

SPELD SA

Literacy Program

A Gift for Tom



Module 6: Instructor Handbook

Developed by **SPELD SA**
and made possible through a grant from
Department for Correctional Services (DCS) Community Project

Strengthening strategic partnerships with the community & organisations

Program Instructions

Materials	<p>Instructor: Instructor handbook: <i>A Gift for Tom</i> (Module 6), a board, dry wipe pen or chalk, eraser</p> <p>Student: Student workbook: <i>A Gift for Tom</i> (Module 6), pencil, rubber</p>
How to use this handbook	<p>The activities in this book are designed to be conducted by an instructor with a group of similar ability students. The instructor should read all headings, information, instructions and helpful hints. They <i>are printed in red italics</i>.</p> <p>Instructor notes are printed in black, (10 pt font & in brackets).</p> <p>Goals for each activity are at the beginning of each activity and are shaded.</p>
Symbols	<p>Different symbols are used to distinguish letter names and letter sounds.</p> <ul style="list-style-type: none"> Letter names are written with the lower case letter and enclosed by angular brackets < >. For example, 'chin' begins with the letter <c>. Letter sounds are written with the lower case letter and enclosed by forward slashes / /. For example, 'chin' begins with the /ch/ sound.
Activities	<p>Students should work in pairs. If the number of students is uneven, group the three strongest students together.</p> <p>'Partner 1, then Partner 2.' To encourage partner work, students take turns to respond.</p> <p>In a one-to-one situation, the instructor also plays the role of partner.</p> <p>A workbook may take several sessions to complete. Revise the important activities at the beginning of subsequent sessions.</p>
Maintaining students' interest	<p>To maintain students' interest, keep lessons moving:</p> <ul style="list-style-type: none"> Don't get caught up in discussion. Shorten activities that seem to drag, but don't delete them altogether. Each activity has a specific purpose. <p>To provide light relief:</p> <ul style="list-style-type: none"> Play games that provide practice and revision of the material taught to date (5-7 minutes). Read from a text chosen by the student/s (5-7 minutes). Students draw a cartoon to illustrate: 'Pets are terrific' or 'Pets are a bother' (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 6 can be found at: http://www.speld-sa.org.au/service/158-speld-sa-phonics-books-set-6.html</p> <p>Continue practising newly acquired skills <i>until they become automatic</i>. Automaticity is usually the result of learning, repetition and practice. For example, students whose reading is not automatic will read haltingly, and with great difficulty. If a student's concentration is focussed on word recognition, they will have no concentration left for comprehension.</p> <p>Independent writing is introduced in Module 8 when students have learnt one way to write the 42 main sounds of English. Modules 8 to 15 cover the structures underlying the following text types: recount, procedure, exposition and narrative.</p> <p>An emphasis on oral language and vocabulary is fundamental to the success of the program.</p>

Contents

A Gift for Tom

1. New text	7
2. Letters and sounds	7
2.1 New letter-sounds	
2.2 Letter formation	
2.3 Letter-sounds and names	
2.4 Letter-sound dictation	
2.5 Revising lower and upper case letters	
2.6 Alphabetical order	
2.7 Word sort	
3. Reading	13
3.1 Blending sounds together	
3.2 Syllables	
3.3 Reading rate	
3.4 Assessing reading rate	
4. Spelling	15
4.1 Spelling tips	
4.2 Segment for spelling	
4.3 Spelling practice	
5. Focus words	17
5.1 Revising focus words introduced in previous modules (reading)	
5.2 Revising focus words introduced in previous modules (spelling)	
5.3 Reading Module 6 focus words	
5.4 Spelling Module 6 focus words pre-test	

6. Text reading	21
6.1 Reading focus words in the text	
6.2 Reading tips	
6.3 Reading with meaning	
6.4 Text questions and activities	
6.5 Word meanings	
7. Punctuation and grammar	23
7.1 Revision – verbs	
7.2 Pronouns – subject	
7.3 Conjugating verbs	
7.4 Contractions	
7.5 Adding an ending	
8. Sentences	27
8.1 Sentences make sense	
8.2 Proofreading sentences	
8.3 Dictation	
9. Comprehension	31
9.1 Answering questions about the text	
9.2 Answering questions and giving reasons	
9.3 Answering in complete sentences	
10. Oral communication	33
10.1 Using pictures to stimulate language	
Assessment	35
Reading the text	
Reading rate	
Spelling test	
Dictation	
Appendix A: Focus Words	37
Appendix B: Glossary	40

A Gift for Tom

Tom's best friends all have animals. Ken has a big dog that he takes on long runs. Ben has a dog, too, that goes with him in his van when he travels, and his friend Liz has a cat that sleeps on her bed.

Tom wishes he had a pet.

One morning, when Ken is running with his dog, he sees an advert attached to a lamp-post with string. It is an ad for a Mastiff, the perfect dog for Tom.

Ken grabs the ad and tells Tom. The Mastiff costs \$50 but Tom cannot afford to spend \$50 for a dog. It is too much.

Next week, Tom will be 21.

Liz, Ken and Ben bring his present in a big box. "Go on Tom, look in the box," they yell.

What do you think is in the box?

Yes. It is a dog for Tom. Ken rang the man with the Mastiff who had stuck the ad on the lamp-post. Liz, Ken and Ben chipped in \$17 and they all went to collect the dog in Ben's van. The man did not want to sell his dog but he felt he was too old to look after it any more.

How do you think Tom felt about the present? Do you think Tom was expecting such a good present?

(221 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 6, choose a text and click on your preferred format, for example, *text format for older readers*.

A Gift for Tom

1. New text

GOAL: To provide a context for the skill-based exercises that follow
To develop prediction skills

(Introduce the text on p.5 and show students the front cover.)

I am going to read this text to you. The story is about a young man who is about to have his 21st birthday. His friends bring a gift in a very large box. Tell your partner what you think might be in the box.

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 introduce letter-sounds according to a predetermined order

Module 6 has six new letter-sounds: /y/ /x/ /sh/ /ch/ voiced /th/ (that), unvoiced /th/ (thin).

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

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

For example, write **y Y** on a board.)

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

(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 /y/ at the same time.

(Repeat for **x X**)

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

(Three digraphs are introduced in Module 6: <sh, ch, th>.

<sh, ch, th> are consonant digraphs, that is, one sound made by two consonants.

The digraph 'th' can be voiced /th/ as in 'that', or unvoiced /th/ as in 'thin'.

Introduce the sounds of the digraphs and the names of the letters used to write the sound.

Write **th** on the board.)

This is a consonant digraph. It has two sounds: voiced /th/ (as in that), and unvoiced /th/ (as in thin).

It is written with the letters <t, h>.

Voiced /th/ is found in the words: them, then, this, that.

Unvoiced /th/ is found in the words: thank, think, thick, thin.

Copy me.

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

Repeat for **sh**, **ch**)

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 letters in the air and write them in their workbook, saying the letter-sounds.)

Trace the letters and say the sounds.

y Y x X sh ch th (that) th (thin)

Copy the letters twice. Say the 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 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	y	w	ck	l	b	j	t	n	i	z	s
c	e	h	m	a	d	g	u	v	f	k	p	x

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

th (that)	th (thin)	oo (took)	oo (room)	ai	ch	ee	or	ie	sh	ng	oa	oi
--------------	--------------	--------------	--------------	----	----	----	----	----	----	----	----	----

2.4 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 /k/ kiss, you write lower case <k>.

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

ee	oo(moon)	e	ai	th(that)	oa	a	sh
or	g	k(kiss)	c(cat)	th(thin)	m	ie	ch
o	or	h	j	t	ng	oo(book)	y

ee							

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

2.5 Revising lower and upper case letters

GOAL: To practise writing the lower and upper case letters introduced to date.

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

v	n	y	r	z	i	b	l
d	w	s	f	x	p	u	

v V							

(Circulate and check letter formation. Note letters that may need extra practice.
Write the lower case and upper case letters on the board. Students correct their own work.)

2.6 Alphabetical order

GOAL: To write letters in alphabetical order

The letters in the table are in alphabetical order. Each letter is written in upper and lower case.

*Point to each letter as we say the names of the letters of the alphabet.
We'll read across the page. I'll lead.*

A a	B b	C c	D d	E e			
F f	G g	H h	I i	J j	K k	L l	M m
N n	O o	P p	Q q	R r	S s		
T t	U u	V v	W w	X x	Y y	Z z	

Write the upper case letters in alphabetical order from A to Z on the lines in your workbook.

*Now point to each letter as you recite the alphabet with me.
We will use the letter names.*

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

We use alphabetical order to find words in a dictionary and when searching for documents on a computer. What else do people use alphabetical order for? Tell your partner. Partner 1, then Partner 2.

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

When looking for a word in a dictionary, it helps to think of the alphabet in four sections.

A B C D E | F G H I J K L M | N O P Q R S | T U V W X Y Z |

Put each set of three upper case letters in alphabetical order and write the lower case letters next to them. The first set has been done for you. This is how I worked out the order.

(Demonstrate)

A B C D E	F G H I J K L M	N O P Q R S	T U V W X Y Z
D A B	L H F	Q N R	W Y T
A a			
B b			
D d			

Put these names in alphabetical order based on the first letter.

(Demonstrate using the first list of names.)

A B C D E	F G H I J K L M	N O P Q R S	T U V W X Y Z
Edmonds	Macdonald	Osborn	Tonkin
Bain	Ingram	Scott	York
Adams	Gill	Ross	Veld
Dixon	Higgs	Pendrick	Wicks

2.7 Word sort











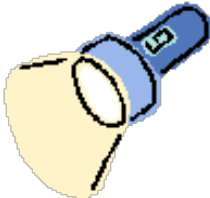

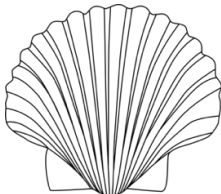

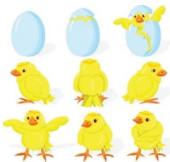

GOAL: To focus on the sounds in words

This Word Sort focuses on the sounds /sh/ in shop and /ch/ in chimp.

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.

/sh/ as in shop		/ch/ as in chimp	
sandwich chimpanzee cheese cockroach chips match torch chicks		ship toothbrush mushrooms fish shed sheep shell <u>shop</u>	
<u>shop</u>			
			
			
			
			

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

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. Ask students to say the word.)

l-oo-k	b-r-i-ng	b-ee-n	w-i-th	L-i-z	t-r-a-v-e-l-s	b-o-x
th-a-t	th-i-ng	w-i-sh	y-e-ll	th-i-n-k	ch-i-p	m-u-ch

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.)

w-i-sh > wish m-u-ch > much

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.)

b-o-x	y-e-ll	h-i-m	y-e-s	w-i-ll	L-i-z	s-ee-s
h-a-s	th-a-t	b-ee-n	s-t-u-ck	th-i-n-k	b-r-i-ng	n-e-x-t
s-l-ee-p-s	c-o-s-t-s	t-r-a-v-e-l-s	w-i-sh-e-s	c-a-nn-o-t	a-ff-or-d	p-r-e-s-e-n-t

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.

pre/sent > present	can/not > cannot	tra/vels > travels
wish/es > wishes	af/ford > afford	pe/di/gree > pedigree
ex/pen/sive > expensive	a/ni/mals > animals	run/ning > running
at/tach/ed > attached	per/fect > perfect	col/lect > collect
af/ter > after	lamp/post > lamppost	

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.

box	yell	him	yes	will	with
Liz	sees	has	that	been	much
stuck	think	brings	next	sleeps	costs
travels	wishes	cannot	afford	present	expect

3.4 Assessing reading rate

GOAL: To measure reading speed

(Instruction: test individually for assessment of reading speed.)

How many words can you read in 1 minute?

Take turns with your partner. Read the words aloud as fast as you can. Your partner will say, 'Stop' after 1 minute.

Go back to the beginning again if you get to the end before your partner says, 'Stop'.

(Partner 1 times Partner 2 and records score in wpm [words per minute].)

Partner 2 times Partner 1 and records score in wpm.)

How many words did you read in 1 minute?

(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

(Write on the board:

yes yap yelp kayak

Read these words with me.

In Module 6, you learn that the letter <y> is pronounced /y/ at the beginning or in the middle of a word. In Modules 8 and 9, you will learn that <y> can make other sounds as well.

When to use the letter <x> or the letters <ks> at the end of a word

(Write on the board:

box Max fix banks thinks sticks

Read the words with me.

The sound for the letter <x> is made with two sounds /k/ and /s/.

Let's say the sound <x>. (Wait)

*When there is a vowel before the /ks/ sound, use the letter <x> as in:
box, Max, fix.*

*When there is a consonant before the /ks/ sound, use <ks> as in:
banks, thinks, sticks.*

Adding <s> or <es> to the end of a word

(Write on the board:

hats shops things tricks jackets storms

Most words add <s> to make the plural. Read the words with me.

(Write on the board:

ch sh s x z

Read the sounds with me.

In Modules 5 and 6, you learn a special group of sounds: /ch, sh, s, x, z/

(Write on the board:

lunches kisses brushes boxes buzzes

Read the words with me.

Words that end in /ch, sh, s, x, z/ add <es> to make the plural and for some verb endings.

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 'box' into its sounds.

(Raise 3 fingers.)



The word 'box' has 3 sounds, b-o-x.

(Model how to touch each finger as you say the sounds: b-o-x)

Copy me. Say the word 'box'. Raise 3 fingers. Pinch a finger as you say each sound: b-o-x> box.

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

Now, we are going to write the letters for each sound on 3 fingers, like this.

(Raise 3 fingers and say the sounds as you demonstrate how to finger-write the letter sounds on your 3 raised fingers using the pointer of your writing hand.)

b-o-x.

Now, it is your turn. I'll say some words with the new sounds.

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

next	much	that	wish	yell	think
------	------	------	------	------	-------

The next step is to segment a word into its sounds and write the word.

(Lead the practice activity.)

You will need your workbook.

I will say the words, one at a time.

- *Say the word in your head and count the sounds on your fingers.*
- *Write the word in your workbook.*

box	yes	costs	travel
wishes	with	bring	such

(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 reads the words one by one.

Partner 2 writes the words in their workbook on line (b).

(a) _____

(b) _____

Partner 1 checks the words. Partner 2 re-writes any word that has been wrongly spelt and copies the word correctly. Partners then reverse roles.

(Students organise themselves while you circulate.)

5. Focus words

5.1 Revising focus words introduced in previous modules (reading)

GOAL: To read commonly used focus words

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

We are going to revise the focus words you have learned so far.

Turn to Appendix A. Find the word lists for Modules 4 & 5.

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 4 & 5 focus words	Reading Mod 4 & 5 focus words	Reading Mod 4 & 5 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. your	2. some	3. said	4. which	5. here
6. only	7. have	8. where	9. down	10. who

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 6 focus words

GOAL: To practise reading Module 6 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.)

any	money	more	before	father
other	mother	another	because	want
saw	put	could	should	would

Now read the words together.

5.4 Spelling Module 6 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 'could, should and would' on the board. Spell each word using the letter names.)

The words 'could, should and would' have a common pattern: they end with <ould>. One way to remember the spelling is the mnemonic: O U Lucky Duck.

(Other patterns and tricks:

- To remember the spelling of 'because', use the first letter of the words:
 - Big Elephants Can Always Understand Small Elephants OR
 - Big Elephants Cannot Always Use Small Exits.
- Other patterns include:
 - any, many
 - more, before
 - other, mother, another.)

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.)

any any any _____

Hand up your spelling pre-test.

6. Text reading

6.1 Reading focus words in the text

GOAL: To read commonly used focus words in the text

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

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

(Write the words on the board.)

friends	have	takes	her	when	what	one
advert	want	was	after	any	perfect	about

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	travel	travels	wishes	has
goes	tells	go	so	he	over

(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 <a> in 'afford' is pronounced /uh/

The <e> in 'the' and 'travel' is usually pronounced /uh/

In 'has, travels, sees, goes, tells' the final <s> is pronounced /z/

In 'he, go, so, over', the vowel says its name

In 'think', the <nk> sounds like /ngk/.

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/

<a> in 'afford' = /uh/

<e> in 'the' and 'travel' = /uh/

In 'has, travels, sees, goes, tells' the final <s> = /z/

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

In 'go, so, over', the <o> says its name

The <nk> in 'think' = /ngk/.

6.3 Reading with meaning

GOAL: To develop automaticity and expression

Turn to the text on page 2 of your workbook.

Read the text aloud with your partner.

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

People who read well pay attention to punctuation:

- *at a comma, they take a short breath*
- *at a full stop, they take a long breath*
- *for a question mark, they make their voice go up at the end and then take a long breath*
- *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.)

1. *Tell me some reasons why you think people have pets?*
2. *What are some of the expenses involved in keeping a pet?*
3. *What are some of the responsibilities associated with keeping a pet?*
4. *If you wanted to buy a dog, how would you go about it?*
5. *To buy a friend an animal might not be a good idea. Why not?*
6. *What happened in the story that enabled Tom's friends to find out that he wanted the dog in the advertisement?*
7. *Would you put a dog in a box? Give a reason for your answer.*

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 in the story have more than one meaning, like 'box', 'post' and 'stuck'. With your partner, think of two meanings for 'box' and 'post'.

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

7. Punctuation and Grammar

7.1 Revision – verbs

The verbs in this paragraph have been highlighted as well as some odd bods, words that are not verbs. With your partner, underline the words that are verbs and discuss how you know. Circle the odd bods and discuss how you know they are not verbs. The first verb has been underlined.

We often go to Glenelg for a swim. We pack the van with a tent, a picnic and all the belongings we need. When we get there we select a good spot and set up the tent. We slap on the sunblock and a hat. Jan paddles, Jim swims, Jack lies on the sand, Ben sleeps in the tent and Pam runs up the steps, along the top of the cliffs and back.

7.2 Pronouns – subject

In Module 5, you learnt about pronouns. Pronouns are short words like 'he, you, it, they, I, him, her'. We use a pronoun instead of a noun so we don't have to say the same noun over and over again.

Listen as I read a piece of writing. Which words you think need to be replaced with a pronoun?

The children went to school by bus. Their parents took the children to the bus stop. The children waited for the bus to arrive. Then the children got on the bus. During the long journey, the children sang songs.

Which word was repeated too many times? All together.

Yes, the word 'children' is repeated too many times. To avoid this repetition, we could have replaced 'children' with the pronoun 'they' or 'them'.

The main pronouns are:

I you he she it we you they

(Write the pronouns on the board.)

Read the pronouns with me.

Some of these pronouns are singular. They refer to one person or thing (I, you, he, she, it).

Some of these pronouns are plural (we, you, they). They refer to more than one thing. The word 'you' has been written twice because 'you' can be singular or plural.

With your partner, write the singular pronouns under the heading 'singular pronouns' and the plural pronouns under the heading 'plural pronouns'. The first one has been done for you.

Singular pronouns

I

you

he, she, it

Plural pronouns

we

you

they

Say the pronouns with me. We'll say the singular pronouns first and then the plural pronouns. I'll lead.

7.3 Conjugating verbs

In module 5 you learnt that 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. All sentences must have a verb.

Now we are going to join the verb 'to see' to the pronouns.

(Point to the exercise in the students' handbook or write the words on the board.)

Say the pronoun then the verb. I'll lead.

I	see
you	see
he, she, it	sees
we	see
you	see
they	see

This is called conjugating a verb.

Did you notice that when the subject of the verb is 'he, she or it', we add an <s> to the end of the base word?

Together, conjugate the verb 'to bring' with me.

I	bring
you	bring
he, she, it	brings
we	bring
you	bring
they	bring

7.4 Contractions

GOAL: To learn to use an apostrophe to show that a letter or letters have been left out

Look at the table. The shortened words or groups of words are called contractions.

When we talk, we often join words together by leaving out some of the sounds. When we write what was said, we leave out the missing letter/s and insert an apostrophe to show that one or more letters are missing

Together, we are going to say the contractions below and then say the words that have been joined together to make them.

The first one has been done for you. I'll lead. Then with your partner, you are going to write the two words each contraction stands for.

I have he is can not I am we are let us are not will not		
1. isn't : <u>is not</u>	2. I've :	3. let's :
4. we're :	5. aren't :	6. I'm :
7. he's :	8. can't :	9. won't :

(When most of the students have finished, write each contraction and the words that have been shortened on the board. Students correct their own work.)

This time we are going to say the two words and then the contraction. I'll lead.

she'll doesn't didn't you've mustn't hasn't there's you're		
10. they are : <u>they're</u>	11. must not :	12. you have :
13. does not :	14. did not :	15. you are :
16. has not :	17. there is :	18. she will :

With your partner, join the two words to make contractions. Write an apostrophe to show where the letter or letters are missing. The first one has been done for you.

(When most of the students have finished, write the words and the contraction on the board. Students correct their own work. Circulate to decide if additional practice is needed.)

7.5 Adding an ending

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

(Write the words on the board.

Explain why we add 's' to some of the words in the text.)

In English, we add endings to base words for different reasons. Let's review the endings you have learnt so far.

Adding 's'

- *We add 's' to turn many singular words into plurals. For example, we add 's' to the end of the word 'dog' when there is more than one dog and 'dog' changes to 'dogs'.*
- *We add 's' to the end of verbs in the present tense. For example, in the sentence: 'Tom drives a tanker' we add 's' to the end of the word 'drive' so it agrees with the 3rd person singular subject 'Tom' (Tom drives a tanker).*

Adding 'es'

- We add 'es' to nouns that end in 'ch', 's', 'sh', 'x', 'z' (lunches, buses, rushes, taxes).
- We add 'es' to verbs that end in 'ch', 's', 'sh', 'x', 'z' (catches, hisses, rushes, mixes, buzzes)
- We also add 'es' to verbs that end in 'o' (goes, does).

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

I'll say the base word and then the whole word. Copy me.

friend > friends	animal > animals	run > runs
tell > tells	travel > travels	go > goes
sleep > sleeps	wish > wishes	see > sees
grab > grabs	cost > costs	chip > chipped
expect > expecting		

8. Sentences

GOAL: To learn about sentences and to demonstrate knowledge of spelling, sentence punctuation and grammar introduced so far

(Items in this section assume knowledge of all grammar and punctuation covered in this and previous modules.)

8.1 Sentences make sense

GOAL: To rearrange words to make a sentence

With your partner, put the words in order to make a sentence. Look for the word with an upper case letter. It is likely to be the first word in a sentence.

Then look for the word that is followed by a full stop, question mark or exclamation mark. It is likely to be the last word in the sentence.

Then move the remaining words around until the sentence makes sense. Write the sentences in your workbook. I'll show you how to do the first sentence.

(Write the first sentence on the board and model how to rearrange the words, using the explanation above.)

1. runs with Ken his dog.

Ken runs with his dog.

2. his dog. did not want The man to sell

The man did not want to sell his dog.

3. went to collect They in the van. Ben's dog

They went to collect Ben's dog in the van.

4. good about Did Tom feel his present?

Did Tom feel good about his present?

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

8.2 Proofreading sentences

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

(In Module 6, 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 words on the board. I'll lead.

1. what do you fink is in the box
(3 errors: 2 punctuation; 1 spelling)

What do you think is in the box?

(On the board, model how to make the corrections using the explanations below.)

There are three errors in sentence 1: two punctuation errors and one spelling error.

Two punctuation errors:

- The word 'what' is the first word in the sentence. It needs to start with an upper case letter.
- The sentence is a question. It needs a question mark at the end.

One spelling error:

- the word 'fink' is spelt incorrectly.

(Make corrections to the sentence on the board.)

Copy the correct sentence in your workbook:

What do you think is in the box?

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

Write the correct sentences in your workbook.

2. What did Ben see on a lamp-post

(3 errors: 1 punctuation; 2 spelling)

What did Ben see on a lamp-post?

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

3. tom cannot afford \$50 for a dog

(3 errors: 2 punctuation; 1 spelling)

Tom cannot afford \$50 for a dog.

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

4. when Ben travels, his dog goes wish him

(3 errors: 2 punctuation; 1 spelling)

When Ben travels, his dog goes with him.

(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

Liz, Ken and Ben paid \$50 for a dog.

(Write the sentence on the board.)

Read the sentence with me.

Your task is to write the sentence from memory.

Remember to:

- *put a comma after Liz because this is a list of names*
- *write the dollar sign before the number.*

Read the sentence again, together.

(Rub the sentence off the board.)

Write the sentence in your workbook.

(Ask students to write the sentence. 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 30:

- *23 letters*
- *3 upper case letters, 1 comma, 1 full stop*
- *1 number (50)*
- *1 dollar sign.*

Write your score

Score /30

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)

What do Ben, Liz and Dan have in common?

Discuss with your partner. Then complete the sentence below. You can copy words from the story.

Ben, Liz and Dan _____

What do Ben, Liz and Dan do with their animals?

Ben _____

Liz _____

Dan _____

(Provide correct answers.)

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)

What kind of animal would you choose for a pet?

Give two reasons for choosing that animal.

Tell your partner. Partner 2, then Partner 1.

(Circulate and choose two words to share with the students.)

There are pros and cons (good things and bad things) of having a pet.

What are the benefits of having a pet?

Tell your partner. Partner 1, then Partner 2.

(Circulate and choose the benefits to share with the students.)

What are the costs (or bad things) of having a pet?

(Circulate and sum up the pros and cons to share with the students.)

9.3 Answering in complete sentences

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

Read Question 1 with me.

1. Did Tom feel sad because he did not have a pet? Yes/No

All together, say Yes or No and tell me the answer.

Yes. Tom felt sad because he did not have a pet.

(Write the answer on the board.)

Now, read the answer together. Copy the answer into your workbook.

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 Ben's dog go with him on his travels? Yes/No

3. Can a dog be a pal? Yes/No

4. Are Tom's pals kind? Yes/No

5. Does Tom think his present is a good one? Yes/No

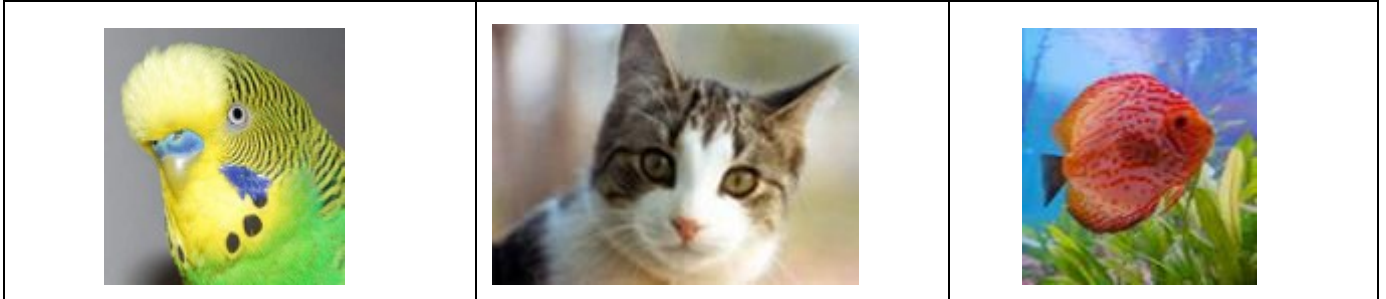
10. Oral Communication

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

If you had to pick one of these for a pet, which one would you choose?



Why? Tell your partner. Give two reasons.

Partner 2, then Partner 1.

If you could pick any pet, what would it be?

Why? Tell your partner. Give two reasons.

Partner 1, then Partner 2.

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

Final Comment

You have now completed the exercises for Module 6. 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 and speech punctuation and read the story as if you are entertaining someone and they are hearing it for the first time.

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

Reading rate

(Refer student to the table of words headed Assessment Practice at p.17 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!

yes six fix box chin chat rich chest much coach fish
shop ship wish cash shut rush shed short this that
then with them than thin thick thing tooth teeth next
text itch match pitch catch switch snatch scratch shelf
brush smash crash splash three throat thank think
maths length strength mailbox chicken rubbish shopping
finish kitchen sandwich children toothbrush

(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. yet	2. torch	3. fish	4. teeth	5. box
6. much	7. next	8. lunch	9. shopping	10. children
11. yes	12. with	13. continue	14. them	15. then
16. thing	17. because	18. put	19. saw	20. more

(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 Liz and six chicks, and then I will dictate the words to you slowly so you can write them down.

(Read the sentence below.)

I think Liz kept six chicks in a shed.

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 two upper case letters and one full stop.

I think // Liz kept // six chicks // in a shed. *(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.)

I think Liz kept six chicks in a shed.

(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 6 and you are now ready to extend your skills by studying Module 7.

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

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

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

SPELD SA Intensive Literacy Program

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

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

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

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

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