

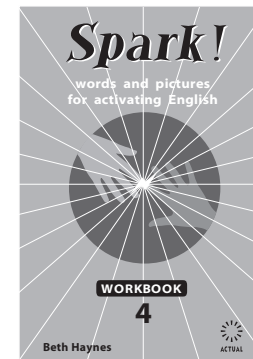
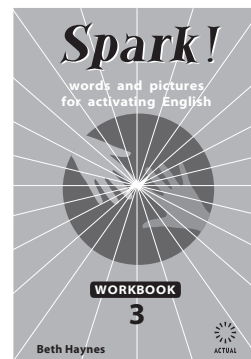
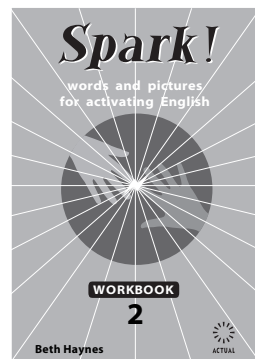
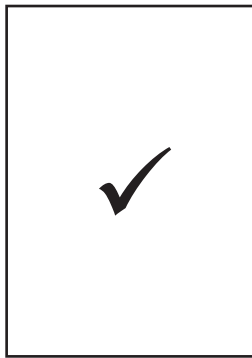
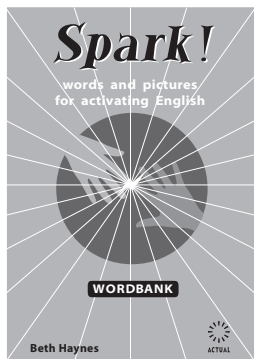
# **SPARK!**

## **WORKBOOK 1:**

### **TEACHERS'**

### **PROGRAMMING**

### **GUIDE**



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**Beth Haynes**



# Teachers' Programming Guide: Spark! Workbook 1

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
<b>1</b>	5, 55, 71	<b>Choose the Word</b>  • table	<ul style="list-style-type: none"><li>• teacher reads the words with students on the overhead projector, with focus on pronunciation and distinguishing sounds and letters</li><li>• teacher and students together circle the correct words</li><li>• students do independently</li><li>• <b>note 1:</b> At the early stages of <i>Workbook 1</i>, some selected pages can usefully be shown on the overhead projector to demonstrate the task, and to build awareness of oral and written correspondence</li><li>• <b>note 2:</b> it is good for the students to familiarise themselves with the <i>Wordbank</i>, and use it independently to learn word sets and check spellings.</li></ul>	<ul style="list-style-type: none"><li>• distinguish between similar sound/ letter patterns in words</li><li>• instructional language: <i>put – circle – row – column</i></li><li>• reference book layout (<b>Spark! Wordbank</b>): <i>contents page, page number, heading, items within headings</i></li></ul>	



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unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
2	6, 7	<p><b>The Alphabet</b></p> <ul style="list-style-type: none"> <li>• letters</li> </ul>	<ul style="list-style-type: none"> <li>• teacher and students look in <i>Wordbank</i> at different alphabets</li> <li>• say alphabet together</li> <li>• the alphabet should be written on the board and recited, at first forwards and later backwards as well</li> <li>• teacher demonstrates on overhead projector and/or board</li> <li>• students may also need to practise large letter movements and writing on the board and large paper</li> <li>• trace and copy letters and words in <i>Workbook</i></li> <li>• 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</li> </ul> <p><b>extension:</b></p> <ul style="list-style-type: none"> <li>• focus on the sound groups, similar letter sounds, one letter with two sounds, variants of written letters</li> <li>• students type on computer keyboard first using upper case and then lower, with teacher scaffolding</li> <li>• <b>note:</b> Many of these alphabet exercises can continue to be used in later units of this <i>Workbook</i>, and will not need to be explained each time</li> </ul>	<ul style="list-style-type: none"> <li>• writing conventions of English</li> <li>• the letters of the alphabet</li> <li>• capital letters/ upper case, small letters/ lower case</li> <li>• listening and pronunciation</li> <li>• graphophonic awareness</li> <li>• sound groups, eg. <i>bee, cee, dee, ee, gee, pee, tee, vee – ay, jay, kay – ell, em, en, ess, eks – ue, double-ue</i></li> <li>• similar sounds, eg. <i>gee</i> and <i>jay – cee</i> and <i>ess</i></li> <li>• one letter with two sounds, eg. <i>gee</i> and <i>jay – cee</i> and <i>ess</i></li> <li>• <b>note:</b> 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</li> <li>• <b>note:</b> the emphasis will be on printing rather than cursive at the early levels</li> </ul>	



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<b>3</b>	8, 9, 25	<b>Same Letters</b> <b>Same Words 1 &amp; 2</b> <ul style="list-style-type: none"> <li>• table</li> <li>• matching</li> <li>• list</li> </ul>	<ul style="list-style-type: none"> <li>• teacher refers back to <i>The Alphabet</i></li> <li>• present <i>Same Letters</i> on OHP – teacher reads and students listen and say</li> <li>• students match same letters, distinguishing similar but different letters</li> <li>• students match same words, distinguishing upper and lower case, and similar but different letters and letter combinations in words</li> <li>• <b>note:</b> it is preferable to do these 3 pages on separate occasions</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Which letter is the same?</i></li> <li>• <i>Which word is the same?</i></li> <li>• the letters of the alphabet</li> <li>• capital letters/ upper case</li> <li>• small letters/ lower case</li> <li>• distinguishing letters and words</li> <li>• sound groups, similar sounds, one letter with two sounds</li> <li>• written letter variants, eg. ways of writing <i>a</i> and <i>g</i></li> <li>• graphophonic awareness</li> </ul>	
<b>4</b>	10, 11 20, 21	<b>What are they? 1, 2</b> <ul style="list-style-type: none"> <li>• word box</li> <li>• word shapes</li> <li>• matching and labelling</li> <li>• descriptive sentences</li> </ul>	<ul style="list-style-type: none"> <li>• elicit vocabulary, brainstorm</li> <li>• students browse <b>Wordbank</b> to find the picture labels, and compare book writing with handwriting</li> <li>• teacher and students read words together</li> <li>• <b>note:</b> depending on level of students, such word shape activities may usefully be carried out regularly to practise and consolidate</li> <li>• teacher could make cut-up pictures and labels, for matching or barrier activities or card games</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What are they? – What is it? – What's this? – What is this?</i></li> <li>• <i>This is a ....</i></li> <li>• vocabulary of naming, identifying</li> <li>• plural and singular</li> <li>• question and statement</li> <li>• word shapes and pronunciation</li> <li>• use repetition and variation within basic patterns</li> </ul>	



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unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
5	12-18	<b>Numbers</b> <b>Numbers and Words</b> <ul style="list-style-type: none"><li>• list</li><li>• information gap: factual statements</li><li>• speech balloons</li><li>• word box</li><li>• word shapes</li></ul>	<ul style="list-style-type: none"><li>• teacher says numbers with students</li><li>• students copy each numeral several times</li><li>• read the number words and write the numerals</li><li>• read the numerals and write the number words</li><li>• teacher models the information gap activity with Student A and Student B</li><li>• depending on level, students may role play in front of class</li><li>• students complete the barrier activity in pairs (or threes) – then change roles</li></ul> <b>extension:</b> <ul style="list-style-type: none"><li>• counting activities and games, number dictation</li><li>• students listen to sentences containing numbers</li><li>• similar activities with the numbers out of sequence</li><li>• students make barrier activities</li></ul> <b>note:</b> 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.	<ul style="list-style-type: none"><li>• numerals and words, word shapes</li><li>• listening and pronunciation, syllable stress, eg. 'four, four-'teen</li><li>• reading, telling and writing</li></ul>	



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<b>6</b>	19	<b>Hi!</b> <b>Talking with a friend</b> <ul style="list-style-type: none"> <li>casual conversation: speech balloons</li> </ul>	<ul style="list-style-type: none"> <li>students and teacher read the words together and read the speech balloons</li> <li>students read the dialogue aloud</li> <li>insert missing words</li> <li>read in pairs</li> <li>read dialogue with whole class</li> <li>students locate and write questions, ask and tell each other real information</li> <li>teacher may wish to make cut-ups of speech balloons for students to sequence in groups</li> </ul>	<ul style="list-style-type: none"> <li>casual conversation: initiation, response, feedback</li> <li>communicative strategies, eg. turn-taking, politeness</li> <li>asking for information</li> <li>recounting past activities</li> <li>talking about future activities</li> <li>simple variants of conversational speech, eg. <i>good/ fine – What are you doing? – Where are you going?</i></li> <li>ambiguities connected with <i>doing</i> and <i>going</i> (introduced but not explicitly explained)</li> <li>yes/no and wh- question forms</li> <li>ellipsis in conversation</li> <li>pronunciation, intonation</li> </ul>	
<b>7</b>	22-24	<b>How many?</b> <ul style="list-style-type: none"> <li>descriptive sentences (picture cloze)</li> <li>speech balloons</li> <li>information gap: information exchange</li> </ul>	<ul style="list-style-type: none"> <li>teacher works through the first page with class</li> <li>students complete in their books</li> <li>teacher models the Student A/ Student B information gap activity</li> <li>students carry out the task in pairs or threes</li> </ul>	<ul style="list-style-type: none"> <li><i>What are they?</i></li> <li><i>How many are there?</i></li> <li><i>There are ....</i></li> <li>repetition with varying objects and numbers to provide practice in reading and making sentences</li> <li><i>How many?</i> questions</li> <li>plurals</li> <li>descriptive statements</li> </ul>	



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8	26-29	<b>Alphabet Puzzle</b> <ul style="list-style-type: none"> <li>labelling</li> <li>crossword puzzle</li> <li>table</li> <li>descriptive sentences</li> </ul>	<ul style="list-style-type: none"> <li>teacher and whole class brainstorm names of pictures</li> <li>students browse <b>Wordbank</b> to find words and label pictures, as with the <i>What are they?</i> activities, but this time without answers provided</li> <li>students write the words on crossword puzzle</li> <li>match words from the puzzle with letters of the alphabet on table</li> <li>use these words to form identifying sentences</li> <li>could play as a game with students locating words starting with given letters on OHP</li> </ul>	<ul style="list-style-type: none"> <li><i>What are they called? – What is it called?</i></li> <li><i>What are these? – What is this?</i></li> <li><i>This is a/n....</i></li> <li>letters, words, sentences</li> <li>alphabetical order</li> <li>names: nouns of objects, people, animals</li> <li><i>across, down</i></li> <li>letters of the alphabet</li> <li>identifying the first letter of a word</li> <li>description: forming identifying sentences</li> <li><i>a/an – this, these</i></li> </ul>	
9	30-33	<b>Sport</b> <ul style="list-style-type: none"> <li>labelling</li> <li>crossword puzzle</li> <li>class survey grid: information exchange</li> <li>descriptive sentences</li> </ul>	<ul style="list-style-type: none"> <li>brainstorm names of sports on board</li> <li>students locate sports in <b>Wordbank</b> to find the picture labels</li> <li>teacher and students read words together in <b>Wordbank</b></li> <li>students label pictures of sports with or without support of <b>Wordbank</b> (depending on level)</li> <li>complete crossword puzzle</li> <li>student survey of sports they like</li> <li>form sentences about sports they and their classmates like</li> <li><b>extension:</b></li> <li>cut-up pictures and labels can be used as a barrier activity</li> <li>sentences about sports they don't like</li> </ul>	<ul style="list-style-type: none"> <li><i>What are these sports? – What is this sport?</i></li> <li><i>What sports do you like?</i></li> <li><i>Do you like ...?</i></li> <li><i>I like .... – S/he likes ....</i></li> <li><i>I don't like .... – S/he doesn't like ....</i></li> <li>basic referencing skills</li> <li>nouns for sports</li> <li>labelling</li> <li>descriptive recount sentences</li> <li>asking and telling about preferences</li> <li>1st person, 3rd person pronouns: <i>I, she, he</i></li> <li>affirmative and negative</li> <li>communicative strategies: seek repetition, clarification – politeness, turn-taking, opening and closing, eg. <i>'Can you spell that please?' – 'Just a minute.'</i> – <i>'Please wait. I'm still talking with X.'</i></li> </ul>	



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<b>10</b>	34-39	<b>Words and Sentences 1:</b> <b>Making Words</b> <b>Write the Words</b> <b>Making Sentences</b>  <ul style="list-style-type: none"> <li>• word lists</li> <li>• labelling and matching various sentence types</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Making one-syllable words:</i> teacher demonstrates rhyming word patterns and joining with initial letters – pronouncing sound/letter correspondences</li> <li>• teacher and students write the words together</li> <li>• students do independently</li> <li>• <b>note:</b> for real beginners, this activity could be split over two or four lessons, to avoid overload</li> <li>• <i>Write the words:</i> use the words from the previous exercise in mixed order to label the pictures</li> <li>• <i>Making sentences:</i> select words from the previous exercise to complete the sentences</li> <li><b>extension:</b></li> <li>• rhyming word games</li> </ul>	<ul style="list-style-type: none"> <li>• sounds and spelling of one-syllable words: initial letter and rhyming endings (onset-rime)</li> <li>• identify rhyming word patterns</li> <li>• units of language: letters, morphemes/graphemes, syllables, words and sentences</li> <li>• 2-syllable words</li> <li>• pronunciation and spelling: high frequency words</li> <li>• distinguishing similar words</li> <li>• nouns</li> <li>• 1st, 2nd, 3rd person</li> <li>• various sentence types: description, question, explanation, recount, instruction</li> <li>• various tenses: present, past, future</li> </ul>	
<b>11</b>	40-44	<b>Can I borrow it?</b>  <ul style="list-style-type: none"> <li>• goods exchange: speech balloons</li> </ul>	<ul style="list-style-type: none"> <li>• teacher and students read first page of goods exchange</li> <li>• students role play for class</li> <li>• students write the questions and replies on the first page</li> <li>• Student A and Student B ask and tell each other</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Can I borrow it?</i></li> <li>• <i>Can I borrow your/ some + name of object + please?</i></li> <li>• <i>Yes, of course. – No, sorry.</i></li> <li>• requesting and giving goods, politeness strategies</li> <li>• singular and plural</li> <li>• affirmative and negative</li> </ul>	



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<b>12</b>	45-47	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>labelling</li> <li>descriptive recount sentences</li> </ul>	<ul style="list-style-type: none"> <li>discuss actions, think of examples</li> <li>teacher reviews actions, with students locating the words in <b>Wordbank</b></li> <li>students label the pictures in this <b>Workbook</b></li> <li>students match the sentence beginnings (subjects) with the sentence endings (objects) and copy the sentences underneath</li> </ul>	<ul style="list-style-type: none"> <li><i>What are they doing? – What is he/she doing?</i></li> <li><i>The (person) is .... – The people) are ....</i></li> <li>action/ doing verbs: simple and present continuous</li> <li>singular and plural being verb: <i>is/are</i></li> <li>subject-verb-object in a sentence</li> </ul>	<p><b>Rt/E1.1</b> follow a short narrative on a familiar topic or experience</p> <p><b>Rt/E1.2</b> recognise the different purposes of texts at this level</p> <p><b>Rw/E1.1</b> possess a limited, meaningful sight vocabulary of words, signs and symbols.</p> <p><b>Rw/E1.2</b> decode simple, regular words</p> <p><b>Rw/E1.3</b> recognise the letters of the alphabet in both upper and lower case</p> <p><b>Wt/E1.1</b> use written words and phrases to record or present information</p> <p><b>Ws/E1.1</b> construct a simple sentence</p> <p><b>Ws/E1.2</b> punctuate a simple sentence with a capital letter and a full stop</p> <p><b>Ws/E1.3</b> use a capital letter for personal pronoun 'I'</p> <p><b>Ww/E1.1</b> spell correctly some personal key words and familiar words</p> <p><b>Ww/E1.2</b> write the letters of the alphabet using upper and lower case</p>



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<b>13</b>	48-50	<b>Words and Sentences 2: 2-Syllable Words</b> <ul style="list-style-type: none"> <li>labelling</li> <li>various sentence types</li> </ul>	<ul style="list-style-type: none"> <li>teacher revises one-syllable words from earlier in the <i>Workbook</i></li> <li>explicit focus on there being 2 sound groups in 2-syllable words</li> <li>brainstorm how many syllables in simple known words, make list on board</li> <li>teacher and students together join the 1st and 2nd syllables of words</li> <li>students do independently</li> <li>then label the pictures</li> <li>transfer these words into sentences</li> <li><b>note:</b> students can see that a syllable (one sound) may have just one or – here – up to five letters</li> <li><b>extension:</b> <ul style="list-style-type: none"> <li>games identifying and saying common syllables within words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>two-syllable words</li> <li>concepts of letters, morphemes/ graphemes, syllables, words, sentences</li> <li>recognising that words are made up of sound groups or syllables</li> <li>identify common syllables within words</li> <li>pronunciation and spelling: high frequency words</li> <li>distinguishing similar words</li> <li>nouns</li> <li>1st, 2nd, 3rd person</li> <li>various sentence types: description, question, explanation, recount, instruction</li> <li>various tenses: present, past, future</li> </ul>	
<b>14</b>	51-54	<b>Join the Dots</b> <ul style="list-style-type: none"> <li>diagram</li> <li>instructions</li> </ul>	<ul style="list-style-type: none"> <li>teacher revises alphabet and numbers with students</li> <li>then demonstrates first exercise</li> <li>students complete independently</li> <li>teacher models second exercise, emphasising that the letters are mixed up and not in order, and focussing on the sentence patterns</li> <li>teacher models barrier activity and then students complete in pairs</li> </ul>	<ul style="list-style-type: none"> <li><i>Make a picture</i></li> <li><i>first, then, lastly</i></li> <li><i>letters, numbers, pictures</i></li> <li><i>join</i></li> <li><i>in order, mixed up</i></li> <li>imperative</li> <li>communicative strategies, eg. seek repetition, clarification, politeness, turn-taking</li> </ul>	



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<b>15</b>	56-58	<b>Places</b>  • labelling • crossword puzzle • descriptive recount sentences	<ul style="list-style-type: none"> <li>• elicit names of places on board</li> <li>• students locate places in <b>Wordbank</b> and read with teacher</li> <li>• students label pictures of places (with or without support of <b>Wordbank</b>, depending on level)</li> <li>• complete crossword puzzle</li> <li>• complete sentences</li> <li>• teacher could make enlarged sentence strips for students to complete in groups</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What are these places? – What is this place?</i></li> <li>• <i>What do people do there?</i></li> <li>• <i>People ... at/in the ....</i></li> <li>• <i>There are ... in the ....</i></li> <li>• descriptive recount sentences</li> </ul>	
<b>16</b>	59, 60	<b>Conversation</b>  • casual conversation: speech balloons	<ul style="list-style-type: none"> <li>• teacher models the requirements of the role play</li> <li>• then students read in pairs</li> <li>• read dialogue with whole class</li> <li>• teacher may wish to make cut-ups of speech balloons for students to sequence in groups</li> </ul>	<ul style="list-style-type: none"> <li>• casual conversation: initiation, response, feedback</li> <li>• asking for information</li> <li>• recounting past activities</li> <li>• showing objects</li> <li>• describing</li> <li>• indicating opinion</li> <li>• yes/no and wh- question forms</li> <li>• ellipsis in conversation</li> <li>• pronunciation, intonation</li> </ul>	
<b>17</b>	61, 62	<b>Alphabetical Order</b>  • table	<ul style="list-style-type: none"> <li>• teacher models the requirements of the role play</li> <li>• then Student A and Student B tell and write in pairs</li> </ul>	<ul style="list-style-type: none"> <li>• letters of the alphabet</li> <li>• vocabulary items</li> <li>• graphophonic awareness</li> </ul>	
<b>18</b>	63-65	<b>Feelings</b>  • descriptive sentences • word search	<ul style="list-style-type: none"> <li>• brainstorm names of feelings</li> <li>• students locate feelings in <b>Wordbank</b></li> <li>• read words with teacher</li> <li>• complete sentences following pattern and inserting feeling words</li> <li>• complete word search using feeling words</li> <li>• discuss how students feel</li> </ul>	<ul style="list-style-type: none"> <li>• <i>How do they feel? – How does she/he feel?</i></li> <li>• <i>How do you feel?</i></li> <li>• <i>He/ She feels ....</i></li> <li>• <i>I feel ....</i></li> <li>• adjectives for feelings</li> </ul>	



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<b>19</b>	66-68	<b>Find a Word</b>  • instructions	<ul style="list-style-type: none"> <li>• students locate the topics in <i>Wordbank</i> with teacher</li> <li>• complete first page</li> <li>• Student A and Student B tell each other and write missing words, letters and examples</li> </ul> <p><b>extension:</b></p> <ul style="list-style-type: none"> <li>• play as a game in groups using a matrix of categories and letters</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Find a/n ... that starts/ begins with ....</i></li> <li>• topics: <i>places, sport, feelings, animals, colours</i></li> <li>• page numbers, examples</li> <li>• referencing skills</li> </ul>	
<b>20</b>	69, 70	<b>Letters</b>  • list	<ul style="list-style-type: none"> <li>• teacher revises letters of the alphabet with students</li> <li>• depending on level, teacher may explicitly explain the difference between vowels and consonants, or just demonstrate with pronunciation practice</li> </ul>	<ul style="list-style-type: none"> <li>• vowels, consonants</li> <li>• capital letters, small letters</li> <li>• concepts of every word having one or more vowels, a vowel being an open sound, consonants being both open and closed sounds</li> </ul>	
<b>21</b>	72-75	<b>Different Sounds and Grouping Words</b>  • table • classifying • descriptive sentences	<ul style="list-style-type: none"> <li>• teacher links this unit with previous unit</li> <li>• present short vowel sounds exercise with students, read and pronounce</li> <li>• students write missing letters</li> <li>• teacher and class together classify the words into the categories</li> <li>• students write</li> <li>• teacher and class then go through long vowels, noting that there are many spelling variations</li> </ul> <p><b>extension:</b></p> <ul style="list-style-type: none"> <li>• make more sentences in notebook</li> </ul>	<ul style="list-style-type: none"> <li>• vowel sounds: short and long, pronunciation and spelling</li> <li>• classifying words into categories</li> <li>• descriptive sentences: <i>A/ an... is a/an/ a type of ...</i></li> <li>• <b>note:</b> use of definite and indefinite articles and zero article not explicitly explained</li> </ul>	



# Teachers' Programming Guide: Spark! Workbook 1

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
<b>22</b>	76-80	<b>Colour and Shape</b> <ul style="list-style-type: none"> <li>• key</li> <li>• diagram/pattern</li> <li>• word search</li> <li>• descriptive sentences</li> <li>• instructions</li> </ul>	<ul style="list-style-type: none"> <li>• brainstorm colours of objects, clothing and pictures in room</li> <li>• use coloured pencils to identify colours</li> <li>• teacher and students go through <i>Colours</i> in <b>Wordbank</b></li> <li>• students colour in the colours in <b>Wordbank</b></li> <li>• then colour the squares in the <b>Workbook</b> and colour the pattern following the key</li> <li>• transfer colour names to the word search</li> <li>• look at <i>Shapes</i> in <b>Wordbank</b></li> <li>• colour the shapes, and form descriptive sentences</li> <li>• Student A and B give each other instructions, write and colour</li> <li>• <b>note:</b> colours, like numerals, provide a simpler and more concrete code than writing – which can be used to scaffold writing</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What are these colours? – What is this colour?</i></li> <li>• <i>What are these shapes? – What is this shape?</i></li> <li>• <i>This is a + colour + shape. – These are ... ..</i></li> <li>• <i>Draw a .... – Colour it/them ....</i></li> <li>• names of colours</li> <li>• <i>light, dark</i></li> <li>• imperative</li> <li>• descriptive sentences using noun groups</li> </ul>	
<b>23</b>	81	<b>Maths</b> <ul style="list-style-type: none"> <li>• number sentences</li> <li>• crossword puzzle</li> </ul>	<ul style="list-style-type: none"> <li>• refer to <b>Wordbank</b></li> <li>• introduce with some oral number sentences</li> <li>• teacher revises addition and subtraction number sentences</li> <li>• students complete crossword puzzle</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What are the answers? – What is the answer?</i></li> <li>• addition and subtraction, numbers 1-20</li> </ul>	



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<b>24</b>	82-87	<b>A School Day:</b> <b>Before School</b> <b>At School</b> <b>After School</b>  • picture cloze • recount • table	<ul style="list-style-type: none"> <li>• review everyday activities in <b>Wordbank</b></li> <li>• complete the cloze passage as a whole class and then individually</li> <li>• transfer information about times to the chart</li> <li>• ask a classmate about their school day and times</li> <li>• write a recount about their own school day</li> <li>• cut-up pictures from <b>Wordbank</b> can be used for a barrier sequencing activity (<i>What did you do first/ next?</i>)</li> </ul>	((1) <i>Before School</i> – (2) <i>At School</i> – (3) <i>After School</i> <ul style="list-style-type: none"> <li>• <i>What time does it happen?</i></li> <li>• <i>What time do you ...? – What time does ...?</i></li> <li>• <i>I ... at .... – Then I .... – After that, I ... at .... – At ... I ....</i></li> <li>• recount: an everyday school day – activities and times</li> <li>• timeless present tense: <i>action verbs, feeling, reading verbs, starts, finishes</i></li> <li>• time and sequence markers/connectives: <i>In the morning, usually, then, at, After that, also</i></li> <li>• time phrases</li> <li>• 1st and 2nd person pronouns and verbs</li> <li>• wh- questions</li> <li>• recount staging: orientation, sequence of activities/ events, reorientation</li> </ul>	



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25	88-95	<b>SOUNDS AND SPELLING REFERENCE</b>  <ul style="list-style-type: none"> <li>• <b>vowels: short</b></li> <li>• <b>vowels: long</b></li> <li>• <b>consonants</b></li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• eventually, students will be able to refer to it independently to revise</li> </ul> <p><b>SAMPLE ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• a few words – just one or two sounds – can be selected each day for drill, pronunciation, spelling games, tests</li> <li>• gradually, additional words from the <b>Wordbank</b> and <b>Workbook</b>, 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</li> <li>• 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</li> <li>• relate this to relevant activities in the <b>Workbook</b>, especially <i>Letters (69, 70)</i>, <i>Different Sounds (72-75)</i>, and <i>Making Words (34-39, 48-50)</i></li> </ul>	<ul style="list-style-type: none"> <li>• vowel sounds: short</li> <li>• vowel sounds: long</li> <li>• consonant sounds</li> <li>• diphthongs</li> <li>• syllables</li> <li>• basic regular sound and spelling patterns in words</li> <li>• <b>note:</b> students also learn that many words do not follow the basic patterns</li> </ul>	