

SPELD SA

Literacy Program

Baxter Saves the Day



Module 9: Student Workbook

Date: / /

Name:

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.

Baxter Saves the Day

1. New Text

2. Letters and sounds

2.1 Revise 42 main sounds

Say the sounds.

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	

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

2.2 Alternative spellings of vowel sounds

a) Revision

Say the sounds.

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

b) New spellings

Say the sounds.

Vowels					
ai	ee	ie	oa	ue	oi
a-e	e-e	i-e	o-e	u-e	
a	e	i	o	u	
ay	y /ee/	y /ie/			oy
ey	ea	igh			

2.3 Alternative spellings and sample words

Say the sounds. Then say the word.

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

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

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

2.5 Letter-sounds and names

Say the letter-sounds. 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

2.6 Sounds spelt with more than one letter

Say the letter-sounds.

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

Say the sounds. Say the word.

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

Say the sounds. Say the word.

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

3.2 Alternative spellings for /ie/

a) Underline the words with 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.

ie, i-e, y, igh, odd bods (other spellings of the /ie/ sound)					
ie	i-e	i	igh	y	odd bods
		Friday	night		

3.3 Syllables

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

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

Read the words aloud as fast as you can.

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

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 3.4 Reading Rate.

(a) _____

(b) _____

5. Focus words

5.1 Revising focus words (spelling)

Go to Appendix A. Read the words in Modules 7 and 8.

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 (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 9 focus words

Read the words together.

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

5.4 Spelling Module 9 focus words pre-test

5.5 Homophones

Read these words.

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

Complete the table from the list.

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

Fill the gaps.

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

Read these words.

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

6.2 Reading tips

Read these words.

along	his	so	of	rescue
-------	-----	----	----	--------

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* the <ue> = /ue

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

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 – verbs, pronouns, contractions, adding an ending

Verbs (revision)

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

Fill the gaps with a verb.

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.

Pronouns (revision)

Read the list of pronouns:

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

Choose the best pronoun to replace the underlined words.

Ray and Fred Went Missing

Last Sunday, Jan and I went on holiday with our friend, Ray and Ray's dog, Fred. When Jan, Ray and I reached the caravan park, Jan, Ray and I went to our cabins to dump our bags. Jan, Ray and I 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. Ray and Fred were away for a long time and Jan and I were concerned. Why were Ray and Fred away so long? What had happened to Ray and Fred? It was getting dark so I went back to the caravan park but Jan stayed. Jan waited a few minutes and then went to look for Ray and Fred.

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

Contractions (revision)

Choose the correct contraction. Insert between brackets.

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? It 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)

Say the base word. Say the word.

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



7.3 Speech marks



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

1. "I am hot," said Mum.

Put speech marks in the correct places.

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

Insert all the correct punctuation.

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

8.1 Sentences make sense

Rearrange the words to make a sentence.

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

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

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

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

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

8.2 Proofreading sentences

Find the errors and write the correct sentences.

1. ray's dog was easily able to swim to the beach to get hep

(4 errors: 2 punctuation/grammar; 2 spelling)

2. troy ran to help ray, hoo was stuck in his sinking tanker

(4 errors)

3. Ray was afraid that he miht hav broken his leg wen the tanker hit the water

(4 errors)

4. Jean and troy were stayin in a holiday shak on the beach.
(4 errors)

8.3 Dictation

Score /48

9. Comprehension

9.1 Answering questions about the text

Discuss with your partner.

Why did Ray swerve his truck?

Ray swerved his truck _____

9.2 Answering questions and giving reasons

Read with instructor.

1. Do you think Ray depended on Baxter? Yes/ No?
2. How did Ray and Jean show kindness to Ray?
3. Why was the story called Baxter Saves the Day?

9.3 Answering in complete sentences

Discuss with your partner.

What happened because Ray swerved to avoid the kangaroo?

Because Ray swerved to avoid the kangaroo, _____

Why did Jean ring 000?

Jean rang 000 because _____

9.4 What do you think?

Bushfires

Discuss with your partner what might happen next.



Discuss with your partner 3 things you can do to protect yourself and your home in a fire.

Storms

Discuss with your partner what might happen to people and property in a storm.



Discuss with your partner what you can do to stay safe in a storm.

Floods

*Discuss with your partner 2 dangers when driving in a flood.
Discuss what you can do to protect yourself and your home.*



Discuss with your partner 2 other dangers and how to avoid them.

10. Writing

10.1 Text types – narrative

Title	<i>Baxter Saves the Day</i>
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

Give your writing a title and then complete the template.

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

10.3 Sharing your narrative

Tell your partner what happened in your narrative.

10.4 Writing your narrative

1. Title

2. Set the scene

3. Problem or complication

4. Events

First, _____

Then, _____

After that, _____

5. What changed?

6. Ending

At the end, _____

ASSESSMENT

Read the words. Spell the words.

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

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 9

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