SPELD SA
Literacy Program

Baxter
Saves the Day

Module 9: Instructor Handbook

Program Instructions

Materials	**Instructor**: Instructor handbook: *Baxter Saves the Day* (Module 9), a board, dry wipe pen or chalk, eraser **Student**: Student workbook: *Baxter Saves the Day* (Module 9), pencil, rubber
How to use this handbook	The activities in this handbook are designed to be conducted by an instructor with a group of similar ability students. The instructor should read all headings, information, instructions and helpful hints. They *are printed in red italics*. Instructor notes are printed in black, (10 pt font & in brackets). Goals for each activity are at the beginning of each activity and are shaded.
Symbols	Different 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, '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	Students should work in pairs. If the number of students is uneven, group the three strongest students together. 'Partner 1, then Partner 2.' To encourage partner work, students take turns to respond. In a one-to-one situation, the instructor also plays the role of partner. A workbook may take several sessions to complete. Revise the important activities at the beginning of subsequent sessions.
Maintaining students' interest	To maintain students' interest, keep lessons moving: • 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. To provide light relief: • Play games that provide practice and revision of the material taught to date (5-7 minutes). • Read from a text chosen by the student/s (5-7 minutes). • Students draw cartoons to illustrate: 'Animal Heroes' (5-7 minutes).
Best practice	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. Some students will need a lot of practice to acquire new learning. Additional texts focussing on letter-sounds introduced in Module 9 can be found at: http://www.speld-sa.org.au/service/154-speld-sa-phonic-books-set-9.html Continue practising newly acquired skills *until they become automatic.* 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. 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. An emphasis on oral language and vocabulary is fundamental to the success of the program.

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Baxter Saves the Day

Ray drives a tanker and whenever he goes on the road, he takes his dog, Baxter, with him for company.

One never to be forgotten day last year, Ray and Baxter set off for Seal Bay to deliver a load of petrol. It was a sunny day and Ray took the road along the top of the cliffs so he could enjoy the panoramic views of the sea. All of a sudden, a kangaroo hopped onto the road. Ray swerved to avoid the kangaroo and lost control of the tanker. It careered over the cliff and plummeted into the sea.

Fortunately, the tanker stayed upright and Baxter was able to get out by himself. But Ray was stuck. He had to rely on his dog to get help. Baxter swam to land and ran into Jean and Troy, who were staying in a holiday shack near the beach. Baxter kept on barking and looking out to sea. When Jean and Troy saw the tanker in the water, they understood why. Jean rang 000 and Troy swam out to Ray. He pulled him out of the tanker and dragged him to the beach.

When the rescue team arrived, Ray was sitting with Troy, Jean and Baxter on the sand. Ray was in pain but OK apart from his bleeding leg. The sun was hot and his clothes had dried. The rescue team took Ray to hospital and Baxter went with them.

Jean and Troy didn't forget Baxter and not long after got themselves a dog. As for Ray, he never drove his truck along the top of the cliffs again. He and Baxter now take the coast road and sometimes stop to remember the day Baxter saved Ray's life.

(288 words)

Note to students

As you know, the sounds in English words can be spelt with different letters. In the next modules you will learn which words use which spellings. This means that by the end of Module 15 you will have learnt most of the alternative spellings used for the sounds in English 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 9, choose a text and click on your preferred format, for example, *text format for older readers*.

Baxter Saves the Day

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 called 'Baxter Saves the Day'. It is about a dog that saves its owner's life. What do you think might happen?

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.

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2. Letters and sounds

2.1 Basic spellings of the 42 main sounds of English (revision)

GOAL: To revise one way of spelling the 42 main sounds of English

In Modules 1 – 7 you learnt one way to spell the 42 main sounds of English. We are now going to revise the spellings you have learnt so far.

Say the sounds with me as I point to them. Remember to say the pure sound and don't add 'uh' at the end. With the sounds /b, d, g, j, w, y/, a short /uh/ is hard to avoid.

Consonants and vowels

The sounds of a language are separated into two groups: consonants and vowels.

We'll start with the consonants. I'll lead.
I'll go from left to right.

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

Now, say the vowel sounds with me as I point to them.

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

2.2 Alternative spellings of the vowel sounds

GOAL: To learn alternative spellings of the long vowel sounds

a) Revision

In Module 8 you learnt six alternative spellings of the long vowel sounds: ai, ee, ie, oa, ue. Say the sounds as I point to them.

(Point to the sounds, in random order.)

Vowels				
ai	ee	ie	oa	ue
a-e	e-e	i-e	o-e	u-e
	y/ee/			

b) New spellings

Module 9 introduces an additional nine alternative spellings of vowel sounds. Look at the table. Say each sound after me.

(Point to each sound, moving from left to right, and say the sound, followed by the explanation.)

Vowels						
ai	ee	ie	oa	ue	oi	These sounds have the first spelling you learnt for the long vowel sounds. These sounds are made with two letters. They are called digraphs.
a-split-e	e-split-e	i-split-e	o-split-e	u-split-e		These are the same sounds as the sounds above. They are split digraphs.
a April	e be	i find	o don't	u unite		These letters are used to spell the short vowel sounds /a,e,i,o,u/. In some words these letters say their name.
ay	y/ee/	y/ie/			oy	‹ay› is used to spell /ai/ at the end of a word. ‹y› spells /ee/ at the end of a word with more than one syllable.

					<oy> is used to spell /oi/ at the end of a word, eg boy, destroy.
ey	ea	igh			<ey> spells /ai/ a the end of a one syllable word, eg they, prey. <ea> is a common alternative spelling for /ee/ eg, eat, leaf, teach. <igh> is an alternative spelling for <ie> eg, high, might, flight.

2.3 Alternative spellings and sample words

Say the sounds and words with me as I read across the page.

ai	pain	a-e	cake	a	lady	ay	day	ey	they
ee	seen	e-e	these	e	me	y	lucky	ea	eat
ie	pie	i-e	bike	i	kind	y	fly	igh	high
oa	road	o-e	note	o	open				
ue	cue	u-e	tune	u	usual				
oi	soil					oy	boy		

2.4 Word sort

With your partner, read each word aloud. Copy the word into the correct column in your workbook. The first word has been done for you.

Long <e>: ee, e, e-e, ea, y				
sleep bee leaf happy very these green cream equal beetroot story coffee please complete concrete he me meat severe soggy curry beyond delight clean evening				
ee	e	e-e	ea	y
sleep	equal	these	leaf	happy
bee	he	complete	cream	very
green	me	concrete	please	story
beetroot	beyond	severe	meat	soggy
coffee	delight	evening	clean	curry

2.5 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.

(Letter name, letter sound.)

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

2.6 Sounds spelt with more than one letter

Say all the letter-sounds. I will lead.

th(thin)	th(that)	er	oo(foot)	oo(moon)	ai	qu	ou	ck	ch
ee	or	ie	sh	ue	ng	oa	oi	ar	a-e
e-e	i-e	o-e	u-e	y/ee/	ea	ay	y/ie/	igh	ey/ai/

3. Reading

3.1 Blending sounds together

GOAL: To practise blending 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**.)

s-t-ay (stay)	b-oy (boy)	m-y (my)
t-ea-m (team)	r-igh-t (right)	

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.)

d-ay > day	t-oy > toy	d-r-y > dry
b-ea-ch > beach	r-igh-t > right	

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.)

my	sea	Ray	boy	Seal Bay	dry	Jean	Troy
beach	team	stays	alright	staying	holiday	upright	rely

3.2 Alternative spellings for /ie/

With your partner, find the words with the /ie/ sound.

a) Underline the letters that make the /ie/ sounds in your workbook.
I'll do the first sentence with you.
There is a total of 13 words with the /ie/ sound.

(Write the first sentence on the board.)

It is Friday night.

*I have underlined the letter <i> in Friday and <igh> in night. These are two
alternative spellings for the /ie/ sound.*

It is Friday night. Mike and his wife Myra take a ride on their bikes along
the path that runs beside the river. They buy a pie and French fries from
the local take-away which they eat, with a glass of dry white wine, when
they get home.

b) Write the words with the /ie/ sound in the correct column.
*Two words with the /ie/ sound have been written in the correct columns in your
workbook. The word 'Friday' is in the <i> column because the /ie/ sound is
written with the vowel <i>. The word 'night' is in the <igh> column because the
/ie/ sound is written with the letters <igh>. Write words with the /ie/ sound,
that do not fit in one of the columns, in the odd bods column.*

ie, i-e, y, igh, odd bods (other spellings of the /ie/ sound)					
ie	i-e	i	igh	y	odd bods
pie fries	Mike wife tide bikes beside white wine	Fri<u>d</u>ay	<u>n</u>i<u>gh</u>t	Myra dry	buy

3.3 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.

tank/er > tanker	Bax/ter > Baxter	com/pan/y > company
de/li/ver > deliver	pe/trol > petrol	sud/den > sudden
kan/ga/roo > kangaroo	a/void > avoid	ca/reered > careered
plum/me/ted > plummeted	luck/i/ly > luckily	up/right > upright
him/self > himself	re/ly > rely	stay/ing > staying
ho/li/day > holiday	bar/king > barking	look/ing > looking
when/ev/er > whenever	un/der/stood > understood	res/cue > rescue
sit/ting > sitting	pa/ra/me/dics > paramedics	al/right > alright
ar/rived > arrived	a/part > apart	hos/pit/al > hospital

3.4 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 rows as I point to each word.

goes	Ray	takes	Seal Bay	load	Jean
Troy	beach	rang	sea	dried	team
boy	staying	drives	swerved	clothes	tanker
control	deliver	along	sudden	kangaroo	avoid
careered	over	plummeted	upright	rely	holiday
cabin	shack	rescue	paramedics	apart	hospital
alright	pulled	dragged	understood		

3.5 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: / /	Date 2: / /	Date 3: / /
_____ wpm	_____ wpm	_____ wpm

4. Spelling

4.1 Spelling tips

GOAL: To apply spelling rules and spelling patterns

(These spelling tips relate to the sounds and spellings introduced in Module 9)

<ay>

Most words with the /ai/ sound use the spellings <ai> and <a_e> for example rain, name.

But, *at the end of a word, the /ai/ sound is often spelt <ay> for example* say, day, way, may, pay, play, tray, stay, clay, away, today, Sunday, yesterday.

<ey>

Most words with the /ee/ sound use the spellings <ee> or <ea> for example free, seat.

But, *at the end of a word, the /ee/ sound is often spelt <ey> for example* key, money, chimney, donkey.

<oy>

Most words with the /oi/ sound use the spelling <oi> for example soil, point.

But, *at the end of a word, the /oi/ sound is often spelt <oy> for example* boy, employ.

The letter <Yy>

The letter <y> has more than one sound.

When the letter <y>is used as a consonant, its sound is /y/ as in you *and* beyond.

When the letter <y> is used as a vowel:
- *<y> can say the /ee/ sound, for example* happy, sunny
- *<y> can say the /ie/ sound, for example* my, try, dry
- *<y> can say the /i/ sound, for example* symbol and gym.

<ea> says the /e/ sound

Most words with the /e/ sound use the spelling <e> for example bed, pen.

But, *many common words use <ea> for the /e/ sound, for example* breakfast, bread, dead, head, deaf, measure, weather.

<igh> says /ie/

Most words with the /ie/ sound use the spellings <ie> as in pie, *or <i> split <e> as in* time, mine.

Another way to spell the /ie/ sound is with <igh> for example high, night, light, might, fright, flight.

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 'right' into its sounds.

(Raise 3 fingers.)

The word 'right' has 3 sounds, /r/- /igh/-/t/.

(Model how to touch each finger as you say the sounds: r-*i*-t)

Copy me. Say the word 'right'. Raise 3 fingers. Pinch a finger as you say each sound. r-igh-t > right.

(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.)

r-igh-t.

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.*

- *Finger write the letters for each sound on your fingers.*

stay	Troy	by	team	right

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.*

stay	Troy	by	team	right

_____ _____ _____ _____ _____

(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 3.4 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 7 & 8.

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 7 & 8 focus words	Reading Mod 7 & 8 focus words	Reading Mod 7 & 8 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. always	2. every	3. also	4. love	5. after
6. story	7. through	8. water	9. people	10. until

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 9 focus words

GOAL: To practise reading Module 9 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.)

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

Now read the words together.

5.4 Spelling Module 9 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 'right' and 'might' on the board. Spell each word using the letter names.)

The words 'right' and 'might' have a common pattern:
the /i/ sound is spelt <igh>

(Other patterns and tricks:

- The memory trick for the spelling of 'enough', is to use the first letter in the following words:
  - Elephants Never Own Ugly Great Houses
- 'buy' and 'build' have a silent <u>
- In 'both, don't, going,' the <o> says its name.)

With your partner, take turns to find patterns in the focus words and share memory tricks. Write the words on the back of your spelling pre-test.

Partner 2, then Partner 1.

(Circulate and then discuss patterns and tricks for remembering the spelling of some of the words. Write the words on the board.)

Now look at your spelling pre-test and write the words that were hard for you three times. Say the letter names as you write them, then say the word, like this.

(On the board, demonstrate how to write the letters and say the letter names at the same time. Then say the word.)

build build build _____

_____

_____

_____

_____

Hand up your spelling pre-test.

5.5 Homophones

GOAL: to distinguish between words that sound the same but have a different spelling and meaning

English words come from different languages and this is why a particular sound can have different spellings. It depends on the language that the word comes from.

Homophones are words that sound the same but have different spellings and different meanings.

In Modules 4, 5 and 7, you learnt one way to spell the vowel sounds:
ai, ee, ie, oa, ue, oo, oi, oo, er, ar.
In Modules 8 and 9, you learnt some of the alternative spellings for these sounds. You have also learnt focus words that sound the same as these words and they are included in the exercises.

(Point to exercise 5.5 in the student workbook.)

Read these words with me.

sale/sail	plane/plain	male/mail	stair/stare	waist/waste
ate/eight	mined/mind	tale/tail	tide/tied	pane/pain

The words in each pair sound the same but have different spellings and different meanings.

(Write sale/sail on the board.)

Read these words with me: sale/sail

The words 'sale' and 'sail' sound the same but have different spellings and different meanings.

Look at the table below with the headings Spelling 1 and Spelling 2.

Look at the left-hand column. In the word 'sale' spelt <sale>, the long <a> sound is spelt <a>, consonant, silent <e>. What is the meaning of the word 'sale' spelt <sale>?

All together. (Wait)
It's a sale when something is sold for money.

Look at the right-hand column. The long <a> sound in the word 'sail' spelt <sail> is spelt <ai>. What is the meaning of the word 'sail' spelt <sail>?

All together. (Wait)
Yes, it's the sail on a boat.

Write each of the words listed in your workbook next to the word that sounds the same in the table. Words in the left column make the long vowel sound with the vowel-consonant-silent <e> spelling, and words on the right sound the same but have a different spelling. The first one has been done for you.

sale/sail   waste   ate   plane   stair   mind   tide   pain   mail   tale

Spelling 1	Spelling 2
sale	**sail**
	waist
stare	
	plain
male	
	tail
	eight
pane	
mined	
	tied

With your partner, read the sentences one by one. Together, choose the best word from the completed table and write it on the line.

Don't _____ time on that. We'll be late if we don't go soon.

We went to Bali in a _____.

Mum tripped on the top _____ and broke her leg.

The cricketer had a _____ in his foot and left the oval.

There was no _____ in our post box today.

Ben is seven. He will be _____ next week and he is going to have a party.

....

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.)

alright	000	over	there	who	was	one	plummeted
rely∗	saw	water	pulled	views	company	dragged	careered

∗ *'rely' is an exception to the rule regarding the pronunciation of <y> at the end of a word. It is usually pronounced /ee/, for example in* baby, funny, ugly.
But in rely & supply *it is pronounced /ie/.*

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.)

along	his	so	of	rescue

(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/, as in 'A bun'

In the word 'along', the <a> is pronounced /uh/

In 'drives, his, views, goes, clothes, themselves', the final <s> sounds like /z/

In 'he, be, so' the vowel says its name

The <f> at the end of 'of' sounds like /v/

<ue> can be pronounced in two ways: /ue/ in 'fuel, rescue, barbecue';
or /oo/ in 'blue, true, glue'

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 'along' = /uh/

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

In 'drives, his, views, goes, clothes', the final <s> = /z/

In 'he, be, so' the vowel says its name

In 'of' the final <f> = /v/

In 'fuel, rescue, barbecue', <ue> = /ue/

In 'blue, true, glue', the <ue> = /oo/.

6.3 Reading with meaning

GOAL: To develop automaticity and expression

Turn to the text on page 2 in 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*
- *for speech marks, they pretend they are the person speaking*
- *they liven up their presentation by being expressive.*

Try to do the same.

6.4 Text questions and activities

GOAL: To explore the text further

(Choose two or three questions or activities from the list below.
Read one question or activity at a time.)

1. *What caused the accident in the story?*
2. *How might the accident in the story have been avoided?*
3. *Roadkill is the word used for an animal or animals that have been struck and killed by motor vehicles. Think of two things a driver can do to reduce the risk of hitting an animal?*
4. *At certain times of day, drivers need to be particularly watchful. When is the risk of hitting an animal greatest and why.*
5. *What animals are most likely to go onto the road where you live?*
6. *What are the emergency telephone numbers in your country?*
7. *In Australia, when do people call 000? What information do you think Liz was asked to provide?*

Tell your partner. Partner 2, then Partner 1.

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

6.5 Word meanings

GOAL: To increase vocabulary

Let's think about what the words mean.

- *Choose two interesting words from the text.*

- *Write the words in your workbook.*

- *Choose one of the words. Tell your partner a sentence with the word in it.*

- *Tell your partner what the word means. Partner 1, then Partner 2.*

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

_____ _____

Some words have more than one meaning, like 'hops', 'career', 'over', and 'sink'. With your partner, think of two meanings for 'over' and 'sink'.

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

7. Punctuation and Grammar

7.1 Revision – verbs, pronouns, contractions, adding an ending

Verbs

Verbs are sometimes called 'doing' words. 'Doing' includes thinking and feeling, being and having, as well as physical actions like running, looking and sitting. All sentences must have a verb.

The verb is underlined in the following sentences.

The boat <u>is</u> big. Trees <u>have</u> leaves. The man <u>ran</u> up the hill. Bill <u>was</u> sick.

With your partner, write a verb in each gap below. Do one sentence at a time. Read each completed sentence aloud. Does it make sense? If not, make changes. Finally, read the paragraph aloud with your partner.

Shark Attacks Swimmer

Last week, a shark _____ a West Australian swimmer. The man

_____ _____ in the bay. The shark _____ off both

his hands and part of his arm. Shark experts _____ to the

site and _____ two white sharks. The man _____ a long

time in hospital.

(There are several options for each gap.
Accept all options that are grammatical and make sense.
Circulate and note alternative words used. Share some options with the group.)

Pronouns (revision)

In Module 5 you learnt about pronouns. A pronoun is a word that takes the place of a noun. Read the example with me:

Jean went to the shops with her mum. <u>Jean and her mum</u> went by bus.

To make the second sentence sound better, you can change the words **Jean and her mum** *to* **they.**

The word **they** *is a pronoun that takes the place of the words* **Jean and her mum.** *Using a pronoun enables the writer to avoid repeating the same words and makes the piece of writing sound better.*

Read the list of commonly used pronouns with me:

I   you   he   she   it   we   they   him   her   them   us   my   your   his   their

With your partner, read the paragraph aloud. (Wait)

Did you notice that there was too much repetition? (Wait for a reply)

With your partner, read each sentence aloud and decide which pronoun you will use to replace the underlined words.

(Wait until most students have finished.)

Read your revised text with your partner.

(Wait.)

Does it sound better?

Ray and Fred Went Missing

Last Sunday, Jan and I went on holiday with our friend, Ray and <u>Ray's</u> dog, Fred. When <u>Jan, Ray and I</u> reached the caravan park, <u>Jan, Ray and I</u> went to our cabins to dump our bags. <u>Jan, Ray and I</u> grabbed our swimming things and set off to the beach with Fred.

Jan and I went for a swim and Ray went for a run with Fred. <u>Ray and Fred</u> were away for a long time and <u>Jan and I</u> were concerned. Why were Ray and Fred away so long? What had happened to <u>Ray and Fred</u>? It was getting dark so I went back to the caravan park but Jan stayed. <u>Jan</u> waited a few minutes and then went to look for <u>Ray and Fred</u>.

Later, I found out that Fred had fallen down the cliff and <u>Fred</u> had hurt his paw. Ray carried <u>Fred</u> back to the caravan park with help from Jan.

Contractions (revision)

I am – I'm   of the clock – o'clock)

We looked at contractions in Module 6. A contraction is a shortened form of one or two words (one of which is usually a verb). In a contraction, an apostrophe takes the place of the missing letter or letters.

For example, I'm *is a contraction that is short for* I am*. The apostrophe in* I'm *takes the place of the missing* a*. Another example is* o'clock*, the contraction that is short for* of the clock*. The apostrophe in* o'clock *takes the place of the missing* ‹f› *and the word* 'the'.

With your partner, choose the correct contraction from the list below. Write the contraction in the brackets. Insert an apostrophe to replace the missing letter or letters. The first one is done for you.

---

doesn't   don't   what's   I'll   it's   that's   isn't
you'll   o'clock   he's   didn't   we'd   can't   they'll

Where is (Where's) he going? He is (_____) going to Perth.

You will (_____) be late if you do not (_____) hurry up.

What is (_____) the time?   The time is 6 of the clock (_____).

They will (_____) need to hurry to catch the train.

We had (_____) better ring Mum and tell her where we are so she does not (_____) get mad at us.

It is not (_____) fair. You did not (_____) let me go on the class trip and I will (_____) never get to see Ayers Rock.

Did not (_____) you say you were catching the 4 of the clock (_____) train?

Adding an ending (revision)

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, topazes/waltzes).*
- *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).*
- *If a noun or a verb ends in <y> after a consonant, change the <y> to <i> and add <es> or <ed>. For example, 'fly' becomes 'flies', 'puppy' becomes 'puppies', 'try' becomes 'tried'.*

Adding 'ing'

We add 'ing' to the end of a verb when something is still happening: (the tanker was floating; Baxter was barking; Ray was sitting on the sand; Jean and Troy were staying in a holiday shack).

For some verbs, we just add the ending:
for example, bark + ing > barking; float + ing > floating; stay + ing > staying.

The doubling rule

For some verbs, we double the last consonant before adding an ending, such as 'ing' or 'ed'.

To identify these verbs:

- *Look at the last three letters of the word*
- *If the last three letters are Consonant-Vowel-Consonant, then double the last letter of the word before adding the ending. For example:*

jog + g + ing > jogging;   run + n + ing > running

There are about 10 exceptions to this rule. 'Plummeted' is one of the exceptions.

Adding 'es' or 'ed' to words ending in consonant<y>

Words ending in consonant<y>, such as try, cry, apply, supply – change the <y> to <i> before <es> or <ed>

try > tries, tried; cry > cries, cried; apply > applies, applied; supply > supplies, supplied.

(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.

drive > drives	swerve > swerved	go > goes
drag > dragged	plummet > plummeted	take > takes
cliff > cliffs	bleed > bleeding	pull > pulled
stay > staying	bark > barking	view > views
arrive > arrived	career > careered	hop > hopped
help > helps	paramedic > paramedics	look > looking
sit > sitting	fortunate > fortunately	sun > sunny
dry > dries, dried	try > tries, tried	rely > relies, relied

7.2 Speech

The words that a person says are called 'speech'.

I expect you have all seen a speech balloon in a cartoon.
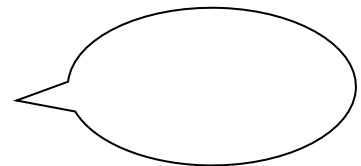
What is a speech balloon used for? Everyone together?

(Wait)

Yes, when a cartoonist wants to show the reader what a character is saying or thinking, they write the words in a speech balloon.

When a writer wants the reader to know what a person is saying, they separate the words that are actually spoken from the rest of the words in the sentence with speech marks.

7.3 Speech marks

GOAL: To learn how to use speech punctuation

Look at the illustration.

> It is raining.

What did the man say? Everyone together: It is raining.

(Write on the board: It is raining.)

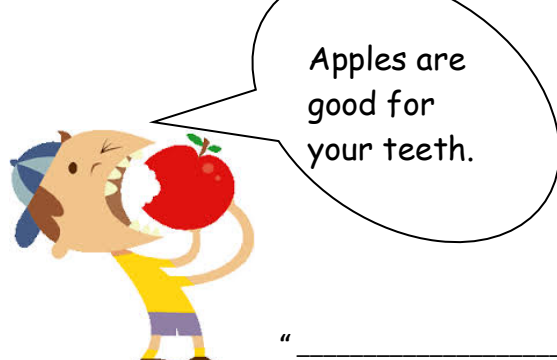*We are going to look at speech punctuation.*

What words did the man say?

(Students say: It is raining)

When we write the words that someone says, we enclose them in speech marks, like this:

(Write: "It is raining." on the board.)

We use an upper case letter for the first word in each sentence inside the speech marks. In the exercises, write the words the person says inside the speech marks. The first one has been done for you.

It is raining. "*It is raining.*"	I hate spinach. " _____ "
Apples are good for your teeth. " _____ _____ "	I hit my hand! " _____ "

"I am sick."	"Achoo!"
" _____ "	" _____ "

7.4 Using speech in a sentence

We use speech marks before the first word the person says and after the last word they say. Read Sentence 1 in your workbook, with me.

1. "I am hot," said Mum.

   (Point to the speech marks and explain that speech marks go around the words that are spoken. The comma separates the words that are said from the rest of the sentence and the full stop indicates the end of a sentence.)

Copy the sentence in your workbook on the line.

Sentences 2 – 6

With your partner, decide where to put the speech marks in the following sentences.

Copy the sentences on the line below and put the speech marks in the correct places. Copy all the other punctuation carefully.

2. Hello, said Jim.

_____

3. Ouch! yelled Ben as he was bitten by a bee.

_____

4. I have lost my lunch box, wailed Anna.

_____

5. What time is it? asked Dan.

_____

6. Have you seen my jumper? Ken asked his mum.

_____

7.5 Using punctuation to separate speech from the rest of the sentence

So far you have learnt that:

- *speech marks are used to separate the words actually said by someone from the rest of the sentence*
- *the words actually said are inside speech marks*
- *we use an upper case letter for the first word of each sentence inside the speech marks.*

Now we are going to look at how to use a comma to separate the words someone actually says from the rest of the sentence or text.

(Write the sentence below on the board.)

"Sit tight, Baxter," commanded Ray as he swerved to avoid the kangaroo.

Read this sentence with me. In this example, the spoken words end with a comma. The closing speech marks come after the comma.

What words does Ray say? Say the words with me.

Ray says, "Sit tight, Baxter." The words Ray says have speech marks before the first word and after the comma at the end.

Here is another example. Read the sentence with me.

Troy ran across the sand shouting, "I'm coming. I'm coming."

What words does Troy shout? Say the words with me.

Troy shouts, "I'm coming. I'm coming." The words Troy shouts have speech marks before the first word and, in this example, the spoken words end with a full stop, so the speech marks come after the full stop.

Copy the following sentences and put in all the punctuation that is needed. That is:

- *put the speech marks in the correct places*
- *insert a comma to separate the words spoken from the rest of the sentence*
- *put a full stop if the sentence is a statement, a question mark if the sentence asks a question or an exclamation mark if the sentence is an exclamation.*

1. Hello shouted Dom as he greeted his mates

_____

2. Help yelled Will when he got lost in the forest

_____

3. Are you OK Jan asked her husband after the fun run

_____

4. The film was fantastic they raved

_____

5. What are you going to do in the holidays asked the teacher

_____

....

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. to be rescued. They could hear as he waited Ray calling for help

_____

They could hear Ray calling for help as he waited to be rescued.

2. to the floating tanker. while her partner swims Jean rings 000

_____

Jean rings 000 while her partner swims to the floating tanker.

3. with a stretcher. arrived before two paramedics It was not long

_____

It was not long before two paramedics arrived with a stretcher.

4. sat on the sand Ray to be taken to hospital. while he waited

_____

Ray sat on the sand while he waited to be taken to hospital.

5. to be rescued. while he waited Ray was in a lot of pain

_____

Ray was in a lot of pain while he waited to be rescued.

(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

Each of the sentences in your workbook has four 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. ray's dog wos able to swim to the beach to get hep
(4 errors: 2 punctuation/grammar; 2 spelling)

_____

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

There are four errors in sentence 1: two punctuation or grammar errors and two spelling errors.

Two punctuation errors:
- *The first letter of Ray's name (and the first word in a sentence) needs an upper case letter.*
- *A full stop is needed at the end of the sentence.*

Two spelling errors:
- *'was' has an <a> in the middle, not an <o>.*
- *the letter <l> is missing from 'help'.*

(Make corrections to the sentence on the board.)

Copy the correct sentence in your workbook:
Ray's dog was able to swim to the beach to get help.

_____

With your partner, find four errors in sentences 2, 3, and 4.
They may be spelling, punctuation or grammar.
Write the corrected sentences on the line in your workbook.

2. troy ran to help ray, hoo was stuck in his sinking tanker
(4 errors: 3 punctuation/grammar; 1 spelling)

_____

Troy ran to help Ray, who was stuck in his sinking tanker.

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

3. Ray was afraid that he miht hav broken his leg wen the tanker hit the water
(4 errors: 1 punctuation; 3 spelling)

_____

Ray was afraid that he might have broken his leg when the tanker hit the water.

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

4. Jean and troy were stayin in a holidy shak on the beach.
(4 errors: 1 punctuation/grammar; 3 spelling)

_____

Jean and Troy were staying in a holiday shack on the beach.

(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

Troy sprinted across the beach on his way to rescue Ray.

(Write the sentence on the board.)

Read the sentence with me.
Your task is to write the sentence from memory.
Read the sentence again, together.

(Rub the sentence off the board.)

Write the sentence in your workbook.

_____

_____

(Write the sentence on the board.)

Tick each correct letter for spelling and tick each correct upper case letter and punctuation mark. Give yourself one point for each tick.

Total points 48:
- *45 letters*
- *2 upper case letters, 1 full stop.*

Write your score

Score   /48

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)

Why did Ray swerve his truck?

Discuss with your partner. Then complete the sentence below.

Ray swerved his truck _____

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)

Read the question with me.

1. Do you think Ray depended on Baxter? Yes/ No

Tell your partner two reasons for your answer. Partner 1, then Partner 2.

2. How did Ray and Jean show kindness to Ray?

Tell your partner two things Ray and Jean did that showed kindness. Partner 2, then Partner 1.

3. Why was the story called *Baxter Saves the Day*?

Tell your partner. Partner 1, then Partner 2.

4. What does 'saves the day' mean?

Tell your partner. Partner 2, then Partner 1.

(When most students have finished, tell them the answer.)

'To save the day' means to do something that solves a problem.

5. What was the problem that faced Baxter and Ray?

All together.

Tell your partner an example of a time when someone saved the day.

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

9.3 Answering in complete sentences

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

What happened because Ray swerved to avoid the kangaroo?

Tell your partner and give one reason. Then complete the sentence below. You can copy words from the story.

Because Ray swerved to avoid the kangaroo,_____

_____

Why did Jean ring 000?

Tell your partner and give one reason. Then complete the sentence below. You can copy words from the story.

Jean rang 000 because _____

_____

9.4 What do you think?

GOAL: To make connections between the text and personal experiences and knowledge

In the story, a truck fell into the sea and Ray, the driver, found himself stuck in the cabin. Baxter, his dog, went for help and no one was badly injured.

Today, we are going to talk about natural disasters. Look at the picture. The picture shows a bushfire moving towards a town.

Tell your partner what might happen next.
Partner 2, then Partner 1.

Bushfires

Tell your partner how fires start and about fire warnings.
Partner 1, then Partner 2. (Wait)

If someone lives in a bushfire area, what are three things they can do to protect themselves and their home from harm?
Partner 1, then Partner 2.

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

Storms

Disasters can happen in a storm. The picture shows a storm. What can happen to people and property in a storm? Discuss with your partner.

What can you do to keep safe in a storm? Why would that help?

Partner 2, then Partner 1.

Floods

The picture shows cars driving along a flooded road. Driving in floods can be dangerous even when they don't look too bad. Tell your partner two of the dangers associated with floods and what you can do to protect yourself and your home from them.
Partner 1, then Partner 2.

Tell your partner two other dangers and how to avoid them.
Partner 2, then Partner 1.

(Circulate and share responses with the group.)

10. Writing

GOAL: To develop writing skills in different text types (genres)

NOTE: Writing involves a number of different processes and skills including imagination, knowledge of genre structures, word choices, spelling, grammar and punctuation. We strongly recommend that instructors model the writing process before asking students to work independently.
1. Model how to plan for different text types/genres.
2. Model how to use the plan to write each text type
3. Share the questions you ask yourself and your decisions
4. Share your thinking processes.

Encourage students who have difficulty getting started to draw cartoons or pictures to focus their thoughts, provide them with a stimulus picture and/or let them work with a partner.

10.1 Text types – narrative

GOAL: To learn about the structure of a narrative

As you know, there are different types of writing. In earlier modules, you were introduced to a procedure and a recount. In this module, we are going to study a narrative. 'Baxter Saves the Day' is a narrative.

Narrative

In a narrative, we tell a story. We can tell a story that we have heard or we can make it up.

'Baxter Saves the Day' is a narrative. Let's see if 'Baxter Saves the Day' meets the rules for a narrative.

A narrative tells a story about people (characters) and what they did. There is a sequence of events that tells how the story develops. Finally the story comes to an end and this often shows us something new about the character or characters.

Answer together Yes or No to each question –

Is 'Baxter Saves the Day' a story that includes characters? Yes/No

Is there a problem that affects the main character and is solved? Yes/No

Does the story have an ending? Yes/No

A. Title

The title should give the reader a hint about what happens in the story.

Does the title 'Baxter Saves the Day' give the reader a hint of what the story is about? All together: Yes/No

B. Rules

I will explain the rules for writing a narrative. A narrative is written:
- *in the past tense*
- *in the third person (he, she, it, they or characters' names). For example, Ray, Jean and Troy are characters in the narrative and so is Baxter, even though he is a dog. Writing in the third person means that the story is not about me, not about you, but about others.*
- *in paragraphs. Each paragraph has several sentences and tells the reader one part of the story. The next paragraph will tell about a different part of the story.*

(Explain how 'Baxter Saves the Day' meets these rules.)

C. Setting the scene

(Encourage students to chorus the answers to the points below.)

The reader needs to know:

- *when the events took place, eg yesterday, last year, years ago, in 2013.*
  All together, when did the events take place?
- *who is in the narrative – in 'Baxter Saves the Day'.*
  All together, the characters in the narrative are:
  _____ _____ _____ _____

- *which character takes a hero role.*
  In 'Baxter Saves the Day' the character that is the hero is (wait):
  _____

- *where it took place.*
  In 'Baxter Saves the Day' the events happened in two places (wait):
  _____ _____

D. Problem or complication

In a narrative, something happens in the story that creates a problem that has to be solved. This is often called the complication.

In 'Baxter Saves the Day' what is the problem that sets off the chain of events in the story? Tell your partner. Partner 2, then Partner 1.

(Wait)

The problem was created when Ray swerved to avoid hitting a kangaroo and ended up trapped in his truck in the water.

E. Events

Event 1: Baxter gets out of the truck and goes for help.

With your partner, discuss two or three events that followed this.

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

F. Ending

In a narrative the ending is often happy or sad. The characters may go back to their normal lives. The reader is told how the main character is changed by the experience. Tell your partner the ending. Partner 1, then Partner 2.

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

Complete the template for the narrative 'Baxter Saves the Day' with your partner. Answer the questions on the lines provided.

Title	*Baxter Saves the Day*
Set the scene	When did it take place? _____ Who is in it? _____ Where did it take place? _____
Problem or complication	What was it that set off the events in the story? _____
What things happened?	List 3 things that happened in the story. _____ _____ _____
By the end, what had changed?	What changed when the characters returned to their normal lives? Ray _____ Baxter _____ Troy and Jean _____
Ending How did the story end?	_____ _____ _____

10.2 Planning a narrative

GOAL: To plan a narrative

A narrative tells a story about imaginary or real people and events.

Your task is to use a template to plan a story and then tell your partner the story. A story may be true, partly true or made up. Made up stories are called fiction.

You could use the plot of a story you know as the basis for your story. You could write about an incident that changed everything, such as a bushfire or flood.

I'll give you a few minutes to choose the title of your story. When you are ready, write the title in the box at the top of the template and then use the template to complete your plan.

(Circulate. Wait for most students to finish.)

Title	
Set the scene	When did it take place? _____ Who is in it? _____ Where did it take place? _____
Problem or complication	What was it that set off the events in the story? _____
How was the problem fixed?	List two or more things that happened in the story. _____ _____ _____
Ending How did the story end?	_____ _____ _____ _____

10.3 Sharing your narrative

GOAL: To expand on a written plan

Take turns to tell your partner what happened in your narrative about a person or an animal helping somebody or an animal in trouble. Use your template as a guide.

Partner 1, you have two minutes to think about what you are going to say.

(Allow 2 minutes, then ask Partner 1 to tell Partner 2 their narrative. Circulate. When most students have finished, say STOP.)

Partner 2, you have 2 minutes to think about what you are going to say.

(Allow 2 minutes, then ask Partner 2 to tell Partner 1 their narrative.)

10.4 Writing your narrative

GOAL: To write a narrative

After a writer has planned their narrative, they use the plan as the basis for a piece of writing.

You have completed your plan for a narrative about a person or an animal helping somebody or an animal in trouble, and you have shared it with your partner. Now you are going to use your plan to write your narrative.

An important difference between a plan and a piece of writing is what? Everyone together. (Wait)
Yes, a piece of writing is written in complete sentences.

Look at the writing page in your workbook. There are six sections:

1. Title *(where the writer writes the title)*
2. Set the scene *(when, who where?)*
3. The problem or complication *(what happened that set off the events in the narrative)*
4. Events *(where the writer describes what happened)*
5. What changed? *(where the writer describes what had changed by the end)*
6. Ending *(where the writer describes how the narrative ends).*

In the top section, write the title of your narrative on the line.

1. Title

_____

In section 2, write your introduction (tell the reader when the narrative took place, who was in it and where it took place.)
Remember to write in complete sentences.

2. Set the scene
_____

In section 3, describe what happened that set off the events in the narrative.
Remember to write in complete sentences.

3. Problem or complication
_____

In section 4, write about the events that happened after that.
Remember to write in complete sentences.

4. Events
First, _____
Then, _____
After that, _____

In section 5, describe what had changed by the end.
Remember to write in complete sentences.

5. What changed?
_____
_____
_____
_____

In section 6, describe what happened at the end. Tell the reader how the narrative ended.
Remember to write in complete sentences.

6. Ending
At the end, _____
_____
_____
_____
_____

(Circulate. If students are having problems, copy the template on the board.
Using the text in the module as an example, talk the group through the task, section by section.
If you are working one-to-one, use the student's template as the example.)

If you finish before your partner, first read your piece of writing through carefully.

Are there words you can change that might create a clearer picture for the reader?

Have you used the same word several times? Think of words with a similar meaning and use them instead.

Then read your book or practise the Reading Rate words on page 8 in preparation for the assessment.

(When most students have finished, say STOP.)

It's time to read your narrative to your partner. Partner 2, then Partner 1.

(Circulate. Assess how well the students managed the task and note any teaching points that need to be addressed prior to the next writing lesson.)

Final Comment

You have now completed the exercises for Module 9. 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.29 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 stay stop. I'll say: 1,2,3 GO! Are you ready?

1,2,3 GO!

day pay may way boy toy by my shy eat tea sea ear

meat each leaf heat mean seat team real hear near

meal weak dear fear year gear beach teach each cheap

reach jeans high night light right sight fight might play

stay spray try dry fry sky cry flea clean speak dream

bright fright flight Sunday Tuesday railway weekday

enjoy myself nearby fortnight driveway playground player

seatbelt lightning slightly holiday terrify underneath

disappear yesterday employer magnify butterfly multiply

(80 words)

(Write the number of words read correctly per minute on the student's certificate.)

Spelling test

(Make up your own sentence to illustrate the meaning of each word.)

(Wait for all students to write the word. At the end, read the words again slowly.)

1. stay	2. boy	3. try	4. eat	5. night
6. nearly	7. seatbelt	8. railway	9. enjoy	10. yesterday
11. day	12. they	13. each	14. my	15. might
16. type	17. enough	18. build	19. something	20. don't

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

Dictation

(Read the sentence below.)

On a bright day the boys go to the beach.

(Sections are indicated with two forward slashes.
Wait until the students have finished writing each section.)

On a bright day // the boys go to the beach. *(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.)

On a bright day the boys go to the beach.

(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 9 and
you are now ready to extend your skills by studying Module 10.*

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

Glossary

Blending
Blending is the process of joining speech sounds to make a word. For example, *c-a-t > cat*

Comprehension
Reading *Comprehension* is the ability to process information we have read and to understand the meaning.
Literal comprehension uses stated facts in the text.
Inferential comprehension works out an answer based on information given in the text.

Conjugate
Conjugate describes the way a verb changes form to show number, person, tense etc.

Consonant
A *consonant* is a sound that is made by blocking air from flowing out of the mouth with the teeth, tongue, lips or palate. For example, *b* is made by putting your lips together, and *l* is made by touching your palate with your tongue.
The letter *y* makes a consonant sound when it is at the beginning of a word, for example, *yacht, yellow*; but *y* makes a vowel sound when at the end of a word, for example, *sunny, baby*.

Decoding
Decoding 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
Exercises are the activities that provide students with practice in the skills taught.

Grammar
Grammar is the study of the way words are used to make sentences.

Irregular word
Not all words can be decoded. *Irregular words* are phonetically irregular because they do not follow phonic rules. For example, *said, does, who.*

Motor memory
Motor memory 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 *paragraph* 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
Phonics 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	*Punctuation* 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 *pure sounds*. Pure sounds do not add the /uh/ sound at the end. For example, we say /c-a-t/ not /cuh-a-tuh/.
Segmenting	*Segmenting* is the process of splitting up a word into its individual sounds in order to spell it. For example, *cat*➤ *c-a-t*.
Sentence	A *sentence* 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 *syllable* is a word or part of a word that has one vowel sound. For example, the word *cat* has one syllable and the word *panic* 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 *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.
Tense	*Tense* refers to a form of a verb that shows if an action happens in the past, present or future.
Text type (genre)	*Text types* (or *writing genres*) 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 *vowel* 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 oa e igh oi ee or*. The letter *y* makes a consonant sound when it is at the beginning of a word, for example, *yacht*, *yellow*; but *y* makes a vowel sound when at the end of a word, for example, *sunny*, *baby*.

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