

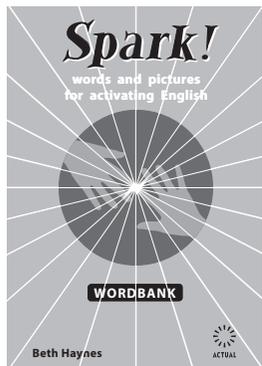
SPARK!

INTRODUCTION:

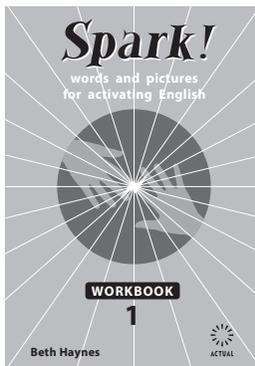
TEACHERS'

PROGRAMMING

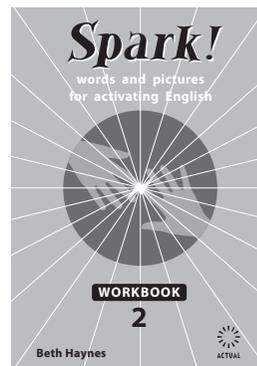
GUIDE



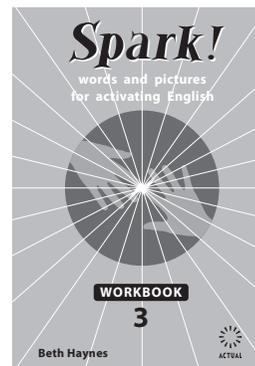
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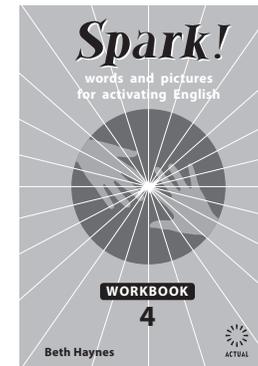
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Beth Haynes



TEACHERS' PROGRAMMING GUIDE: SPARK!

Using *Spark!* Wordbank and Workbooks

The *Spark!* **Wordbank** is linked to the **Workbooks**. The **Wordbank** provides a visual language base, presenting the most frequent and useful everyday and educational items. The **Workbooks** then activate and develop the language through a wide range of activities which link spoken and written language and numeracy.

The teacher can first introduce the **Wordbank** to students so they can browse, skim and scan, and become familiar. Then the teacher can introduce the topics in the **Workbook**, brainstorm, ask questions, help students locate the related section of the **Wordbank**, read the words together, practise pronunciation.

Students can also refer to the **Wordbank** for independent study, to access words to use in their own writing, and to check spellings. They can refer to the appropriate section of the **Wordbank** before doing the **Workbook** activities, eg. for homework, and also to check their work during the activities. Students can also revise previous work in the **Workbooks** to develop an understanding of overall language systems (for example, question formation).

The **Wordbank** is also useful for the communicative activities, where the pictures can provide scaffolding if the students are not sure of the language.

The activities and language build and recycle, and there will be a lot of global

learning and broad ongoing outcomes. The programming guide assumes this and does not specify every instance.

There is not an exact lockstep fit between the **Workbooks** and the levels of achievement. Topics may be introduced at a fairly basic level, be developed and then be revised, following an upwardly spiralling curriculum model. Topics will be visited and revisited with a broadening range, drawing in added experience and knowledge of lexicogrammatical features, transferring and generalising to further contexts. Ongoing skill-based and experiential processes and outcomes are also incorporated.

The *Spark!* program is for the early stages. The goal is to be selective and comprehensible rather than comprehensive, and to develop more complex features gradually. Students' knowledge and higher-order thinking abilities will develop more rapidly with clear scaffolding and a solid foundation.

Spark! is clearly signposted so that students can find clear entry points, pathways and ways to proceed, but the teacher is crucial to the teaching/learning experience.

Usually it will be best for the teacher to first present the work with the whole class, to introduce, motivate, demonstrate, model task requirements, direct students to the relevant/appropriate part of the books, elaborate, expand, bring the language to life. The students can then carry out the group, pair and individual activities and, after that, follow-up, consolidate and extend.



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Spark! can be easily adapted for different groups of students – it can be personalised, localised and contextualised. The teacher will want to draw on relevant experiences and situations of the students, school and community. Extra unpacking can be provided for less able students and work can be extended to further areas for stronger students.

As well as the content, the demands of task requirements – classroom genres such as routines, directions, instructions, and study skills – is another layer of language developed through the **Workbooks**. Usually this is explained at the beginning of the activities and can be unpacked further by the teacher.

The elements of text types are built up from the sentence and paragraph levels, across a range of situations, both formally and informally, to develop sustained spoken and written texts.

Spark! can be used as a resource for devising further exercises. Overhead transparencies of some pages from the **Wordbank** will be useful, to focus attention and model reading and pronunciation, or for word games, guessing games, spelling games. Selected lexical sets of pictures from the **Wordbank** can be copied and cut up for exercises such as matching, labelling, sequencing, listening comprehension, information gap, card games, or to use for extension work in teacher-devised worksheets. They can also be used to make wall charts.

Some further examples of general strategies are listed below.

General Strategies:

GAMES:

Many games will assist language learning. For example:

- vocabulary games
- alphabet games
- guessing games
- barrier games
- card games
- role play
- Bingo
- I Spy
- Simon Says
- Kim's Game
- total physical response games
- Concentration
- Snap
- Who am I?
- What is it?
- Change Chairs
- Hangman (or variation)
- circle games
- find the 5-letter word, etc
- 20 Questions
- memory games
- Hot Seat
- Concentration



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- treasure hunt
- mystery sound
- riddles
- Celebrity Heads
- What's Missing
- Blind Man's Walk

READING AND WRITING:

Reading and writing will be always linked with speaking and listening, and strategies will often overlap.

handwriting:

The aims will be to develop understanding of the writing conventions of English (eg. writing from left to right), letter formation, and the elements of written text such as letters, syllables, words (separated by spaces), and punctuated sentences – as spoken texts are composed of sounds and sound groups. Also, the emphasis will be on printing rather than cursive at this stage.

book organisation:

- cover, author, title, contents, index, page, front, back, headings, sub-headings, layout (left/ right, top/ bottom, middle) captions, lists, visuals (photos, illustrations, graphs)
- browsing, scanning, skimming, searching for information, main ideas/ gist, details
- terminology of reading: letter, word, phrase, clause, sentence, paragraph, text

(The teacher will convey some of this understanding implicitly at the early levels, rather than as explicit teaching points.)

The teacher can devise further exercises as needed to connect the work with students' own experiences and knowledge, and to link written with oral language, using *Spark!* as a springboard. For example:

- model and practice letter formation emphasising line movements, direction, up/down strokes, size, shape, slope and spacing of letters, letter position on the line, circle/ ellipse, top, tail
- respond to visual texts, eg. illustrations, signs, symbols, diagrams
- use computers to reinforce reading, writing, numeracy, editing and publishing skills
- track/ follow a familiar text with finger or ruler
- repeat/read
- follow written text while listening to teacher reading aloud
- choral reading, linked to pronunciation
- students read back own writing
- code-breaking strategies, decoding
- locate beginning/end of words, sentences and text
- build knowledge of sight words, high frequency words
- guess some familiar words from initial letters, letters within a word, length and shape of a word, identify base words within other words, sound out words
- incorporate some common sound/ spelling patterns, such as consonant clusters, diphthongs, minimal pairs



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- match pictures to text
- match cut up sentences to original text, phrases, words
- sequence cut up text into its generic structure
- wall charts – demonstrating lexical, grammatical or phonological features (colour-coded for word functions)
- comprehension questions
- true-false questions
- multiple choice
- cloze
- scrambled sentences
- sentence stems
- matching sentence beginnings and endings
- scaffolded guided composition of text: jointly construct, deconstruct, reconstruct (eg. jigsaw groups)
- summarise using flow chart
- construct semantic maps and structured overviews
- label, list, identify, sequence, record, group words
- identify language features by underlining or highlighting in text
- dictagloss
- running dictation
- 3 level guide: reading on, between, and beyond the lines/ words
- predict

SPEAKING AND LISTENING

As stated above, speaking and listening will always be linked with reading and writing, and many strategies will overlap.

pronunciation:

The aim in pronunciation will be for the speaker to be intelligible, and the main strategies will be to do a little often, and to otherwise integrate it with the other macroskills.

spelling:

For spelling, use strategies such as 'look, say, cover, write, check' (taking care not to overload) and develop sound-letter correspondences.

For **speaking and listening generally**, the aim will be to develop phonemic awareness and to link sound/speech with written language. (It is also important to bear in mind that graphophonic patterns and the myriad exceptions to them can be confusing in the early stages.)

The teacher's awareness of the elements of spoken language will indirectly inform the teaching techniques used. These elements include:

- phoneme/ sound, syllable, sound group, phrasing/ pause group, utterance
- stress, rhythm, intonation, articulation, expression, pitch, tone of voice
- linking, blends, digraphs, initial, medial and final sounds, base words



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Techniques such as the following can be used:

- teacher models, demonstrates, drills pronunciation features
- focus on comprehension of detail, main ideas/ gist
- teacher reads aloud while students follow the written text
- students listen and repeat short chunks
- use clapping, tapping, or clicking fingers for sounds, syllables, words, sentences, stress and intonation
- choral reading
- self-correction techniques
- make jazz chants, use songs
- code-breaking strategies, decoding
- build knowledge of sound/ spelling patterns, such as phonemes, vowels and consonants, diphthongs, consonant clusters, minimal pairs
- linking, blends, digraphs – initial, medial and final sounds within words
- the lightly stressed schwa [ə] sound

communicative strategies:

- provide scaffolding for communicative tasks – initiate, maintain and close exchanges – seek repetition, clarification, explanation, elaboration • conversational strategies, eg. politeness, turn-taking, questioning, modality, tenor, imperatives, tact, respecting privacy, softening questions, feedback, indications of interest, agreement, understanding
- eg. *'Can you spell that please?' – 'Please wait. I'm still talking with X.' – 'What does ... mean?' – 'Just a minute, please.' – 'Can you say that again?' – 'Can I ask you some questions?' – That's private. – That's personal. – I'd rather not say. – Oh, really! – Me, too. – That sounds good.*