

SPELD SA

Literacy Program

A Trip to the Top End



Module 8: Student Workbook

Date: / /

Name: -----

A Trip to the Top End

Bob's big wish was to film Australia's top predator, the big croc. In 2014, Bob's wish came true. He took the train to Darwin and from there a bus to Fogg Dam for the boat trip he had booked.

A boat trip is the best way to see crocodiles. They swim up to the boat for food and can be seen sitting on the river banks, soaking up the sun.

After the boat trip, Bob visited a crocodile farm. He saw thousands of crocodiles. Some were in pens and some were in billabongs. Bob saw the pen where the young crocs hatch out from their eggs. In just 24 weeks they will be adult crocodiles.

Crocodiles are farmed for their skins and their meat. The skins are used to make products such as handbags, hats, hat-bands and belts.

Crocodile is a popular meat that is eaten in Australia and overseas. It tastes a bit like chicken.

Bob got his wish and has lots of shots of crocodiles. He intends to load them on Facebook for his friends to see.

A Trip to the Top End

1. New Text

2. Letters and sounds

2.1 Revise 42 main sounds.

Say the sounds.

Consonants												
s	t	p	n	c	h	r	m	d	g	l	f	b
j	z	w	ng	v	y	x	sh	ch	th (think)	th (that)	qu	

Vowels															
a	e	i	o	u	ai	ee	ie	oa	ue	or	oo (foot)	oo (room)	ou	oi	er ar

2.2 Alternative spellings of vowel sounds

a) Revision

Say the sounds.

Long Vowels				
ai	ee	ie	oa	ue
(pain)	(seen)	(pie)	(road)	(cue)

2.3 Alternative spellings of vowels learnt so far

Say the sound. Then say the word.

ai	pain	a-e	cake
ee	seen	e-e	these y lucky
ie	pie	i-e	bike
oa	road	o-e	note
ue	cue	u-e	tune

Say the sound. Then say the word.

a *split e* (cake) e *split e* (these) i *split e* (bike)

o *split e* (note) u *split e* (tune)

Read the words.

game date make plane spade shade Steve Pete
here even these evening bone home rope joke
owe spoke cube tune tube cute use computer

Say the words.

funny silly puppy fussy rocky sunny dusty cherry
foggy muddy spotty sandy yummy sadly empty

2.4 Alternative spellings and sample words

ai	train	<a> split <e>	take	
ee	green	<e> split <e>	these	y/ee/ lucky
ie	tie	<i> split <e>	side	
oa	coat	<o> split <e>	joke	
ue	fuel	<u> split <e>	tube	

2.5 Word sort

Read each word. Copy the word in the correct column.

Words with silent <e>					
woke mule hate cute drive made silly cure Steve lucky here brave even cube evening nine five funny line joke tube cherry plane hole puppy those quake these home tune hide					
a-e	e-e	i-e	o-e	u-e	y/ee/
			woke		

2.6 Letter-sounds and names

Say the letter sounds. Then say the letter names.

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

2.7 Sounds spelt with more than one letter

Say the letter-sounds.

th (thing)	th (that)	er	oo (cook)	oo (cool)	ai	qu	ou	ck
ch	ee	or	ie	sh	ue	ng	oa	oi
ar	a-e	e-e	i-e	o-e	u-e			

3. Reading

3.1 Blending sounds together

Say the sounds. Then say the word.

like	used	make	wish	film	look	tastes
banks	jumps	skins	belts	Darwin	crocodile	thousands

3.2 Syllables

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

soak/ing	hunt/ed	vi/si/ted
pro/ducts	thou/sands	bill/a/bongs
croc/o/dile	Aus/tra/li/a	pre/da/tor
a/dult	pop/u/lar/	in/tends
Dar/win	ri/ver	li/ving

3.3 Reading rate

Read the words aloud as fast as you can.

bus	used	boat	make	see	food	shot
up	mud	farm	such	like	load	them
eggs	wish	look	film	trip	from	after
train	best	swim	jumps	tastes	skins	belts
Darwin	river	crocodile	thousands	soaking	living	products
visited	adult	chicken				

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

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 Modules 6 and 7.

Date 1: / /	Date 2: / /	Date 3: / /
Reading Mod 6 & 7 focus words	Reading Mod 6 & 7 focus words	Reading Mod 6 & 7 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 8 focus words

Read the words.

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

5.4 Spelling Module 8 focus words pre-test

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6.Text reading

6.1 Reading focus words in the text

Read these words.

was	to	Australia	are	is	the	they
be	there	by	where	way	young	their
overseas	of	he	friends	eaten		

6.2 Reading tips

Read these words.

Australia	A/a	eggs	of	go
goes	friends	he	be	

A and a = /uh/

<e> in *the* = /uh/

In *eggs, friends, goes* the final <s> = /z/

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

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

The <e> in *he* and *be* says its name = <e>

The third <a> in *Australia* says its name = <a>

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. Grammar and Punctuation

7.1 Revision – how to change a verb into the past tense

Change the verbs into the past tense.

Present	Past
help	helped
smile	
step	
visit	
hope	
rock	
sort	
complete	
need	
ban	
love	
film	

7.2 Future tense

Complete the table. Write the verb in the future tense.

Future Tense		
I will jump	I will sit	I will go
you	you	you
he	he	he
she	she	she
it	it	it
we	we	we
you	you	you
they	they	they

Exercise 1

It looks as if Glenelg will win (win) the soccer match.

It looks as if Glenelg will win the soccer match.

Do you think fish _____ (develop) wings in the future?

Jim _____ (cook) the chops on the barbecue.

They _____ (need) to hurry if they hope to catch the 2 o'clock train.

I _____ (help) you with your maths.

Unless you run faster, you _____ (miss) the bus.

Next week, we _____ (visit) grandma and grandpa.

Exercise 2

Write 3 sentences about the future.

1. _____
2. _____
3. _____

7.3 Apostrophe of possession

Where is Jim's house?

The boss's car is dark red.

Pat's dog was sick.

We swam in grandma's pool.

Which is Ben's desk?

The children's bedroom is a mess!

Insert the apostrophe <s>.

Jill dad lives in Canada.

Have you seen Mum bag?

I dropped Claire glasses.

The cat leg is broken.

Where is Will classroom?

I could not find my uncle house.

Score/ 6

7.4 Adding an ending

handbag > handbags	sit > sitting
start > starting	visit > visited
hat-band > hat-bands	product > products
billabong > billabongs	intend > intends
crocodile > crocodiles	soak > soaking
thousand > thousands	eat > eaten
bank > banks	crocodile > crocodiles
egg > eggs	week > weeks
sit > sitting	book > booked
handbag > handbags	hat > hats
belt > belts	taste > tastes
shot > shots	friend > friends

8. Sentences

8.1 Sentences make sense

Rearrange the words to make a sentence.

1. that he wanted to film crocodiles. Bob told his mate

2. Australia? is the Top End of Where

3. when the crocodile jumped up Bob was amazed and grabbed the food.

4. a crocodile farm Bob visited where thousands of crocodiles in pens. were kept

8.2 Proofreading sentences

Find the errors and write the correct sentences.

1. a crocodile jumps an grab the foot from the hook
(4 errors: 2 punctuation, 2 spelling)

2. At the crocodil farm thousands of egg wile hatch soon
(4 errors)

3. Wy are crocadiles farmd
(4 errors)

4. Bobs hat fel into the river and landed on a crocile
(4 errors)

8.3 Dictation

Score /30

9. Comprehension

9.1 Answering questions about the text

What was Bob's big wish?

9.2 Answering questions and giving reasons

Do you think Bob liked his visit to the Top End? Yes/ No
Tell your partner why.

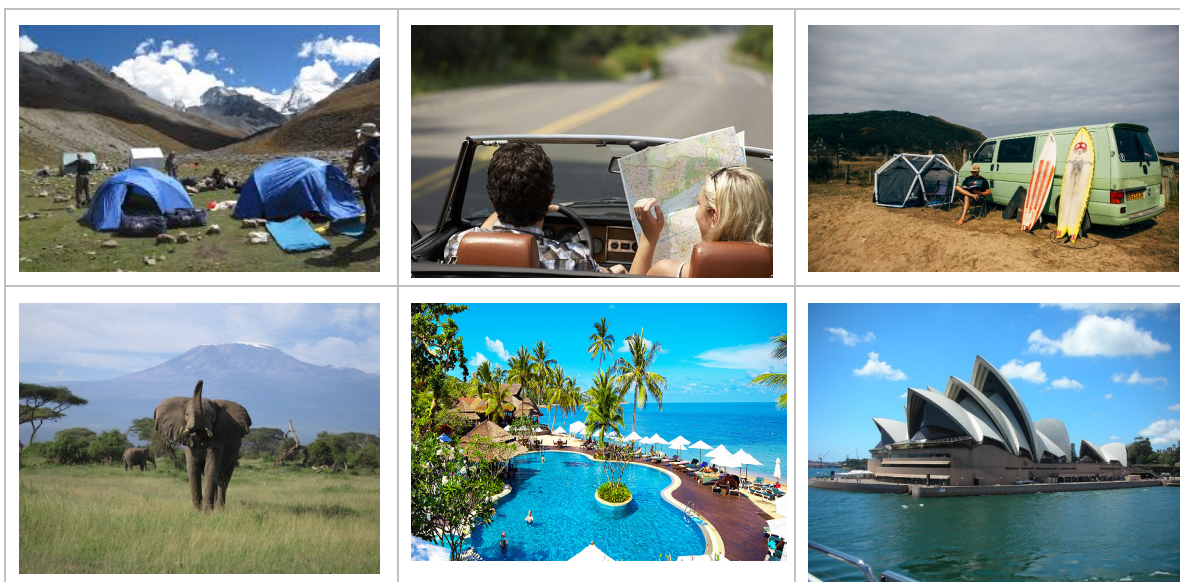
9.3 Answering in complete sentences

What do you think was the best part of the trip? Why?

I think the best part of the trip was _____

because _____

9.4 What do you think?



I am interested in a _____

Tell your partner why that trip interests you.

What would you expect to see and do?

What do you like about going on holiday?

Is there anything you don't like about going on holiday?

10. Writing

10.1 Text types - recount

Title	<i>A Trip to the Top End</i>
Set the scene	<p>What was the event?</p> <p>_____</p> <p>When did it take place?</p> <p>_____</p> <p>Who is in it?</p> <p>_____</p> <p>Where did it take place?</p> <p>_____</p>
What things happened?	<p>List two important events:</p> <p>1. _____</p> <p>2. _____</p>
Ending	<p>What happened at the end?</p> <p>_____</p>
Personal assessment	<p>How did the writer feel about the trip? or What was the best part of the trip? (complete sentences)</p> <p>_____</p> <p>_____</p>

10.2 Planning a recount

Choose one of the following:

A Visit to _____

A Day at the _____

Attending a Sporting Event _____

Title	_____
Set the scene	What was the event? _____ When did it take place? _____ Who was in it? _____ Where did it take place? _____
What things happened?	List two important events 1. _____ 2. _____
Ending	What happened at the end? _____ How did the person feel about their outing? OR What was the best part? (complete sentences) _____ _____

10.3 Sharing your recount

Tell your partner what happened in your recount.

10.4 Writing your recount

1. Title

2. Set the scene (what? when? who? where? why?)

3. Events

First, _____

Then, _____

4. Ending

At the end, _____

ASSESSMENT PRACTICE

Read the words. Spell the words.

game gave name hate date make same take gate
made cake came male fake Steve Pete here ride
line like wide wife quite hide time bike shine five
side home hope vote tune plate snake crane plane
brave brakes state trade prize smile drive smoke
broke lucky happy party marry sorry copy army
carry hobby nickname divide website sunshine lonely
homemade fortune story sleepy sticky empty windy
sporty ugly study family unhappy unlucky hesitate
memory enemy property factory possibly industry

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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.....

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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 8

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