

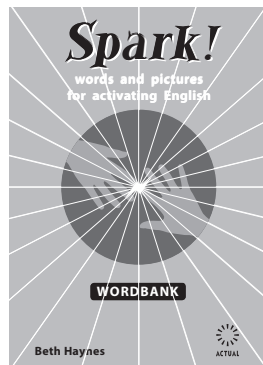
SPARK! WORKBOOK 1: TEACHERS' PROGRAMMING GUIDE



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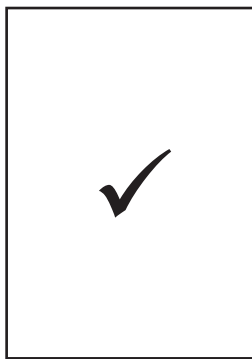
Intensive English Programs Curriculum Framework:

Foundation Level working towards Level 1



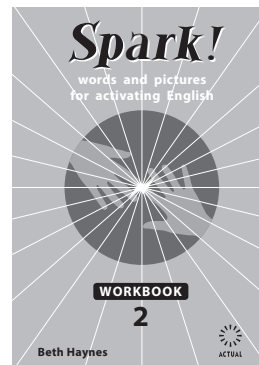
Foundation Level working towards Level 2

• BLUE



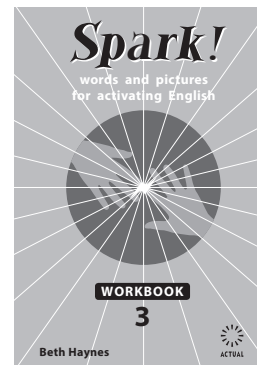
Foundation Level working towards Level 1

• RED



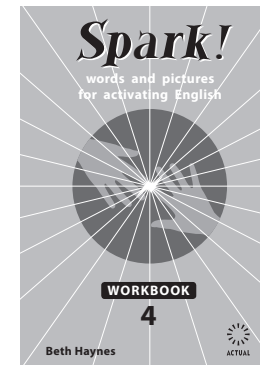
Level 1

• ORANGE



Level 1 working towards Level 2 (introductory)

• GREEN



Level 1 working towards Level 2 (continuing)

• PURPLE

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Beth Haynes



Teachers' Programming Guide: Spark! Workbook 1

INTENSIVE ENGLISH PROGRAMS CURRICULUM FRAMEWORK: FOUNDATION LEVEL

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
1	5, 55, 71	Choose the Word <ul style="list-style-type: none"> • table 	FOUNDATION LEVEL: 5. Can listen for very simple detail. 9. Can demonstrate appropriate reading behaviours. 10. Can demonstrate a developing awareness of sound/ letter correspondences. 11. Can read a bank of common sight words and symbols.	<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> 	



Teachers' Programming Guide: Spark! Workbook 1

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unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
2	6, 7	The Alphabet • letters	5. Can listen for very simple detail. 9. Can demonstrate appropriate reading behaviours. 10. Can demonstrate a developing awareness of sound/ letter correspondences. 16. Can copy text legibly.	<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 extension: <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 <i>Workbook</i> , 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	Same Letters Same Words 1 & 2 <ul style="list-style-type: none"> • table • matching • list 	5. Can listen for very simple detail. 9. Can demonstrate appropriate reading behaviours. 10. Can demonstrate a developing awareness of sound/ letter correspondences. 11. Can read a bank of common sight words and symbols. 16. Can copy text legibly.	<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 	
4	10, 11 20, 21	What are they? 1, 2 <ul style="list-style-type: none"> • word box • word shapes • matching and labelling • descriptive sentences 	5. Can listen for very simple detail. 9. Can demonstrate appropriate reading behaviours. 10. Can demonstrate a developing awareness of sound/ letter correspondences. 11. Can read a bank of common sight words and symbols. 16. Can copy text legibly. 17. Can identify and label familiar items. 18. Can write simple sentences.	<ul style="list-style-type: none"> • elicit vocabulary, brainstorm • students browse <i>Wordbank</i> 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>2. Can understand and respond to a very simple request.</p> <p>3. Can negotiate a very simple transaction.</p> <p>5. Can listen for very simple detail.</p> <p>9. Can demonstrate appropriate reading behaviours.</p> <p>10. Can demonstrate a developing awareness of sound/ letter correspondences.</p> <p>11. Can read a bank of common sight words and symbols.</p> <p>16. Can copy text legibly.</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 • 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. 	<ul style="list-style-type: none"> • numerals and words, word shapes • listening and pronunciation, syllable stress, eg. 'four, four-'teen • reading, telling and writing 	



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6	19	Hi! Talking with a friend <ul style="list-style-type: none"> casual conversation: speech balloons 	3. Can negotiate a very simple transaction. 5. Can listen for very simple detail. 9. Can demonstrate appropriate reading behaviours. 12. Can read and respond to simple sentences in familiar contexts. 16. Can copy text legibly.	<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 	
7	22-24	How many? <ul style="list-style-type: none"> descriptive sentences (picture cloze) speech balloons information gap: information exchange 	2. Can understand and respond to a very simple request. 3. Can negotiate a very simple transaction. 5. Can listen for very simple detail. 9. Can demonstrate appropriate reading behaviours. 11. Can read a bank of common sight words and symbols. 12. Can read and respond to simple sentences in familiar contexts. 16. Can copy text legibly. 17. Can identify and label familiar items. 18. Can write simple sentences.	<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 	5. Can listen for very simple detail. 9. Can demonstrate appropriate reading behaviours. 10. Can demonstrate a developing awareness of sound/ letter correspondences. 11. Can read a bank of common sight words and symbols. 12. Can read and respond to simple sentences in familiar contexts. 16. Can copy text legibly. 17. Can identify and label familiar items. 18. Can write simple sentences.	<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	Sport <ul style="list-style-type: none"> labelling crossword puzzle class survey grid: information exchange descriptive sentences 	3. Can negotiate a very simple transaction. 4. Can express a simple personal opinion. 5. Can listen for very simple detail. 9. Can demonstrate appropriate reading behaviours. 10. Can demonstrate a developing awareness of sound/ letter correspondences. 11. Can read a bank of common sight words and symbols. 12. Can read and respond to simple sentences in familiar contexts. 16. Can copy text legibly. 17. Can identify and label familiar items. 18. Can write simple sentences.	<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 extension: <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?' – 'Just a minute.'</i> – <i>'Please wait. I'm still talking with X.'</i> 	



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unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
10	34-39	Words and Sentences 1: Making Words Write the Words Making Sentences • word lists • labelling and matching various sentence types	5. Can listen for very simple detail. 9. Can demonstrate appropriate reading behaviours. 10. Can demonstrate a developing awareness of sound/ letter correspondences. 11. Can read a bank of common sight words and symbols. 12. Can read and respond to simple sentences in familiar contexts. 16. Can copy text legibly. 17. Can identify and label familiar items. 18. Can write simple sentences.	• <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	• 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>2. Can understand and respond to a very simple request.</p> <p>3. Can negotiate a very simple transaction.</p> <p>5. Can listen for very simple detail.</p> <p>9. Can demonstrate appropriate reading behaviours.</p> <p>11. Can read a bank of common sight words and symbols.</p> <p>12. Can read and respond to simple sentences in familiar contexts.</p> <p>16. Can copy text legibly.</p> <p>17. Can identify and label familiar items.</p> <p>18. Can write simple sentences.</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 	
12	45-47	<p>Actions</p> <ul style="list-style-type: none"> labelling descriptive recount sentences 	<p>5. Can listen for very simple detail.</p> <p>9. Can demonstrate appropriate reading behaviours.</p> <p>10. Can demonstrate a developing awareness of sound/ letter correspondences.</p> <p>11. Can read a bank of common sight words and symbols.</p> <p>12. Can read and respond to simple sentences in familiar contexts.</p> <p>16. Can copy text legibly.</p> <p>17. Can identify and label familiar items.</p> <p>18. Can write simple sentences.</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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unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
13	48-50	Words and Sentences 2: 2-Syllable Words <ul style="list-style-type: none"> • labelling • various sentence types 	5. Can listen for very simple detail. 9. Can demonstrate appropriate reading behaviours. 10. Can demonstrate a developing awareness of sound/ letter correspondences. 11. Can read a bank of common sight words and symbols. 12. Can read and respond to simple sentences in familiar contexts. 16. Can copy text legibly. 17. Can identify and label familiar items. 18. Can write simple sentences.	<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 • extension: • games identifying and saying common syllables within words 	<ul style="list-style-type: none"> • two-syllable words • concepts of letters, morphemes/ graphemes, syllables, words, sentences • recognising that words are made up of sound groups or syllables • identify common syllables within 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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14	51-54	Join the Dots • diagram • instructions	3. Can negotiate a very simple transaction. 5. Can listen for very simple detail. 9. Can demonstrate appropriate reading behaviours. 10. Can demonstrate a developing awareness of sound/ letter correspondences. 11. Can read a bank of common sight words and symbols. 12. Can read and respond to simple sentences in familiar contexts.	• 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	• <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	
15	56-58	Places • labelling • crossword puzzle • descriptive recount sentences	9. Can demonstrate appropriate reading behaviours. 11. Can read a bank of common sight words and symbols. 12. Can read and respond to simple sentences in familiar contexts. 16. Can copy text legibly. 17. Can identify and label familiar items. 18. Can write simple sentences.	• 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	• <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 • casual conversation: speech balloons	3. Can negotiate a very simple transaction. 5. Can listen for very simple detail. 9. Can demonstrate appropriate reading behaviours. 12. Can read and respond to simple sentences in familiar contexts. 16. Can copy text legibly.	• 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	• 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 • table	3. Can negotiate a very simple transaction. 5. Can listen for very simple detail. 9. Can demonstrate appropriate reading behaviours. 16. Can copy text legibly.	• teacher models the requirements of the role play • then Student A and Student B tell and write in pairs	• letters of the alphabet • vocabulary items • graphophonic awareness	
18	63-65	Feelings • descriptive sentences • word search	9. Can demonstrate appropriate reading behaviours. 11. Can read a bank of common sight words and symbols. 12. Can read and respond to simple sentences in familiar contexts. 16. Can copy text legibly. 17. Can identify and label familiar items. 18. Can write simple sentences.	• 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	• <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	e



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19	66-68	Find a Word • instructions	3. Can negotiate a very simple transaction. 9. Can demonstrate appropriate reading behaviours. 10. Can demonstrate a developing awareness of sound/ letter correspondences. 11. Can read a bank of common sight words and symbols. 12. Can read and respond to simple sentences in familiar contexts. 16. Can copy text legibly. 17. Can identify and label familiar items. 18. Can write simple sentences.	<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 extension: <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	3. Can negotiate a very simple transaction. 9. Can demonstrate appropriate reading behaviours. 10. Can demonstrate a developing awareness of sound/ letter correspondences.	<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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21	72-75	Different Sounds and Grouping Words <ul style="list-style-type: none"> • table • classifying • descriptive sentences 	3. Can negotiate a very simple transaction. 9. Can demonstrate appropriate reading behaviours. 10. Can demonstrate a developing awareness of sound/ letter correspondences. 11. Can read a bank of common sight words and symbols. 16. Can copy text legibly. 17. Can identify and label familiar items.	<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 extension: <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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INTENSIVE ENGLISH PROGRAMS CURRICULUM FRAMEWORK: FOUNDATION LEVEL

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
22	76-80	Colour and Shape <ul style="list-style-type: none"> • key • diagram/pattern • word search • descriptive sentences • instructions 	5. Can listen for very simple detail. 7. Can listen, respond to and give a very simple spoken description. {sentence level} 9. Can demonstrate appropriate reading behaviours. 11. Can read a bank of common sight words and symbols. 12. Can read and respond to simple sentences in familiar contexts. 16. Can copy text legibly. 17. Can identify and label familiar items. 18. Can write simple sentences.	<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 <i>Workbook</i> 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 	
23	81	Maths <ul style="list-style-type: none"> • number sentences • crossword puzzle 	9. Can demonstrate appropriate reading behaviours. 16. Can copy text legibly.	<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 	



Teachers' Programming Guide: Spark! Workbook 1

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24	82-87	A School Day: Before School At School After School • picture cloze • recount • table	FOUNDATION LEVEL: 11. Can read a bank of common sight words and symbols. LEVEL 1: 3. Can negotiate a simple transaction. 5. Can listen for simple detail. 6. Can listen, respond to and tell a simple spoken recount. 11. Can demonstrate appropriate reading behaviours. 12. Can read and respond to a simple recount. 17. Can copy text accurately and legibly. 19. Can write a simple recount.	<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>) 	((1) <i>Before School</i> – (2) <i>At School</i> – (3) <i>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 • vowels: short • vowels: long • consonants	9. Can demonstrate appropriate reading behaviours. 10. Can demonstrate a developing awareness of sound/ letter correspondences. 11. Can read a bank of common sight words and symbols.	<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 SAMPLE ACTIVITIES: <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 	