

AIM 2005

Spelling and Writing Task Instructions for Teachers – Years 3 and 5

Year 3 Spelling

Task A – Dictation

- SAY

Task A is a Dictation exercise. We will complete this together.

Look at the Dictation passage on page 20. Some words are missing from the passage. Your job is to write the missing words in the boxes. First I will read the whole passage to you. Then I will read it again slowly and I will stop at each box and tell you which word to write. You need to write the correct spelling in the box. Remember to write neatly so that your answer can be easily read. Listen while I read the instructions.

‘Wait for your teacher to read the dictation to you. You should write the word in the space provided after your teacher tells you to.’

Now listen while I read the whole passage. Do not write anything yet.

- READ the following passage through once. The missing words are underlined.

There are many ways of telling time. Long ago, people measured the shadow a stick made as the sun passed overhead. Sometimes the side of a candle was marked to show the hours. Clocks were a later invention. They used springs and were more accurate. Today, most watches run on batteries.

- SAY

Now I will read the passage again and give you time to write the missing words.

- READ the passage in appropriate sections (as below), allowing about 10 – 15 seconds between each section for students to write the word. Tell students that if they have not written the word after that time they should leave the space blank.

*There are many – Number 1 the word is ‘many’ (repeat) ‘many’
ways of telling – Number 2 the word is ‘telling’ (repeat) ‘telling’
time. Long ago, people measured the shadow – Number 3 the word is ‘shadow’ (repeat) ‘shadow’
a stick made as the sun passed – Number 4 the word is ‘passed’ (repeat) ‘passed’
overhead. Sometimes the side of a candle – Number 5 the word is ‘candle’ (repeat) ‘candle’
was marked to show the hours. – Number 6 the word is ‘hours’ (repeat) ‘hours’
Clocks were a later invention. – Number 7 the word is ‘invention’ (repeat) ‘invention’
They used springs – Number 8 the word is ‘springs’ (repeat) ‘springs’
and were more accurate. – Number 9 the word is ‘accurate’ (repeat) ‘accurate’
Today, most watches – Number 10 the word is ‘watches’ (repeat) ‘watches’
run on batteries.*

- SAY

Now I am going to read the whole passage one more time. If you need to make any changes you can make them as I am reading. I will also give you one minute to check your work after I have finished reading. Follow silently as I read.

- READ the passage again.

There are many ways of telling time. Long ago, people measured the shadow a stick made as the sun passed overhead. Sometimes the side of a candle was marked to show the hours. Clocks were a later invention. They used springs and were more accurate. Today, most watches run on batteries.

- Allow students one minute to complete checking their work before starting Task B.

Task B – Editing

- SAY

Look at Task B on page 21. This task contains sentences that have some words spelled incorrectly. These words are circled. You are to read the sentences silently to yourselves and then write the correctly spelled word in the space provided. You have 5* minutes to complete this task. You may start now.

*The teacher may vary this slightly to suit the student level.

- When students have completed their answers, allow them to have a break before commencing the Writing Task. (See page 4)

Year 5 Spelling

Task A – Dictation

- SAY

Task A is a Dictation exercise. We will complete this together.

Look at the Dictation passage on page 18. Some words are missing from the passage. Your job is to write the missing words in the boxes. First I will read the whole passage to you. Then I will read it again slowly and I will stop at each box and tell you which word to write. You need to write the correct spelling in the box. Remember to write neatly so that your answer can be easily read. Listen while I read the instructions.

'Wait for your teacher to read the dictation to you. You should write the word in the space provided after your teacher tells you to.'

Now listen while I read the whole passage. Do not write anything yet.

- READ the following passage through once. The missing words are underlined.

Long ago, people measured time using the shadow a stick made as the sun passed overhead. Another method was to mark a candle to show the hours. Clocks were a later invention and they were more accurate. Today, you regularly see watches that include features such as a calendar.

- SAY

Now I will read the passage again and give you time to write the missing words.

- **READ** the passage in appropriate sections (as below), allowing about 10 – 15 seconds between each section for students to write the word. Tell students that if they have not written the word after that time they should leave the space blank.

Long ago, people measured – Number 1 the word is 'measured' (repeat) 'measured' time using the shadow – Number 2 the word is 'shadow' (repeat) 'shadow' a stick made as the sun passed – Number 3 the word is 'passed' (repeat) 'passed' overhead. Another method – Number 4 the word is 'method' (repeat) 'method' was to mark a candle – Number 5 the word is 'candle' (repeat) 'candle' to show the hours. Clocks were a later invention – Number 6 the word is 'invention' (repeat) 'invention' and they were more accurate. – Number 7 the word is 'accurate' (repeat) 'accurate' Today, you regularly – Number 8 the word is 'regularly' (repeat) 'regularly' see watches that include features – Number 9 the word is 'features' (repeat) 'features' such as a calendar. – Number 10 the word is 'calendar' (repeat) 'calendar'

- **SAY**

Now I am going to read the whole passage one more time. If you need to make any changes you can make them as I am reading. I will also give you one minute to check your work after I have finished reading. Follow silently as I read.

- **READ** the passage again.

Long ago, people measured time using the shadow a stick made as the sun passed overhead. Another method was to mark a candle to show the hours. Clocks were a later invention and they were more accurate. Today, you regularly see watches that include features such as a calendar.

- **ALLOW** students one minute to complete checking their work before starting Task B.

Task B – Editing

- **SAY**

Look at Task B on page 18. This task contains sentences that have some words spelled incorrectly. These words are circled. You are to read the sentences silently to yourselves and then write the correctly spelled word in the space provided. You have 5* minutes to complete this task. You may start now.

*The teacher may vary this slightly to suit the student level.

- When students have completed their answers, allow them to have a break before commencing the Writing Task. (See page 4)

The Writing Task Instructions are on the next page 

Writing Task Instructions for Teachers – Years 3 and 5

1. FILLING IN STUDENT NAMES

- GIVE out the student task booklets.
- SAY

Turn to the Writing section of your task booklet. (Page 22 for Year 3, page 19 for Year 5)

Write your first name, then your last name in the space provided.

When you have finished, please put your pencil down and listen carefully.

INDICATE on your own booklet where students are to write their names.

2. INTRODUCTION TO THE WRITING TASK FOR ALL STUDENTS

- SAY

Today you will be writing a story/narrative. (Use the word that best suits your students.)

First we will spend some time talking about ideas for your story and then you will have time to write by yourself. You are to work on your own and not disturb others.

You are only writing one copy, which will be written in your test booklet. Please do not write outside the lined area on each page. Your story is to be written as though the work is for others to read.

- SAY

The topic you are going to be writing about is on the last page of your magazine. Turn to that page now. You are going to write a story that includes this idea:

“The crowd was waving and cheering ...”

You can write about yourself or someone else and your story can be real or imaginary.

BEFORE STUDENTS COMMENCE WRITING, use the following ideas to structure a class discussion and brainstorming session. This is an essential part of the writing task and should take about 10 minutes. Teachers and students ARE NOT to make notes or lists during the discussion time.

- Who are the characters?
- Where does the story take place?
- What happens at the start, middle and end of the story?
- What is the most exciting thing that happens?
- Is there a surprise somewhere?
- TELL students that they may or may not choose to use the words *“The crowd was waving and cheering ...”* in their stories.
- ENSURE that students are aware that their stories can be about themselves or about someone else.
- ENSURE that students only write on the lines provided and NOT in shaded areas.
- GIVE students a chance to ask any questions they might have.
- SAY

Remember that it is important to try and finish your story. If you need to write a word that you are not sure about, do the best that you can. When you have finished writing you can check your story for content, spelling and punctuation and go on with some quiet work until I tell the class to stop.

You may now start writing your story in your test booklet.

STUDENTS' WRITING TIME

- ALLOW 35 minutes for Year 3 and 40 minutes for Year 5 to complete their writing.

CONCLUSION

- TELL students to put their pencils down and close their booklets after the allocated time.
- COLLECT all booklets and check that students' names are correctly and legibly written on the first page of the Writing Task.
- CHECK that each student has used the same task booklet for Mathematics, English and Writing.