

SPELD SA

Literacy Program

Zang's Trek



Module 5: Instructor Handbook

Developed by **SPELD SA**
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Strengthening strategic partnerships with the community & organisations

Program Instructions

Materials	<p>Instructor: Instructor handbook: <i>Zang's Trek</i> (Module 5), a board, dry wipe pen or chalk, eraser</p> <p>Student: Student workbook: <i>Zang's Trek</i> (Module 5), 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 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). Students draw cartoons to illustrate: 'Trekking is good' or 'Trekking is bad' (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 5 can be found at: http://www.speld-sa.org.au/service/159-speld-sa-phonic-books-set-5.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 7 when one way of spelling the 42 main sounds of English has been taught.</p> <p>The focus on oral language and vocabulary is fundamental to the success of the program.</p>

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Zang's Trek

Zang set off on a week-long trek. He took a big rucksack. In the rucksack was a sleeping bag, lots of food, a flask and a pot to cook in. Zang did not pack a tent and there was no need for water as the creeks were full.

Plod, plod, plod he went, up the hills and along the hilltops.

Zang went to bed at sunset. He slept in the open, snug in his sleeping bag.

At six o'clock on the second morning, it began to rain. Soon Zang's sleeping bag was soaking wet, his rucksack was soaking wet and Zang was soaking wet.

Do you think Zang went on or did he ring his mum and ask her to collect him?

(122 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 5, choose a text and click on your preferred format, for example, *text format for older readers*.

Zang's Trek

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 'Zang's Trek'. It is about a teenager who was not well prepared for a week-long trek. What problems do you think he might have to cope with?

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.

2. Letters and sounds

2.1 New letter-sounds

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

Module 5 has six new letter-sounds: /z/ /w/ /ng/ /v/ /oo/ (book) /oo/ (moon)

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

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

For example, write **Z Z** on the board.)

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

(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 /z/ at the same time.

(Repeat for **W W** and **V V**)

Some sounds are written with two letters. They are called digraphs.

Three digraphs are introduced in Module 5: /ng/ /oo/ (in book) and /oo/ (in moon)

/ng/ is a consonant digraph; one sound made by two consonants.

The sound is made at the back of the mouth.

A vowel digraph is a sound made by two letters, one or both of which is a vowel.

The digraph <oo/>has two sounds: /oo/ in book, and /oo/ in moon.

Introduce the sound of each digraph and the names of the letters used to write the sound.

For example, write **OO** on the board.)

This is a vowel digraph. It has two sounds: /oo/ (as in book) and /oo/ (as in moon). It is written with the letters <oo>.

/oo/ is found in the words: book, look, good.

/oo/ is found in the words: moon, food, pool.

Copy me.

(Demonstrate how to write the new letter-sounds on a board, and in the air, saying the sound at the same time. Join the two letters as you say the sound and encourage the students to do the same.)

2.2 Letter formation

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

(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.

z Z w W ng v V oo (book) oo (moon)

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

Handwriting practice lines for copying the letters. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

2.3 Short and long vowels

*As you know, the sounds in English words are either consonants or vowels.
We are going to look at five commonly used vowel sounds.
Say these vowel sounds with me.*

/a/ /e/ /i/ /o/ /u/

We call these sounds the short vowels.

Read these words with me. Each word has a short vowel sound.

mad pet hid hop cub

Now say the long vowel sounds with me. These are the spellings for the long vowel sounds you learnt in Module 4.

/ai, ee, ie, oa, ue/

Read these words with me. Each word has a long vowel sound.

rain feet pie coat fuel

*An easy way to remember the long vowel sounds is to think of these as the **names** of the short vowels.*

2.4 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.*

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

- 5. Say all the letter-sounds. I will lead.*

oo (book)	oo (moon)	ai	ee	or	ie	ng	oa
-----------	-----------	----	----	----	----	----	----

2.5 Letter-sound dictation

GOAL: To write letter-sounds automatically

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

Where a sound can be spelt in different ways, I'll say a cue word. For example, if I say /c/ cat, you write lower case <c>.

(Say the letter sounds. Students write the lower case letter/s.)

c(cat)	z	ai(tail)	n	or(worn)	k(kiss)	ee(need)	w	m	ie(fries)
r	v	d	o	l	f	b	j	ng	oo(room)

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

c									

2.6 Word sort



GOAL: To focus on the sounds in words

This Word Sort focuses on the sounds /oo/ in good and /or/ in sport. With your partner, read the words.

Match each word with a picture.

Write the word in the box above the picture. Underline the vowel sound.

The first one has been done for you.

/oo/ as in good		/or/ as in sport	
tractor hood footprint hook fork foot popcorn horse horn wool cork books			
books			
			
			



(Circulate. When most students have finished, provide the correct answers.)

3. Reading

3.1 Blending sounds together

(Important: repeat this activity at the beginning of each session.)

GOAL: To blend sounds to make words

I am going to say the sounds in a word. Together, say the word.

(Say the **sounds** in each word. Students say the **word**.)

Z-a-ng	c-oo-k	l-o-g	s-oo-n
t-oo-k	w-e-n-t	p-l-o-d	s-oa-k

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:

t-oo-k > took; r-i-ng > ring

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.)

Z-a-ng	t-oo-k	f-oo-d	r-i-ng	n-ee-d	s-oo-n	w-e-t
v-a-n	c-oo-k	s-n-u-g	w-e-n-t	p-l-o-d	c-r-ee-k	t-e-n-t
f-l-a-s-k	a-l-o-ng	s-oa-k-i-ng	s-l-ee-p-i-ng	l-o-ng	m-or-n-i-ng	

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.

hill/top > hilltop	sleep/ing > sleeping	soak/ing > soaking
a/long > along	ruck/sack > rucksack	se/cond > second
be/gan > began	morn/ing > morning	col/lect > collect
	se/ven/teen > seventeen	

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.

Zang	took	food	ring	need	soon	wet
cook	ask	went	plod	creek	tent	flask
along	van	soaking	sleeping	long	morning	

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
--	--	--

4. Spelling

4.1 Spelling tips

GOAL: To apply spelling rules and spelling patterns

In Modules 2 and 3, you learnt that the /k/ sound is spelt <ck> at the end of a word or syllable with a short vowel sound /a,e,i,o,u/.

(Write these words on the board:

cook soak fork seek

Read the words with me.

Today, you are going to learn when to use <k> and not <ck> at the end of a word.

With your partner, decide why the words 'cook soak fork seek' do not end with <ck>.

(Circulate and then explain)

/oo/ in cook

/oa/ in soak

/or/ in fork

/ee/ in seek

The words 'cook soak fork seek' are one syllable words but the /k/ sound does not follow a short vowel /a,e,i,o,u/. The <k> sound is therefore spelt with <k>.

(Write these words on the board:

flask sink silk

Read the words with me.

The words 'flask sink silk' are one syllable words but the /k/ sound does not follow a short vowel sound /a,e,i,o,u/. The /k/ sound follows the letters <s,n,l>.

<s,n,l> are not short vowel sounds. They are consonants. The /k/ sound is therefore spelt with <k>.

When to double letters at the end of a word

(Write on the board:

mess fell off

In Module 3 you learnt that the letters <s>, <l> and <f> are usually doubled at the end of a one syllable word with a short vowel /a,e,i,o,u/.

(Write on the board:

buzz jazz fizz

Read these words with me.

In Module 5, you learn the letter <z>. Like the letters <s>, <l> and <f>, the letter <z> is usually doubled at the end of a one syllable word with a short vowel /a,e,i,o,u/.

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 'took' into its sounds.

(Raise 3 fingers)



The word 'took' has three sounds, t-oo-k.

(Model how to pinch each finger as you say the sounds: /t-oo-k/)

Copy me. Say the word 'took'. Raise 3 fingers. Pinch a finger as you say each sound t-oo-k > took.

(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: t-oo-k)

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.

cook	went	Zang	soon
------	------	------	------

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.

long	cook	week	Zang	food	ring
flask	creek	slept	went	morning	backpack

(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.)

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 3 & 4.

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

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

Write the date and time taken in the relevant box in your workbook.

(Repeat the activity on three different days.)

Date 1: / /	Date 2: / /	Date 3: / /
Reading Mod 3 & 4 focus words	Reading Mod 3 & 4 focus words	Reading Mod 3 & 4 focus words
Score _____	Score _____	Score _____

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. she	2. fall	3. was	4. are	5. do
6. there	7. by	8. come	9. my	10. you

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

(Repeat the activity on three different days.)

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 5 focus words

GOAL: To practise reading Module 5 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.)

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

Now read the words together.

5.4 Spelling Module 5 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 'have' and 'live' on the board. Spell each word using the letter names.)

The words 'have' and 'live' have a common pattern: English words do not end in <v> so we put an <e> on the end of the words 'have' and 'live'.

(Other patterns and tricks:

- In the words 'why, where, what, which, when' the <h> is silent.
- In 'like, time' the <e> at the end makes the <i> say its name.
- In 'only, old' the <o> says its name.)

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.)

when when when

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.)

to	ask	flask	the
there	was	no	he
were	open	his	three
think	her	water	full

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	seventeen	as	his	Zang's
hills	open	he	no	began	flask

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. The word <A/a> is usually pronounced /uh/
The <e> in 'the' is usually pronounced /uh/
In 'as, his, Zang's, hills', the final <s> sounds like /z/
In 'he, open, no' the vowel says its name.
In 'ask, flask' the <a> can be pronounced /a/ or /ar/

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 'as, his, Zang's, hills' the final <s> = /z/

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

In 'open' and 'no', the <o> says its name

The <a> in 'ask, flask' = /a/ or /ar/.

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 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*
- *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. *Do you think Zang finished the trek?*
2. *Why do you think Zang did not take a tent?*
3. *If it were raining, you had no tent and you had six more days until the end of the trek, would you continue or would you phone for a lift?*
4. *Why did Zang go to bed at sunset? At about what time does the sun set in spring, summer, autumn and winter?*
5. *If you were on a trek and got lost or hurt, what would you do?*

Tell your partner. Partner 2, then Partner 1.

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

6.5 Word meanings

GOAL: To increase vocabulary

Let's think about what the words mean.

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

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

*Some words have more than one meaning, like 'ring', 'pack', and 'set off'.
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 – nouns, exclamation marks and commas in lists

Nouns

With your partner, choose the best noun to fill the gaps and write it on the line.

Jim jeep dam dog jacket man

Jim fell in the pond

Jim and his dog, Sam, set off on a picnic. They went to the dam.

Jim lost his footing and fell in the _____. Sam tried to help but _____ was too big for the _____ to lift. Sam went to get help from a man sitting on the grass. The _____ lifted Jim up and sat him on the grass. He handed Jim his _____ and rang Jim's mum. The man took Jim and Sam back in his _____.

Exclamation marks

(Write the sentence below on the board.)

Read this sentence with me:

I am soaking wet!

1. *Does the sentence make sense? Yes/No* (Wait)

2. *Does the sentence start with an upper case letter?* (Wait)

In your workbook, point to the upper case letter at the beginning of the sentence. (Wait)

3. *Does the sentence end with a:*

- *full stop?*
- *question mark?*
- *exclamation mark?*

(Wait. Point to the exclamation mark.)

The sentence starts with an upper case letter and makes sense. It ends with an exclamation mark.

We use an exclamation mark when a sentence expresses strong feelings, such as sudden surprise, joy, anger or fright.

How do you think Zang felt when he said, 'I am soaking wet!'?

Was he surprised, happy, angry or frightened?

Tell your partner. Partner 2, then Partner 1.

Commas in lists

Today we are going to revise the use of commas to separate the items in a list.

This is a list of the items Zang took on his trek:

- a sleeping bag
- lots of food
- a flask
- a pot to cook in.

This is how to write a list in a sentence. In a sentence, the items in a list are separated by a comma except for the last two. The last two items are separated by the word 'and'.

For example,

When Zang went trekking he took a sleeping bag, lots of food, a flask and a pot to cook in.

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 eg, 'sleeping bag' and 'lots of food';
- the items are separated by a comma, except for the last two;
- the last two items are not separated by a comma. The comma is replaced by the word 'and'.

Add commas to the 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.

Kids keep cats, dogs snails parrots rabbits and toads as pets.

Kids keep cats, dogs, snails, parrots, rabbits and toads as pets.

(Circulate to check understanding. Write correct version on the board and clarify any difficulties.)

The sports shop sells cricket bats, rackets track pants sunglasses sun hats and drink bottles.

The sports shop sells cricket bats, rackets, track pants, sunglasses, sun hats and drink bottles.

(Circulate to check understanding. Write correct version on the board and clarify any difficulties.)

There were pandas, hippopotamuses cheetahs baboons camels with one hump gorillas and albatrosses at the zoo.

There were pandas, hippopotamuses, cheetahs, baboons, camels with one hump, gorillas and albatrosses at the zoo.

(Circulate to check understanding. Write correct version on the board and clarify any difficulties.)

7.2 Verbs

GOAL: To understand what verbs do in a sentence

In previous modules you learnt that a sentence starts with an upper case letter, ends with a full stop, question mark or exclamation mark and must make sense. To make sense, a sentence must have a verb.

Verbs are words that tell us what people and things are, have and do. Verbs are sometimes called 'doing' words. Verbs include all the things that people and things do. 'Doing' includes thinking and feeling, being and having, as well as physical actions like running, looking and sitting.

For example:

Jack is a student. Jack has a cat. Jack runs fast. Jack feels good.

When we talk about verbs, we put the word 'to' before the verb.

For example, we say the verb: to sit, to run, to think.

I'll tell you two things that I am. I am Australian. I am fit.

Tell your partner two things that you are. Partner 1, then Partner 2.

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

I'll tell you two things that I have. I have a dog. I have jam on my toast.

Tell your partner two things that you have. Partner 2, then Partner 1.

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

I'll tell you two things that I do. I live in Adelaide. I feed my dog.

Tell your partner two things that you do. Partner 1, then Partner 2.

I'll tell you how I feel. I feel proud of my students for working so hard.

Tell your partner how you feel. Partner 2, then Partner 1.

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

Read sentence 1 with me.

1. Zang sleeps in his sleeping bag.

Everyone together, tell me which word is the verb. (Wait)

Yes, the verb is 'sleeps'. It tells us what Zang does.

Underline the verb in sentence 1.

With your partner, underline the verbs in sentences 2 – 8.

(Provide the correct answer and an explanation, sentence by sentence, after the students have underlined the word.)

2. Zang has a big rucksack.
3. Zang's sleeping bag is in his rucksack.
4. Zang plods up the hills.
5. It rains.
6. Zang's sleeping bag gets wet.
7. Zang rings his Mum.
8. Zang is seventeen.

7.3 Pronouns

We use a pronoun instead of a noun so we don't have to use the same noun over and over again. Pronouns are usually short words, like I, you, he, she, it, we, they, him, her, them.

(Explain that the words 'we' and 'they' are plural, that is they refer to more than one person, and that 'you' can be singular [point to one student] or plural [point to more than one student].)

Read the pronouns with me: I, you, he, she, it, we, they, him, her, them.

With your partner, replace some of the nouns with pronouns to make this paragraph sound better.

Draw a neat line through the noun you want to replace and write the pronoun above it. We'll read the paragraph together first.

Will, Ann and Jed are hot so Will, Ann and Jed go to the dam.
Will spots a swing hanging from a tree in the dam. Will swims to the swing. Ann is swimming when Ann sees a big log floating past. Ann grabs the log. Ann jumps on the log and Jed and Will join Ann. Jed, Will and Ann pretend the log is a boat.

Read the paragraph with your partner and make final changes. There is not one correct version. It depends whether you think it sounds good.

7.4 Adding an ending

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

(Write the words on the board or refer students to their workbooks.)

In English, we add endings to base words for different reasons. We add <s> to turn singular nouns into plural nouns. For example, we add <s> to the end of the noun 'hilltop' when there is more than one hilltop.

hilltop *changes to* hilltops.

hill > hills	hilltop > hilltops	soak > soaking
lot > lots	sleep > sleeping	creek > creeks

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.)

Copy the corrected sentence into your workbook.

Zang a tent! did not pack

Zang did not pack a tent!

on a trek. set off Zang

Zang set off on a trek.

a big rucksack. He took

He took a big rucksack.

Zang's rucksack? What was in

What was in Zang's rucksack?

(Write the corrected sentences on the board. Students should correct their own work. Check students have inserted the apostrophe in Zang's.)

8.2 Proofreading sentences

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

(In Module 5, 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
- commas in lists.

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

Each of the sentences in your workbook has three 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. zang sat off on a week-long trek
(3 errors: 2 punctuation, 1 spelling)

Zang set off on a week-long trek.

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

There are three errors in the sentence: 2 punctuation errors and 1 spelling error.

Two punctuation errors:

- 1. The word 'zang' needs to begin with an upper case letter because it is a name and it is the first letter in the sentence.*
- 2. The sentence needs a full stop at the end.*

One spelling error:

The word 'set' is spelt wrong. It should be <set>.

(Make corrections to the sentence on the board.)

Copy the corrected sentence on the line in your workbook.

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

*With your partner, find three errors in sentences 2, 3 and 4.
Write the correct sentences in your workbook.*

2. He tooc a bug rucksack
(3 errors: 1 punctuation, 2 spelling)

He took a big rucksack.

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

3. Soon Zang's slipping bag wos soaking wet
(3 errors: 1 punctuation, 2 spelling)

Soon Zang's sleeping bag was soaking wet.

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

4. at six o'clock, it began to rain
(3 errors: 2 punctuation, 1 spelling)

At six o'clock, it began to rain.

(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

(Write the sentence on the board.)

Zang was seventeen.

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.

(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 18:

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

Write your score

Score /18

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 text at a literal level (i.e. using stated facts)

Read the words with your partner.

Tick the things Zang took on his trek.

rucksack food hippopotamus cook-pot trumpet truck tie soap
jacket flask

(Wait)

As I read each item, say Yes or No.

(Confirm the correct answer. For example, 'Yes, Zang took a rucksack.'
'No, Zang did not take a hippopotamus'.)

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)

Tell your partner what you think.

What do you think Zang did when he got wet?

Give a reason for your answer. Partner 1, then Partner 2.

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

What would you have done? Tell your partner. Partner 2, then Partner 1.

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

Is planning important for going on holidays?

Why? Why not? Give two reasons for your answer. Partner 1, then Partner 2.

(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. Tell me the answer.

(Write the answer on the board.)

1. Was there a sleeping bag, lots of food and a flask in Zang's rucksack?

Yes/No

Tell your partner what I should write in my answer. Partner 1, then Partner 2.

All together, tell me what to write.

Yes. There was a sleeping bag, lots of food and a flask in Zang's rucksack.

For questions 2,3,4 and 5 write Yes or No and then the answer. Remember to use an upper case letter at the beginning of a sentence and a full stop at the end.

2. Did Zang set off on a one week trek? Yes/No

3. Did Zang have a good sleep in the open? Yes/No

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

4. Do you think Zang rang his mum when he was soaking wet? Yes/No

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

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

Where would you prefer to trek? Look at the pictures.



Tick the best: forest hills coast

Why is it the best?

Take turns to tell your partner two reasons for your choice.

Partner 1, then Partner 2.

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

Final Comment

You have now completed the exercises for Module 5. 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 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.16 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!

buzz win wet week well will worn ring sing bang wing
van good foot book hood took look wool zoo cool moon
boot fool tool zoom sneeze freeze swim swam twist
twig sweet went swept swing stung sting bring strong
string spring vest stood spoon broom proof feeling
morning vomit visit tattoo windscreen freezing painting
spelling victim footsteps develop volunteer

(60 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. zoo	2. wait	3. wig	4. van	5. hook
6. vest	7. boots	8. stung	9. visit	10. weekend
11. morning	12. song	13. will	14. went	15. good
16. spelling	17. were	18. where	19. have	20. old

(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 van hooting, and then I will dictate the words to you slowly so you can write them down.

(Read the sentence below.)

A van was hooting its horn.

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 and one full stop.

A van // was hooting // its horn. (full stop)

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.)

A van was hooting its horn.

(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 5 and
you are now ready to extend your skills by studying Module 6.*

Appendix A

Focus Words

Below is a list of Focus Words.

Focus Words have unusual spellings or include spellings that have not yet been taught. A group of focus words is included in each module starting in Module 3.

Many of these words are irregular and need to be revised often.

One way to provide practice is to choose 5 Focus Words from earlier modules that are proving difficult, and add them to the spelling test included in the program.

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B

Glossary

Blending	<i>Blending</i> is the process of joining speech sounds to make a word. For example, <i>c-a-t</i> > <i>cat</i>
Comprehension	Reading <i>Comprehension</i> is the ability to process information we have read and to understand the meaning. <i>Literal</i> comprehension uses stated facts in the text. <i>Inferential</i> comprehension works out an answer based on information given in the text.
Conjugate	<i>Conjugate</i> describes the way a verb changes form to show number, person, tense etc.
Consonant	A <i>consonant</i> is a sound that is made by blocking air from flowing out of the mouth with the teeth, tongue, lips or palate. For example, <i>b</i> is made by putting your lips together, and <i>/</i> is made by touching your palate with your tongue. The letter <i>y</i> makes a consonant sound when it is at the beginning of a word, for example, <i>yacht</i> , <i>yellow</i> ; but <i>y</i> makes a vowel sound when at the end of a word, for example, <i>sunny</i> , <i>baby</i> .
Decoding	<i>Decoding</i> is the ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words. It is sometimes called sounding out.
Exercises	<i>Exercises</i> are the activities that provide students with practice in the skills taught.
Grammar	<i>Grammar</i> is the study of the way words are used to make sentences.
Irregular word	Not all words can be decoded. <i>Irregular words</i> are phonetically irregular because they do not follow phonic rules. For example, <i>said</i> , <i>does</i> , <i>who</i> .
Motor memory	<i>Motor memory</i> involves consolidating a specific motor task to memory through repetition. For example, saying the word as you write it; tapping or clapping when determining syllables.
Paragraph	A <i>paragraph</i> is a section of writing that focuses on one main point, idea or topic. A paragraph has one or more sentences. A new paragraph begins on a new line and may be indented or follow a blank line space.
Phonics	<i>Phonics</i> refers to the system of relationships between letters and sounds in a language.

Synthetic phonics first teaches students the sounds associated with letters, not the names of the letters. When students know a few vowels and consonants, they are taught to blend sounds together (that is, to synthesise) all through the word.

Punctuation	<i>Punctuation</i> is the marks, such as full stops, question marks, commas and speech marks, used in a piece of writing to make the meaning clear.
Pure sound	In order to blend sounds to read a word it is important to use <i>pure sounds</i> . Pure sounds do not add the /uh/ sound at the end. For example, we say /c-a-t/ not /cuh-a-tuh/.
Segmenting	<i>Segmenting</i> is the process of splitting up a word into its individual sounds in order to spell it. For example, <i>cat</i> > c-a-t.
Sentence	A <i>sentence</i> is a group of words that makes sense on its own. A sentence starts with a capital letter and ends with a full stop, question mark or exclamation mark. In order to make sense on its own, a sentence must have a subject and a verb.
Syllable	A <i>syllable</i> is a word or part of a word that has one vowel sound. For example, the word <i>cat</i> has one syllable and the word <i>panic</i> has two syllables.
Symbols	Two symbols are used to distinguish letter names and letter sounds: Letter names are written with the lower case letter and enclosed by angular brackets < >. For example, the word <i>chin</i> begins with the letter <c>. Letter sounds are written with the lower case letter and enclosed by forward slashes //. For example, <i>chin</i> begins with the /ch/ sound.
Tense	<i>Tense</i> refers to a form of a verb that shows if an action happens in the past, present or future.
Text type (genre)	<i>Text types</i> (or <i>writing genres</i>) are different categories or types of writing. There are four basic text types: narrative, report, recount and procedure. Other text types include persuasion, exposition, explanation, description, review, discussion, poetry, response.
Vowel	A <i>vowel</i> is a sound that is made by allowing breath to flow out of the mouth, without closing any part of the mouth or throat. For example, <i>a oa e igh oi ee or</i> . The letter <i>y</i> makes a consonant sound when it is at the beginning of a word, for example, <i>yacht, yellow</i> ; but <i>y</i> makes a vowel sound when at the end of a word, for example, <i>sunny, baby</i> .

SPELD SA Intensive Literacy Program

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

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

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

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

Module	Text	Modules 1-7 introduce one way to spell the 42 main sounds of English
1	Pat Spat Ants	s <u>sat</u> a <u>ant</u> t <u>tin</u> i <u>pin</u> p <u>pan</u> n <u>nip</u>
2	The Tramp	c <u>cat</u> k <u>kid</u> ck <u>sick</u> e <u>pen</u> h <u>hand</u> r <u>rat</u> m <u>map</u> d <u>din</u>
3	The Desk has a Lid!	g <u>get</u> o <u>on</u> u <u>up</u> l <u>lid</u> f <u>fan</u> b <u>bin</u>
4	The Scotsman	ai <u>rain</u> j <u>jam</u> oa <u>boat</u> ie <u>pie</u> ee <u>need</u> or <u>corn</u>
5	Zang's Trek	z <u>zip</u> w <u>wet</u> ng <u>ring</u> v <u>van</u> oo <u>book</u> oo <u>room</u>
6	A Gift for Tom	y <u>yell</u> x <u>six</u> sh <u>shed</u> ch <u>chin</u> th <u>think</u> th <u>that</u>
7	Tim and the Fun Run	qu <u>quiz</u> ou <u>loud</u> oi <u>join</u> ue <u>fuel</u> er <u>runner</u> ar <u>farm</u>
		Modules 8, 9 and 10 introduce common alternative spellings for the vowel sounds
8	A Trip to the Top End	y/ee/ <u>jelly</u> a-e <u>game</u> e-e <u>these</u> i-e <u>nine</u> o-e <u>note</u> u-e <u>tune</u>
9	Baxter Saves the Day	ay, ey <u>day, they</u> oy <u>boy</u> o <u>go</u> y/ie/ <u>sky</u> a <u>April</u> e <u>me</u> y/i/ <u>pyjamas</u> ea <u>sea</u> igh <u>high</u> ie/ee/ <u>chief</u> i <u>ipad</u> u <u>unite</u>
10	Growing Cherry Tomatoes	oe, ow/oa/ <u>toe, slow</u> ow/ou/ <u>how</u> ir, ur/er/ <u>bird, turn</u> ew/ue/ <u>few</u> au, aw, al/or/ <u>August, saw, wall</u>
		Modules 11-15 introduce new sounds, less common alternative spellings for the vowel sounds and consonants, silent letters and word endings
11	Let's Abolish Zoos	ph/f/ <u>phone</u> soft c/s/ <u>city</u> soft g/j/ <u>page</u> silent b,w,k <u>comb, wrist, knee</u> air, are, ear/air/ <u>hair, care, wear</u>
12	Our Catamaran Experience	wh/w/ <u>when</u> ea/e/ <u>head</u> wa/wo/ <u>was</u> wor/wer/ <u>work</u> war/wor/ <u>warm</u> ou/u/ <u>touch</u>
13	Battle of the Bugs	ch/k/ <u>chemist</u> ti,ci/sh/ <u>station, special</u> si/sh/ /zh/ <u>pension, television</u> silent h,c,n <u>school, science, autumn</u> ei, eigh, aigh/ai/ <u>vein, eight, straight</u>
14	How to Make a Kite	o/u/ <u>love</u> ture/cher/ <u>picture</u> ore, ar, oar/or/ <u>more, war, roar</u> ie/ee/ <u>field</u> n/ng/ <u>drink</u> tch/ch/ <u>catch</u> dge/j/ <u>bridge</u>
15	The Tank Man of Tiananmen Square	s/z/ <u>has</u> se, ze/z/ <u>choose, freeze</u> gn/n/ <u>sign</u> gh/f/ <u>laugh</u> ear, eer, ere/ear/ <u>fear, cheer, here</u>