

SPARK!

WORKBOOK 1:

TEACHERS'

PROGRAMMING

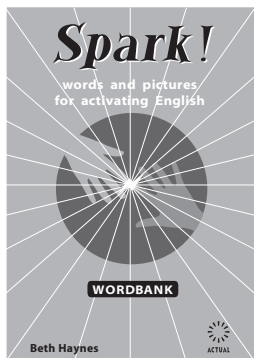
GUIDE



Mapped to:

Adult ESOL Core Curriculum:
Milestones 6-8 working towards Entry 1

European Languages Framework:
Wordbank: A1-A2
Workbooks 1 & 2: A1
Workbooks 3 & 4: A2



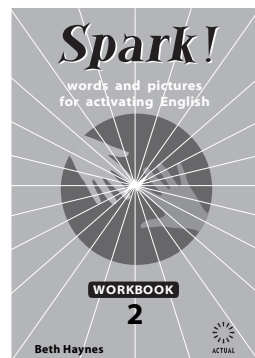
Milestones 6-8
working towards Entry 2

• **BLUE**



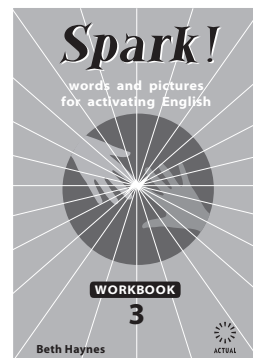
Milestones 6-8
working towards Entry 1

• **RED**



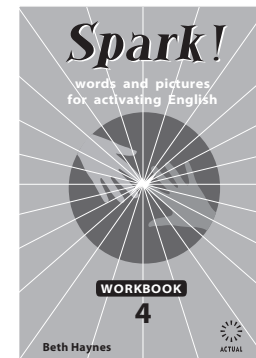
Entry 1

• **ORANGE**



Entry 1 working towards
Entry 2 (introductory)

• **GREEN**



Entry 1 working towards
Entry 2 (continuing)

• **PURPLE**

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Beth Haynes



Teachers' Programming Guide: Spark! Workbook 1

ESOL CORE CURRICULUM: MILESTONES 6-8 WORKING TOWARDS ENTRY 1

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	CORE CURRICULUM DESCRIPTORS	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
1	5, 55, 71	<p>Choose the Word</p> <ul style="list-style-type: none"> • table 	<p>SLlr/M7.3 Listen to and follow simple instructions and requests containing three to five key words, signs, symbols.</p> <p>Rtc/M6.2 Find and name key images, characters, events.</p> <p>Rtc/M7.1 Distinguish between print, text, symbols, images.</p> <p>Rw/M7.2 Understand that words are composed of groups of letters and that this group has meaning as a word.</p> <p>Wt/M6.1 Understand, in contexts related to personal information, that particular words, signs, symbols, have particular meanings.</p> <p>Ww/M6.1 Understand the difference between words, signs, symbols, letters.</p> <p>Rw/Ww/M8.2 Associate sounds with patterns in some letters, syllables, words, rhymes, songs.</p>	<ul style="list-style-type: none"> • teacher reads the words with students on the overhead projector, with focus on pronunciation and distinguishing sounds and letters • teacher and students together circle the correct words • students do independently • note 1: At the early stages of Workbook 1, some selected pages can usefully be shown on the overhead projector to demonstrate the task, and to build awareness of oral and written correspondence • note 2: it is good for the students to familiarise themselves with the Wordbank, and use it independently to learn word sets and check spellings. 	<ul style="list-style-type: none"> • distinguish between similar sound/ letter patterns in words • instructional language: <i>put – circle – row – column</i> • reference book layout (Spark! Wordbank): <i>contents page, page number, heading, items within headings</i> 	



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2	6, 7	<p>The Alphabet</p> <ul style="list-style-type: none"> • letters 	<p>SLlr/M6.1 Listen and respond to familiar people, demonstrating an understanding of simple questions about familiar events, familiar experiences, personal details.</p> <p>Ww/M6.3 With some inconsistencies, write from left to right and from top to bottom, or as culturally appropriate</p> <p>Ww/M6.4 Where adults have difficulty writing with pens or pencils, use alternative methods to handwriting such as a computer keyboard</p> <p>Ww/M7.1 Form some letters correctly.</p> <p>Rs/Rw/M8.1 Recognise the letters of the alphabet by shape, name, sound.</p>	<ul style="list-style-type: none"> • teacher and students look in Wordbank at different alphabets • say alphabet together • the alphabet should be written on the board and recited, at first forwards and later backwards as well • teacher demonstrates on overhead projector and/or board • students may also need to practise large letter movements and writing on the board and large paper • trace and copy letters and words in Workbook • other alphabet activities and games can also be used, eg. lining up in order of given names, surnames – say, sing, sequence – chorus, individual, flash cards <p>extension:</p> <ul style="list-style-type: none"> • focus on the sound groups, similar letter sounds, one letter with two sounds, variants of written letters • students type on computer keyboard first using upper case and then lower, with teacher scaffolding • note: Many of these alphabet exercises can continue to be used in later units of this Workbook, and will not need to be explained each time 	<ul style="list-style-type: none"> • writing conventions of English • the letters of the alphabet • capital letters/ upper case, small letters/ lower case • listening and pronunciation • graphophonic awareness • sound groups, eg. <i>bee, cee, dee, ee, gee, pee, tee, vee – ay, jay, kay – ell, em, en, ess, eks – ue, double-ue</i> • similar sounds, eg. <i>gee</i> and <i>jay – cee</i> and <i>ess</i> • one letter with two sounds, eg. <i>gee</i> and <i>jay – cee</i> and <i>ess</i> • note: the teacher will initially need to draw on the full range of techniques for developing handwriting and reading skills, including: – explicit instruction, modelling and practice in letter and word formation – size, shape, slope, spacing of letters, direction, line movements – up/down strokes, letter position on the line • note: the emphasis will be on printing rather than cursive at the early levels 	



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3	8, 9, 25	<p>Same Letters Same Words 1 & 2</p> <ul style="list-style-type: none"> • table • matching • list 	<p>SLlr/M7.3 Listen to and follow simple instructions and requests containing three to five key words, signs, symbols.</p> <p>SLlr/M8.1 Listen and respond to familiar people in the context of simple and personal subjects.</p> <p>SLc/M7.5 Make simple statements about simple and personal matters.</p> <p>Rw/M8.1 Recognise the letters of the alphabet by shape, name, sound.</p> <p>Ws/M8.1 Understand that individual words are grouped together to convey meaning and information, using rules and structures.</p> <p>Ww/M6.1 Understand the difference between words, signs, symbols, letters.</p> <p>Ww/M6.3 With some inconsistencies, write from left to right and from top to bottom, or as culturally appropriate</p> <p>Ww/M7.2 Group letters and leave spaces in between them, demonstrating that they are working towards writing separate words.</p>	<ul style="list-style-type: none"> • teacher refers back to <i>The Alphabet</i> • present <i>Same Letters</i> on OHP – teacher reads and students listen and say • students match same letters, distinguishing similar but different letters • students match same words, distinguishing upper and lower case, and similar but different letters and letter combinations in words • note: it is preferable to do these 3 pages on separate occasions 	<ul style="list-style-type: none"> • <i>Which letter is the same?</i> • <i>Which word is the same?</i> • the letters of the alphabet • capital letters/ upper case • small letters/ lower case • distinguishing letters and words • sound groups, similar sounds, one letter with two sounds • written letter variants, eg. ways of writing <i>a</i> and <i>g</i> • graphophonic awareness 	



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4	10, 11 20, 21	<p>What are they? 1, 2</p> <ul style="list-style-type: none"> • word box • word shapes • matching and labelling • descriptive sentences 	<p>SLlr/M8.1 Listen and respond to familiar people in the context of simple and personal subjects.</p> <p>SLlr/M8.2 Listen to and answer simple questions about personal details, personal experiences, personal events, narratives.</p> <p>SLc/M7.5 Make simple statements about simple and personal matters.</p> <p>Rw/M7.2 Understand that words are composed of groups of letters and that this group has meaning as a word.</p> <p>Rw/M8.1 Recognise the letters of the alphabet by shape, name, sound.</p> <p>Ww/M6.1 Understand the difference between words, signs, symbols, letters.</p> <p>Ww/M6.3 With some inconsistencies, write from left to right and from top to bottom, or as culturally appropriate</p> <p>Ww/M7.2 Group letters and leave spaces in between them, demonstrating that they are working towards writing separate words.</p> <p>Wt/M6.1 Understand, in contexts related to personal information, that particular words, signs, symbols, have particular meanings.</p> <p>Wt/M6.2 With support, use words, signs, symbols, images – to label given or chosen objects.</p> <p>Rs/Ws/M8.1 Understand that individual words are grouped together to convey meaning and information, using rules and structures.</p>	<ul style="list-style-type: none"> • elicit vocabulary, brainstorm • students browse Wordbank to find the picture labels, and compare book writing with handwriting • teacher and students read words together • note: depending on level of students, such word shape activities may usefully be carried out regularly to practise and consolidate • teacher could make cut-up pictures and labels, for matching or barrier activities or card games 	<ul style="list-style-type: none"> • <i>What are they? – What is it? – What's this? – What is this?</i> • <i>This is a</i> • vocabulary of naming, identifying • plural and singular • question and statement • word shapes and pronunciation • use repetition and variation within basic patterns 	



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5	12-18	<p>Numbers Numbers and Words</p> <ul style="list-style-type: none"> • list • information gap: factual statements • speech balloons • word box • word shapes 	<p>SLlr/M6.1 Listen and respond to familiar people, demonstrating an understanding of simple questions about familiar events, familiar experiences, personal details.</p> <p>SLlr/M6.2 Listen to and demonstrate that they are paying attention to familiar people.</p> <p>SLlr/M6.3 Follow requests and instructions which contain up to three key words, signs, symbols.</p> <p>Rw/M8.1 Recognise the letters of the alphabet by shape, name, sound.</p> <p>Ww/M6.1 Understand the difference between words, signs, symbols, letters.</p> <p>Ww/M6.3 With some inconsistencies, write from left to right and from top to bottom, or as culturally appropriate</p> <p>Ww/M7.2 Group letters and leave spaces in between them, demonstrating that they are working towards writing separate words.</p> <p>Rs/ Ws/M8.1 Understand that individual words are grouped together to convey meaning and information, using rules and structures.</p>	<ul style="list-style-type: none"> • teacher says numbers with students • students copy each numeral several times • read the number words and write the numerals • read the numerals and write the number words • teacher models the information gap activity with Student A and Student B • depending on level, students may role play in front of class • students complete the barrier activity in pairs (or threes) – then change roles <p>extension:</p> <ul style="list-style-type: none"> • counting activities and games, number dictation • students listen to sentences containing numbers • similar activities with the numbers out of sequence • students make barrier activities <p>• note: Numerals provide a code which is simpler and more concrete than the alphabet and words, as an easier reference for students who are in the beginning stages of literacy.</p>	<ul style="list-style-type: none"> • numerals and words, word shapes • listening and pronunciation, syllable stress, eg. <i>'four, four-'teen</i> • reading, telling and writing 	



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6	19	<p>Hi! Talking with a friend</p> <ul style="list-style-type: none"> casual conversation: speech balloons 	<p>SLd/M6.1 Respond to familiar people in one-to-one discussions. SLd/M6.2 Take turns. SLlr/M7.1 Listen to familiar people and demonstrate that they are paying attention such as through eye contact, nodding, etc. SLlr/M7.2 Listen to simple questions on familiar topics and give simple responses in answer. Rti/M6.2 Use words, signs, symbols, images to understand written communication about events, people. Rti/M6.3 Look at objects, words, signs, symbols, images, while listening to and following short verbal accounts which are of interest to the learner. Rw/M6.2 Recognise/read and select a combination of up to five words, signs, symbols, linked to their personal vocabulary. Wt/M6.1 Understand, in contexts related to personal information, that particular words, signs, symbols, have particular meanings. Wt/M7.2 With support, use words, signs, symbols. Rs/Ws/M8.1 Understand that individual words are grouped together to convey meaning and information, using rules and structures.</p>	<ul style="list-style-type: none"> students and teacher read the words together and read the speech balloons students read the dialogue aloud insert missing words read in pairs read dialogue with whole class students locate and write questions, ask and tell each other real information teacher may wish to make cut-ups of speech balloons for students to sequence in groups 	<ul style="list-style-type: none"> casual conversation: initiation, response, feedback communicative strategies, eg. turn-taking, politeness asking for information recounting past activities talking about future activities simple variants of conversational speech, eg. <i>good/ fine – What are you doing? – Where are you going?</i> ambiguities connected with <i>doing</i> and <i>going</i> (introduced but not explicitly explained) yes/no and wh- question forms ellipsis in conversation pronunciation, intonation 	



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7	22-24	<p>How many?</p> <ul style="list-style-type: none"> • descriptive sentences (picture cloze) • speech balloons • information gap: information exchange 	<p>SLlr/M7.2 Listen to simple questions on familiar topics and give simple responses in answer.</p> <p>SLd/M6.2 Take turns.</p> <p>SLc/M7.5 Make simple statements about simple and personal matters.</p> <p>Rti/M6.2 Use words, signs, symbols, images, to understand written communication about events, people.</p> <p>Rtc/M6.2 Find and name key images, characters, events.</p> <p>Rtc/M7.1 Distinguish between print, text, symbols, images.</p> <p>Rw/M7.3 Recognise/read and select a combination of up to 10 words, signs, symbols, linked to their personal vocabulary.</p> <p>Wt/M6.2 With support, use words, signs, symbols, images – to label given or chosen objects.</p> <p>Rs/Ws/M8.1 Understand that individual words are grouped together to convey meaning and information, using rules and structures.</p>	<ul style="list-style-type: none"> • teacher works through the first page with class • students complete in their books • teacher models the Student A/ Student B information gap activity • students carry out the task in pairs or threes 	<ul style="list-style-type: none"> • <i>What are they?</i> • <i>How many are there?</i> • <i>There are</i> • repetition with varying objects and numbers to provide practice in reading and making sentences • <i>How many?</i> questions • plurals • descriptive statements 	



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8	26-29	Alphabet Puzzle <ul style="list-style-type: none"> labelling crossword puzzle table descriptive sentences 	<p>SLlr/M7.2 Listen to simple questions on familiar topics and give simple responses in answer.</p> <p>SLc/M7.5 Make simple statements about simple and personal matters.</p> <p>Rtc/M6.2 Find and name key images, characters, events.</p> <p>Rtc/M7.1 Distinguish between print, text, symbols, images.</p> <p>Rtc/M8.1 Understand that print conveys meaning.</p> <p>Rw/M6.2 Recognise/read and select a combination of up to five words, signs, symbols, linked to their personal vocabulary.</p> <p>Rw/M7.2 Understand that words are composed of groups of letters and that this group has meaning as a word.</p> <p>Rw/M8.1 Recognise the letters of the alphabet by shape, name, sound.</p> <p>Rs/Ws/M8.1 Understand that individual words are grouped together to convey meaning and information, using rules and structures.</p> <p>Wt/M6.2 With support, use words, signs, symbols, images – to label given or chosen objects.</p> <p>Ww/M6.1 Understand the difference between words, signs, symbols, letters.</p> <p>Rw/Ww/M8.2 Associate sounds with patterns in some letters, syllables, words, rhymes, songs.</p>	<ul style="list-style-type: none"> teacher and whole class brainstorm names of pictures students browse Wordbank to find words and label pictures, as with the <i>What are they?</i> activities, but this time without answers provided students write the words on crossword puzzle match words from the puzzle with letters of the alphabet on table use these words to form identifying sentences could play as a game with students locating words starting with given letters on OHP 	<ul style="list-style-type: none"> <i>What are they called? – What is it called?</i> <i>What are these? – What is this?</i> <i>This is a/n....</i> letters, words, sentences alphabetical order names: nouns of objects, people, animals <i>across, down</i> letters of the alphabet identifying the first letter of a word description: forming identifying sentences <i>a/an – this, these</i> 	



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9	30-33	<p>Sport</p> <ul style="list-style-type: none"> labelling crossword puzzle class survey grid: information exchange descriptive sentences 	<p>SLlr/M8.2 Listen to and answer simple questions about personal details, personal experiences, personal events, narratives.</p> <p>Rti/M6.2 Use words, signs, symbols, images to understand written communication about events, people.</p> <p>Rtc/M6.2 Find and name key images, characters, events.</p> <p>Rtc/M7.1 Distinguish between print, text, symbols, images.</p> <p>Rtc/M8.1 Understand that print conveys meaning.</p> <p>Wt/M8.1 Understand that words, signs, symbols, images, convey information.</p> <p>Rs/Ws/M8.1 Understand that individual words are grouped together to convey meaning and information, using rules and structures.</p> <p>Wt/M6.2 With support, use words, signs, symbols, images – to label given or chosen objects.</p> <p>Ww/M6.1 Understand the difference between words, signs, symbols, letters.</p> <p>Ww/M7.2 Group letters and leave spaces in between them, demonstrating that they are working towards writing separate words.</p> <p>Ww/M7.3 Demonstrate an awareness of the sequence of words, signs, symbols, letters – from memory such as when writing their own names and a few other simple and familiar words.</p>	<ul style="list-style-type: none"> brainstorm names of sports on board students locate sports in Wordbank to find the picture labels teacher and students read words together in Wordbank students label pictures of sports with or without support of Wordbank (depending on level) complete crossword puzzle student survey of sports they like form sentences about sports they and their classmates like <p>extension:</p> <ul style="list-style-type: none"> cut-up pictures and labels can be used as a barrier activity sentences about sports they don't like 	<ul style="list-style-type: none"> <i>What are these sports? – What is this sport?</i> <i>What sports do you like?</i> <i>Do you like ...?</i> <i>I like – S/he likes</i> <i>I don't like – S/he doesn't like</i> basic referencing skills nouns for sports labelling descriptive recount sentences asking and telling about preferences 1st person, 3rd person pronouns: <i>I, she, he</i> affirmative and negative communicative strategies: seek repetition, clarification – politeness, turn-taking, opening and closing, eg. <i>'Can you spell that please?'</i> – <i>'Just a minute.'</i> – <i>'Please wait. I'm still talking with X.'</i> 	



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10	34-39	<p>Words and Sentences 1: Making Words Write the Words Making Sentences</p> <ul style="list-style-type: none"> • word lists • labelling and matching various sentence types 	<p>SLlr/M8.1 Listen and respond to familiar people in the context of simple and personal subjects.</p> <p>Rtc/M6.2 Find and name key images, characters, events.</p> <p>Rtc/M7.1 Distinguish between print, text, symbols, images.</p> <p>Rtc/M8.1 Understand that print conveys meaning.</p> <p>Rtc/M8.2 Understand and use the conventions of reading, following text from left to right and top to bottom, or as culturally appropriate.</p> <p>Rw/M7.2 Understand that words are composed of groups of letters and that this group has meaning as a word.</p> <p>Wt/M6.2 With support, use words, signs, symbols, images – to label given or chosen objects.</p> <p>Wt/M8.1 Understand that words, signs, symbols, images, convey information.</p> <p>Rs/Ws/M8.1 Understand that individual words are grouped together to convey meaning and information, using rules and structures.</p> <p>Ww/M6.1 Understand the difference between words, signs, symbols, letters.</p> <p>Rw/Ww/M8.2 Associate sounds with patterns in some letters, syllables, words, rhymes, songs.</p>	<ul style="list-style-type: none"> • <i>Making one-syllable words:</i> teacher demonstrates rhyming word patterns and joining with initial letters – pronouncing sound/letter correspondences • teacher and students write the words together • students do independently • note: for real beginners, this activity could be split over two or four lessons, to avoid overload • <i>Write the words:</i> use the words from the previous exercise in mixed order to label the pictures • <i>Making sentences:</i> select words from the previous exercise to complete the sentences extension: • rhyming word games 	<ul style="list-style-type: none"> • sounds and spelling of one-syllable words: initial letter and rhyming endings (onset-rime) • identify rhyming word patterns • units of language: letters, morphemes/ graphemes, syllables, words and sentences • 2-syllable words • pronunciation and spelling: high frequency words • distinguishing similar words • nouns • 1st, 2nd, 3rd person • various sentence types: description, question, explanation, recount, instruction • various tenses: present, past, future 	



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11	40-44	<p>Can I borrow it?</p> <ul style="list-style-type: none"> • goods exchange: speech balloons 	<p>SLlr/M8.3 Listen to and follow simple instructions and requests containing single steps from familiar people.</p> <p>SLc/M7.3 Make simple requests.</p> <p>Rti/M7.3 Understand that different reading materials have different purposes, forms of presentation.</p> <p>Rtc/M6.2 Find and name key images, characters, events.</p> <p>Rtc/M8.1 Understand that print conveys meaning.</p> <p>Rtc/M8.2 Understand and use the conventions of reading, following text from left to right and top to bottom, or as culturally appropriate.</p> <p>Rw/M7.3 Recognise/read and select a combination of up to 10 words, signs, symbols, linked to their personal vocabulary.</p> <p>Wt/M7.2 With support, use words, signs, symbols.</p> <p>Wt/M8.1 Understand that words, signs, symbols, images, convey information.</p> <p>Rs/Ws/M8.1 Understand that individual words are grouped together to convey meaning and information, using rules and structures.</p> <p>Ww/M7.3 Demonstrate an awareness of the sequence of words, signs, symbols, letters.</p> <p>Rw/Ww/M8.2 Associate sounds with patterns in some letters, syllables, words, rhymes, songs.</p>	<ul style="list-style-type: none"> • teacher and students read first page of goods exchange • students role play for class • students write the questions and replies on the first page • Student A and Student B ask and tell each other 	<ul style="list-style-type: none"> • <i>Can I borrow it?</i> • <i>Can I borrow your/ some + name of object + please?</i> • <i>Yes, of course. – No, sorry.</i> • requesting and giving goods, politeness strategies • singular and plural • affirmative and negative 	



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12	45-47	<p>Actions</p> <ul style="list-style-type: none"> labelling descriptive recount sentences 	<p>Lr/E.1.1 listen for the gist of short explanations</p> <p>Lr/E.1.2 listen for detail using key words to extract some specific information</p> <p>Lr/E.1.3 follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary</p> <p>Lr/E.1.4 listen and respond to requests for personal information</p> <p>Sc/E.1.1 speak clearly to be heard and understood in simple exchanges</p> <p>Sc/E.1.2 make requests using appropriate terms</p> <p>Sc/E.1.4 make statements of fact clearly</p> <p>Sc/E.1.3 ask questions to obtain specific information</p> <p>Sd/E.1.1 & Lr/E.1.5 speak and listen in simple exchanges and in everyday contexts</p>	<ul style="list-style-type: none"> discuss actions, think of examples teacher reviews actions, with students locating the words in Wordbank students label the pictures in this Workbook students match the sentence beginnings (subjects) with the sentence endings (objects) and copy the sentences underneath 	<ul style="list-style-type: none"> <i>What are they doing? – What is he/she doing?</i> <i>The (person) is – The people are</i> action/ doing verbs: simple and present continuous singular and plural being verb: <i>is/are</i> subject-verb-object in a sentence 	



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13	48-50	<p>Words and Sentences 2: 2-Syllable Words</p> <ul style="list-style-type: none"> labelling various sentence types 	<p>SLc/M7.5 Make simple statements about simple and personal matters.</p> <p>Rtc/M6.2 Find and name key images, characters, events.</p> <p>Rtc/M8.1 Understand that print conveys meaning.</p> <p>Rtc/M8.2 Understand and use the conventions of reading, following text from left to right and top to bottom, or as culturally appropriate.</p> <p>Rw/M7.2 Understand that words are composed of groups of letters and that this group has meaning as a word.</p> <p>Rw/M7.3 Recognise/read and select a combination of up to 10 words, signs, symbols, linked to their personal vocabulary.</p> <p>Wt/M8.1 Understand that words, signs, symbols, images, convey information.</p> <p>Rs/Ws/M8.1 Understand that individual words are grouped together to convey meaning and information, using rules and structures.</p> <p>Rw/Ww/M8.2 Associate sounds with patterns in some letters, syllables, words, rhymes, songs.</p>	<ul style="list-style-type: none"> teacher revises one-syllable words from earlier in the Workbook explicit focus on there being 2 sound groups in 2-syllable words brainstorm how many syllables in simple known words, make list on board teacher and students together join the 1st and 2nd syllables of words students do independently then label the pictures transfer these words into sentences note: students can see that a syllable (one sound) may have just one or – here – up to five letters 	<ul style="list-style-type: none"> two-syllable words concepts of letters, morphemes/graphemes, syllables, words, sentences pronunciation and spelling: high frequency words distinguishing similar words nouns 1st, 2nd, 3rd person various sentence types: description, question, explanation, recount, instruction various tenses: present, past, future 	



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14	51-54	Join the Dots <ul style="list-style-type: none"> • diagram • instructions 	<p>SLlr/M8.3 Listen to and follow simple instructions and requests containing single steps from familiar people.</p> <p>Rtc/M7.1 Distinguish between print, text, symbols, images.</p> <p>Rtc/M8.1 Understand that print conveys meaning.</p> <p>Rtc/M8.2 Understand and use the conventions of reading, following text from left to right and top to bottom, or as culturally appropriate.</p> <p>Rw/M7.3 Recognise/read and select a combination of up to 10 words, signs, symbols, linked to their personal vocabulary.</p> <p>Rw/M8.1 Recognise the letters of the alphabet by shape, name, sound.</p> <p>Wt/M8.1 Understand that words, signs, symbols, images, convey information.</p> <p>Wt/M8.2 Understand that written texts can have different purposes.</p> <p>Rs/Ws/M8.1 Understand that individual words are grouped together to convey meaning and information, using rules and structures.</p> <p>Ww/M6.1 Understand the difference between words, signs, symbols, letters.</p> <p>Rw/Ww/M8.2 Associate sounds with patterns in some letters, syllables, words, rhymes, songs.</p>	<ul style="list-style-type: none"> • teacher revises alphabet and numbers with students • then demonstrates first exercise • students complete independently • teacher models second exercise, emphasising that the letters are mixed up and not in order, and focussing on the sentence patterns • teacher models barrier activity and then students complete in pairs 	<ul style="list-style-type: none"> • <i>Make a picture</i> • <i>first, then, lastly</i> • <i>letters, numbers, pictures</i> • <i>join</i> • <i>in order, mixed up</i> • imperative • communicative strategies, eg. seek repetition, clarification, politeness, turn-taking 	



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15	56-58	<p>Places</p> <ul style="list-style-type: none"> labelling crossword puzzle descriptive recount sentences 	<p>SLlr/M8.4 Listen to and follow simple and brief narratives.</p> <p>Rti/M7.3 Understand that different reading materials have different purposes, forms of presentation.</p> <p>Rtc/M6.2 Find and name key images, characters, events.</p> <p>Rtc/M8.1 Understand that print conveys meaning.</p> <p>Rtc/M8.2 Understand and use the conventions of reading, following text from left to right and top to bottom, or as culturally appropriate.</p> <p>Rw/M7.2 Understand that words are composed of groups of letters and that this group has meaning as a word.</p> <p>Wt/M6.2 With support, use words, signs, symbols, images – to label given or chosen objects.</p> <p>Wt/M8.1 Understand that words, signs, symbols, images, convey information.</p> <p>Wt/M8.2 Understand that written texts can have different purposes.</p> <p>Rs/Ws/M8.1 Understand that individual words are grouped together to convey meaning and information, using rules and structures.</p>	<ul style="list-style-type: none"> elicit names of places on board students locate places in Wordbank and read with teacher students label pictures of places (with or without support of Wordbank, depending on level) complete crossword puzzle complete sentences teacher could make enlarged sentence strips for students to complete in groups 	<ul style="list-style-type: none"> <i>What are these places? – What is this place?</i> <i>What do people do there?</i> <i>People ... at/in the</i> <i>There are ... in the</i> descriptive recount sentences 	



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16	59, 60	Conversation <ul style="list-style-type: none"> casual conversation: speech balloons 	<p>SLd/M7.1 Contribute appropriately to simple oral interactions including conversations, discussions.</p> <p>Rti/M7.3 Understand that different reading materials have different purposes, forms of presentation.</p> <p>Rtc/M7.1 Distinguish between print, text, symbols, images.</p> <p>Rtc/M8.1 Understand that print conveys meaning.</p> <p>Rw/M7.3 Recognise/read and select a combination of up to 10 words, signs, symbols, linked to their personal vocabulary.</p> <p>Wt/M8.1 Understand that words, signs, symbols, images, convey information.</p> <p>Rs/Ws/M8.1 Understand that individual words are grouped together to convey meaning and information, using rules and structures.</p>	<ul style="list-style-type: none"> teacher models the requirements of the role play then students read in pairs read dialogue with whole class teacher may wish to make cut-ups of speech balloons for students to sequence in groups 	<ul style="list-style-type: none"> casual conversation: initiation, response, feedback asking for information recounting past activities showing objects describing indicating opinion yes/no and wh- question forms ellipsis in conversation pronunciation, intonation 	
17	61, 62	Alphabetical Order <ul style="list-style-type: none"> table 	<p>Rtc/M8.1 Understand that print conveys meaning.</p> <p>Rw/M8.1 Recognise the letters of the alphabet by shape, name, sound.</p> <p>Rw/Ww/M8.2 Associate sounds with patterns in some letters, syllables, words, rhymes, songs.</p>	<ul style="list-style-type: none"> teacher models the requirements of the role play then Student A and Student B tell and write in pairs 	<ul style="list-style-type: none"> letters of the alphabet vocabulary items graphophonic awareness 	



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18	63-65	Feelings <ul style="list-style-type: none"> • descriptive sentences • word search 	<p>SLlr/M8.1 Listen and respond to familiar people in the context of simple and personal subjects.</p> <p>Rti/M6.2 Use words, signs, symbols, images to understand written communication about events, people.</p> <p>Rtc/M8.1 Understand that print conveys meaning.</p> <p>Rtc/M8.2 Understand and use the conventions of reading, following text from left to right and top to bottom, or as culturally appropriate.</p> <p>Wt/M8.1 Understand that words, signs, symbols, images, convey information.</p> <p>Rs/Ws/M8.1 Understand that individual words are grouped together to convey meaning and information, using rules and structures.</p> <p>Rw/Ww/M8.2 Associate sounds with patterns in some letters, syllables, words, rhymes, songs.</p>	<ul style="list-style-type: none"> • brainstorm names of feelings • students locate feelings in Wordbank • read words with teacher • complete sentences following pattern and inserting feeling words • complete word search using feeling words • discuss how students feel 	<ul style="list-style-type: none"> • <i>How do they feel? – How does she/he feel?</i> • <i>How do you feel?</i> • <i>He/ She feels</i> • <i>I feel</i> • adjectives for feelings 	



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19	66-68	Find a Word • instructions	<p>Lr/E.1.1 listen for the gist of short explanations</p> <p>Lr/E.1.2 listen for detail using key words to extract some specific information</p> <p>Lr/E.1.3 follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary</p> <p>Lr/E.1.4 listen and respond to requests for personal information</p> <p>Sc/E.1.1 speak clearly to be heard and understood in simple exchanges</p> <p>Sc/E.1.2 make requests using appropriate terms</p> <p>Sc/E.1.4 make statements of fact clearly</p> <p>Sc/E.1.3 ask questions to obtain specific information</p> <p>Sd/E.1.1 & Lr/E.1.5 speak and listen in simple exchanges and in everyday contexts</p>	<ul style="list-style-type: none"> • students locate the topics in Wordbank with teacher • complete first page • Student A and Student B tell each other and write missing words, letters and examples <p>extension:</p> <ul style="list-style-type: none"> • play as a game in groups using a matrix of categories and letters 	<ul style="list-style-type: none"> • <i>Find a/n ... that starts/ begins with</i> • topics: <i>places, sport, feelings, animals, colours</i> • page numbers, examples • referencing skills 	
20	69, 70	Letters • list	<p>SLlr/M8.3 Listen to and follow simple instructions and requests containing single steps from familiar people.</p> <p>Rw/M8.1 Recognise the letters of the alphabet by shape, name, sound.</p> <p>Ww/M6.1 Understand the difference between words, signs, symbols, letters.</p> <p>Rw/Ww/M8.2 Associate sounds with patterns in some letters, syllables, words, rhymes, songs.</p>	<ul style="list-style-type: none"> • teacher revises letters of the alphabet with students • depending on level, teacher may explicitly explain the difference between vowels and consonants, or just demonstrate with pronunciation practice 	<ul style="list-style-type: none"> • vowels, consonants • capital letters, small letters • concepts of every word having one or more vowels, a vowel being an open sound, consonants being both open and closed sounds 	



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unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	CORE CURRICULUM DESCRIPTORS	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
21	72-75	Different Sounds and Grouping Words <ul style="list-style-type: none"> • table • classifying • descriptive sentences 	<p>SLlr/M8.1 Listen and respond to familiar people in the context of simple and personal subjects.</p> <p>Rti/M7.3 Understand that different reading materials have different purposes, forms of presentation.</p> <p>Rtc/M6.2 Find and name key images, characters, events.</p> <p>Rtc/M7.1 Distinguish between print, text, symbols, images.</p> <p>Rtc/M8.1 Understand that print conveys meaning.</p> <p>Wt/M8.1 Understand that words, signs, symbols, images, convey information.</p> <p>Rw/Ww/M8.2 Associate sounds with patterns in some letters, syllables, words, rhymes, songs.</p>	<ul style="list-style-type: none"> • teacher links this unit with previous unit • present short vowel sounds exercise with students, read and pronounce • students write missing letters • teacher and class together classify the words into the categories • students write • teacher and class then go through long vowels, noting that there are many spelling variations <p>extension:</p> <ul style="list-style-type: none"> • make more sentences in notebook 	<ul style="list-style-type: none"> • vowel sounds: short and long, pronunciation and spelling • classifying words into categories • descriptive sentences: <i>A/ an... is a/an/ a type of</i> • note: use of definite and indefinite articles and zero article not explicitly explained 	



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22	76-80	<p>Colour and Shape</p> <ul style="list-style-type: none"> • key • diagram/pattern • word search • descriptive sentences • instructions 	<p>Lr/E.1.1 listen for the gist of short explanations</p> <p>Lr/E.1.2 listen for detail using key words to extract some specific information</p> <p>Lr/E.1.3 follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary</p> <p>Sc/E.1.1 speak clearly to be heard and understood in simple exchanges</p> <p>Sd/E.1.1 & Lr/E.1.5 speak and listen in simple exchanges and in everyday contexts</p> <p>Rt/E.1.2 recognise the different purposes of texts at this level</p> <p>Rw/E1.1 possess a limited, meaningful sight vocabulary of words, signs and symbols.</p> <p>Rw/E1.2 decode simple, regular words</p> <p>Wt/E1.1 use written words and phrases to record or present information</p> <p>Ws/E1.1 construct a simple sentence</p> <p>Ws/E1.2 punctuate a simple sentence with a capital letter and a full stop</p> <p>Ww/E1.1 spell correctly some personal key words and familiar words</p>	<ul style="list-style-type: none"> • brainstorm colours of objects, clothing and pictures in room • use coloured pencils to identify colours • teacher and students go through <i>Colours</i> in Wordbank • students colour in the colours in Wordbank • then colour the squares in the Workbook and colour the pattern following the key • transfer colour names to the word search • look at <i>Shapes</i> in Wordbank • colour the shapes, and form descriptive sentences • Student A and B give each other instructions, write and colour • note: colours, like numerals, provide a simpler and more concrete code than writing – which can be used to scaffold writing 	<ul style="list-style-type: none"> • <i>What are these colours? – What is this colour?</i> • <i>What are these shapes? – What is this shape?</i> • <i>This is a + colour + shape. – These are</i> • <i>Draw a – Colour it/them</i> • names of colours • <i>light, dark</i> • imperative • descriptive sentences using noun groups 	



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23	81	Maths <ul style="list-style-type: none"> • number sentences • crossword puzzle 	<p>SLIr/M7.2 Listen to simple questions on familiar topics and give simple responses in answer.</p> <p>SLc/M6.1 Use phrases with up to three key words, signs, symbols – to communicate simple ideas, choices, events.</p> <p>Rtc/M7.1 Distinguish between print, text, symbols, images.</p> <p>Rw/M6.2 Recognise/read and select a combination of up to five words, signs, symbols, linked to their personal vocabulary.</p> <p>Rw/M7.2 Understand that words are composed of groups of letters and that this group has meaning as a word.</p> <p>Rw/M8.1 Recognise the letters of the alphabet by shape, name, sound.</p> <p>Wt/M6.1 Understand, in contexts related to personal information, that particular words, signs, symbols, have particular meanings.</p> <p>Wt/M8.1 Understand that words, signs, symbols, images, convey information.</p> <p>Ww/M6.1 Understand the difference between words, signs, symbols, letters.</p>	<ul style="list-style-type: none"> • refer to Wordbank • introduce with some oral number sentences • teacher revises addition and subtraction number sentences • students complete crossword puzzle 	<ul style="list-style-type: none"> • <i>What are the answers? – What is the answer?</i> • addition and subtraction, numbers 1-20 	



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24	82-87	A School Day: Before School At School After School <ul style="list-style-type: none"> • picture cloze • recount • table 	Lr/E.1.1 listen for the gist of short explanations Lr/E.1.2 listen for detail using key words to extract some specific information Lr/E.1.3 follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary Lr/E.1.4 listen and respond to requests for personal information Sc/E.1.1 speak clearly to be heard and understood in simple exchanges Sc/E.1.2 make requests using appropriate terms Sc/E.1.4 make statements of fact clearly Sc/E.1.3 ask questions to obtain specific information Sd/E.1.1 & Lr/E.1.5 speak and listen in simple exchanges and in everyday contexts	<ul style="list-style-type: none"> • review everyday activities in Wordbank • complete the cloze passage as a whole class and then individually • transfer information about times to the chart • ask a classmate about their school day and times • write a recount about their own school day • cut-up pictures from Wordbank can be used for a barrier sequencing activity (<i>What did you do first/ next?</i>) 	<i>(1) Before School – (2) At School – (3) After School</i> <ul style="list-style-type: none"> • <i>What time does it happen?</i> • <i>What time do you ...? – What time does ...?</i> • <i>I ... at – Then I – After that, I ... at – At ... I</i> • recount: an everyday school day – activities and times • timeless present tense: <i>action verbs, feeling, reading verbs, starts, finishes</i> • time and sequence markers/ connectives: <i>In the morning, usually, then, at, After that, also</i> • time phrases • 1st and 2nd person pronouns and verbs • wh- questions • recount staging: orientation, sequence of activities/ events, reorientation 	



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25	88-95	SOUNDS AND SPELLING REFERENCE <ul style="list-style-type: none"> • vowels: short • vowels: long • consonants 	<p>SLlr/M8.1 Listen and respond to familiar people in the context of simple and personal subjects.</p> <p>SLc/M7.5 Make simple statements about simple and personal matters.</p> <p>Rti/M7.3 Understand that different reading materials have different purposes, forms of presentation.</p> <p>Rtc/M7.1 Distinguish between print, text, symbols, images.</p> <p>Rtc/M8.1 Understand that print conveys meaning.</p> <p>Rtc/M8.2 Understand and use the conventions of reading, following text from left to right and top to bottom, or as culturally appropriate.</p> <p>Rw/M7.2 Understand that words are composed of groups of letters and that this group has meaning as a word.</p> <p>Rw/M8.1 Recognise the letters of the alphabet by shape, name, sound.</p> <p>Wt/M8.1 Understand that words, signs, symbols, images, convey information.</p> <p>Ww/M6.1 Understand the difference between words, signs, symbols, letters.</p> <p>Rw/Ww/M8.2 Associate sounds with patterns in some letters, syllables, words, rhymes, songs.</p> <p>Sc/E.1.1 speak clearly to be heard and understood in simple exchanges</p> <p>Rw/E1.1 possess a limited, meaningful sight vocabulary of words, signs and symbols.</p> <p>Rw/E1.2 decode simple, regular words</p>	<ul style="list-style-type: none"> • the teacher can use the <i>Sounds and Spelling Reference</i> with the students in various ways to build graphophonic awareness, the words being familiar and easy to spell • eventually, students will be able to refer to it independently to revise <p>SAMPLE ACTIVITIES:</p> <ul style="list-style-type: none"> • a few words – just one or two sounds – can be selected each day for drill, pronunciation, spelling games, tests • gradually, additional words from the Wordbank and Workbook, and other familiar words such as students' names, can be added – at first words with the same sound/spelling patterns and, later, with differing sound/spelling patterns • at first, explicit instruction should use familiar and high-frequency words with the most basic sound/spelling patterns, so that some patterns can be clearly discerned within the overall complexities • relate this to relevant activities in the Workbook, especially <i>Letters (69, 70)</i>, <i>Different Sounds (72-75)</i>, and <i>Making Words (34-39, 48-50)</i> 	<ul style="list-style-type: none"> • vowel sounds: short • vowel sounds: long • consonant sounds • diphthongs • syllables • basic regular sound and spelling patterns in words • note: students also learn that many words do not follow the basic patterns 	