

# **SPELD SA**

## **Literacy Program**

### *Zang's Trek*



## **Module 5: Student Workbook**

**Date:**    /    /

**Name:** -----

## ***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?

# Zang's Trek

## 1. New text

## 2. Letters and sounds

### 2.1 New letters and sounds

*Say the sounds.*

z	w	ng	v	oo (book)	oo (moon)
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### 2.2 Letter formation

*Trace the letters and say the sounds.*

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

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

Handwriting practice lines (two sets of three lines each: top solid, middle dashed, bottom solid).

### 2.3 Short and long vowels

/a/ /e/ /i/ /o/ /u/  
mad pet hid hop cub

/ai/ /ee/ /ie/ /oa/ /ue/  
rain feet pie coat fuel

## 2.4 Letter-sounds and names

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

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

*Say the letter-sounds.*

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



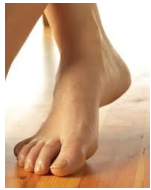



## 2.5 Letter-sound dictation




c									

## 2.6 Word sort

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

*Underline the sounds /oo/ /or/*

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

### 3. Reading

#### 3.1 Blending sounds together

*Say the sounds. Say the word.*

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

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

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

*Read the words as fast as you can.*

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

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

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

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## 4. Spelling

### 4.1 Spelling tips

cook   soak   fork   seek  
flask   sink   silk  
mess   fell   off  
buzz   jazz   fizz

### 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 Modules 3 and 4.*

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 (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 5 focus words

*Read the words together.*

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

## 5.4 Spelling Module 4 focus words pre-test

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### 6. Text reading

#### 6.1 Reading focus words in the text

*Read these words*

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

#### 6.2 Reading tips

*Read these words.*

a/A	the	seventeen	as	his	Zang's
hills	open	he	no	began	flask

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

*Read the text on page 2.*

#### 6.4 Text questions and activities



## 6.5 Word meanings

*Choose 2 words from the text.*

\_\_\_\_\_

\_\_\_\_\_

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## 7. Punctuation and grammar

### 7.1 Revision – nouns, exclamation marks, commas in lists

#### Nouns

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

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

I am soaking wet!

#### Commas in lists

*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.*

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

*Add commas to these lists:*

1. Kids keep cats, dogs snails parrots rabbits and toads as pets.
2. The sports shop sells cricket bats, rackets track pants sunglasses sun hats and drink bottles.
3. There were pandas, hippopotamuses cheetahs baboons camels with one hump gorillas and albatrosses at the zoo.

## **7.2 Verbs**

*Verbs are doing words. Verbs include all the things that people and things do. For example:*

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

*Read the sentences. Underline the verbs.*

1. Zang sleeps in his sleeping bag.
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

I you he she it we they him her them

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.

### 7.4 Adding an ending

*Say the base word. Say the word.*

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

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## 8. Sentences

### 8.1 Sentences make sense

*Rearrange the words to make a sentence.*

Zang a tent! did not pack

---

on a trek. set off Zang

---

a big rucksack. He took

---

Zang's rucksack? What was in

---

## 8.2 Proofreading sentences

*Find the errors and write the correct sentences.*

1. zang sat off on a week-long trek  
(3 errors: 2 punctuation, 1 spelling)

---

---

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

---

---

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

---

---

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

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### 8.3 Dictation

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Score     /18

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## 9. Comprehension

### 9.1 Answering questions about the text

*Tick the things Zang took on his trek.*

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

### 9.2 Answering questions and giving reasons

### 9.3 Answering in complete sentences

1. Was there a sleeping bag, lots of food and a flask in Zang's rucksack?  
Yes/No

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

---

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

---

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

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## 10. Oral communication

### 10.1 Using pictures to stimulate language



*Tick the best:     forest       hills       coast*

*Discuss why it is the best.*

## ASSESSMENT PRACTICE

*Read the words. Spell the words.*

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





# 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

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## Appendix A

### Focus Words

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

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

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

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

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

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

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

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

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

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

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

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

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



# Certificate of Completion



has successfully completed

## Module 5

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