

SPELD SA

Literacy Program

Tim and the Fun Run



Module 7: Student Workbook

Date: / /

Name: -----

Tim and the Fun Run

Tim wants to join his children, Will and Jess, on a fun run. But before he does, he needs to get fit.

Tim runs round the block. He swims in the local pool. He jogs along the river bank. He skips. It gets harder and harder to push himself to get up in the morning to train, but he does not quit. Tim doesn't want to look foolish in front of his children.

It is the start of the run. Bang! Tim and the kids set off. Will and Jess are good runners. They are quicker than Tim and he cannot keep up with them. The kids run on without their father and wait for him at the end. They clap, and pat him on the back when he gets to the finish. "Good on you, Dad!" they exclaim.

Tim grins. He flops onto the ground. He's had it! Do you think Tim was disappointed with his effort?

Tim and the Fun Run

1. New Text

2. Letters and sounds

2.1 New letter-sounds

Say the sounds.

2.2 Letter formation

Trace the letters and say the sounds.

qu Qu ou oi ue er ar

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

Handwriting practice lines consisting of two sets of three horizontal lines (top solid, middle dashed, bottom solid) for copying the letters.

2.3 Letter-sounds and names

Say the letter sounds. Then say the letter names.

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



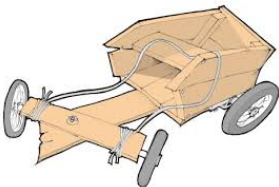









oo(room)	oa	ch	ee	th(this)	ai	oo(book)	sh	ie
th(thin)	or	ng	qu	ou	oi	ue	er	ar

2.4 Letter-sound dictation

d							

2.5 Word sort

Name the pictures. Print the word at the top.
Underline the sounds /oi/ /ar/.

<div>/oi/ in foil</div> <div>/ar/ in cart</div>			
<div>coins foit dart toilet market carpet tortoise</div> <div>go-cart point barbecue start shark</div>			
<u>foil</u>			
			
			
			

2.6 Alphabetical order

Say the names of the letters in the alphabet.

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

Nelson Higgs York Cox

Martin, Morton, Mills

<i>1</i>	<i>2</i>	<i>3</i>

Hunter, Harris, Hill

<i>1</i>	<i>2</i>	<i>3</i>

Clark, Cooper, Chen

<i>1</i>	<i>2</i>	<i>3</i>

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3. Reading

3.1 Blending sounds together

Say the sounds. Say the word.

Tim	quit	with	loud	join	jogs	hard	bang
off	find	them	wait	flops	grin	quick	good
swims	start	skips	finish	exclaim	ground	runners	rescue
fitter	continue	kids	quicker				

3.2 Syllables

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

run/ners > runners	can/not > cannot	child/ren > children
fin/ish > finish	ex/claim > exclaim	hard/er > harder
con/tin/ue > continue	fit/ter > fitter	lo/cal > local
be/fore > before	ri/ver > river	a/long > along
morn/ing > morning	fool/ish > foolish	quick/er > quicker
with/out > without	fa/ther > father	dis/ap/point/ed > disappointed

3.3 Reading rate

Read the words aloud as fast as you can.

Tim	quit	bang	off	fuel	them	wait	quick
good	with	loud	hard	grin	join	jogs	kids
start	ground	swims	skips	flops	runners	rescue	finish
fitter	continue	exclaim	quicker				

3.4 Assessing reading rate

How many words did you read in 1 minute?

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

4. Spelling

4.1 Spelling tips

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) _____

4.4 Choosing the best word

1. Tim wants to go _____ (with, on, into) a fun run with his kids but he _____ (seems, needs, keen) to get fit.
 2. It is the _____ (part, stand, start) _____ (of, off, to) the run.
 3. The kids are _____ (proof, good, foot) _____ (runners, jumpers, hammers) and Tim cannot keep up with them.
 4. He flops onto the _____ (roof, barbecue, ground). He's had _____ (out, it, that)!
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5. Focus words

5.1 Revising focus words (reading)

Go to Appendix A. Read the words in Modules 5 and 6.

Date 1: / /	Date 2: / /	Date 3: / /
Reading Mod 5 & 6 focus words	Reading Mod 5 & 6 focus words	Reading Mod 5 & 6 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 7 focus words

Read the words together.

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

5.4 Spelling Module 7 focus words pre-test

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6. Text reading

6.1 Reading focus words in the text

Read these words.

wants	to	go	are	their	the	they	when
-------	----	----	-----	-------	-----	------	------

6.2 Reading tips

Read these words.

a/A	his	kids	swims	jogs	runners
grins	of	go	he	father	faster

A and a = /uh/

<e> in *the* = /uh/

In *his, kids, swims, jogs, runners, grins* the final <s> = /z/

<e> in *he* says its name = <e>

The <o> in *go* says its name = <o>

The <a> in *ask* and *flask* can be /a/ or /ar/

In *of* the final <f> = /v/.

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.

7. Punctuation and Grammar

7.1 Revision – conjugating a verb

I	sit
you	sit
he, she, it	sits
we	sit
you	sit
they	sit

7.2 Verbs (tense)

Read the sentences with the instructor.

I visit Gran most weekends.

They visited a friend this morning.

They will visit a friend this evening.

7.3 Introducing the present tense

Read the list of verbs.

to meet	to ask	to explain	to expect	to cook
to sing	to get	to sting	to feel	to think

Conjugate the verb 'to meet'

I	meet
you	meet
he, she, it	meets
we	meet
you	meet
they	meet

Write the correct form of the verb in the present tense.

Beth meets (to meet) her grandma at the swimming pool.

I _____ (to ask) for a cup of coffee.

The instructor _____ (to explain) what to do.

The dogs _____ (to expect) to be fed at 4 o'clock.

Brenda often _____ (to cook) a roast dinner.

We often _____ (to get) fish and chips for lunch.

The bee _____ (to sting) Sandra on the neck.

Will you _____ (to sing) us a song?

Do you _____ (to feel) OK?

7.4 Introducing the past tense

Read the verbs.

bang	ask	collect	fetch	mend	start	visit
------	-----	---------	-------	------	-------	-------

Add <ed> to the end of the verb to make the past tense.

banged	asked	collected	fetches	mended	started	visited
--------	-------	-----------	---------	--------	---------	---------

Write these verbs in the past tense.

Present	Past
bump	
film	
call	
rain	

7.5 The doubling rule

hop + p + ed > hopped

chat + t + ed > chatted

shop + p + ed > shopped

Present	Past
tug	tugged
drip	dripped
hum	hummed
bat	batted
sob	sobbed
jog	jogged
flap	flapped

Present	Past
clap	
grin	
stop	
hug	

7.6 Adding an ending

Read the base word and then the base word and ending.

grin > grins	kid > kids	hard > harder
runner > runners	need > needs	skip > skips
swim > swims	get > gets	quick > quicker
flop > flops	jog > jogs	child > children
fool > foolish	can > cannot	does > doesn't
disappoint > disappointed	run > runner	

8. Sentences

8.1 Sentences make sense

Rearrange the words to make a sentence.

1. runners? Tim's kids Are good

2. go on a Will we fun run?

3. Tim. faster than The kids ran

4. onto the ground. Tim flopped At the end of the run

8.2 Proofreading sentences

Find the errors and write the correct sentences.

1. The kids claped when Tim got to the finich

(3 errors: 1 punctuation; 2 spelling)

2. it is the stat of the run

(3 errors: 2 punctuation; 1 spelling)

3. The kids are god runers and Tim canot keep up with them.

(3 errors: 3 spelling)

4. tim's kids ar proud ov him.

(3 errors: 1 punctuation; 2 spelling)

8.3 Dictation

Score /34

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9. Comprehension

9.1 Answering questions about the text

List 3 things Tim did to get fit.

9.2 Answering questions and giving reasons

Do you reckon Tim thinks he is on a fun run when he feels so bad?

Discuss with your partner.

a) Yes. Tim thinks the run is fun because _____

b) No. Tim does not think the run is fun because _____

9.3 Answering in complete sentences

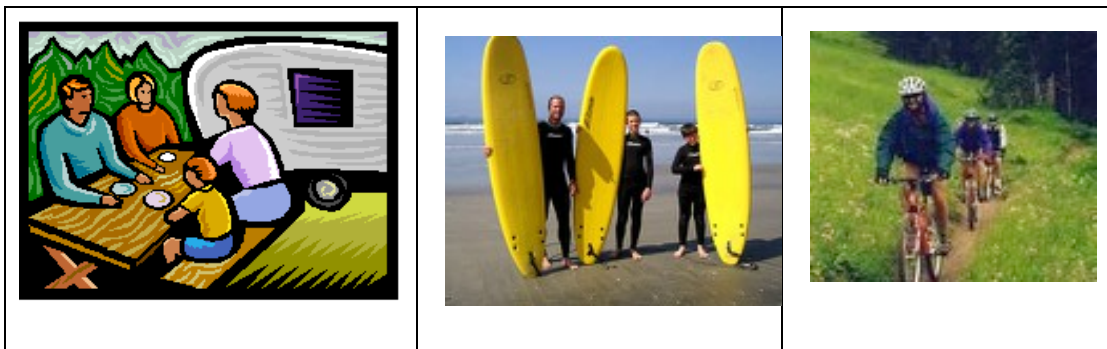
Discuss with your partner.

1. To feel better when he runs, Tim could _____

2. I think (do not think) Tim's kids will get him to go on

another fun run because _____

3. What else could Tim do with his children?



Tim could _____
_____ with his children.

9.4 What do you think?

List 3 things people do to keep fit. Discuss with your partner.



Tell your partner what fitness training you are interested in.

I am interested in _____

Tell your partner 2 things about that fitness training.

Tell your partner what job training interests you.



Tell your partner what the job training involves.

Tell your partner why it is interesting.

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10. Writing

10.1 Text type - procedure

Title	<i>Training for the Adelaide to Glenelg Fun Run</i>
Goal	To finish the Adelaide to Glenelg fun run in under 1 hour
What you need	<ul style="list-style-type: none">• Running kit• Good running shoes that fit well• 12 weeks fitness training.
Method	<p>Start the fitness plan 12 weeks before the run.</p> <p>Week 1: On 3 days, run or jog for 5 minutes, then walk for 2 minutes X 4</p> <p>Week 2: On 3 days, run or jog for 6 minutes, then walk for 2 minutes X 4</p> <p>Week 3: Run or jog for 10 minutes, then walk for 2 minutes X 3</p> <p>If you have no problems, raise the training load a little each week for the remaining 9 weeks.</p>
Final comment	<ul style="list-style-type: none">• Before a run, remember to warm-up and stretch• After a run, stretch again• Run at a speed that is comfortable for you.• If you miss a week of training, don't give up.

10.2 Developing a plan

With your partner, write a fitness plan.

Title	
Goal	
What you need	<ul style="list-style-type: none">• _____• _____• _____• _____
Method	<ol style="list-style-type: none">1. _____2. _____3. _____4. _____
Final comment	<p>Possible problems</p> <ul style="list-style-type: none">• _____ <p>Tips</p> <ul style="list-style-type: none">• _____

10.3 Sharing your plan

Tell your partner your plan.

ASSESSMENT PRACTICE

Read the words. Spell the words.

quick quit out loud shout mouth our south oil
join fuel her arm car art hard farm park dark
bar yard part found round sound count ground
cloud point glue blue true start scar toilet
letter never summer corner hammer ladder ever
cooker garden cartoon farmer mountain rescue
sister winter swimmer thunder temper number
partner spanner clever terrific roundabout
understand

ASSESSMENT

Reading the text

Read the story again, as well as you can.

Reading rate

Spelling test

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

Dictation

Appendix A

Focus Words

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

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

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

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

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

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

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

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

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

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

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 7

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