

# **SPELD SA**

## **Literacy Program**

### *Our Catamaran Experience*



## **Module 12: Instructor Handbook**

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

*Strengthening strategic partnerships with the community & organisations*

# Program Instructions

<p><b>Materials</b></p>	<p><b>Instructor:</b> Instructor handbook: <i>Our Catamaran Experience</i> (Module 12), a board, dry wipe pen or chalk, eraser  <b>Student:</b> Student workbook: <i>Our Catamaran Experience</i> (Module 12), pencil, rubber</p>
<p><b>How to use this handbook</b></p>	<p>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 <i>are printed in red italics</i>.          Instructor notes are printed in black, (10 pt font &amp; in brackets).          Goals for each activity are at the beginning of each activity and are shaded.</p>
<p><b>Symbols</b></p>	<p>Different symbols are used to distinguish letter names and letter sounds.</p> <ul style="list-style-type: none"> <li>• Letter names are written with the lower case letter and enclosed by angular brackets &lt; &gt;. For example, 'chin' begins with the letter &lt;c&gt;.</li> <li>• Letter sounds are written with the lower case letter and enclosed by forward slashes / /. For example, 'chin' begins with the /ch/ sound.</li> </ul>
<p><b>Activities</b></p>	<p>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.</p>
<p><b>Maintaining students' interest</b></p>	<p>To maintain students' interest, keep lessons moving:</p> <ul style="list-style-type: none"> <li>• Don't get caught up in discussion.</li> <li>• Shorten activities that seem to drag, but don't delete them altogether. Each activity has a specific purpose.</li> </ul> <p>To provide light relief:</p> <ul style="list-style-type: none"> <li>• Play games that provide practice and revision of the material taught to date (5-7 minutes).</li> <li>• Read from a text chosen by the student/s (5-7 minutes).</li> </ul>
<p><b>Best practice</b></p>	<p>Skills have been broken into a series of steps. It is important to ensure that each step has been mastered before moving onto the next.          Some students will need a lot of practice to acquire new learning.          Additional texts focussing on letter-sounds introduced in Module 12 can be found at: <a href="http://www.speld-sa.org.au/service/151-speld-sa-phonics-books-set-12.html">http://www.speld-sa.org.au/service/151-speld-sa-phonics-books-set-12.html</a>          Continue practising newly acquired skills <i>until they become automatic</i>. Automaticity is usually the result of learning, repetition and practice. For example, students whose reading is not automatic will read haltingly, and with great difficulty. If a student's concentration is focussed on word recognition, they will have no concentration left for comprehension.          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.</p>

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# Our Catamaran Experience

Reef Motel  
Heron Island  
QLD 4680

16 August, 2015

Dear Gran,

We are having an amazing time.

Yesterday was very hot and Dan and I decided to go to the beach. At first, we lay on the sand and watched the people around us. There was a boy digging a deep pit with his dad; some kids were playing with a soccer ball, and a dog was running back and forth fetching a stick for its owner. But what interested us most were the catamarans.

The catamarans were for rent at twenty dollars an hour. Dan and I had never been sailing before but it didn't look hard. So, we decided to have a go. We put on life jackets, paid the guy and pushed the catamaran out into the water until we were waist deep. Then, Dan jumped onto the boat and I pulled myself up beside him. I took the tiller, the wooden stick you steer with, and Dan controlled the sails.

As we set sail, the wind got up. The sail filled and soon we were speeding out to sea. I never thought a boat could be propelled so fast by the wind. I loved the thrill as we skimmed across the water. I was not aware of the danger we were in until Dan suggested we head towards the beach. But, when I tried to turn the boat around, it continued out to sea.

Dan told me to tack. But I didn't know how to tack. Dan tried, but his skills were no better than mine. We panicked. We tugged on the sails. In the process, the catamaran capsized and Dan and I ended up in the water with the sails on top of us. We swam out from under the sails. Then Dan remembered the guy telling us about a rope that you pull to get the catamaran upright. He leant into the boat, grabbed a piece of string and pulled. It worked!

As if by magic, the catamaran righted itself. But still, I could not get it to turn around. As the catamarans on the sand became distant dots, we shouted for help and waved our arms in the air. It was not long before two guys from the catamaran rental reached us in a speedboat. They dropped the sails and tied our tow rope to the stern of the speedboat.

We felt foolish as we sat on the hull of the catamaran and were towed in. We agreed it was fun but decided to have some sailing lessons before we set sail again.

With love from

*Jill*

P.S. We'll come and see you next Saturday for a cup of tea and show you our photos.

(451 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 12, choose a text and click on your preferred format, for example, *text format for older readers*.

# Our Catamaran Experience

## 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 text is called 'Our Catamaran Experience'. It is written in the form of a letter and recounts what happened when Jill and Dan, who had no sailing experience, hired a catamaran and the wind got up. What do you think happened?*

*Partner 1, then Partner 2.*

(Circulate and choose one response to share with the group.)

*Follow the words as I read the text.*

(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.*

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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.*

*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.*

*I'll go from left to right.*

#### 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.*

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

Now say the vowel sounds together. I'll lead.

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

How do we tell the difference between vowels and consonants?

Tell your partner. Partner 1, then Partner 2.

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/ in CAT and /oo/ in MOON.

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, as in big and /l/ is made by touching your palate with your tongue, as in land.

(Repeat with /n/ and /s/.)

Say /a/ and /ee/.

(Wait)

Your mouth passage is not obstructed when you say /a/ and /ee/. How do we make /a/ different from /ee/?

Together. That's right – we change the shape of our mouth.

## 2.2 Alternative spellings of the vowel sounds (revision)

**GOAL:** To revise alternative spellings of the vowel sounds

In Modules 8, 9 and 10, you learnt 25 alternative spellings of the vowel sounds: ai, ee, ie, oa, ue, oi.

This table shows the alternative spellings of the vowel sounds you have learnt so far. Say the sounds as I point to them.

(Point to each sound, moving from top to bottom, down each column, and then in random order.)



Vowel sounds										
ai	ee	ie	oa	ue	oi	ou	er	or	ar	air
a-e	e-e	i-e	o-e	u-e	oy	ow	ir	au		are
a	e	i	o	u			ur	aw		ear
ay	y/ee/	y/ie/	oe	ew				al		
ey	ea	igh	ow							

## 2.3 Alternative spellings and sample words (revision)

*This table has all the vowel spellings you have learnt and a sample word for each. Say the sounds and words with me as I read across the page.*

ai rain	a baker	a-e fame	ay bay	ey prey
ee seen	e he	e-e athlete	ea teach	y silly
ie tried	i kind	i-e mine	y my	igh tight
oa foam	o so	o-e envelope	oe potatoes	ow grow
ue barbecue	u universe	u-e fuse	ew crew	
oi coin	oy annoy			
ou mountain	ow flower			
er person	ir skirt	ur hurt		
or fork	au Paul	aw straw	al call	

*In Modules 11 – 15, you learn two new sounds, less common alternative spellings of some vowel sounds and consonants, silent letters and some new word endings.*

## 2.4 New spellings

**GOAL:** To learn alternative spellings for consonants and vowel sounds  
 <wh> /w/ <ea> /e/ <wa> /wo/ <wor> /wer/ <ou> /u/

*Module 12 introduces alternative spellings for one consonant and four vowels:*

wh /w/ (while)	ea /e/ (bread)	wa /wo/ (was)	wor/wer/ (work)	ou/u/ (young)
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## 2.5 Word Sort

*With your partner, read each word aloud. Copy the word into the correct column in your workbook.*

Alternative spellings for the sounds /w/(where), /e/(deaf), /wo/(swan), /wer/(worker), /wor/(ward), /u/(double)					
head want work worm war white young swap bread world trouble warning watch touch wheel dead while wash warm breath whale ward country worth word					
/w/ where	/e/ deaf	/wo/ swan	/wer/worker	/wor/ ward	/u/ double
wheel	head	want	work	war	young
while	dead	watch	world	warning	trouble
whale	breath	wash	worth	ward	country
white	bread	swap	worm	warm	touch

## 2.6 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.)

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

## 2.7 Sounds spelt with more than one letter

Say each letter-sound and then its cue word. I will lead.

th (think)	er (singer)	oo (book)	ai (rain)	qu (quick)	ou (mouth)	ck (luck)	ch (much)	ee (see)
th (this)		oo (room)						
or (born)	ie (lie)	sh (shop)	ue (fuel)	ng (bang)	oa (float)	oi (boil)	ar (yard)	a-e (gate)
e-e (these)	i-e (mine)	o-e (rose)	u-e (tune)	ie (chief)	ea (sea)	ay (say)	oy (boy)	igh (high)
igh (light)	o/oa/(open)	ow/ou/ (cow)	ir (dirt)	ur (burn)	ew (few)	au (August)	aw (saw)	al (walk)
	oe/oa/(toe)							
	ow/oa/(slow)							
air (hair)	war/wor/ (warm)		ph (phone)	wh (when)	ea/e/ (head)	wa/wo/ (want)	wor/wer/ (work)	ou/u/ (touch)
are (dare)								
ear (wear)								

## 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. Students say the word.)

wh-e-n (when)	h-ea-d (head)	w-a-sh (wash)	w-or-d (word)	t-ou-ch (touch)
---------------	---------------	---------------	---------------	-----------------

*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.)

*Look at the words in your workbook. Say the sounds. Then say the word. I'll lead.*

wh-i-ch > which	d-ea-d > dead	w-a-tch > watch	c-ou-p-le > couple
y-ou-ng > young	w-a-s > was	w-or-k > work	e-ff-or-t > effort

*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.)

wheel	swap	visitor	ready	worth
bread	motor	country	weather	what
swallow	touch	watch	was	trouble

### 3.2 Words starting with the /w/ sound

*The /w/ sound can be spelt in different ways.*

*<w> on its own is the most common, eg wind, winter.*

*<wh> is used for question words such as 'what' and 'why', and a few other words, eg whisper, wheel and white.*

*Select the word to fill the space.*

\_\_\_\_\_ dog is yours? (witch, which, wich)

\_\_\_\_\_ is your birthday? (wen, win, when)

I spent all day at \_\_\_\_\_. (werk, work, wirk)

I'm going to \_\_\_\_\_ the car. (wosh, woosh, wash)

He kept his hands on the \_\_\_\_\_. (wheel, weel, will)

Ben \_\_\_\_\_ a fly. (swallowed, swolloed, swelled)

\_\_\_\_\_ time is it? (wot, what, what)

The pain in my back is much \_\_\_\_\_. (werse, weress, worse)

The \_\_\_\_\_ was terrible. (weather, wether, whether)

The doctor wore a \_\_\_\_\_ coat. (wait, wite, white)

\_\_\_\_\_ have you go your coat on? (way, why, who)

### 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.*

hav/ing > having	a/round > around	dig/ging > digging
play/ing > playing	run/ning > running	fetch/ing > fetching
own/er > owner	twen/ty > twenty	dol/lars > dollars
ne/ver > never	sail/ing > sailing	be/fore > before
did/n't > didn't	jack/ets > jackets	un/til > until
my/self > myself	be/side > beside	til/ler > tiller
wood/en > wooden	pro/pelled > propelled	a/cross > across
a/ware > aware	dan/ger > danger	ag/reed > agreed
to/wards > towards	bet/ter > better	pan/icked > panicked

pro/cess > process	cap/sized > capsized	end/ed > ended
un/der > under	tel/ling > telling	a/bout > about
up/right > upright	ma/gic > magic	right/ed > righted
it/self > itself	be/came > became	dis/tant > distant
shout/ed > shouted	rent/al > rental	a/maz/ing > amazing
paint/er > painter	fool/ish > foolish	les/sons > lessons
Sat/ur/day > Saturday	speed/boat > speedboat	de/ci/ded > decided
yes/ter/day > yesterday	su/ggest/ed > suggested	con/tin/ued > continued
re/mem/bered > remembered	cat/a/ma/rans > catamarans	in/ter/est/ed > interested

### 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.*

when	we'll	show	boy	jumped	filled
head	beach	tried	watched	was	what
know	how	turn	worked	reached	towed
were	leant	until	beside	myself	never
didn't	better	process	danger	upright	magic
before	very	playing	photos	owner	jacket
decided	suggested	Saturday	yesterday	continued	interested

### 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?*

<b>Date 1:</b> /    /  _____ wpm	<b>Date 2:</b> /    /  _____ wpm	<b>Date 3:</b> /    /  _____ wpm
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## 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 12.)

#### The /w/ sound

Most words with the /w/ sound use the spellings <w> as in win, wall.

Another way to spell the /w/ sound is <wh> as in which, white, where.

#### The /e/ sound

Most words with the /e/ sound use the spelling <e> as in send, kept, sell.

A less common way to spell the /e/ sound is with <ea> as in bread, heavy, head.

#### The /o/ sound

Most words with the /o/ sound use the spelling <o> as in dog, pond.

Another way to spell the /o/ sound is with <a> as in was, wallet, want.

#### The /er/ sound

The /er/ sound can be spelt <er>, <ur>, <ir> and <or>.

The <er> spelling is used in runner, letter.

The <ur> spelling is used in hurt, turn.

The <ir> spelling is used in girl, bird.

A less common spelling of the /er/ sound is <or> in words like motor, effort, sailor, word, work.

#### The /u/ sound

Most words with the /u/ sound use the spelling <u>, as in run, duck.

Another way to spell the /u/ sound is with the letters <ou>, as in young, touch.

Read the sounds and the cue words for each spelling with me.

<b>w sound</b>	w wh	win, wall white, wine, where
<b>e sound</b>	e ea	send, kept, sell bread, heavy, head
<b>o sound</b>	o a	dog, pond was, wallet, wand
<b>er sound</b>	er ur ir or	runner, letter hurt, turn girl, bird motor, effort, sailor, word, work
<b>u sound</b>	u ou	run, duck young, touch, country

## 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 'touch' into its sounds.*

(Raise 3 fingers.)



*The word 'touch' has 3 sounds, /t/ /ou/ /ch/.*

(Model how to touch each finger as you say the sounds: t-ou-ch )

*Copy me. Say the word 'touch'. Raise 3 fingers. Pinch a finger as you say each sound /t/ /ou/ /ch/ > touch.*

(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.)

*/t/ /ou/ /ch/*

*In words like touch, young, couple, the /u/ sound is spelt <ou>.*

*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.*

touch	wheel	deaf	wash	work	want	young	head	why
-------	-------	------	------	------	------	-------	------	-----

*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.*



touch	wheel	deaf	wash	work	want	young	head	why
-------	-------	------	------	------	------	-------	------	-----

_____	_____	_____
_____	_____	_____
_____	_____	_____

(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 10 & 11.*

*Read the words aloud together. I will time you. 1,2,3, GO.*

*Well done. Write the date and time taken in each box in your workbook.*

(Repeat the activity on three different days.)

Date 1:     /   /	Date 2:     /   /	Date 3:     /   /
Reading Mod 10 & 11 focus words	Reading Mod 10 & 11 focus words	Reading Mod 10 & 11 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. these	2. true	3. school	4. above	5. last
6. sentence	7. during	8. change	9. answer	10. know

*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.)

Date1:            /        /	Date2:            /        /	Date3:            /        /
Spelling focus words	Spelling focus words	Spelling focus words
Score _____ / 10	Score _____ / 10	Score _____ / 10

### 5.3 Reading Module 12 focus words

*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.)

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

*Now read the words together.*

### 5.4 Spelling Module 12 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.)

*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 work, word and world on the board. Explain the meaning of each word.  
Spell each word using the letter names.)

*In the words work, word and world, <or> is an alternative spelling for the sound /er/.*

*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.)

bought bought bought \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Hand up your spelling pre-test.*

## 5.5 Homophones (and words that sound similar)

**GOAL:** To distinguish between words that sound the same or similar 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 or similar but have different spellings and different meanings and are often confused.*

*In Modules 4, 5 and 7, you learnt one way to spell the long vowel sounds: ai, ee, ie, oa, ue, oo, oi, oo, er, ar.*

*In Modules 8, 9, 10 and 11 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. The words in each pair sound the same but have different spellings and different meanings.

red/read	here/hear	meat/meet	male/mail	see/sea
to/two	wood/would	right/write	whole/hole	there/their

Read these words with me:

red/read

The words 'red' and 'read' sound the same but have different spellings and different meanings. Partner 1 tell Partner 2 the meaning of the word 'red', spelt <red>, and put it in a sentence.

(Circulate)

Partner 2 tell Partner 1 the meaning of the word 'read', spelt <read>, and put it in a sentence.

(Circulate)

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

Look at the left-hand column.

What is the meaning of the word 'red' spelt <red>? All together.

(Wait)

Yes, it's a colour. Now tell me something that is red.

Look at the right-hand column.

The letters <ea> make the /e/ sound in the word 'read' when it is in the past tense; for example, 'I have just read a good book'.

What is the meaning of the word 'read' pronounced /red/ and spelt <read>? All together.

(Wait)

Yes, it means that someone said and understood the written words.

Now, write each of the words in your workbook next to the word that sounds the same in the table. The first one has been done for you.

red/read mail see two would write hole there hear meet

Spelling 1	Spelling 2
red	read
	whole
here	
	their
male	
sea	
	to
	wood
right	
	meat

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

Ben \_\_\_\_\_ like to get a dog.

\_\_\_\_\_ are six fish in the pond.

I \_\_\_\_\_ the book in three days.

Ken went to collect the \_\_\_\_\_ from the post office.

Turn \_\_\_\_\_ at the church.

Jan went to \_\_\_\_\_ a film yesterday.

We plan to \_\_\_\_\_ at the cinema at 6 o'clock.

I can \_\_\_\_\_ the birds tweeting.

My dog will be \_\_\_\_\_ next week.

## 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.)

people	hour	does	put	push	pull	water	thought
towards	should	could	some	become	love	guy	piece

*Read the words with me as I point to them.*

*Now read the words together.*

### 6.2 Reading tips

**GOAL:** To learn to modify the pronunciation of the sounds in some words for reading

(Write these words on the board.)

A a	around	aware	about	suggested	ended	interested	shouted
of	jumped	watched	pulled	skimmed	tugged	capsized	lessons

(If students mispronounce any of the words, point to the word and read the relevant reading tip/s from the list below.

Refer students to the tip in their workbook and explain the code.)

*<A/a> are letters and words. The word <A/a> is usually pronounced /uh/, as in 'A bun'*

*In the words 'around, aware, about' the <a> is pronounced /uh/*

*In the word 'lessons', the <o> is pronounced /uh/*

*In 'pulled, controlled, filled, capsized, skimmed, tugged, remembered' the <ed> is pronounced /d/*

*In 'catamarans, kids, lessons' the <s> is pronounced /z/*

*In 'of', the <f> is pronounced /v/*

*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:

The <a> in 'around, aware and about' = /uh/

<o> in 'lessons' = /uh/

<ed> at the end of 'pulled, controlled and capsized' = /d/

<s> at the end of 'catamarans, kids and lessons' = /z/

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

## 6.3 Reading with meaning

**GOAL:** To develop automaticity and expression

*Turn to page 2 of your workbook.*

*Read the text aloud with your partner.*

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

*People who read well pay attention to punctuation:*

- *at a comma, they take a short breath*
- *at a full stop, they take a long breath*
- *for a question mark, they make their voice go up at the end and then take a long breath*
- *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. *Have you ever been sailing? Tell me/your partner about it.*
2. *If you go in a boat, what is the most important safety precaution everyone must take?*
3. *Do you know what the sailing term 'to tack' means? Explain it to me/your partner.*
4. *There are other sailing terms in the story. What do these words mean: stern, tiller, capsize?*
5. *Having never sailed before, were Jill and Dan wise to rent a catamaran? Give reasons for your answer.*
6. *What does the word 'propelled' mean?*
7. *In your own words, explain why Jill and Dan panicked.*
8. *What lesson did Jill and Dan learn from their experience?*

*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 'head, tack, mine, right, wave, stern and show'. With your partner, think of two meanings for 'mine' and 'wave'.*

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

---

## 7. Punctuation and Grammar

### 7.1 Revision - apostrophes of possession

*Reminder: the apostrophe goes immediately after the owner when the owner is one person or one thing.*

*I'm going to show you a system to help you remember where to write the apostrophe to show that something belongs to someone or something.*

(Demonstrate the method on the board.)

*Write the owner:*

the man

(Wait)

*Add the apostrophe. (Remember the apostrophe is written immediately after the owner.) Then add the <s>.*

the man's

(Wait)

*Add the thing that is owned.*

the man's cat

*Copy or complete the sentence in your workbook.*

I found the man's cat.

*Insert the apostrophe in the correct place in the sentences.*

Bens dog is black.

Have you seen mums bag?

## 7.2 Apostrophes of possession when the owner is plural

*The system is the same if the owner is plural.*

(Write the sentence on the board.)

The kids' toys were on the floor.

*In your workbook:*

- *write the owners, The kids* (Wait)
- *add the apostrophe. Remember the apostrophe is written immediately after the owners. The kids'*

(Point to the apostrophe on the board. Wait.)

- *add the thing that is owned. The kids' toys*

*Finish the sentence in your workbook.*

The kids' toys were on the floor.

*Insert the apostrophe in the correct place. We'll do the first one together.*

(Write on the board: the teachers desk

*Where does the apostrophe go in the phrase the teachers desk?*

*There is one teacher. The apostrophe goes (Wait) after the <r> at the end of the word 'teacher' because there is only one teacher. Then the <s> goes after the apostrophe.*

(Insert the apostrophe and then add the <s>.)

*Insert the apostrophe in the correct place.*

Number of owners	Insert the apostrophe
one teacher	the teachers desk
one butcher	the butchers shop
lots of students	the students classroom
one truck	the trucks tyres
four puppies	the puppies basket
one boss	the boss's office
two boys	the boys bedroom

(Wait for students to finish. Provide the answers.)

### 7.3 Deciding when an apostrophe is needed to show ownership

*Read the sentence with me.*

The shops close at 9.30pm.

*Is there an <s> at the end of a word that shows ownership? (Wait)*

*No. Did you think the word 'shops' needed an apostrophe? The word 'shops' has an <s> at the end because (Wait) there is more than one shop.*

*With your partner, read each sentence. Decide if there is a word that shows ownership. If there is a word that shows ownership, underline the word.*

*Then insert the apostrophe in the correct place.*

(Circulate. If students need help, explain why an apostrophe is needed or not. When most students have finished, write the correct sentences on the board.)

The clouds hide the sun.

The trams stop at the terminal.

The birds wing was broken.

The horses saddle was on the ground.

Today's news is not good.

### 7.4 Using an apostrophe to show ownership

*I am going to dictate some sentences for you to write.*

*Some words ending in <s> may be plural words that do not need an apostrophe.*

*Some words may be singular and need an apostrophe and an <s> to show ownership.*

*Some words may be plural words and need an apostrophe after the <s>.*

*Listen carefully to work out:*

- if there is an owner, or if the word ends in <s> because it is plural*
- if there is one owner (e.g. Jack) or more than one owner (the visitors).*

The ducks swam in the pond.

The horse's leg was broken.

The man's hat was black.

The fans' clapping went on for a long time.

I drank two cups of coffee.

## 7.5 Irregular verbs

*In Module 7, you learnt to conjugate a regular verb. A regular verb is any verb that is conjugated following a general rule. Irregular verbs do not follow the general rule. In this module we are going to conjugate a regular verb and some irregular verbs.*

*When we conjugate a verb, we change the ending of the verb depending on the subject. Let's conjugate the verb 'to sail' in the present tense.*

I sail  
You sail  
He sails, she sails, it sails  
We sail  
You sail  
They sail

*The verb 'to sail' is a regular verb. In the present tense, the endings are the same except when the subject of the verb is he, she or it, and then we add an <s>.*

*However, not all verbs follow this pattern. Verbs that do not follow this pattern are called irregular verbs.*

### Verb 'to be' in the present tense

*The verb 'to be' is one of the most common irregular verbs. Let's conjugate the verb 'to be' in the present tense, together.*

I am  
You are  
He is, she is, it is  
We are  
You are  
They are

*This time, we're going to add the word 'alive' at the end.*

I am alive  
You are alive  
He is alive, she is alive, it is alive  
We are alive  
You are alive  
They are alive

*With your partner, fill the gaps with the correct form of the verb 'to be' in the present tense.*

They \_\_\_\_\_ in a hurry.

I \_\_\_\_\_ hungry.

He \_\_\_\_\_ unhappy.

You \_\_\_\_\_ standing on my foot.

We \_\_\_\_\_ late.

Anna \_\_\_\_\_ at school.

The players \_\_\_\_\_ very fit.

The house \_\_\_\_\_ for sale.

### Verb 'to be' in the past tense

*As you know, the verb 'to be' is one of the most common irregular verbs. Today, you are going to learn to conjugate the verb 'to be' in the past tense.*

*Let's conjugate the verb 'to be' in the past tense, together.*

I was

You were

He was, she was, it was

We were

You were

They were

*This time, we're going to add the word 'noisy' at the end.*

I was noisy

You were noisy

He was noisy, she was noisy, it was noisy

We were noisy

You were noisy

They were noisy

*Fill the gaps with the correct form of the verb 'to be' in the past tense.*

*The first one has been done for you.*

They were frightened.

I \_\_\_\_\_ cross.

He \_\_\_\_\_ late.

You \_\_\_\_\_ on holiday.

We \_\_\_\_\_ pleased.

Anna \_\_\_\_\_ playing with her friends.

The cake \_\_\_\_\_ in a tin.

The horses \_\_\_\_\_ sick.

## Regular and irregular past tense

*In Module 7, you learnt to form the past tense of regular verbs by adding <ed> to the end of the base word. Read these examples with me:*

paint > painted                      bang > banged

*In Module 7 you also learnt to double the last letter of a verb when the last three letters are a consonant, a vowel and a consonant and then add <ed>.*

slip > slipped                      bat > batted

*Some verbs do not make the past tense by adding <ed>. We call them irregular verbs. They are in the table (below).*

## Word sort

*This exercise focuses on verbs that do not make the past tense by adding <ed>. Let's read the verbs in the present tense first. I'll lead.*

(Read the Present Tense column from the table below.)

*Now we'll read the verbs in the past tense together. I'll lead.*

(Read the Past Tense column from the table.)

*With your partner, write the present tense and past tense of each verb next to each other and in the correct column. The first one has been done for you.*

*Tip: To check if a verb is in the past tense, say 'Yesterday, I ...' and then the verb. For example, 'Yesterday, I come home by train.'*

*What is wrong with the sentence? All together.*

(Wait)

*Yes, the verb 'come' is not in the past tense. It should be 'came'. Say the correct sentence with me. 'Yesterday I came home by train.'*

Present tense	Past tense
come	spelt
do	paid
throw	kept
make	spoke
keep	felt
pay	threw
spell	did
speak	come
have	made
feel	had

Present tense	Past tense
come	came

*With your partner, read each sentence and then read the words (below). Together, decide on the correct word. Circle the correct word.*

1. The dog \_\_\_\_\_ when it got out of the river. (stink stank stinked)
2. She \_\_\_\_\_ what to do. (understand understood understood)
3. We \_\_\_\_\_ to Perth. (flyed flied flew)
4. Rose \_\_\_\_\_ the train to college every day. (took take taked)
5. The car \_\_\_\_\_ Ben \$2,500. (cost costed cast)
6. Yesterday, we \_\_\_\_\_ on the phone for over an hour. (spoke speak speaked)
7. Our friends \_\_\_\_\_ the way to the café so we went with them. (knew knowed know)
8. I \_\_\_\_\_ my husband at a party. (meet meted met)
9. The train \_\_\_\_\_ at 10 o'clock. (lefted, left, leaved)
10. She \_\_\_\_\_ a quick email to a friend. (wroted wrote writed)

## 7.6 Adding an ending

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

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

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

Revise the CVC rule for deciding when to double the last letter of a word before adding an ending.)

*Where a word ends in CVC (consonant, vowel, consonant), double the last consonant before adding an ending.*

*In the table, find three verbs that double the last letter before adding an ending, and underline them.*

(Demonstrate how some words ending in consonant <y>, such as fry, change the <y> to <i> before <es> or <ed> )

*Find two words in the table that change the <y> to <i> before <es> or <ed>, and underline them.*

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

try > tried	cry > cried	apply > applied
amaze > amazing	decide > decided	watch > watched
dig > digging	play > playing	run > running
fetch > fetching	own > owner	interest > interested
dollar > dollars	sail > sailing	catamaran > catamarans
jacket > jackets	push > pushed	jump > jumped
pull > pulled	wood > wooden	control > controlled
fill > filled	speed > speeding	propel > propelled
love > loved	skim > skimmed	suggest > suggested
skill > skills	panic > panicked*	continue > continued
tug > tugged	capsize > capsized	end > ended
grab > grabbed	pull > pulled	remember > remembered
work > worked	right > righted	shout > shouted
wave > waved	drop > dropped	fool > foolish
tow > towed	agree > agreed	sail > sailing

\* Instead of doubling <c>, replace with <ck>.

## 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. the catamaran capsized In the process, ended up in the water. and Dan and I

---

---

In the process, the catamaran capsized and Dan and I ended up in the water.

2. until Dan suggested I was not aware of the danger we head towards the beach. we were in

---

---

I was not aware of the danger we were in until Dan suggested we head towards the beach.

3. two guys from the catamaran rental It was not long before in a speedboat. reached us

---

---

It was not long before two guys from the catamaran rental reached us in a speedboat.

4. out into the water. and pushed the catamaran We put on life jackets

---

---

We put on life jackets and pushed the catamaran out into the water.

5. the guy telling us to get the catamaran upright. Dan remembered about a rope that you pull

---

---

Dan remembered the guy telling us about a rope that you pull to get the catamaran upright.

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

## 8.2 Proofreading sentences

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

(In Module 12, punctuation includes the use of:

- an upper case letter at the beginning of a sentence and at the beginning of a name
- a full stop, question mark or exclamation mark at the end of a sentence
- commas in lists
- speech punctuation.

In Module 12, grammar includes the use of:

- verbs, in the past, present and future tense
- pronouns
- contractions.

In this exercise, spelling means writing the correct letters in a word in correct order.)

*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. dan and I had never bean sailing before but it didnt look hard.

*With your partner, rewrite the sentence correctly on the line.*

(Wait)

---

*Dan and I had never been sailing before but it didn't look hard.*

(When students have finished, 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.*

*Three punctuation/grammar errors:*

- *Dan is a name and the first word in a sentence. It should start with an upper case letter.*
- *An apostrophe is missing from the word 'didn't' to indicate that the letter <o> is missing from 'not'.*

*Two spelling errors:*

- *'bean' is spelt wrong; 'bean' spelt <bean> is a vegetable. The correct spelling is <been>.*
- *The word 'look' is spelt wrong.*

*Copy the correct sentence in your workbook.*

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

*They may be spelling, punctuation or grammar errors.*

*Write the corrected sentences on the line in your workbook.*

2. The catamarans was four rent at twenty dollers an our.  
(4 errors: 1 punctuation/grammar; 3 spelling)

---

**The catamarans were for rent at twenty dollars an hour.**

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

3. When I tryed to tern the bote around, it continued out to see.  
(4 errors: 4 spelling)

---

**When I tried to turn the boat around, it continued out to sea.**

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

4. We felt foolish as us sit on the hul of the catamaran and was towed in.  
(4 errors: 3 punctuation/grammar; 1 spelling)

---

**We felt foolish as we sat on the hull of the catamaran and were towed in.**

(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**

Jim was a young man when he read that his workplace was shutting down.  
(14 words)

(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.**

(Wait)

**Check the sentence for spelling and punctuation.**

---

(When students have finished, write the corrected 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 58:

- 55 letters
- 1 upper case letter, 1 full stop.

Write your score

Score /58

Correct your errors.

---

## 9. Comprehension

GOAL: To develop comprehension skills at different levels and respond in complete sentences

### 9.1 Answering questions about a text

GOAL: To comprehend text at a literal level (i.e. using stated facts)

*This letter tells about Jill and Dan's visit to the beach and what happened when they rented a catamaran.*

*In the text, the author has arranged the events in order of time to help the reader picture what happened.*

#### Ordering sentences

*Number the events in the order in which they happened.*

##### Sequence A

\_\_\_\_\_ Dan and Jill rented a catamaran.

\_\_\_\_\_ Dan and Jill went to the beach.

\_\_\_\_\_ Dan and Jill put on life-jackets.

\_\_\_\_\_ Dan and Jill lay on the sand and watched the people around them.

##### Sequence B

\_\_\_\_\_ Dan and Jill pushed the catamaran into the water until they were waist deep.

\_\_\_\_\_ The catamaran capsized.

\_\_\_\_\_ Two men in a speedboat rescued Jill and Dan.

\_\_\_\_\_ Jill took the tiller and Dan took the sails.

## 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)

*Circle true or false and explain why in a sentence.*

*Let's read the first statement and answer together.*

1. Dan and Jill were good sailors. True/False

*How do you know?*

Dan and Jill were not good sailors because good sailors know how to turn a boat around.

*How else do we know that Dan and Jill were not good sailors?*

*Tell your partner. Partner 2, then Partner 1.*

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

*Discuss answers to the following questions with your partner and write your answers on the lines.*

2. Dan and Jill could swim. True/False

*How do you know?*

We know Dan and Jill could/could not swim because \_\_\_\_\_

---

---

3. Dan and Jill kept calm when they couldn't turn the boat around.

True/False

*How do you know?*

We know Dan and Jill did/didn't keep calm because \_\_\_\_\_

---

---

4. Jill got the boat upright. True/False

*How do you know?*

We know Jill did/didn't get the boat upright because \_\_\_\_\_

---

### 9.3 Answering in complete sentences

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

*Answer the questions in complete sentences. Sentence starters have been provided.*

1. When Jill and Dan were watching the people on the beach, what did they find most interesting?

When Jill and Dan were watching the people on the beach, they

---

---

2. At what point in the story do you think Dan and Jill were in the most danger? *Give a reason why.*

I think Dan and Jill were in most danger when \_\_\_\_\_

---

because \_\_\_\_\_

3. What did Dan and Jill learn from their experience with the catamaran?

From their experience with the catamaran, Dan and Jill learnt \_\_\_\_\_

---

---

### 9.4 What do you think?

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

*Jill tells us about her adventure with a catamaran that took place when she was on holiday by the sea. Lots of people use the sea for leisure and some people use water to make a living.*

*Tell me some examples of leisure activities connected to the sea.*

*For each of the following pictures, discuss with your partner how rivers and the sea are used to support people's jobs.*



*What jobs could be connected to the first picture? Partner 1, then Partner 2.*

*What jobs could be connected to the second picture? Partner 2, then Partner 1.*

*Think of two good things and two bad things about the jobs in the two pictures.*

*Before you answer, think of things like:*

- *the weather*
- *the skills needed to do the work*
- *time spent away from family and friends*
- *living conditions*
- *job satisfaction.* (Explain and discuss these terms.)

*Partner 1, then Partner 2.*

---

## 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 – recount

**GOAL:** To learn about the structure of a recount

*As you know, there are different types of writing. In earlier modules, you were introduced to a recount, a narrative, a procedure and an exposition. In this module we are going to examine a more complex recount. 'Our Catamaran Experience' is a recount written in the form of a letter.*

*In a recount, the author retells something that has happened. A recount involves a sequence of events happening one after the other. A recount can take different forms. The form the author chooses for a recount might be:*

- a report for a newspaper
- an eyewitness account
- a diary entry
- a letter, journal or blog.

*Today, you are going to learn how to write a recount in the form of a letter. This means that your piece of writing must follow the rules for a recount **and** a letter.*

### Recounts

*Let's check that 'Our Catamaran Experience' follows the rules for a recount.*

*Turn to the letter on page 2 of your workbook. (Wait)*

*Let's read Jill's letter together.*

(Read the text)

*I'm going to ask you some questions about the text. Answer the questions together.*

Does Jill's letter about her catamaran experience recount a series of events that happened one after the other? Yes/No

*This means that 'Our Catamaran Experience' follows the main rule of a recount, which is to tell about a series of events that happened one after the other.*

*We are now going to look at the rules for writing a letter and decide whether this recount follows the rules. Answer Yes/No and point to each item on the letter.*

Is the writer's address at the top of the letter? Yes/No

(Wait. Point to the address.)

Is the date when the letter was written at the top of the letter? Yes/No

(Point to the date.)

Is there a greeting eg, Dear ...? Hi ...? Yes/No

(Point to the greeting.)

Is the body of the letter written in paragraphs?

*A paragraph is a group of sentences that focus on one idea or topic.*

*There are two ways to set out a series of paragraphs:*

1. *Indent the first word of each paragraph*
2. *Leave a blank line between paragraphs.*



**The writer of this text has left a blank line between paragraphs.  
How many paragraphs are there?**

(Wait. Accept 6 or 7. It depends on whether you count the first sentence as a separate paragraph.)

Is there a closing message such as, Sincerely, With love from? Yes/No

(Point to the closing message.)

Has the writer written their signature? Yes/No

(Point to the writer's signature.)

What is the writer's name?

**All Together.** (Wait)

**If something has been added after the signature, it is called a post script (P.S. for short).**

Is there a P.S.? Yes/No (Wait)

What is written in the P.S.?

**All together.** (Wait)

P.S. We'll come and see you next Saturday for a cup of tea and show you our photos.

**Complete the template for the recount 'Our Catamaran Experience' with your partner.**

(Circulate and note common problems.

If necessary, stop the group and model what to do.)

Title	<b><i>Our Catamaran Experience</i></b>
Set the scene	<p>What was the event? A holiday</p> <p>When did it take place? 15 August 2015</p> <p>Who is in it? Dan, Jill and two guys from the catamaran rental.</p> <p>Where did it take place? On Heron Island in Queensland</p>
What things happened?	<p>List two important events: For example:</p> <ol style="list-style-type: none"> <li>1. Dan and Jill went to the beach</li> <li>2. Dan and Jill rented a catamaran</li> </ol>
Ending	<p>What happened at the end?</p> <p>The guys from the catamaran rental rescued Jill and Dan. Jill and Dan had fun but decided to have some lessons before going sailing again.</p>

## 10.2 Planning a recount

GOAL: To plan a complex recount using a template

*Your task today is to plan a recount using one of these titles:*

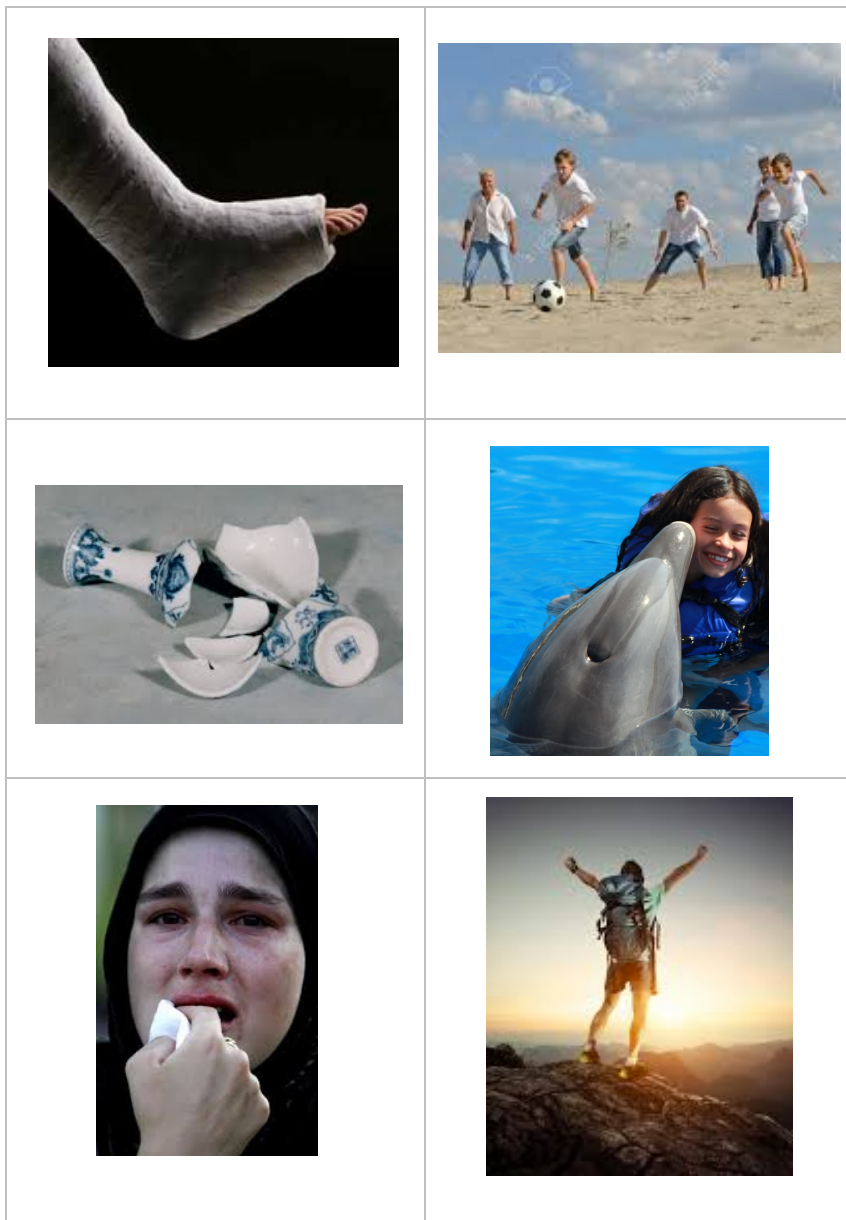
What a Disaster!            OR        The Best Time of my Life

*The recount can be true or made up.*

What a Disaster! *might recount a time when everything went wrong for you.*

The Best Time in my Life *might recount a time when everything went really well for you.*

*If you would prefer to make up the recount, that's fine.*



*I'll give you a few minutes to think about your recount. When you are ready, write the title in the box at the top of the template. (Wait)*

Now plan your recount. Make notes on the recount template. Having notes to refer to will help you remember what to say when you tell your partner what happened in your recount.

(Circulate)

Title	
Set the scene	<p>What was the event?</p> <hr/> <p>When did it take place?</p> <hr/> <p>Who was in it?</p> <hr/> <p>Where did it take place?</p> <hr/>
What things happened?	<p>List two important events:</p> <p>1. _____</p> <p>2. _____</p>
Ending	<p>What happened at the end?</p> <hr/> <hr/> <p>How did you feel about the experience? or What was the best part? (complete sentences)</p> <hr/> <hr/>

## 10.3 Sharing your recount

**GOAL:** To expand on a written plan

*Take turns to tell your partner what happened in your recount. Use your plan as a guide.*

*You have five minutes for each of these three sections.*

*1. Tell your partner:*

- the title of your recount*
- when it took place*
- who was in it*
- where it took place.*

*Partner 1, then Partner 2.*

*(Allow 5 minutes. Circulate to assess verbal fluency.)*

*2. Tell your partner about two important events. Partner 2, then Partner 1.*

*(Allow 5 minutes. Circulate to assess verbal fluency.)*

*3. Tell your partner what happened at the end. Add a personal comment about what happened. Partner 1, then Partner 2.*

*(Allow 5 minutes. Circulate to assess verbal fluency.)*

## 10.4 Writing your letter

**GOAL:** To write a letter to a friend or family member

*Now you are going to use your plan as the basis for writing a letter to a friend or family member.*

*Turn to the text on p.2 of your workbook.*

*(Wait)*

*First, we're going to examine the structure of a letter.*

*'Our Catamaran Experience' has been written in the form of a letter.*

*Point to the writer's address in the top left hand corner.*

*(Wait)*

*Point to the date when the letter was written. It is on the left, under the address.*

*(Wait)*

*Point to the greeting. Read the greeting together.*

*(Wait)*

*The following paragraphs tell what happened. Let's read the paragraphs together. Find the paragraph that begins 'Yesterday was very hot...'*

*(Wait.*

*Read from 'Yesterday was very hot... They dropped the sail and tied our tow rope to the stern of the speedboat'.)*

*Most letters to friends and family end with a personal comment about what happened. Let's read the author's personal comment together. It begins, 'We felt foolish...'*

*(Wait)*

*Finally, all letters have a closing message followed by the writer's signature. For informal letters to friends and family, like this one, we sign our first name only.*

*How does the author finish her letter? Everyone together.*

*(Wait)*

*With love Jill.*

*P.S. Personal letters often have a PS (postscript). A postscript is something added after the letter was finished. What did Jill write in her postscript? I'll wait until you have found it.*

*(Wait)*

*Everyone together.*

*P.S. We'll come and see you next Saturday for a cup of tea and show you our photos.*

*Your task is to use your plan about a good time you had or a disaster that happened as the basis for an informal letter to a friend or family member.*

\_\_\_\_\_ (your name)  
\_\_\_\_\_ (number & street)  
\_\_\_\_\_ (suburb)  
\_\_\_\_\_ (state, postcode)

\_\_\_\_\_ (date)

Dear /Hi (circle) \_\_\_\_\_ (name of recipient)

What? When? Who? Where? Why?

---

---

---

---

---

---

Events

First, \_\_\_\_\_  
\_\_\_\_\_

Then, \_\_\_\_\_

Ending

---

---

Regards/ With love/ Cheers (circle)

\_\_\_\_\_ (signature – first name only because this is an informal letter)

P.S. \_\_\_\_\_

(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 Reading Rate words on p.11 in preparation for the assessment.*

(When most students have finished, say STOP.)

*It's time to read your recount 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.)

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## Final Comment

*You have now completed the exercises for Module 12. 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.33 of their workbook.)

*I am going to time you to find out how many words you can read in one minute. You will be given three tries and your best score will be recorded on your certificate.*

*Read the words going across the page. If you are unsure of a word, sound it out, then read it and carry on. Go back to the beginning again if you get to the end before I say stop. I'll say: 1,2,3 GO! Are you ready?*

**1,2,3 GO!**

when was watch what know worked head wheat deaf  
wash dead word touch whale worm young worth why  
white worse while worm whale wheel which whisk bread  
want world sweat swan worst tread wasp spread swap  
breath swamp whether weather ready wallet worker  
couple whimper swallow worked double deadly waddle  
working cousin feather wander worthwhile courage  
leather washing homework youngest whistle breakfast  
workplace visitor trouble whisper pleasant country sailor  
motor effort author wanted worship headlights unleaded  
wallaby overwhelm visitor decorate

(80 words)

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

## Spelling test

*I am going to ask you to write some words so that you can find out how well you have remembered the letter-sounds and focus words introduced so far. Go to the back of your workbook to the lined page.*

*I will number each word and say it on its own first. Then I will say a sentence that includes the word.*

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

*Finally, I will say the word again.*

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

1. work	2. wheel	3. when	4. head	5. wash
6. worm	7. which	8. dead	9. white	10. worse
11. young	12. what	13. word	14. while	15. deaf
16. why	17. read	18. worth	19. was	20. country

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

## Dictation

*I am going to read a sentence about going along a country road, and then I will dictate the words to you slowly so you can write them down.*

(Read the sentence below.)

We worked out where to go and headed along a country road.

*I am now going to read the sentence again so that you can write it down. I will read the sentence in sections and tell you what punctuation to use and when.*

*I won't tell you when to use upper case letters for names or at the beginning of a sentence. You will need to decide which is the first word in a sentence and which words are names of people or places.*

*Write the sentence in your workbook.*

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

*Punctuation in this dictation includes one upper case letter and one full stop.*

We worked out // where to go // and headed along // a country road. *(full stop)*

*Finally I will read the sentences again so that you can proofread your work carefully.*

(Read the sentence again. Allow students time to proofread their own work.)

**We worked out where to go and headed along a country road.**

(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 12 and  
you are now ready to extend your skills by studying Module 13.*



## 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.

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

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

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

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

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

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

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

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

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

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

<b>Module 13</b>				
hour	gone	damage	example	against
turned	learn	usually	ready	special
family	move	done	group	whether

<b>Module 14</b>				
half	English	fire	certain	picture
money	tomorrow	quiet	piece	peace
power	notice	probably	area	equipment

<b>Module 15</b>				
though	nothing	idea	pull	drawer
course	really	oh	weather	therefore
sign	rough	caught	bridge	garage

## Appendix B

# Glossary

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



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

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

## SPELD SA Intensive Literacy Program

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

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

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

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

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