asked	away	right	might	enough
something	buy	build	both	those
won't	don't	going	often	together

Module 10				
own	show	these	upon	school
true	boy	below	heard	above
almost	earth	country	can't	didn't

Module 11				
year	near	know	write	since
sentence	across	large	during	today
either	however	young	change	answer

Module 12				
eye	blood	break	heart	head
word	work	world	thought	bought
brought	whole	hole	sure	house

<b>Module 13</b>				
hour	gone	damage	example	against
turned	learn	usually	ready	special
family	move	done	group	whether

<b>Module 14</b>				
half	English	fire	certain	picture
money	tomorrow	quiet	piece	peace
power	notice	probably	area	equipment

<b>Module 15</b>				
though	nothing	idea	pull	drawer
course	really	oh	weather	therefore
sign	rough	caught	bridge	garage





# Certificate of Completion



has successfully completed

## Module 4

SPELD SA Intensive Literacy Program

Reading the Text \_\_\_\_ / \_\_\_\_ words correct

Reading Rate: \_\_\_\_\_ words/minute

Spelling Test: \_\_\_\_ / \_\_\_\_ words correct

Dictation: \_\_\_\_ / \_\_\_\_ words correct

\_\_\_\_\_  
signed by

/ /

## **SPELD SA Intensive Literacy Program**

The SPELD SA Intensive Literacy Program is for anyone wanting to develop or consolidate basic reading, spelling and writing skills.

The program has 15 Modules. Each Module has a text and accompanying skill-based exercises.

Module 1 assumes no prior knowledge of the sounds and spellings of English words. Subsequent modules revise and build on the skills already covered. At the completion of Module 15, participants can expect to be able to read competently and communicate effectively in writing.

There is an Instructor Handbook and Student Workbook for each Module. The Instructor Handbook includes teaching notes, student exercises and answers. The Student Workbook has just the exercises.

Module 1: Pat Spat Ants

Module 2: The Tramp

Module 3: The Desk has a Lid!

Module 4: The Scotsman

Module 5: Zang's Trek

Module 6: A Gift for Tom

Module 7: Tim and the Fun Run

Module 8: A Trip to the Top End

Module 9: Baxter Saves the Day

Module 10: Growing Cherry Tomatoes

Module 11: Let's Abolish Zoos

Module 12: Our Catamaran Experience

Module 13: Battle of the Bugs

Module 14: How to make a Kite

Module 15: The Tank Man of Tiananmen Square