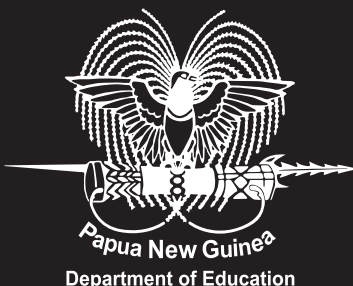


Language

**Teacher Guide
2015**



Standard Based



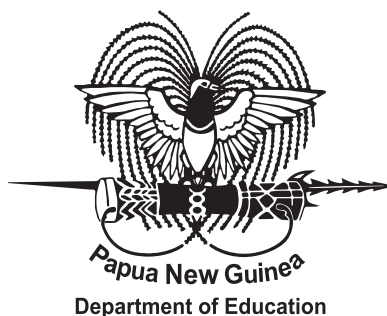
Elementary Two

Language

Teacher Guide

2015

Elementary Two Standard Based



Issued free to schools by the Department of Education

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Papua New Guinea.

First Edition

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SECRETARY'S MESSAGE

This Teacher's Guide is intended for **Elementary Two teachers** in Papua New Guinea Schools. It is to be used as a guide or support resource document for teachers when implementing the Elementary Language syllabus. The Teacher Guide provides direction and guidance for teachers to help the students develop their skills and achieve the set standards in both their language and bridge onto English.

The Guide gives details of the teaching and learning content, programming and planning examples for the teacher to expand on as well as assessment examples.

Teachers are encouraged to plan and prepare well to provide interesting and meaningful teaching and learning activities to achieve the desired standards for all of the strands in the language and the listening and speaking strands in the English language.

I commend and approve this Elementary Two Teacher Guide for Language to be used in all Elementary schools throughout Papua New Guinea.



.....
DR. UKE W KOMBRA, PhD
Acting Secretary for Education



INTRODUCTION

This is a guide to assist you in teaching the **Language** and bridge onto English **language** lessons to your **Elementary Two** students following **Language** Syllabus.

The time allocation for the teaching of both languages during the Elementary years are stated in the table below. These are the minimum requirements but schools may teach more than these hours if needed.

Elementary subject	Elementary Years		
	Year 1 - Elementary Prep	Year 2 – Elementary One	Year 3 – Elementary Two
Language	10 hours a week	5 hours a week	5 hours a week
	2 hours a day	1 hour a day	1 hour a day
English		5 hours a week	5 hours a week
		1 hour a day	1 hour a day

In this book you will find the following:

Content overview and samples of **Language** lessons and to English language.

1. Language

In **Elementary Two** you will continue to teach the students their language by helping them develop their skills in listening, speaking, reading and writing.

There are steps provided for you to follow and develop your own teaching programme following your current practice of using the cultural calendar with termly and weekly themes. You will need to develop your weekly programme overview and daily lesson plans using the examples in this guide.

2. Bridge to English language

In **Elementary Two** you will also begin the process of bridging from the students language onto English. You will use this **Teacher's Guide** and the **Vernacular Pathway to English** kit to help you prepare your English lessons.

Before you start teaching you will need to read and complete the worksheet in **Chapter 3** of the VPE book. This worksheet gives you *the order in which you will teach the English sounds*. The worksheet helps you to compare the sounds of English with the sounds of your language and decide which sounds are the **same, matching or new**.

Then you will need to read **Chapter 4** of the VPE book and prepare the appropriate teaching materials. You can then teach the different types of sounds, correctly following the given lesson plans for language learning in Chapter 4.

INTRODUCTION

In Terms **1, 2** and **3**, the focus for part 1 (language learning) of the daily lesson plan is teaching the English sounds in the order given on the worksheet and then beginning the process of teaching the students to read and write in English. The variety of activities also allows the students to continue to develop their listening and speaking skills.

In Term 4 the students continue to develop each of the four skills with a focus in part 1 (language learning) on learning some basic English grammar.



KEY FEATURES

The Elementary Curriculum recognizes and respects the Languages of students from over 800 different language communities in Papua New Guinea. The Language and English Syllabus allows for these languages to be maintained and taught within the National Educational System.

Teaching in the home language during the first years of a student's education is vital for **early cognitive development** and will ensure that they **learn the basic literacy skills first**, which is the correct foundation for them to learn a second language. It is important to note that:

- The focus of teaching English in **Elementary Two** is *developing listening and speaking skills*.
- The focus of teaching English in **Elementary Two** is *reading and writing through English phonics* based on a comparison of the vernacular and English sounds.

This method for teaching English follows the principles of second language acquisition and gives all the students who have had no or extremely limited exposure to English during their pre-school years, a fair and enjoyable introduction to a second language. In Elementary Two the focus on developing reading and writing skills only removes the heavy burden of learning to read and write a language which the students have not heard or learnt to speak.

TEACHING AND LEARNING

Teachers are encouraged to develop activities using a range of teaching methods, materials and other support resources that are relevant and appropriate to students' cultural and language needs. Students should work as individuals and in groups. Some students be encouraged to develop activities as reading on their own, working in small groups, talking with peers, observing, drawing pictures, writing stories with others and finding information for themselves.

As well as learning skills and acquiring knowledge, students should develop appropriate attitudes and an understanding of important issues. They should have pride in themselves, their cultures, languages and communities, as well as respect for other people and their cultures and communities.

Flexibility

The language syllabus and Teacher Guides are based on language activities, stories, culture, beliefs and environment of the community. Teachers need to be flexible during planning and teaching to allow for spontaneous or unplanned learning experiences to take place anytime during the school day.

Thematic teaching and integration

The whole language approach has been an important aspect of thematic teaching and integration. In whole language learning, the focus is on the natural way language is used to communicate meaningful information rather than a set of rules. This approach is based on the belief that students learn language and literacy as naturally as they learn to walk and talk. Natural learning is to learn things in the same ways as we learn things outside the classroom.

The teaching of language must focus on real life situations and experiences that ensure students know how to use the skills and strategies they have developed on a range of texts in a variety of contexts. Speaking, listening, reading and writing occurs in all aspects of life. A thematic approach is appropriate to use with multi-grade classes. Students of different grades can work side by side on similar themes, such as food, environment, animals and cultural practices.

Inclusive curriculum

This curriculum must offer equal opportunities for girls and boys to reach their full potential in developing their literacy skills. It must meet the needs of all students regardless of their abilities, gender, and geographic location or cultural and language backgrounds. Class activities and methods of assessment must be targeted fairly at both female and male students.



CONTENT OVERVIEW

This is the overview for the language content to be taught in Elementary Two, organized under the strands and their units with each standard statement and some example activities.

Explanation for the numbering of the Content Standards

The standard for each of the units is numbered with three digits:

The **first** number refers to the **Elementary grade**.

The **second** number refers to the **strand**.

The **third** number refers to the **unit**.

The letters **a, b, c** are used if there is more than one specific standard statement for a unit.

For example, 2.1.1.a refers to the content standard for **Elementary 2, strand, 1 (Listening), unit 1, 1st content standard**.

Use the sample on the table below to plan and prepare your teaching program for Elementary Two


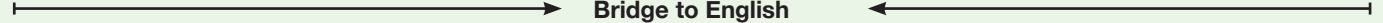
Strand: Listening	Content Standard	Performance Standards	Example Activities	Assessment Task	Language Benchmark
Unit 1: Listening for specific information	2.1.1.a Listen to a story being told or being read and identify specific information.	Students will demonstrate the achievement when they: a. Listen to a story being read and identify specific information	Step 3-Shared Reading Experience Method	Listen to a story being read and identify specific information	Listen attentively in order to understand
	2.1.2.b Listen and follow instructions	Students will demonstrate the achievement when they: a. Listen attentively and follow instructions	Daily interaction in the classroom	Listen and follow instructions	

CONTENT OVERVIEW

Unit 2: Listening for general information	2.1.2 Listen to a story being told or being read and retell it	Students will demonstrate the achievement when they: a. Listen to a story being read and retell it correctly	Step 5-Shared Reading Experience Method	Listen and follow general instructions	
← Bridge to English →					
Unit 1: Listening for specific information	2.1.1a Listen and Follow instructions 2.1.1.b Listen to a song or chant and do the correct actions	Students will demonstrate the achievement when they: a. Listen attentively to a story. Students will demonstrate the achievement when they: a. Listen attentively to the song and do the actions	TPR – Total Physical Response command sets (VPE Book Chapter 1 and Appendix C) Listening to a song or chant in part 2 (Language Practice) of the daily lesson plan	Listen attentively for specific information Listen carefully to the song and do actions	Listen attentively in order to understand
Unit 2: Listening for general information	2.1.1.c Listen to a story being read and identify specific information 2.1.2 Listen to a story being read and retell it	Students will demonstrate the achievement when they: a. Listen to a story and identify specific information Students will demonstrate the achievement when they: a. Listen attentively to a story being read	Listening story in part 3 (Language Review) of the daily lesson plan Listening story in part 3 (Language Review) of the daily lesson plan	Listen to a story and identify specific information Listen attentively to a story	



CONTENT OVERVIEW

Strand: Speaking	Content Standards	Performance Standards	Example Activities	Assessment Task	Language Benchmark
 Language Content Standards					
Unit 1: Telling a story on your own	2.2.1 Tell stories confidently	Students will demonstrate the achievement when they: a. Speak confidently in story telling	Step 5: Shared Reading Experience Activity: Retell the story	Tell stories with fluency and confidence	Communicate effectively in classroom situations
Unit 2: Two way conversation (dialogue)	2.2.2 Ask and answer questions on familiar topics	Students will demonstrate the achievement when they: a. Ask and answer questions	Step 3: Shared Reading Experience Activity: Ask and answer questions about the story	Communicate confidently with someone in a conversation	
Unit 3: Role Play	2.2.3 Participate confidently and appropriately in familiar and new role play situations	Students will demonstrate the achievement when they: a. Participate confidently and appropriately in new role plays	Step 3: Shared Reading Experience Method: Role play different characters in the story	To participate confidently and appropriately in role plays	
Unit 4: Group Discussion	2.2.4 Participate appropriately in a small group discussions	Students will demonstrate the achievement when they: a. Participate in small group discussions	Step 3: Shared Reading Experience Method: Discuss the pictures in the story	Participate confidently in small group discussions	
 Bridge to English					

CONTENT OVERVIEW

<p>Unit 1: Pronunciation</p>	<p>2.2.1 Pronounce correctly the Elementary common English words for their language area</p>	<p>Students will demonstrate the achievement when they: a. Pronounce the Elementary One common English words correctly</p>	<p>Use the simple Speaking Activities (VPE Book Appendix C) in part 1 (Language Learning) of the daily lesson plan to learn the Elementary One common English words</p>	<p>Pronounce the Elementary One common English words</p>	<p>Pronounce and use E1 words and sentences correctly</p>
<p>Unit 2: Vocabulary</p>	<p>2.2.2 Use all Elementary Two common words correctly</p>	<p>Students will demonstrate the achievement when they: a. Use all Elementary Two English common words correctly</p>	<p>In part 3 (Language Review) of the daily lesson plan, use pictures on the Picture Wall to help the children give the correct names of different objects (from the list of Elementary Two common English words).</p>	<p>Use all Elementary 2 common words correctly</p>	
<p>Unit 3: Say sentences</p>	<p>2.2.3.a Say short sentences correctly</p>	<p>Students will demonstrate the achievement when they: a. Say short sentences in English correctly</p>	<p>Use the Simple Speaking Activities (VPE Book Appendix G) in part 1 (Language Learning) of the daily lesson plan.</p>	<p>Say short sentences correctly in English</p>	
	<p>2.2.3.b Give simple instructions to others in the classroom</p>	<p>Students will demonstrate the achievement when they: a. Give simple instructions to others in class</p>	<p>Use the Total Physical Response command sets(VPE Book Chapter 1 and Appendix C)</p>	<p>Give simple instructions in English</p>	
	<p>2.2.3.c Sing along to familiar English songs</p>	<p>Students will demonstrate the achievement when they: a. Sing familiar English songs correctly</p>	<p>Singing a song or chant in part 2 (Language Practice) of the daily lesson plan</p>	<p>Pronounce the words in the songs correctly</p>	
<p>Unit 4: Two – way conversation (dialogue)</p>	<p>2.2.4.a Greet someone and introduce themselves within the class</p>	<p>Students will demonstrate the achievement when they: a. Greet someone in English correctly</p>	<p>Use the Simple Speaking Activities no. 1-4 (VPE Book Appendix G) in part 1 (Language Learning) of the daily lesson plan</p>	<p>Greet someone using correct English</p>	



CONTENT OVERVIEW

	2.2.4.b Ask and answer simple questions correctly	Students will demonstrate the achievement when they: a. Ask and answer simple questions in English	Use the Simple Speaking Activities no. 5, 7, 12-16, 21-30(VPE Book Appendix G) in part 1 (Language Learning) of the daily lesson plan	Ask simple questions in English	
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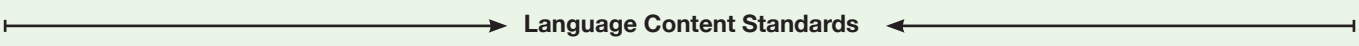
Strand: Reading	Content Standards	Performance Standards	Example Activities	Assessment Task	Language Benchmark
Unit 1: Reading individual words	2.3.1 Read Elementary Two common words	Students will demonstrate the achievement when they: a. Read Elementary Two common words	Step 4 – Shared Reading Experience Activity: The teacher can ask the student to read some of the Elementary Two common words found in the big book story	Read Elementary Two common words	Read with more fluency and understanding Elementary Two words, longer sentences and longer stories
Unit 2: Reading sentences	2.3.2 Read longer sentences	Students will demonstrate the achievement when they: a. Read longer sentences	Step 5 -Shared Reading Experience Activity: Jumble up some of the sentences from the big book story and re-order them correctly	Read longer sentences	
Unit 3: Reading stories	2.3.3 Read Elementary Two stories aloud and independently	Students will demonstrate the achievement when they: a. Read Elementary One stories aloud independently with confidence	Step 5 – Shared Reading Experience Activity: Read small books in pairs and individually	Pronounce words and read aloud with confidence	
Unit 4: Reading instructions	2.3.4 Read short instructions and show understanding	Students will demonstrate the achievement when they: a. Read short instructions correctly	Step 5 - Shared Reading Experience Activity: Read instructions relating to one of the community activities in the cultural calendar	Pronounce words and read short instructions correctly	

CONTENT OVERVIEW

Strand: Reading	Content Standards	Performance Standards	Example Activities	Assessment Task	Language Benchmark
Language Content Standards					
Unit 5: Reading for specific information	2.3.5 Read a story and answer questions correctly	Students will demonstrate the achievement when they: a. Read a story and answer questions correctly	Step 5 - Shared Reading Experience Activity: Read a small book and retell the story to the class and answer questions asked by the teacher	Read a story and answer question with confidence	
Unit 6: Reading for general understanding	2.3.6 Read a story and retell it to the class	Students will demonstrate the achievement when they: a. Read a story and retell it	Step 5 - Shared Reading Experience Activity: Read a small book and retell the story to the class	Read a story and retell it correctly	
Bridge to English					
Unit 1: Reading Individual words	2.3.1 Read all Elementary Two common words	Students will demonstrate the achievement when they: a. Read all Elementary Two common words	Shared Reading Experience Activity: The teacher can ask the children to read some of the words found in the big book story.	Pronounce and read Elementary Two common words	Read with fluency and understanding a variety of texts
Unit 2: Reading Sentences	2.3.2 Read sentences confidently	Students will demonstrate the achievement when they: a. Pronounce and read sentences correctly	Step 5-Shared Reading Experience Activity: Jumble up some of the sentences from the big book story and re-order them correctly	Pronounce and read sentences correctly	
Unit 3: Reading Stories	2.3.3 Read short, simple stories aloud	Students will demonstrate the achievement when they: a. Read short simple sentences correctly	Step 5-Shared Reading Experience Activity: Read small books in pairs and individually.	Pronounce words correctly	
Unit 4: Reading for specific information	2.3.4 Read short, simple stories and answer questions correctly	Students will demonstrate the achievement when they: a. Read simple stories and answer questions	Step 5-Shared Reading Experience Activity: Read a small book and retell the story to the class and answer questions asked by the teacher		



CONTENT OVERVIEW

Strand: Writing	Content Standards	Performance Standards	Example Activities	Assessment Task	Language Benchmark
					
Unit 1: Pre-Writing	This unit is not to be taught in Elementary Two	This unit is not to be taught in Elementary Two	This unit is not to be taught in Elementary Two	No Assessment	No benchmark
Unit 2: Letter Formation	This unit is not to be taught in Elementary Two	This unit is not to be taught in Elementary Two	This unit is not to be taught in Elementary Two	No Assessment	No benchmark
Unit 3: Spelling	2.4.3 Spell Elementary Two common words correctly	Students will demonstrate the achievement when they: a. Spell Elementary Two common words correctly	Step 5 - Shared Reading Experience Activity: Practise spelling words in the different stories	Pronounce Elementary Two common words correctly	Write Elementary One common words, short sentences and stories using the correct punctuation
Unit 4: Writing Sentences	2.4.4 Write long sentences correctly on a familiar topic	Students will demonstrate the achievement when they: a. Write long sentences correctly on a familiar	Step 5 - Shared Reading Experience Activity: Jumble up some of the sentences from the big book story and write them correctly	Write correct sentences	
Unit 5: Punctuation	2.4.5 Use capital letters, full stops and question marks correctly	Students will demonstrate the achievement when they: a. Punctuate sentences correctly	Step 5 - Shared Reading Experience Activity: Use word cards to make sentences and then write the sentences putting capital letters and full stops in the correct places	Apply capital letters and full stops correctly in sentences	
Unit 6: Creative Writing	2.4.6 Write stories on familiar topics and new topics	Students will demonstrate the achievement when they: a. Write short stories on familiar topics correctly	Step 5 - Shared Reading Experience Activity: Write a short story about a class excursion (Language Experience Activity)	Write the stories correctly	
Unit 7: Grammar	2.4.7 Show knowledge and correct use of nouns and verbs	Students will demonstrate the achievement when they: a. Use of nouns and verbs correctly in the stories	Step 5 - Shared Reading Experience Activity: Identify some of the nouns and verbs in a story		

CONTENT OVERVIEW

← Bridge to English →					
Unit 1: Letter formation	This unit is not to be taught in Elementary Two	This unit is not to be taught in Elementary Two	This unit is not to be taught in Elementary Two	This unit is not to be taught in Elementary Two	Write Elementary Two common words, longer sentences and stories using correct punctuation
Unit 2: Spelling	2.4.2 Spell Elementary Two common words correctly	Students will demonstrate the achievement when they: a. Spell Elementary Two common words	Step 5- Shared Reading Experience Activity: Practise spelling words in the different Elementary Two stories and from list of Elementary Two common words	Spell Elementary Two common words correctly	
Unit 3: Writing Sentences	2.4.3 Write sentences correctly on familiar topics	Students will demonstrate the achievement when they: a. Form letter shapes correctly to make words in longer sentences	Step 5-Shared Reading Experiences Activity: Jumble up some of the sentences from the big book story and write them correctly	Form letter shapes correctly to make words in longer sentences	
Unit 4: Punctuation	2.4.4 Use capital letters, full stops and question marks correctly	Students will demonstrate the achievement when they: a. Use punctuation marks correctly in sentences and questions	Step 5-Shared Reading Experience Activity: Use word cards to make sentences and then write the sentences putting capital letters and full stops in the correct places.	Use punctuation marks correctly	
Unit 5: Grammar	2.4.5 Show knowledge and correct use of simple nouns, verbs and adjectives	Students will demonstrate the achievement when they: a. Use simple nouns and verbs	Step 5-Shared Reading Experience Activity: Identify some of the nouns and verbs in a story	Use simple nouns and verbs correctly	



PLANNING AND PROGRAMING

There are **6 stages** for you to complete as you plan the content of your **Elementary Two** lessons for the language:

Stage 1: Use your Cultural Calendar

Stage 2: Use your yearly programme of cultural themes

Stage 3: Complete the worksheet for comparing the sounds of English to your language sounds

Stage 4: Develop your termly programme

Stage 5: Develop your weekly programme



Stage 6: Develop your daily lesson plans

Stage 7: Develop your assessment task

Stage 1. Use your Cultural Calendar

In order to plan for the whole year of Elementary Two lessons, you need to use the **Cultural Calendar** for your language community that was also used in Elementary One lessons.

Here is the example of a Cultural Calendar showing seasons and events in the Numangang Community in Morobe Province:

School Term	Months	Seasons	Environmental Changes	Seasonal, agricultural, and hunting activities	Cultural, religious and national activities	Sporting and other community events
	January			Pruning and weeding coffee gardens	New Year Yam festival	Soccer Basketball volleyball
1	February March April	Wet 	South-easterly wind	South-easterly wind	Easter	soccer and basketball seasons
2	May June		Coffee berries ripen	Coffee harvesting	Mother's Day World Environment Day Queen's Birthday	Soccer and basketball seasons
3	July August September		Landslides and floods	Coffee drying and selling. Yam planting, Planting food gardens	Father's Day Independence Day	Sports Tournament
4	October November December	Dry 	North-westerly wind	Selling coffee. Selling vegetables	School closing activities Feasts, Christmas celebrations	Sports Associations ending

PLANNING AND PROGRAMING

Stage 2: Use your yearly programme of cultural themes

Use the cultural themes from the Cultural Calendar that you used in Elementary One for your cultural themes in Elementary Two.

This is the example of the yearly programme for teaching the Numanganj language based on the Numanganj Cultural Calendar.

TERM ONE		TERM TWO		TERM THREE		TERM FOUR	
Week	Themes	Week	Themes	Week	Themes	Week	Themes
1	Orientation	1-2	Plants	1-2	Shelter	1-2	Selling coffee
2-3	Family	3-4	Coffee harvesting	3-4	Natural Disasters	3-4	Recreation and sports
4-5	Animals	5-6	Environment Day	5-6	Planting gardens	5-6	Selling vegetables
6-7	Yam harvesting	7-8	Hunting	7-8	Food and cooking	7-8	Feasting
8-9	Weather	9-10	Community arts	9-10	Independence	9-10	Christmas
10	Easter						

Stage 3: Complete the worksheet for comparing the sounds of English to your language sounds. (VPE Book, Chapter 3)

The order of the English sounds on the worksheet is the order in which you will teach the sounds. This order shows which English sounds are important for the child to learn first and will help them to learn to read English more quickly.

The following are step-by-step instructions for completing the worksheet. Read them **BEFORE** filling out the worksheet.

1. On the worksheet, look at the letter(s) for the English sound that is in focus and then listen to the audio recording for this sound. Then **say out loud** the word that is pictured.

E.g. mouth is the keyword for **m**.



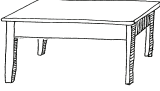

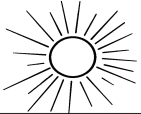










2. Now ask yourself this question, “Do you have this sound in your language?”
3. If you have the same sound in your language and you write it the **same way** as in English, then in the middle box, write the word **same**.
4. Then in the box on the right, write some examples of words in your language that have this sound in them.
First try to think of some Vernacular words which have the sound at **the beginning**, in **the middle** or at **the end** of the word to write in this column. Some sounds may not occur in all 3 places within a word. Later, you can add words which can be easily drawn as you think of them. Usually this means nouns or Vernacular names of things or places.
5. If the English sound **matches** (is the same as) a sound in your language but is **written differently** then in the middle box, write the word matching. Then in the box on the right, write some examples of words in your language that have this sound in them.
6. If the English sound does not occur in your language then it is a **new** sound to the children. So in the middle box, write the word **new**.





PLANNING AND PROGRAMING

Sample of sounds to English sounds

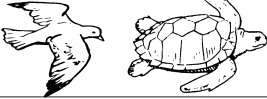


English Sound, Keyword and Picture	Same/Matching/New	Write examples of words in your language if the sound is the same or matching in both your language and English.
a1 glass 		
m mouth 		
t table 		
i1 insect 		
s1 sun 		
f fish 		
e egg 		
d dog 		
a2 axe 		
r rooster 		
o1 octopus 		
p pig 		
g1 girl 		

PLANNING AND PROGRAMING

English Sound, Keyword and Picture	Same/Matching/New	Write examples of words in your language if the sound is the same or matching in both your language and English.
oo1 book 		
oo2 moon 		
k key 		
c1 cat 		
a3 rake 		
l lock 		
u1 umbrella 		
h hammer 		
j jug 		
o2 ocean 		
i2 ice-cream 		
u2 uniform 		
th1 father/mother 		
th2 three 		
w woman 		
y yam 		
aw/_our, or, ore saw/four  		



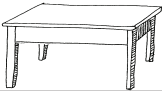

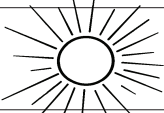




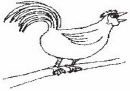
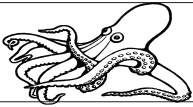







PLANNING AND PROGRAMING

English Sound, Keyword and Picture	Same/Matching/New	Write examples of words in your language if the sound is the same or matching in both your language and English.
ch children 		
sh shoe 		
ow/ou cow/house 		
v volcano 		
x box 		
qu queen 		
z zip-per 		
ir/ur bird/turtle 		
air/ _are chair/square 		
oi coin 		
g2 ginger 		
c2 pencil 		
s2 legs 		
y1 baby 		
y2 fly 		

PLANNING AND PROGRAMING







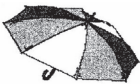










Sample of worksheet for comparing English sounds to the Numanjan Language:

English Sound, Keyword and Picture	Same/Matching/New	Write examples of words in your language if the sound is the same or matching in both your language and English.
a1 glass 	Same	anjelo, ananas, alandalam, balim, kuna,
m mouth 	Same	marj, ma, mamarj, namañ, bom, komkom
t table 	Same	tam, tite, batuk, kabot, makat
il insect 	New	
s1 sun 	Same	sukut, sip, sop, sububa, sisige, subat, suba
f fish 	Same	fukut, fadem, filim, fifingobut, fafau,
e egg 	Same	eyanj, begep, sege, gege, me, tite,
d dog 	Same	dum, daumerj, nandit, bandalak, dagik
a2 axe 	New	
r rooster 	New	
ol octopus 	Same	ohop, bop, tom, gom, damo, kamo
p pig 	Same	papanj, pupup, dompa, kipe, sip, gip,
gl girl 	Same	gitom, gisa, gifakop, giminiñ, magi, bagi,
b banana 		
ee tree 		
n nest 		







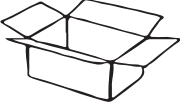

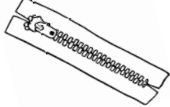
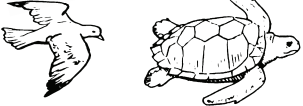







PLANNING AND PROGRAMING

Sample of worksheet for comparing English sounds to the Numanganj Language:

English Sound, Keyword and Picture	Same/Matching/New	Write Vernacular word examples if the sound is the same or match- ing in both Vernacular and English.
oo1 book 	New	
oo2 moon 	Matching	uayan, ulap, sububa, bubugaim, hakuyak, labulabu,
k key 	Same	kalam, kamo, kudup, makat, sako, buk, suk,
cl cat 	Matching	kalam, kamo, kudup, makat, sako, mabuk, suk,
a3 rake 	Matching	damei, timei,
l lock 	Same	lufom, luhi, lilijan, kilat, balim,
u1 umbrella 	Matching	añelo, ananas, alandalam, balim, kuna,
h hammer 	Same	hapmuk, hinamo, behep, habo, boho, kohonj
j jug 	New	
o2 ocean 	Matching	nout, gout, bout, fout, tout, gouyeniñ,
i2 ice-cream 	Matching	bai, nai, fai, baibai, kaikailenj, maibi, kwanai
u2 uniform 	Matching	buit, fiut, tiut, giut, miut, suit, diut, kiut, niutumba
th1 father/mother 	New	
th2 three 	New	
w woman 	Same	wom, wene, wagim, dawi, wite, welewele
y yam 	Same	yonj, yot, kuyanj, muyam, guyanj,
aw/_our, or, ore saw/four  4	New	

PLANNING AND PROGRAMING

SAMPLE OF WORKSHEET FOR COMPARING ENGLISH SOUNDS TO THE NUMANGAN LANGUAGE:

English Sound, Keyword and Picture	Same/Matching/New	Write examples of words in your language if the sound is the same or matching in both your language and English.
ch children 	New	
sh shoe 	New	
ow/ou cow/house 	New	
v volcano 	New	
x box 	New	
qu queen 	Matching	kweheyehi, kwihita, kwadi, kwanai
z zipper 	New	
ir/ur bird/turtle 	New	
air/ _are chair/square 	New	
oi coin 	Matching	boiboi, nimtoi, boi, gumoi, kumoi,
g2 ginger 	New	
c2 pencil 	Matching	sukut, sip, sop, sububa, sisige, subat, suba
s2 legs 	New	
y1 baby 	Matching	ipanj, ifa, bim, bagi, magi, gimbisololop
y2 fly 	Matching	bai, nai, fai, baibai, kaikailerj, maibi, kwanai



PLANNING AND PROGRAMING

SAMPLE OF TERMLY PROGRAMING

Stage 4: Develop your termly programme for your language and bridge to English

Part A: Develop your termly program for your language. Here is an example of a termly programme for teaching the Numanganj language based on the Numanganj cultural themes for Term 1.

Language				Bridge to English			
Week	Theme	Community Activities	Main Class Activities	E2 Big book	Lesson Part 1 Language Learning	Lesson Part 2 Language Learning	Lesson Part 3 Language Review
1	Orientation	Introduction to the school					
2-3	Family	<ul style="list-style-type: none"> - Worshipping - Cooking - Gardening - Feasting 	Use the activities in the Shared Reading Experience Method.	Papang Pandip (Grandfather Pandip)	Teach sounds: a1, m, t, i1 (VPE Book Chapter 4)	Songs and Games Example songs: <ul style="list-style-type: none"> • 10 Little Ducks • Polly put the kettle on • Old Mother Hubbard • Give me oil in my lamp • He's got the whole world in His hands 	Picture and Word Wall Listening stories (VPE Book Appendix D) e.g.: <ul style="list-style-type: none"> • Kimi's Grandmother • Grandpa's Betelnut • The Baby in the String Bag • The Terrible Twins
4-5	Animals	<ul style="list-style-type: none"> - Looking after pigs - Selling pigs for money - Ceremonies 	Use the activities in the Shared Reading Experience Method.	Kidit dut molo (Hunting animals)	Teach sounds: s1, f, e, d (VPE Book Chapter 4)	Songs and Games Songs/chants: <ul style="list-style-type: none"> • Counting baby pigs • Floody, floody • 3 blind mice • Little Bopeep • There was an old lady • Who ate the chicken? 	Picture and Word Wall Listening stories (VPE Book Appendix D) e.g.: <ul style="list-style-type: none"> • The Runaway Pig • Papa and the Snake • Kingfisher and Hornbill • Little Kana • The Lonely Woman • The New Pupp
6-7	Yam Harvesting	<ul style="list-style-type: none"> - Harvesting yams - Yam harvest Festival - Making head dresses and grass skirts - Collecting firewood - Dancing - Killing and eating pigs 	Use the activities in the Shared Reading Experience Method.	Tite fiye (The Yam Garden)	Teach sounds: a 2, r, o1, p (VPE Book Chapter 4)	Songs and Games Songs: This is the way we use a spade Let's go find some food to eat. I like peanuts	Picture and Word Wall Listening stories (VPE Book Appendix D) e.g.: <ul style="list-style-type: none"> • The Bird's Garden • Five Ripe Mangoes • Trapped in the Garden • My first sago • Mini helps to make sago cakes

PLANNING AND PROGRAMING

SAMPLE OF TERMLY PROGRAMING

8-9	Weather	<ul style="list-style-type: none"> Weeding yam garden Harvesting corn Maintain and building houses. 	Use the activities in the Shared Reading Experience Method.	Kwembeka (The Rainbow)	Teach sounds: g1, b, ee, n (VPE Book Chapter 4)	Songs and games Songs: <ul style="list-style-type: none"> You are my sunshine Rain, rain go away Twinkle, twinkle little star The wise man built his house upon the rock Old Arua has a house 	Picture and Word Wall Listening stories (VPE Book Appendix D) e.g.: <ul style="list-style-type: none"> The Good Brothers Feeling Warm I shone the torch
10	Easter	<ul style="list-style-type: none"> Participate in church activities Visit families in nearby villages 	Use the activities in the Shared Reading Experience Method.	Numanganj New Testament Matthew 27:32-66 and 28:1-10 Mark 15:21-16:14 Luke 23:26-56 Luke 24:1-12	Teach sounds: ng, oo1 (VPE Book Chapter 4)	Songs and games Songs: The Bible Jesus loves the little children Jesus loves me Wide, wide as the ocean My God is so big	Picture and Word Wall Listening stories: Jesus dies on the cross. Mark 15:21-47, English Bible. God raises Jesus from death in Luke 24:1-12, English Bible.

To develop your termly and weekly programmes for teaching English in Term 4, you should use the example table above and read Chapter 6 (Continuing to learn English) in the VPE Book to help you plan the 3 parts of the lesson.

Part B:

Develop your language and English Elementary Two common word list.

As part of developing your termly programme you will also need to develop a list of Elementary Two common words in your language and English.

By the end of Elementary Two the student should be able to read and write this list of Elementary common words correctly.


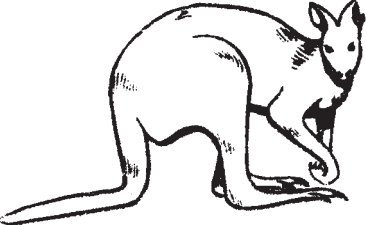

You will need to write this list of Elementary Two common words based on the cultural themes and the Elementary Two big book stories that you have planned to use during each term but they should be different words to your list of Elementary One common words.

The following chart shows a list of common words in the Numanganj language made using the Numanganj cultural themes and the Elementary Two big book stories in Term 1.

Look at this example (and the meanings in English) and then make a list of Elementary Two common words in your own language using your cultural themes and your Elementary big book stories:




PLANNING AND PROGRAMING

Elementary Two, Term One	Cultural Themes	Elementary Two Big book	Numanggan language E2 common words to read and write	Meaning in English
Weeks 2 and 3	Family	<p>Papang Pandip (Grandfather Pandip)</p> 	notne	friend
			tam	woman
			namu	in-law
			nabu	son's wife
			yapma	daughter's husband
			hekimalam	a married couple
			name	cousin
Weeks 4 and 5	Animals	<p>Kidit dut molo (Hunting animals)</p> 	sisige	ant
			gomak	spider
			gwatak	grasshopper
			gikambot	snail
			mihinangit	centipede
			pomponj	millipede
			mamanjek	crab
			gisuwak	cricket
			bubulak	butterfly
			mingembem	earth worm
Weeks 6 and 7	Yam Harvest	<p>Tite fiye (The Yam Garden)</p> 	kibikibi	exchange of food
			danedane	divide the yams
			hekwihi	remove hair from a pig
			fama	painting
			kap kudi	dancing patterns
			henarj silonj	share food
			kale nangat	pig's blood
			kale gom	pig's meat
			kale galik	pig's fat
			kale hemit	roasted pig

PLANNING AND PROGRAMING

SAMPLE OF TERMLY AND WEEKLY PROGRAMING

Weeks 8 and 9	Weather	Kwembeka (The Rainbow) 	mele	sun
			muyakip	moon
			gwi	rain
			sububa	wind
			hehele	shivering from cold
			kokop	Feeling hot and humid
			mimindi	sweating from heat
			bilintelet	boredom from hot or cold weather
			gweheye	weak from exhaustion
Week 10	Easter	The death and resurrection of Jesus. - Numanganj New Testament Matthew 27:32-66 and 28:1-10 Mark 15:21-16:14 Luke 23:26-56 Luke 24:1-12	nadisukiliti	faith
			kunum	heaven
			kwet	earth
			nangat	blood
			kolonjdabek	the cross
			ninigikuk	salvation
			ime yout	baptism
			dumuŋ	communion

Stage 5: Develop your weekly teaching programme

Part A: In language you should develop your weekly teaching programme using the following teaching method:

The Shared Reading Experience Method

Follow the Shared Reading Experience (SRE) method to plan and teach your lessons. The Shared Reading Experience method integrates listening, speaking, reading and writing skills in a holistic approach using cultural themes.

The **Talk, Read, Talk, Read** and **Do** and **Talk** steps are explained below to help you understand what to do in each step as well the kinds of activities you need to plan to help children develop each of the skills in your language.

STEP 1: Talk

Introduce the story to get the children to remember their experience and their knowledge about the topic.

You can either:

- Ask questions about the topic
- Show an object and discuss it in class
- Show a picture and discuss it in class



PLANNING AND PROGRAMING

SAMPLE OF WEEKLY PROGRAMING

STEP 2: Read

Now you should model good reading while the students listen. Remember to:

- Read at the right speed.
- Use character voices.
- Look at the listeners frequently as you read.
- Add sound effects.

Read the final sentence of the story in the same way that a good story teller would say it

STEP 3: Talk

- Talk with the students about the story by.
- Discussing the pictures in the story.
- Asking and answering questions.
- Discussing different endings.
- Putting the students go into groups role play parts of the story.

STEP 4: Read

Read the story again this time inviting the students to join in when pausing at repeated words or the main characters of the story. Do not read line by line. Give volunteers the chance to read.

STEP 5: Do and Talk

Choose an activity relating to the topic. Here are some examples:

- Whispering game
- Practise spelling words in the different stories.
- Use phonogram cards to make the words found in the big book story.
- Use word cards to make sentences and then write the sentences putting capital letters and full stops in the correct places.
- Break and order game
- Retell the story.
- Jumble sentences and write sentences correctly.
- Reading small books in pairs and individually.
- Creative writing activities, *for example*:
 1. Language Experience Activity: Writing a short story about a class excursion
 2. Writing a short story about one of the community activities or on a topic within the week's cultural theme
- Identify some of the nouns and verbs in a story.

PLANNING AND PROGRAMING

SAMPLE OF WEEKLY PROGRAMING

Example: Elementary Two Weekly Programme for the Language for Term 1

Day	Skills	Teaching and Learning Activities
MONDAY	<i>Listening and speaking</i>	Step 1. Talk Introduce the story to get the students to remember their experience and their knowledge about the topic. Show the picture of a family and discuss it in class.
	<i>Listening</i>	Step 2. Read Model fluent reading while the students listen. Read smoothly, at the right speed and with expression.
	<i>Speaking</i>	Step 3. Talk Talk with the students about the story by; <ul style="list-style-type: none"> • Discussing pictures • Asking and answering questions. • Discussing different endings.
	<i>Listening</i>	Step 4. Read Read the story again this time inviting the students to join in when pausing at repeated words and the names of the characters.
	<i>Reading Writing</i>	Step 5. Do and Talk Choose an activity relating to the topic, for example: <ul style="list-style-type: none"> • Do a word walking activity. • Put the picture cards in the correct order. • Word puzzle.
TUESDAY	<i>Listening</i>	Step 2. Read Model being a fluent reader, reading with expression and at the right speed to encourage the students to listen attentively. Invite the students to join in the story as they can.
	<i>Speaking</i>	Step 3. Talk Talk about the story with the students. Create activities such as guessing or predicting what the main character will do next to allow the students to interact with the content of the text.
	<i>Reading</i>	Step 4. Read Read the story again inviting the students to read with you. Give volunteers the chance to read.
	<i>Writing</i>	Step 5. Do and Talk: Letter and word activity. <ul style="list-style-type: none"> • Use the phonogram cards to make the words found in the big book story. Make sentences and read them. <ul style="list-style-type: none"> • Use word cards to make sentences. Write the sentences in their books putting capital letters and full stops in the correct places.
WEDNESDAY	<i>Speaking</i>	Step 4. Talk <ul style="list-style-type: none"> • The students go into groups, discuss, plan and role play parts of the story, e.g. characters or some of their favourite parts of the story.



PLANNING AND PROGRAMING

	<i>Spelling Reading</i>	Step 5 Do and Talk <ul style="list-style-type: none"> • Jumble up the letters to spell the words correctly. • Read parts of the story from cards and put them in order. • Read small books in pairs.
THURSDAY	<i>Listening</i>	Step 4 Read Read the story again and ask Who, What and Where questions to help students identify specific information. <i>E.g. Who went fishing with the father?</i>
	<i>Speaking</i>	Step 3 Talk Put the students into groups and role play what family members do, <i>e.g. the mother is cooking a meal.</i>
	<i>Reading</i>	Step 5 Do and Talk <ul style="list-style-type: none"> • Students read parts of the story written on cards in pairs. • Students play the game Dog and a bone (adapted) to win word cards.
	<i>Writing</i>	Step 5 <ul style="list-style-type: none"> • Do a close activity. • Write sentences replacing words for pictures with the correct spelling.
FRIDAY	<i>Listening</i>	Step 2: Read Read the Mountain story (Refer to Elementary Language Resource book p.54)
	<i>Speaking</i>	Step 3 Talk <ul style="list-style-type: none"> • Discuss the pictures in the story and draw some of them. • Students discuss their pictures in pairs.
	<i>Listening</i>	Step 4: Read Read the story again.
	<i>Writing</i>	Step 5: Do and Talk Rewrite the big book story with the students. <i>(Elementary Language Resource Book p.17)</i>

Part B:

Use these guideline and sample of weekly program to plan your English lessons.

As you plan your weekly teaching programme, remember that each daily lesson is divided into the following 3 parts:

Part 1: Language Learning: In Terms 1-3, teach 2 English sounds per week in the order on the *worksheet*, using the correct step-by-step lesson plans in Chapter 4 of the VPE Book.

Part 2: Language Practice: Plan different language practice activities using the songs (Appendix B) and games/activities (Appendix E) in the VPE Book.

Part 3: Language Review: Revise vocabulary using the Word Wall and finish the lesson with a listening story (VPE Book Appendix D).

The following *Weekly Lesson Plan* is an example to help you to plan your English lessons for beginning to teach reading and writing:

PLANNING AND PROGRAMING

SAMPLE OF WEEKLY PROGRAMING

The following Weekly Lesson Plan is an example to help you to plan your English listening lessons:

The page numbers and appendices refer to the Vernacular Path to English Book.

Elementary Two English language – Focus: Beginning reading and writing skills Weekly Lesson Plan, Term 1, Week 2 Theme: Family			
Day	1. Language Learning Time: 25 minutes	2. Language Practice Time: 20 minutes	3. Language Review Time: 15 minutes
MONDAY	Teach Sound a1 Use the Flashcards & the sound type example (VPE Book Chapter 4) for how to teach the English sound.	1. Song: He's got the whole world in His hands. <i>Appendix A, Track #31, Appendix B</i> 2. Game: Treasure Box Matching <i>Appendix E p. ____</i> 3. Introduce the Sight Word: the Follow the "Steps for Introducing a New Sight Word" using Set 1 sentences. <i>Appendix G - p. ____</i>	1. Picture & Word Wall - Add written words to the Picture Wall and have the children match them to the pictures. - Add any new words, e.g. - glass/grass/father/half/after - Sight Words also learned: the 2. Listening Story: Kimi's Grandmother <i>Appendix D</i>
TUESDAY	Revise a1 Use the English Flashcards to revise the sound.	1. Song: Polly put the kettle on <i>Appendix A, Track #17, Appendix B</i> 2. Game/Activity: Matching Pairs <i>Appendix E - p. ____</i> 3. Introduce the Sight Word: they. Follow the "Steps for Introducing a New Sight Word" using Set 2 sentences. <i>Appendix G - p. ____</i> 4. Sight Word Flashcard Activity: Revise Sight Words: the, they and to	1. Picture & Word Wall 2. Listening Story: Kimi's Grandmother <i>Appendix D</i>
WEDNESDAY	Teach Sound m Use the Flashcards & the sound type example (VPE Book Chapter 4) for how to teach the English sound.	1. Song: Give me oil in my lamp <i>Appendix A - Track # 32 Appendix B –</i> 2. Game:: Word Matching <i>Appendix E - p. ____</i> 3. Introduce the Sight Word: to. Follow the "Steps for Introducing a New Sight Word" using Set 3 sentences. <i>Appendix G - p. ____</i> 4. Sight Word Flashcard Activity: Revise Sight Words: the, they and to.	1. Picture & Word Wall 2. Listening Story: Grandpa's Betelnut <i>Appendix D</i>
THURSDAY	Revise Sound m Use the English Flashcards to revise the sound.	1. Song: Ten Little Ducks <i>Appendix A, Track #34 Appendix B</i> 2. Game: Word Search Puzzle <i>Appendix E - p. ____</i> Introduce the Sight Word: was. Follow the "Steps for Introducing a New Sight Word" using Set 4 sentences. <i>Appendix G - p. ____</i> 3. Sight Word Flashcard Activity: Re- vise Sight Words: the, they, to and was.	1. Picture & Word Wall 2. Listening Story: Grandpa's Betelnut <i>Appendix D</i>
FRIDAY	Revise Sounds a1 & m Use the English Flashcards to revise the sounds.	1. Song: Old Mother Hubbard <i>Appendix A - Track #18 Appendix B</i> 2. Game: Word Search Puzzle <i>Appendix E - p. ____</i> 3. Spelling Test	1. Picture & Word Wall 2. Listening Story: The baby in the string bag <i>Appendix D</i>




PLANNING AND PROGRAMING

Stage 6: Develop your daily lesson plans

Part A: Use this sample of lesson to develop your language lessons.

An example of a daily lesson plan for Elementary Two, Term 1, Week 2 – Monday

Lesson Plan		
Week : 2	Day: Monday	Subject: Language
Theme: Family		
Things to prepare:		
<ul style="list-style-type: none"> • A Big Book Story. Title: Family • Picture of a family • Reading space in the classroom with a mat to sit on a book stand • Prepare questions in advance to ask students in the discussion about the story • Picture cards • Word cards • Stationery: Stickers, stapler, crayons, color pencils, paper 		
		

Lesson Objectives:
<p>By the end of the lesson, the students will be able to:</p> <ol style="list-style-type: none"> 1. Listen attentively to the story about the family. 2. Listen to the teacher reading fluently. 3. Discuss pictures, different endings of the story and answer questions correctly. 4. Read the big book story with the teacher and sequence the picture cards to show their understanding of the story. 5. Draw pictures of the main characters of the story or any word and label them with correct spelling.

Lesson Activities	Skills
<p>Activity 1: Talk Introduce the story to get the students to remember their experience and the knowledge about the topic. Show the picture of a family and discuss it in class.</p>	<p>Listening and speaking ⌚ (5 mins)</p>
<p>Activity 2: Read Read the story to the students. Remember to read smoothly, at the right speed and with expression.</p>	<p>Listening ⌚ (5 mins)</p>

PLANNING AND PROGRAMING

Lesson Activities	Skills
<p>Activity 1: Talk Introduce the story to get the students to remember their experience and the knowledge about the topic. Show the picture of a family and discuss it in class.</p>	Listening and speaking ⌚ (5 mins)
<p>Activity 2: Read Read the story to the students. Remember to read smoothly, at the right speed and with expression.</p>	Listening ⌚ (5 mins)
<p>Activity 3: Talk Talk to the students about the story by:</p> <ul style="list-style-type: none">• discussing pictures• asking and answering questions• discussing different endings• encouraging the students to ask questions as well.	Speaking ⌚ (10 mins)
<p>Activity 4: Read Read the story again this time inviting the students to join in when pausing at repeated words and the names of the characters.</p>	Listening and reading ⌚ (5 mins)
<p>Activity 5: Do and Talk Choose an activity relating to the topic, for example:</p> <ul style="list-style-type: none">• Sequencing the picture cards in the order.• Word wall reading activity	Reading and speaking ⌚ (15 mins)
<p>Activity 6:</p> <ul style="list-style-type: none">• Write the words with the correct spelling and match them with the pictures drawn.• Use the words and write short sentences.	Writing ⌚ (20 mins)

Evaluation of my lesson:

What were the good things about this lesson? _____

What were the problems in this lesson? _____

How can I improve this lesson next time? _____



PLANNING AND PROGRAMING

Part B: Use this sample of lesson to develop your English lessons.

In **Part 1 Language Learning**, make sure you use the correct lesson plan in Chapter 4 of the VPE Book for each English sound that you are teaching, either a **vowel** or a **consonant** sound which is the same or **matching** or **new**.

Use the following example lesson plan for Term 1, Week 2 – Monday, to help you plan and evaluate your English lesson:

Lesson Plan

Week : 2

Day: Monday

Subject: English Reading and Writing

Theme: Family

Teaching materials:

- VPE Book
- Song recording on audio CD or audioplayer
- Shell book pictures for listening story

Preparation:

- Read through the TPR Command set before the lesson.
- Use the song words in the VPE book Appendix B and the audio recording to learn the song before the lesson.
- Practise reading the listening story out loud before the lesson so that you are confident in reading the story fluently.

Lesson Objectives:

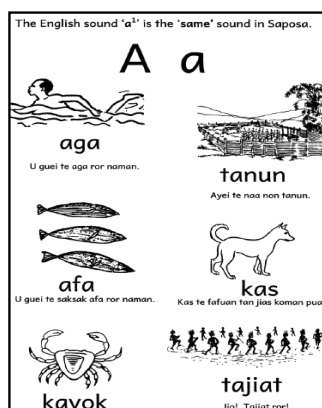
1. To introduce and teach the English sounds: **a1** – This is the Same vowel sound as in the Saposá language example.
2. To learn and to practise reading the English sounds: **a1**
3. To give more practice in learning English through other activities; i.e. Songs or Chants, Sight Words, Vocabulary Activities or Games, etc.
4. To revise new English words that they have learned and continue to listen to English being read.

**Part1 Language Learning:
Teach the a1 sound.**

This sound is the **Same Vowel** sound as a in the Saposá language (The following example of the steps to teach a **vowel** sound which is the same in English and the vernacular, is found in Chapter 4 of the VPE Book.)

Step 1 - Use the Vernacular review flashcard to revise the sound being taught.

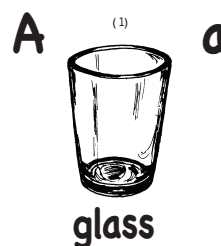
- Using the Vernacular review flashcard for the Saposá sound a, revise the sound a with the students. Put the Vernacular review flashcard on the board.



- Tell the students to say the sound **a** and repeat it several times.
 - Tell the students to read the Vernacular words on the flashcard that start with the sound a. The students then read the following words to the teacher: aga and afa.
 - Tell the students to read the Vernacular words on the flashcard that have the sound a in the middle of the word. The students then read the following words to the teacher: tanun, kas, kavok and tajiát.
 - Tell the students to read the Vernacular words on the flashcard that have the sound a at the end of the word. The students then read the following words to the teacher: aga and afa.
- *Do not write the words on the board.
- Tell the students to read one or more of the sentences from the Vernacular flashcard.

Step 2 - Use the English flashcard to show that English has the same sound.

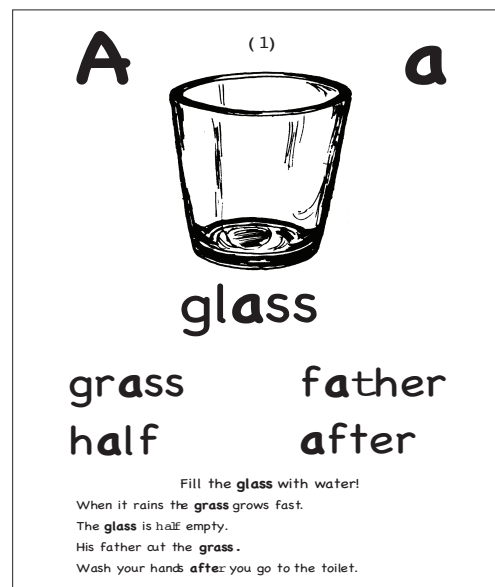
- Now show the English **a1** flashcard and place it next to the Vernacular **a** flashcard. (See below.)



Lesson Part 1

Time ⌚ 25mins

8. Cover the lower half of the flashcard with paper so that only the top part is showing. Read the top part of the flashcard only and point to the part that shows the picture of the glass with the English word **glass** written under it.
9. Now say to the students, “This letter **a** makes the same a sound as in Saposā. This is the first English sound for the letter **a** so our flashcard is **a1**. The English keyword is glass. **a1** says a in glass. The letter a says **a** in glass, **a, a, a.**”
10. Now briefly compare the Vernacular a sound and the English a sound and show that they are the same. Say, “This is the same **a** sound that is in our Vernacular words: **aga, tanun, afa, kas, kavok** and **t ajiat.**”
11. Teach the students to say, “The letter a says **a** in glass, **a, a, a.**” Repeat this a few times.
12. Now uncover the flashcard and show the whole card and all the words on it. Read the words to the students: **grass, father, half** and **after**. Ask them where the sound occurs in the word: the **start, middle** or **end**.



Step 3 - Translate the meaning of the English words into Vernacular.

13. Explain the meaning of each English word in Vernacular. You can write the English and put an equals (=) sign and then write the Vernacular word next to it on the board. *Example: glass = gotan, grass = auring, father = taman.*

Step 4 - Practise reading the English words from the flashcard.

14. Practise saying and reading the English words on the flashcard with the students. Track the word that you are saying by pulling your finger underneath the word as you say it.
15. Tell the students to read the words when you point to them. First do it in order. Then skip around and call on different students.

Step 5 - Practise writing the English words from the flashcard.

16. Tell the students to write down the English keyword glass. Tell them to write the word several times in a row across the page. As they write the word they should say, “The letter a says a in glass.”
- 17 Now tell the students to write down the other a1 words from the flashcard: **grass, father, half, after.**

Step 6 - Translate the meaning of the other English sentences into Vernacular.

18. Show the English sentences from the English a1 flashcard. These are written very small so you will need to write these bigger on the board ahead of time and have them covered up until they are needed, or you could write them on paper ahead of time and then stick them on the board with blue tack.
19. Translate the meaning of each English sentence into Vernacular.

Step 7 - Practise reading the English sentences from the flashcard.

20. Read the first sentence and ask the students to find and read the word or words that have the a1 sound in them. Example: Fill the glass with water!
21. Now practise reading aloud all of the English sentences which are on the flashcard. Read them one at a time, with the students. Track the sentence by moving your finger or a pointer under the words as they read.
22. Ask the students, “Which words in each of these sentences have the a1 sound?”
When it rains the **grass** grows **fast**.
The **glass** is **half** empty.
His **father** cut the **grass**.
23. Ask different student to read the sentences. First go in the order they are written and later skip around. Try to give most of the students a chance to read one of the sentences.

Step 8 - Test the student’s understanding of the English words.

24. Ask in English, “Which word means _____?” (Give the Vernacular meaning.) The students say the English word or point to the English word.

Step 9 - Revise the Sound.

25. Write these English words on the board and translate them for the children: arm, army, car, and guava. Then ask them where they hear the sound **a**: at the start, middle or end of the word.

These additional words come from the chart in *Appendix F* called *Additional English Words for Practising English Sounds*. These extra words will give children more practice in hearing the sound and saying where they hear it in the word.

PLANNING AND PROGRAMING

Lesson Part 2

Time ⌚ 20mins

Language Practice

Activity 1: Song: *He's got the whole world in His hands.* (Appendix A, Track #31, Appendix B)

1. If possible, play the song (the audio recording) as you teach it to the children.
2. Remember that the children should not see the written words to the song.
3. Everyone should sing along with the song recording.
4. Then sing the song several times without using the recording.

Activity 2: Game: Treasure Box Matching
Appendix E p. _____

Activity 3: Introduce the Sight Word: the
Follow the “Steps for Introducing a New Sight Word” using **Set 1** sentences.
VPE Book Chapter 5 and Appendix G - p. _____

Lesson Part 3

Time ⌚ 15mins

Language Review

Activity 1: Picture & Word Wall (VPE book, Chapter5)

Activity 2: Listening Story: Kimi's Grandmother (Appendix D)

1. Give a short introduction to the story in your home language before reading it to the children.
2. While reading the story **do not translate it into Vernacular**, just read it in English.
3. Read with **expression!** This means that you should use your voice to help convey the meaning of the story.

Evaluation of my lesson:

What were the good things about this lesson? _____

What were the problems in this lesson? _____

How can I improve this lesson next time? _____

Assessment

In the Standards-Based Curriculum, the teacher assesses whether the child has reached the required standard by referring to the specific content standard for all strand in the home language. Teachers should use a variety of relevant assessment approaches or methods, to assess the performance of each child in their classes.

Here are some examples of assessment methods to assess whether the child has achieved the set standards in each of the skills using these methods as;

- Observation Checklist;
- Portfolios – written and artwork samples;
- Written comments on their books, samples of work etc.

These methods should be developed in line with the use of the three types of assessment, **as/for** or **of** learning.

These can be on-going assessment, using samples of student's work, projects with set criteria, oral test and end of term test.

In the use of these three types of assessment, teachers have to develop their assessment plan to guide them during their time of assessment. When developing assessment plans teachers should:

- consider how many assessment tasks are necessary to gather all the information you need;
- sequence these assessment tasks to line up with the teaching and learning activities.
- ensure that all the units under each strand are fairly assessed.



ASSESSMENT, RECORDING AND REPORTING

Assessment Types and Purposes

This chart explains the three purposes of assessment. Each purpose is described in more detail throughout this stage, with samples provided.

Elaborations of Three Types of Assessment		
Purpose	Also known as...	Characteristics
Assessment for Learning	Formative Assessment	<p>Assessment for learning helps the teachers form a clear picture of the abilities and needs of their learners. Assessment is done for the purpose of measuring what the learners can and cannot do at any given point in the learning process, and informs instructional decisions. It:</p> <ul style="list-style-type: none"> • is ongoing; • is tied to learning standards; • provides information that informs decisions about planning and instruction; • allows teachers to provide immediate, descriptive feed-back that guides learning. <p><u>Examples:</u> focused questioning in class, anecdotal notes.</p>
Assessment as Learning	Self -Assessment	<p>Assessment as learning involves the learners in the process of looking at their learning and reflecting on their own abilities. With the teacher's guidance and through focused activities, learners are encouraged to think about and assess their learning. It:</p> <ul style="list-style-type: none"> • is ongoing; • is tied to learning standards; • assists learners in becoming aware of their learning process; • involves self-monitoring and self- evaluation; • requires teacher direction and support. <p><u>Examples:</u> in class discussion of learning points, self-assessment checklist. Learning logs.</p>
Assessment of Learning	Summative Assessment	<p>Assessment of learning measures the learner's abilities to meet standards after learning and practice have occurred. It can be formal or informal. It:</p> <ul style="list-style-type: none"> • is tied to learning standards; • occurs at the end of a learning theme or cycle; • is used to evaluate whether learners have achieved the learning outcomes, and to what degree; • is used to make decisions about learners' next placement. <p><u>Examples:</u> anecdotal notes, quizzes, writing samples marked using rubrics, documented observations.</p>

ASSESSMENT, RECORDING AND REPORTING

Stage 6: Develop an Assessment Plan

When developing an assessment plan the teacher should consider these components as;

- Strand;
- Units;
- Content Standard;
- Performance standard;
- Assessment task;
- Assessment method;
- Assessment criteria;
- Level of achievement(rubrics)
- Assessment type (**as/for/of**).

Here is an example of a weekly assessment plan that can guide you to plan your assessment plans for the teaching weeks.

Example of an Assessment Plan for Elementary Two, Week 2 and 3

Strand	Unit	Assessment Task	Assessment Type	Assessment Criteria	Assessment Method	Recording Method	Reporting Method
Listening	Listen for specific information	Listen to a story and identify specific information	Assessment as learning	- Listen with concentration; - listen with excitement and curiosity; - listen and respond with correct answers.	Observation	Listening Observation Checklist	Conferencing with parents at the end of the week.
Speaking	Tell a story on your own	Tell stories with confidence	Assessment for Learning	- Speak with confidence; - Pronounce words correctly; - Fluency of language used;	Observation	Speaking Observation Checklist	Interview with parents at the end of the week.
Reading	Reading individual words (expanding vocabulary)	Pronounce and read common words correctly	Assessment of Learning	- Say sounds of letters correctly; - Blend two sounds to make a two letter words;	Oral Test	Reading sound checklist	Use child's communication book to report to parents with comments of performance in reading.
Writing	Letter formation	Pronounce and spell common words	Assessment as Learning	- Pronounce and spell common words	Observation	Spelling Observation Checklist	Interview with parents at the end of the week.



ASSESSMENT, RECORDING AND REPORTING

1. Sample of a Daily Listening Lesson Assessment Plan

Step 1:

Use this sample of assessment for plan to guide you prepare your own for your class.

Listening Lesson Assessment Plan for E2-Term 1, Week 2

Strand	Listening	
Unit: 1	Listen for specific information	
Content Standard	2.1.1.a Listen to a story being told or being read and identify specific information.	
Performance Standards	Listen attentively to a story being told and identify specific information.	
Assessment Task	Listen attentively to a story and identify specific information about	
Assessment Criteria	<i>Teacher</i> - Prepare in advance; - Story relevant to grade level; - Story book with picture; - Read story with facial expressions/tone of voice; - Pronounce words clearly.	<i>Student</i> - be obedient; - listen with concentration; - listen with excitement; - listen with curiosity; - listen to oral questions; - response with answers; - respect others.
Level of Achievement (rubrics)	1. Did not listen to the story. 2. Have hearing problem. 3. Able to listen but lack the skills to comprehend. 4. Listen with understanding and meaning. 5. Listen, comprehend the story and respond with specific answers.	
Type of Assessment	I will use the assessment AS for Learning. I will use the observation checklist with children's names and set criteria to assess a focus number of children. Example: five children for the day.	

Recording Method

Step 2: Develop your recording method in line with the assessment plan.

Use this example below to guide you to develop your own for your class.

Listening Observation Checklist

No	Student Name	Gender	Level of Achievement (Rubrics)					Comments
			Did not listen	Have hearing difficulty	Able to listen but lack comprehension skills	Listen with understanding and meaning	Listen, comprehend the story and respond with specific answers.	
1	Kuki	M					√	Need more advance activities
2	Peter	M	√					Need more help with listening skills
3	Mary	F		√				Need help with sign language
4	Betty	M			√			Need help with her comprehension skills
5	John	M				√		Need some advance activities in listening.

ASSESSMENT, RECORDING AND REPORTING

6	John	M				√		Need help with sign language
7	Mark	M					√	Need help with her comprehension skills
8	Anna	F					√	Need some advance activities in listening.

Recording Methods

Step 3: Use appropriate reporting methods to update the parents or guardians of their child's learning progress in listening strand. Here are some examples of reporting methods as;

- Conferencing with parents and guardians;
- Interviews;
- Journals/daily communication books for parents;
- Observation checklist;
- Report cards and many others that you can use.

2. Sample of a Speaking Lesson Assessment Plan.

Step 1: Use this sample of assessment for plan to guide you prepare your own for your class.

Speaking Strand Assessment Plan for E2-Term 1

Strand	Speaking	
Unit: 1	Telling a story on your own	
Content Standard	1.2.1 Tell stories confidently	
Performance Standards	Speak confidently in telling story.	
Assessment Task	Tell stories with fluency and confidence	
Assessment Criteria	<p><i>Teacher</i></p> <ul style="list-style-type: none"> - Prepare in advance with selected number of children to tell their stories; - Have the assessment checklist ready. 	<p><i>Student</i></p> <ul style="list-style-type: none"> - be obedient; - speak with confidence; - speak with expressions; - speak fluently; - speak clearly; - speak with respect.
Level of Achievement (rubrics)	<ol style="list-style-type: none"> 1. Did not speak 2. Have speech problem. 3. Able to speak but lack the skills of fluency. 4. Listen with understanding and meaning. 5. Listen, comprehend the story and respond with specific answers. 	
Type of Assessment	I will use the assessment for Learning. I will use the observation checklist with children's names and set criteria to assess a focus number of children. Example: five children for the day.	



ASSESSMENT, RECORDING AND REPORTING

Step 2: Develop your recording method in line with the assessment plan.

Use this example below to guide you to develop your own for your class.

Recording Method

Speaking Observation Checklist

No	Student Name	Gender	Level of Achievement (Rubrics)					Comments
			Can not speak	Have difficulty in speaking	Able to listen but lack fluency in speaking	Speaking with understanding and meaning	Speak fluently with confidence in responding with specific answers.	
1	Kuki	M					√	Need more advance activities
2	Peter	M	√					Need more help with speaking skills
3	Mary	F		√				Need help with sign language
4	Betty	M			√			Need help with her comprehension skills
5	John	M				√		Need some advance activities in speaking.
6	Mark	M					√	Need some advance activities in speaking.
7	Anna	M					√	Need more advance activities
8	Patric	F					√	Need more advance activities

Reporting Methods

Step 3: Use appropriate reporting methods to update the parents or guardians of their child's learning progress in listening strand. Here are some examples of reporting methods as;

- Conferencing with parents and guardians;
- Interviews;
- Journals/daily communication books for parents;
- Observation checklist;
- Report cards and many others that you can use.

ASSESSMENT, RECORDING AND REPORTING

3. Sample of a Reading Lesson Assessment Plan.

Step 1: Use this sample of assessment plan to guide you prepare your own for your class.

Reading Lesson Assessment Plan for E2-Term 1, Week 2

Strand	Reading	
Unit: 1	Read individual words	
Content Standard	2.3.1 Read Elementary Two common words	
Performance Standards	Read Elementary Two common words	
Assessment Task	Read Elementary Two common words	
Assessment Criteria	Teacher - Prepare in advance with selected number of children to read words; - Have the assessment checklist ready.	Student - be obedient; - pronounce words correctly; - sound the letters correctly; - Fluency in reading words.
Level of Achievement (rubrics)	1. Did not read. 2. Have speech problem. 3. Able to pronounce but not with fluency. 4. Read with fluency and pronunciation. 5. Pronounce words correctly.	
Type of Assessment	I will use the assessment for Learning. I will use the observation checklist with children's names and set criteria to assess a focus number of children. Example: five children for the day.	

Recording Method

Step 2: Develop your recording method in line with the assessment plan.

Use this example below to guide you to develop your own for your class.

Reading Observation Checklist

No	Student Name	Gender	Level of Achievement (Rubrics)					Comments
			Can not read	Have difficulty in reading	Able to read but lack fluency skills	Reading with understanding and meaning	Read fluently with confidence in saying all words correctly	
1	Kuki	M					√	Need more advance activities
2	Peter	M	√					Need more help with reading skills
3	Mary	F		√				Need help with sign language
4	Betty	M			√			Need help with her comprehension skills
5	John	M				√		Need some advance activities in reading.
6	Mark	M					√	Need some advance activities in speaking.
7	Anna	M					√	Need more advance activities
8	Patric	F					√	Need more advance activities



ASSESSMENT, RECORDING AND REPORTING

Reporting Methods

Step 3: Use appropriate reporting methods to update the parents or guardians of their child's learning progress in listening strand. Here are some examples of reporting methods as;

- Conferencing with parents and guardians;
- Interviews;
- Journals/daily communication books for parents;
- Observation checklist;
- Report cards and many others that you can use.

4. Sample of a Writing Lesson Assessment Plan.

Step 1:

Use this sample of assessment plan to guide you prepare your own for your class.

Writing Lesson Assessment Plan for E1-Term 1, Week 2

Strand	Writing	
Unit: 1	Telling a story on your own	
Content Standard	2.4.3 Spell Elementary One Common words correctly	
Performance Standards	Write Elementary One common words with correct spellings	
Assessment Task	Tell stories with fluency and confidence	
Assessment Criteria	<p><i>Teacher</i></p> <ul style="list-style-type: none"> - Prepare in advance with selected number of children to read words; - Have the assessment checklist ready. 	<p><i>Student</i></p> <ul style="list-style-type: none"> - be obedient; - pronounce words correctly; - sound the letters correctly; - Fluency in reading words.
Level of Achievement (rubrics)	<ol style="list-style-type: none"> 1. Did not write. 2. Have hand and eye coordination problem. 3. Able to write but have problem with missing out some letters in words. 4. Write with carefully with correct letter shapes in words. 5. Write correct spelling of words correctly. 	
Type of Assessment	I will use the assessment for Learning. I will use the observation checklist with children's names and set criteria to assess a focus number of children. Example: five children for the day.	

ASSESSMENT, RECORDING AND REPORTING

Step 2: Develop your recording method in line with the assessment plan.

Use this example below to guide you to develop your own for your class.

Recording Method

Writing Observation Checklist

No	Student Name	Gender	Level of Achievement (Rubrics)					Comments
			Can not write	Have difficulty in writing	Able to write but lack fine motor skills	Writing with understanding and meaning	Writing all words neatly and correctly with correct spellings	
1	Kuki	M					√	Need more advance activities
2	Peter	M	√					Need more help with writing skills
3	Mary	F		√				Need help to develop her fine motor skills
4	Betty	M			√			Need help with her fine motor skills
5	John	M				√		Need some advance activities in writing
6	Mark	M					√	Need some advance activities in speaking.
7	Anna	M					√	Need more advance activities
8	Patric	F					√	Need more advance activities

Reporting Methods

Step 3: Use appropriate reporting methods to update the parents or guardians of their child's learning progress in listening strand. Here are some examples of reporting methods as;

- Conferencing with parents and guardians;
- Interviews;
- Journals/daily communication books for parents;
- Observation checklist;
- Report cards and many others that you can use.

Evaluation:

Evaluation has to be done to find out about the student's learning progress for all these strands content standards. The assessment methods used for the student's performance will help to see the teacher to plan for enrichment or remedial exercises. These exercises or homework will help the student meet the content standards in each strand or benchmarks.

The teacher should also evaluate his/her teaching strategies and to review and re-plan better lesson programs that will help the child to learn and achieve the required content standards.



GLOSSARY

Appendix	an additional section of a book which is not part of the main body of the book but contains extra or other helpful information or explanations. It is usually found at the end of the book.
Dialogue	a conversation between 2 or more people.
Language learning	In this Teacher's Guide, this is part 1 of the daily lesson plan for an English lesson. In Terms 1 and 2, the focus of part 1 is listening and responding physically to commands. In Terms 2 and 3, the focus of part 1 is learning to say words and sentences.
Language Practice	In this Teacher's Guide, this is part 2 of the daily lesson plan for an English lesson. It includes, songs, chants, games and other speaking activities.
Language Review	In this Teacher's Guide, this is part 3 of the daily lesson plan for an English lesson. It includes a Picture Wall to revise English vocabulary and a Listening Story.
Phonogram	a single letter or 2 or more letters that represent the sounds of a language.
Performance Standards	These are explicit definitions of what students must do to demonstrate proficiency at a specific level on the content standards.
Pronounce	how to say a word
Punctuation	the little marks which help to make sentence boundaries and writing clear, for example: full stops, commas, questions marks [. , ?]
Sight words	words that students learn to recognize by sight and memorise.
Skill	an ability that you have in a particular language, for example, the four skills of listening, speaking, reading and writing.
Same sounds	the sounds which are pronounced the same and written the same in both the home language and English.
Matching sounds	the sounds which are pronounced the same in both English and the language but are written differently.
New sounds	the English sounds which do not occur in the language.
Content Standard	The statement comprises of a set of facts, concepts, principles and ideas that are important or the knowledge and skills student should attain.
TPR	Total Physical Response. These are commands given by the teacher to the children. The children listen and respond or do the command.
Vernacular	the home language or the mother tongue. It is the first language that a person learns.
Vocabulary	the words the children understand the meaning of when they hear and read them and can use correctly when they speak and write.
VPE	Vernacular Pathway to English

RESOURCES

The Vernacular Path to English Kit is the recommended set of teaching resources to assist you to teach English in Elementary One and Elementary Two following the Language syllabus.

The VPE Kit consists of the following:

1. The VPE Book
2. A4 English Sound Flashcards
3. A3 English Sound Charts
4. 1 CD with Audio Recordings of English Sounds, Songs and Chants
5. 1 CD of Teacher's Resources

You can order this kit from SIL-Ukarumpa, Eastern Highlands Province.

In addition to this, it is possible to order an audible (a solar audioplayer) which contains the audio recordings on the CD.

To get a quotation for the cost of these teaching resources and to order them, you can contact the Language Resources Manager, SIL-PNG.

Post:

Language Resources Manager
SIL Box 1 (418),
Ukarumpa EHP 444.



Phone:

7217-0330 - extension 4399

Email: lr-manager@sil.org.pg.



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EXPLANATION OF THE DIFFERENCES IN TEACHING LANGUAGE SUBJECT AND BRIDGE TO ENGLISH LANGUAGE

Importance of teaching and learning in the student's known language and bridge onto unknown language

Engage preschool students in interactive reading and dialogue reading to improve language and literacy skills. Preschool students, ages 3 to 5, develop early reading and language skills when teachers use interactive and dialogue reading strategies.

Language learning provides the environment to develop the student's literacy skills at the early age of a student. These skills on readiness to listening, reading, writing, and cognitive skills of comprehension, memorizing and recognizing.

Cognitive skills develops in students involves the progressive building of learning skills, such as attending, memory and thinking during learning of a language.

There is evidence that language learners transfer skills from one language to another.

The Language syllabus

Language syllabus allow for firm foundation of balance literacy skills adapted from the Creative Phonics Manual. Students are taught using their vernacular alphabet first before English is introduce as a subject in Elementary one and continues as a subject in Elementary two.

The syllabus specifies the expected literacy skills that have to be taught and mastered by the student in different grade level. The specific skills are mention under each strand.

The meaning of creative phonics is that teachers can create lesson activities using any resources in their environment to teach phonograms in their own languages. Creative phonics method has been researched in one of PNG language namely "Angor Language" in Sandaun Province.



Elementary Two Teacher Guide

In Elementary Two Teacher Guide provides teaching and learning strategies to continue to teach student their language y helping them to develop their skills in listening, speaking, reading and writing.

In elementary two the teacher will continue the process of teaching the students English. You will use this Teacher's Guide and the Vernacular Pathway to English kit to help you prepare your English lessons.

Before you start teaching you will need to read and complete the worksheet in Chapter 3 of the VPE book. It is also in this Elementary two Teacher Guide. This worksheet gives you the order in which you will teach the English sounds.

The worksheet helps you to complete the sounds of English with the sounds of your language and decide which sounds are same, matching or new.

Explanation of the differences in Teaching of English as subject.

Students will use these literacy and cognitive skills developed from learning language alphabet sounds to apply and learn English Language during English subject time.

Use Phonics to teach English. English is a language with its content to be taught by the teacher as a subject in elementary schools. English language has 26 alphabets, over 40 different sounds(Phonemes) and over 120 different ways to write those sounds.(graphemes)

English content is taught using the approach of literacy learnt from language lessons. Students will use this literacy such as listening, speaking, reading and writing to learn English language content.

Learning to listen to songs and stories in English language. By listening young students pick up how to speak this language.

Learning English Language sounds through using phonic approach.

Learn English sounds and blend to make words, sentences and stories.

Learn to form words in English and read English words. This is teaching English to speakers of other languages or teaching English as a foreign language and English for academic purposes.

Use literacy skills developed in language lessons to sound spell and write words in English fluently.

Use literacy skills developed in language lessons to apply in English lessons of speaking & listening, reading and writing.

