

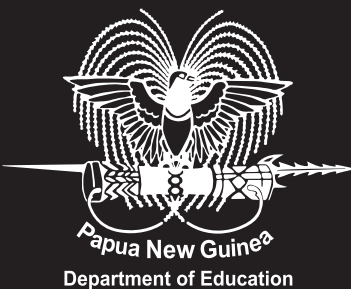
Language

Teacher Guide

2015



Standard Based



Elementary Prep

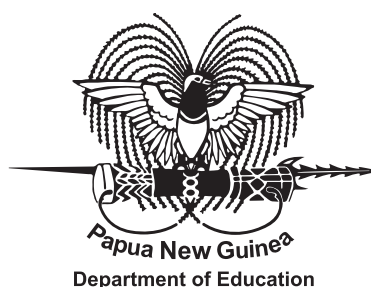
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2015

Elementary Prep

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Papua New Guinea.

First Edition

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SECRETARY'S MESSAGE

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

This Guide gives details of the teaching and learning content, planning and programming examples for the teacher to expand on and 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 each of the language skills in all the strands.

I commend and approve this Elementary Prep 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 to your Elementary Prep class.

The teaching contents for the language in Elementary Prep are based on the phonics method of teaching reading and writing. This method begins with teaching the relationships between the important sounds in the language and the symbols used to write the language. This focus on learning phonics, letter formation and spelling then allows the children to move more quickly to reading stories and creative writing.

This Guide is based on the **Creative Phonics Method** in which you take the learners step by step through the sounds and phonograms of their language. You are also giving them the opportunity to learn through reading whole stories and creative writing. You are therefore giving your Elementary Prep class the four basic elements of a balanced literacy programme:

1. Phonics mastery,
2. Reading whole stories of natural text;
3. Letter formation and spelling;
4. Creative writing of whole texts and stories.

The variety of activities in the daily lessons help the students to develop each of their language skills: listening, speaking, reading and writing. The students will be assessed on the basis of these skills.

In this Guide there are seven stages to help you in planning the contents of your lessons for each term, each week and each day. There are also examples to show how you should assess the students.

In the Language Syllabus, the weekly total time allocation for teaching the language as a subject in Elementary Prep is 300 minutes per week.

KEY FEATURES

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

Teaching in the language during the first years of a child'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 learning a second language.

The early age of children is vital when considering the language which should be used as the **medium of instruction** at this earliest level of schooling. **Since the language which they know best is the basis for their early cognitive development, it is important that language is the one used as the medium of instruction in the classroom.**

This will help them to listen attentively and express themselves confidently right from the beginning of their education. It will also help them to learn the basic skills of reading and writing which they can then transfer to help them learn a second or third language. For schools where the children are exposed to no English or have extremely limited exposure to English, the vernacular can therefore be used as the language of instruction.



TEACHING AND LEARNING

Teachers are encouraged to develop activities using a range of teaching method, materials and other support resources that are relevant and appropriate to student's cultural and language needs. Students should work as individual 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 values, 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, values, 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 situation 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. 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, special need, 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 Prep, organized under the strands and their units with each of content standards, performance standards and example activities.

Explanation for the numbering of the Content Standards

The content standards 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** etc. are used if there are more than one specific content standard for a unit. For example, **P.1.1.a** refers to the content standard for **Elementary Prep**, strand 1(Listening), unit **1, 1st content standard out of 2**.

Use the sample on the table below to plan and prepare your teaching programs for Elementary Prep.

Elementary Prep					
Strand: Listening	Content Standards	Performance Standards	Example Activities	Assessment Task	Language Benchmark
Unit 1: Listening for specific information	P.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 attentively to a story being told and identify specific information	<ul style="list-style-type: none"> Listening to stories and answering questions about the content Whispering the phonogram game 	<ul style="list-style-type: none"> Listen to a story and identify specific information 	<ul style="list-style-type: none"> Listen attentively in order to understand
	P.1.1.b Listen and follow simple classroom instructions.	a. Listen attentively and follow simple instructions	<ul style="list-style-type: none"> Listen and follow simple instructions to play games 	<ul style="list-style-type: none"> Listen and follow simple instructions 	
Unit 2: Listening for general information	P.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 told and retell it correctly	Listen to stories being told and retell it	Listen attentively for general information	



CONTENT OVERVIEW

Strand: Speaking	Content Standards	Performance Standards	Example Activities	Assessment Task	Language Benchmark
Unit 1: Telling a story on your own	P.2.1 Tell stories confidently	Students will demonstrate the achievement when they: a. Speak confidently in story telling	<ul style="list-style-type: none"> Telling a story by speaking confidently 	<ul style="list-style-type: none"> Tell stories with confidence 	Speak appropriately and confidently in a variety of situations.
Unit 2: Two way conversation (dialogue)	P.2.2 Greet someone and introduce themselves within the class	Students will demonstrate the achievement when they: a. Greet someone and introduce themselves	<ul style="list-style-type: none"> Greet someone using correct words of greetings 	<ul style="list-style-type: none"> To communicate confidently with someone in a conversation 	
Unit3: Role Play	P.2.3 Participate confidently and appropriately in familiar role play and situations	Students will demonstrate the achievement when they: a. Participate confidently in role plays	<ul style="list-style-type: none"> Participate in role plays confidently 	<ul style="list-style-type: none"> Participate confidently and appropriately in role plays 	
Unit: 4: Group Discussion	P.2.4 Participate in whole class discussion after an Language Experience Activity	Students will demonstrate the achievement when they: a. Participate in whole class discussions	<ul style="list-style-type: none"> Discuss about the Language Experience Activity confidently 	<ul style="list-style-type: none"> Participate confidently in class discussions 	

CONTENT OVERVIEW

Strand: Reading	Content Standards	Performance Standards	Example Activities	Assessment Task	Language Benchmark
Unit 1: Reading individual words (expanding vocabulary)	P.3.1 Read Elementary Prep common words	Students will demonstrate the achievement when they: a. Read Elementary Prep common words	<ul style="list-style-type: none"> Use games to play and read the common words 	Pronounce and read common words correctly	Read with understanding Elementary Prep common words, short sentences and short stories
Unit 2: Reading sentences	P.3.2 Read short simple sentences	Students will demonstrate the achievement when they: a. Read simple sentences	<ul style="list-style-type: none"> Read simple sentences confidently 	Pronounce and read simple sentences correctly	
Unit 3: Reading stories	P.3.3 Read Elementary Prep stories aloud	Students will demonstrate the achievement when they: a. Read Elementary Prep stories aloud	<ul style="list-style-type: none"> Read simple sentences confidently Read Elementary Prep stories confidently 	Pronounce words and read aloud with confidence	
Unit 4: Reading instructions	This unit is not to be taught in Elementary Prep	This unit is not to be taught in Elementary Prep	No activities	This unit has no assessment task	
Unit 5: Reading for specific information	P.3.5 Read a story and answer questions correctly	Students will demonstrate the achievement when they: a. Read a story and answer questions	<ul style="list-style-type: none"> Read a story answer questions correctly 	Read a story with confidence	
	This unit is not to be taught in Elementary Prep	This unit is not to be taught in Elementary Prep	No activities	No assessment task for this unit	
Strand: Writing	Content Standards	Performance Standards	Example Activities	Assessment Task	Language Benchmark
Unit 1: Pre-writing	<p>P.4.1a Participate in a variety of activities to develop fine motor skills</p> <p>P.4.2b Hold pencil form letter shapes correctly in writing lessons</p>	Students will demonstrate the achievement when they: a. Participate in variety of activities	Play pre-writing games	Participate in variety activities and developed fine motor skills	Write Elementary Prep common words, short and simple sentences and stories using correct punctuation



CONTENT OVERVIEW

Unit 2: Letter formation	P.4.2 Write all the phonograms in the alphabet, both small and capital forms	Students will demonstrate the achievement when they: a. Write all phonograms correctly	Form letter shapes using art projects	Form all phonograms correctly
Unit 3: Spelling	P.4.3 Spell Elementary Prep common words correctly	Students will demonstrate the achievement when they: a. Spell Elementary Prep common words	Use games to play and spell words correctly	Pronounce and spell Elementary Prep common words correctly
Unit 4: Writing Sentences	P.4.4 Write short and simple sentences correctly	Students will demonstrate the achievement when they: a. Write short simple sentences	Write simple sentences correctly	Write short simple sentences correctly
Unit 5: Punctuation	P.4.5 Use capital letters and full stops correctly	Use capital letters and full stops correctly in simple sentences	Write short simple sentences correctly	
Unit 6: Creative writing	P.4.6 Write short simple stories	Students will demonstrate the achievement when they: a. Write short simple sentences		Write short stories correctly
Unit 7: Grammar	This unit is not to be taught in Elementary Prep	This unit is not to be taught in Elementary Prep	No activities	No assessment task for this

The above table shows only examples of activities. Please read the Creative Phonics Instruction Manual as a resource for planning your games and activities. You can also create your own relevant activities to teach your lessons. Remember to teach in as many playful ways as possible!

Note: The **Elementary Prep common words** which the children should be able to read and write by the end of Elementary Prep are the new words listed in the Programme for each term (See Stage 2 below in the Content Expansion Section)

PLANNING AND PROGRAMMING

The content of the Elementary Prep lessons are based on the following yearly overview based on the Creative Phonics Method:

TERM 1 ONLY,
WEEKS 2-3

Elementary Prep
TERM 1, WEEK 2-3

2 REVISE THE NEW SOUND

TUESDAY

Elementary Prep
TERM 1, WEEK 2-3

3 REVISE ALL THE NEW SOUND

WEDNESDAY

Elementary Prep
TERM 1, WEEK 2-3

4 REVISE THE NEW SOUND

THURSDAY

Elementary Prep
TERM 1, WEEK 2-3

5 REVISE ALL THE NEW SOUND

FRIDAY

Elementary Prep
TERM 1, WEEKS 2-10
TERM 2 -4, WEEKS 1-10

1 INTRODUCE A NEW SOUND

MONDAY

For Term One – Weeks 1 – 2 only, follow the order shown above for introducing two phonograms per week: Introduce Revise - introduce - Revise - Revise

The main reason for that is:

1. The child is in class for the first time
2. Not all the children are quick to learn
3. There are children with special needs
4. To build up enough phonogram to make words and phrases
5. Enough time for the child to learn and master the phonogram learning skills well at the first place.

For the rest of the weeks in Term 1 and Terms 2 – 4 follow the order shown below for introducing one phonogram per week: Introduce - Spelling/word building - Whole Words - Sentences - Stories

Every Monday you introduce a new sound.

TERM 1 ONLY,
WEEKS 4-10

Elementary Prep
TERM 1, WEEKS 4-10
TERM 2 -4, WEEKS 1-10

2 SPELLING AND WORD BUILDING

TUESDAY

Elementary Prep
TERM 1, WEEKS 4-10
TERM 2 -4, WEEKS 1-10

3 WHOLE WORDS

WEDNESDAY

Elementary Prep
TERM 1, WEEKS 4-10
TERM 2 -4, WEEKS 1-10

4 SENTENCES

THURSDAY

Elementary Prep
TERM 1, WEEKS 4-10
TERM 2 -4, WEEKS 1-10

5 STORIES

FRIDAY

TERM 2-4,
WEEKS 1-10

PLANNING AND PROGRAMMING

There are **7 stages** for you to complete as you plan the content of your **Elementary Prep** lessons:

- Stage 1:** Develop the **phonogram frequency** and the **productivity count chart** for your language.
- Stage 2:** Develop a **termly programme** to plan and teach your Elementary Prep Language lessons.
- Stage 3:** Develop a **weekly programme** to plan and teach Language lessons in **Term One, Weeks 2-3**.
- Stage 4:** Develop **daily lesson plans** to plan and teach your home language in Term One, Weeks 2-3.
- Stage 5:** Develop a **weekly programme** to plan and teach the language lessons in **Term One, Weeks 4-10** and in **Terms 2-4, Weeks 1-10**.
- Stage 6:** Develop **daily lesson plans** to plan and teach the language lessons in **Term One, Weeks 4-10** and in **Terms 2-4, Weeks 1-10**.
- Stage 7:** Develop an **assessment strategy** to assess whether the children achieve the required standards at the end of the year.

Read through the details of the **7 stages** carefully to guide you as you do your planning:

Stage 1: Develop the phonogram frequency and the productivity count chart for your language.

There are 3 steps for you to follow to develop your frequency and productivity count chart using the orthography of your Language.

Step One: Make a list of all of the phonograms.

- List all the phonograms that are made up of only one letter. Then decide whether or not there are phonograms in your language that are made up of more than one letter. If so, include those letter groups in the list of phonograms.
- Write a word with the phonogram in it for each of the phonograms. Try to find words that begin with the phonogram.
- Check the list of phonograms and the list of words with other speakers of the language and, if possible, with a person trained in orthography design.

Step Two: Order the phonograms by frequency.

- Prepare ten pages of handwritten or five pages of typed story text that are written by native speakers of the language.
- Count how many times each phonogram occurs in the remaining words in the story texts.
- Write down the number of times that each phonogram occurs in a list (a frequency list) beginning with the most frequent phonogram and ending with the least frequent phonogram.

PLANNING AND PROGRAMMING

Example of a Phonogram Count Chart in the **Numangaj** language

Step One: Phonogram		Step Two: Frequency			Step Three: Productivity
List of phonograms	The phonogram in a word	The number of times the phonogram occurs	Order from the highest number to the lowest number	New order of phonograms	The new list of phonograms that produce the most words to make stories
a	aŋelo	1279	1279	a	a
e	eyaŋ	709	1062	i	n
o	ohop	635	925	ŋ	i
i	ipaŋ	1062	811	u	d
u	uyaŋ	811	733	n	ŋ
b	bem	342	709	e	e
d	dum	450	650	k	m
g	gitom	387	635	o	u
m	maŋ	545	545	m	t
n	noŋ	733	450	d	k
ŋ	ŋaŋ	925	424	t	g
p	papaŋ	116	387	g	o
t	tam	424	342	b	b
k	kalam	650	303	l	l
w	wom	209	209	w	w
y	yoŋ	174	182	h	h
l	lufom	303	174	y	y
h	hapmuk	182	116	p	p
f	fukut	58	58	f	f
s	sukut	41	41	s	s
kw	kweheyehi	41	41	kw	kw
gw	gweheyehi	16	16	gw	gw

The Numangaj phonogram count chart is based on over 1900 words taken from 15 student's stories.

PLANNING AND PROGRAMMING

Stage 2: Develop a programme for each term according to the number of phonograms identified in your phonogram count chart in step three.

You can use the example below to help you to list the termly content of your language lessons.

Example of a Programme in the Numanḡan Language for Term 1

Week	New phonogram	Known phonograms	New words	Sight or function word	New phrases / sentences
1	Organization and registration into classes				
2	a	-	-	-	-
	n	a	Ana, na, naa	adi (he/she/you/ is/am)	Naa Ana Naa adi Ana
3	i	n, a	nai, i, ni, Nina, anian, Nini, Ani	eḡ (and)	Ana, i na! Nini, i na! I na! Naa eḡ Ana. Naa eḡ Nini. Naa eḡ Nina.
	d	i, n, a	Indi, adi, nadi, nadinadi, ninadi, dinina, da, Didi, Dada, Aida, Dani	-ne (mine)	Ana adi Anane . Dada adi Dadane . Nini adi Ninine . Aida adi Aidane
4	ḡ	d, i, n, a	daniḡ, iḡiḡ, adiniḡ, aḡ, daiḡ, dadaḡ, daḡ, daḡiniḡ, diniḡ, din-inaniḡ, diniḡa, diḡandiḡ, nadiḡa, nanaḡ, naniḡ, naḡ, ḡaḡ, ninadiḡa, niniḡ, niniḡa, niniḡaḡ, niḡ, niḡa, niḡdi, indiniḡ, indiḡ, indiḡdi, iḡa	niḡ (is/one/the)	Ana, Nini, Dada, indi niḡ Nina, Aida, Dani, adi niḡ Ana adi iḡaniḡ. Nini adi iḡaniḡ. Dada adi iḡaniḡ Ana, Nini, Dada indi niḡ .
5	e	ḡ, d, i, n, a	eḡ, dane, nanaḡe, de, dene, be, nedi, beḡ, deḡandiḡ, inde, indeniniḡ, dediḡ, neniḡ, naniḡne, nine, indinde, deniḡ, ne, neniḡ, nedi, nediniḡ	tiḡa (and, same subject)	De tina aninan adi adi nanaḡe niḡ Dene tina nananene naniḡ De daneḡa naneḡ Ninadiḡa de daneḡa naneḡ.
6	m	e, ḡ, d, i, n, a	maḡ, demei, didime, dendemdi, ikam, ika-nim, ime, imedi, imede, imene, mane, mamaḡ, namaḡ, namane, name	-walaḡ (belongs to)	Ana-walaḡ ime. Nini- walaḡ namaḡ, indi-walaḡ maḡ. Ana eḡ name-walaḡ nanaḡe. Nini eḡ mamaḡ- walaḡ dinina.



PLANNING AND PROGRAMMING

7	u	m, e, ŋ, d, i, n, a	u, uŋa, uŋaniŋ, uŋiŋ, unduŋ, unda, du, duniŋ, duuŋ, nu, nuniŋ, undiniŋ,		Du adi Ana. Du adi Nini. Du adi Dada, Du adi Aida. Du adi Nina. Ana adi uŋaniŋ. Nini adi uŋaniŋ. Nina adi uŋaniŋ. Nu adi iŋaniŋ.
8	t	u, m, e, ŋ, d, i, n, a	Timeŋ, timei, tam, timiŋ, ti, Tumunŋ, tumut, mu- mut, munta		Ana adi timeniŋ. Nini adi tumunŋniŋ. Dada adi tumunŋniŋ.
9	k	t, u, m, e, ŋ, d, i, n, a	kuna, ka, kunat, ki, kudi, diki, kakaanŋ, dik- idiki, miŋak		Dikidiki nanim. Kuna nanim. Kudi dikidiki kunatnim.
10	g	k, t, u, m, e, ŋ, d, i, n, a	gigit, git, giminiŋ, magi, gineŋ, mage, tagi, nagi, dagik, gaga, tagat, gege, tage, gigimeŋ		Maŋ dut Ana walaŋ tage. Maŋ walaŋ gaga gineŋ. Anadi ime gigit tiŋa miŋak.

PLANNING AND PROGRAMMING

Stage 3: Develop a weekly programme to plan and teach your Language lessons for Term 1, Weeks 2 and 3.

Example of a Weekly Programme for Term 1, Weeks 2 and 3 in the Numanganj Language.

Monday (2 hours)	Tuesday (2 hours)	Wednesday (2 hours)	Thursday (2 hours)	Friday (2 hours)
Goal: Introduce the new phonogram a	Goal: Revise the phonogram a	Goal: Introduce the new phonogram n	Goal: Revise the phonogram n	Goal: Revise the phonograms a and n
Activity 1. Read a new story.	Activity 1. Read Monday's story.	Activity 1. Read a new story.	Activity 1. Read Wednesday story.	Activity 1. Read both stories.
Activity 2: Sing a new Numanganj song.	Activity 2: Sing a new Numanganj song.	Activity 2: Sing a new Numanganj song.	Activity 2: Sing a new Numanganj song.	Activity 2: Sing a new Numanganj song.
Activity 3: Introduce the new phonogram.	Activity 3: Revise the new phonogram.	Activity 3: Introduce a new phonogram.	Activity 3: Revise the new phonogram.	Activity 3: Revise the 2 phonograms.
Activity 4: Play a game to practise the phonogram	Activity 4: Play a game to practise the phonogram.	Activity 4: Play a game to practise the phonogram.	Activity 4: Play a game to practise the phonogram.	Activity 4: Reading Activity
Activity 5: Do an Art Project	Activity 5: Do another activity to practise the phonogram.	Activity 5: Do an Art Project	Activity 5: Do another activity to practise the phonogram.	Activity 5: Writing Activity
Activity 6: Read today's story again.	Activity 6: Read today's story again.	Activity 6: Read today's story again.	Activity 6: Read today's story again.	Activity 6: Do an Art Project.
				Activity 7: Read the children's favourite story of the week.



PLANNING AND PROGRAMMING

Stage 4: Develop daily lesson plans to teach the language in Term 1, weeks 2 and 3

Use the following examples of lesson plans in the Numanganj language to help you to plan your language lessons for Term 1, weeks 2 and 3.

In the following lesson plans you will see that each day the lesson starts and ends with **reading a story**. This is because **student learn to read by being read to** and having printed materials around them. As student are read to, they learn;

- that printed words tell stories,
- new meaning to their lives and experiences,
- the importance of people reading.

All of these things will motivate the student want to learn to read for themselves.

Please note that the lesson plans in the Creative Phonics Instruction Manual have been adapted for this Elementary Prep Teacher's Guide and are therefore slightly different.



Examples of Term 1, Weeks 2 and 3 (Monday –Friday) Lesson Plans for the Numanganj Language

A. Sample lesson plan for Term 1, Weeks 2 and 3 - Monday

Lesson Plan

Week : 2

Day: Monday

Subject: Numanganj Language

Goal: Learn a new phonogram

Things to prepare:

- Prepare an A4 size flash card with the phonogram and a picture of an action. Write the action sentences under the picture. The key phonogram is written in bold. Example: “**a**njelo wole tilak” (The angel is flying)
- Write the song words on the chalkboard or chart.
- Prepare three words using the phonogram **a**: **ana**, **ambi**, **ata**



PLANNING AND PROGRAMMING

Language teaching content:

- New Phonogram: **a**
- Known Phonograms: *Only a phonogram learnt today.*
- New Words: *No new words have been made.*
- Function Word(s): *No function words.*
- New Phrases/Sentences: *No phrase or sentences at this stage.*
- New Story: *Story Book Title – “Tububihit” (Beginning).*

Activity 1: Read the story: *Tububihit (Beginning)*

1. Introduce the story with pictures.
2. Read the story.



Activity 2: Sing a new Numangaŋ song

1. Sing the song together.
2. Ask the children if they can tell you any words from the song that have the sound **a** in them.

Activity 3: Introduce the new phonogram (hear, say, see and write)

1. Give three new words with **a** appearing at the beginning of the word.
E.g. ana, ambi, ata (HEAR)
2. The students give three other words beginning with the sound /a /.
E.g. aŋelo, andaŋ, apiaŋ, (SAY)
3. Point to the key phonogram in the words on the board and tell the students that the phonogram indicates the key **sound**. Say the sound, not the name of the phonogram.
4. Read each word in the list several times showing the phonogram. **DO NOT TEACH THE WORDS.**
The important thing is to **see** the phonogram and **hear** its sound. **(HEAR, SAY, SEE)**
5. Introduce the phonogram for the first time by saying it: **“a-a-a-a-a-a”** and sky-writing it **(WRITE)**.
6. The students follow the sky-writing and then write on the backs of their friends **saying the sound** as they write. The teacher shows them how to write the phonogram using their lapboards or on the ground or with a pencil in a book.
7. Write the phonogram on the chalkboard.
8. Tell the students to read and write the phonogram many times.

Activity 4: Play a game: Hide the phonogram

- Ask the students to find the phonogram in a list of words on the chalk board.

Activity 5: Do an Art Project

1. Take the children outside the classroom to collect flowers, sticks, stones etc.
2. Show them how to make the shape of the phonogram with these things.

Activity 6: Read the story again.

PLANNING AND PROGRAMMING

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?

B. Sample lesson plan for Term 1, Weeks 2 and 3 - Tuesday

Lesson Plan

Week : 2

Day: Tuesday

Subject: Numanganj Language

Goal: Revise the learnt phonogram

Things to prepare:

- Use the same A4 size flash card with the phonogram **a**
- Write the song/chant words on the chalkboard or chart.
- Prepare three words using the phonogram **a** appearing in the middle and at the end of the word: map, nap, Ana

Aa



“anelo wole tilak”

Language Content to teach:

- Phonogram: **a**
- Known phonograms: *Only a phonogram learnt today.*
- New words: *No new words made*
- Function word(s): *No function words*
- New phrases/sentences: *No phrase or sentences at this stage*
- This week’s first story: *Story Book Title – “Tububihit” (Beginning)*

Activity 1: Read the story: *Tububihit* (Beginning)

1. Introduce the story with pictures.
2. Read the story.



Activity 2: Sing a new Numanḡan song

1. Sing the song together.
2. Ask the children if they can tell you any words from the song that have the sound **a** in them.

Activity 3: Revise the phonogram a (Hear, Say, See and Write)

1. Give three new words with a appearing in the middle and at the end of the word.
E.g. map, nap, **Ana** (HEAR)
2. The students give three other words with a in the middle and at the end of the word.
E.g. kap, ḡan, fana, (SAY)
3. Point to the key phonogram in the words on the board and say that this phonogram indicates the key sound. Say the sound, not the name of the phonogram.
4. Read each word in the list several times showing the phonogram. DO NOT TEACH THE WORDS, the important thing is to see the phonogram and hear the sound of the phonogram. (HEAR, SAY, SEE)
5. Introduce the phonogram for the second time by saying it “a-a-a-a-a” and sky-writing it (WRITE).
6. The children follow the sky-writing and then write on the backs of their friends saying the sound as they write. Show how to write the phonogram using their lapboards or on the ground or with a pencil in a book.
7. Write the phonogram on the chalkboard.
8. Tell the students to read and write the phonogram many times.

Activity 4: Play a game: Hide the phonogram

- Ask the students to find the phonogram in a list of words on the chalk board

Activity 5: Do an activity

- Choose another activity from the Creative Phonics Instruction Manual.

Activity 6: Read today’s story again



PLANNING AND PROGRAMMING

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? _____

C. Sample lesson plan for Term 1, Weeks 2 and 3 - Wednesday

Lesson Plan

Week : 2

Day: Wednesday

Subject: Numangaj Language

Goal: Learn a new phonogram **n**

Things to prepare:

- Prepare an A4 size flash card with the phonogram and a picture of an action. Write the action sentences under the picture. Write the key phonogram in **bold**. For example: “**nanaje** I na!” (*Eat this food!*)
- Write the song/chant words on the chalkboard or chart.
- Prepare three words using the phonogram **n** appearing at the beginning of the word: nangun, nom, nap



Language Content to teach:

- New Phonogram: **n**
- Known Phonograms: **a**
- New Words: **ana, na, naa,**
- Function Word (s): adi (he/she/you/is/am)
- New Phrases/Sentences: Naa Ana. Naa **adi** Ana.
- New Story: Nanaje i na (Eat this food!)

PLANNING AND PROGRAMMING

Activity 1: Read the story: Nanane i na (Eat this food!)

1. Introduce the new story with pictures.
2. Read the story.



Activity 2: Sing a new Numangan song

1. Sing a song together.
2. Ask the children if they can tell you any words from the song that have the sound n in them.

Activity 3: Introduce the new phonogram n (hear, say, see and write)

1. Give three new words with n appearing in the beginning.
E.g. nanangu, nom, nap (HEAR)
2. The students provide three other words beginning with n
E.g. nanane, non, ninadi, (SAY)
3. Point to the key phonogram in the words on the board and say that this phonogram indicates the key **sound**. Say the sound, not the name of the phonogram.
4. Read each word in the list several times showing the phonogram. **DO NOT TEACH THE WORDS**, the important thing is to **see** the phonogram and **hear** the sound of the phonogram. (**HEAR, SAY, SEE**)
5. Introduce the phonogram for the first time by saying it “**n-n-n-n-n**” and sky-writing it (**WRITE**).
6. The children follow the sky-writing and then write on the backs of their friends **saying the sound** as they write. Show how to write the phonogram using their lapboards or on the ground or with a pencil in a book.
7. Write the phonogram on the chalkboard.
8. Tell the students to read and write the phonogram many times.

Activity 4: Play a game: Phonogram Guessing Game

1. Say to the children: “I’m thinking of the phonogram at the beginning (middle or end) of the word _____.” (Fill in the blank with the word.)
2. The students say or write the correct phonogram.
3. Say another word and again the students say or write the phonogram.

Activity 5: Do an Art Project

1. Take the children outside the classroom to collect flowers, sticks, stones etc.
2. Show them how to make the shape of the phonogram with these different things.

Activity 6: Read today’s story again



PLANNING AND PROGRAMMING

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? _____

D. Sample lesson plan for Term 1, Weeks 2 and 3 - Thursday

Lesson Plan

Week : 2

Day: Thursday

Subject: Numangaj Language

Goal: Revise the learnt phonogram **n**

Things to prepare:

- Use the A4 size flash card for the phonogram **n**.
- Write the song/chant words on the chalkboard or chart.
- Prepare three words using the phonogram **n** appearing in the middle and at the end of the word: **fana, dinina, gain.**

Nn



Nanaje I na!

Language Content to teach:

- Language content to teach:
- Phonogram: **n**
- Known Phonograms: **a**
- New Words: **ana, na, naa,**
- Function Word(s): **adi** (he/she/you/is/am)
- New Phrases/Sentences: **Naa Ana. Naa adi Ana.**
This week's second story: **Nanaje i na** (Eat the food!)

Activity 1: Revise Wednesday's story: Nanaje i na



Revise the story with pictures.

Read the story to the class again and this time stop the story somewhere towards the end and tell the children to find an ending to the story.

Activity 2: Sing a new Numangaŋ song

Sing the song together.

Ask the children if they can tell you any words from the song that have the sound n in them.

Activity 3: Revise the phonogram n (Hear, Say, See and Write)

1. Give three new words with **n** appearing in the middle and at the end of the word.
E.g. fana, dinina, gain. (HEAR)
2. The students give three other words with n in the middle and at the end of the word.
E.g. kuna, kanim, nanim (in the middle of the word only in Numangaŋ) (SAY)
3. Point to the key phonogram in the words on the board and say that this phonogram indicates the key sound. Say the **sound**, not the name of the phonogram.
4. Read each word in the list several times showing the phonogram. **DO NOT TEACH THE WORDS**, the important thing is to **see** the phonogram and **hear** the sound of the phonogram. **(HEAR, SAY, SEE)**
5. Introduce the phonogram for the second time by saying it “**nnnnnn**” and sky-writing it **(WRITE)**.
6. The children follow the sky-writing and then write on the backs of their friends **saying the sound** as they write. Show how to write the phonogram using their lapboards or on the ground or with a pencil in a book.
7. Write the phonogram on the chalkboard.
8. Tell the students to read and write the phonogram quickly many times.

Activity 4: Write phonograms well and quickly

Increase the speed of writing the phonogram gradually as students become more confident.

Activity 5: Play Game: Hide the phonogram

1. Tell the students: “Go!” The students then hurry to find one phonogram (**a** or **n**) tile each.
2. The first person to find the phonogram tile **a** or **n** stands still and repeatedly calls out the sound of that phonogram, for example: “aaaaaaa” or “nnnnnnnn”.
3. All others who find the same phonogram tile must run to the first person who found the tile and join in calling out the sound.
4. The first group to find all of their tiles wins the game.
5. The tiles can be hidden again and the game repeated several times because it is likely that every time it is played the students will find different tiles and the sounds will be reinforced.

Activity 6: Read today's story again.



PLANNING AND PROGRAMMING

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? _____

E. Sample lesson plan for Term 1, Weeks 2 and 3 - Friday

Lesson Plan

Week : 2

Day: Friday

Subject: Numangay Language

Goal: Revise phonograms **a** and **n**, blend and decode words and teach capital letters

Things to prepare:

- Write the song/chant words on the chalkboard or chart.
- Use the A4 flash cards for the phonograms **a** and **n**.
- Prepare three words using the phonograms **a** and **n** appearing in different places in the words, *for example*: fana, dinina, gain.



Language Content to teach:

- Phonogram: There is no new phonogram for Friday weeks 2 and 3
- Known Phonograms: **a**, **n**
- New Words: Ana, na, naa.
- Function Word(s): adi (he/she/you/is/am)
- New Phrases/Sentences: Naa Ana. Naa adi Ana.
- Known Stories:
 1. **Tububihit** (Beginning)
 2. **Nanaje i na** (Eat the food!)

Activity 1: Read this week's stories.

1. Read the 2 stories.
2. Ask a few questions to see if the children understand them.



Activity 2: Sing a Numangaŋ song

1. Sing the song together.
2. Ask the children if they can tell you any words from the song that have the sounds **a** and **n** in them.

Activity 3: Revise this week's phonograms

Activity 4: Reading Activity

1. The students read the phonograms **a** and **n** quickly.
2. The students write the phonograms **a** or **n** quickly when the teacher says them.
3. Say **Ana** normally, then slowly sound by sound and writes the phonogram as it is said blending the two together and the children follow.
4. Teach the capital letters.

Activity 5: Writing Activity

1. Say to the students: "I'm thinking of the phonogram at the beginning (or middle or end) of the word agaŋ ." (Fill in the blank with the word.)
2. The students say and write the correct phonogram.
3. Tell the students another word and again the students say and write the phonogram.

Activity 6: Art Project

1. Take the children outside the classroom to collect flowers, sticks, stones etc.
2. Show them how to make the shape of the phonogram with these different things.

Activity 7: Read the children's favourite story of the week.

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 PROGRAMMING

Stage 5. Develop a weekly programme to plan and teach the language lessons in Term 1, weeks 4-10 and Terms 2-4, weeks 1-10.

This is an example of a weekly programme in the Numangar language to help you develop a weekly programme in your language.

Example of a Weekly Programme for Term 1, week 4 in the Numangar Language

Monday	Tuesday	Wednesday	Thursday	Friday
Goal: Learn a new phonogram ŋ	Goal: Spell and build new words	Goal: Read and write whole words	Goal: Read and write sentences	Goal: Read and write whole stories
Activity 1: Read a new story.	Activity 1: Read Monday's story.	Activity 1: Read a new story.	Activity 1: Read Wednesday's story.	Activity 1: Read both of this week's stories.
Activity 2: Sing a new Numangar song.	Activity 2: Sing a new Numangar song.	Activity 2: Sing a new Numangar song.	Activity 2: Sing a new Numangar song.	Activity 2: Sing a new Numangar song.
Activity 3: Revise last week's phonograms.	Activity 3: Revise the new phonogram.	Activity 3: Revise the new phonogram.	Activity 3: Revise the new phonogram.	Activity 3: Revise the new phonogram.
Activity 4: Introduce the new phonogram.	Activity 4: Word Building Reading Activity	Activity 4: Teach a function word or a sight word.	Activity 4: Sentence Reading Activity	Activity 4: Whole Story Reading Activity
Activity 5: Play a game to practise the phonogram.	Activity 5: Word Building Reading Activity	Activity 5: A whole word reading activity	Activity 5: Sentence Reading Activity	Activity 5: Whole Story Reading Activity
Activity 6: Do an Art Project	Activity 6: Word Building Writing Activity	Activity 6: A whole word reading activity	Activity 6: Sentence Writing Activity	Activity 6: Language Experience Activity and Shared Writing
Activity 7: Read today's story again.	Activity 7: Word Building Writing Activity	Activity 7: A whole word writing activity	Activity 7: Sentence Writing Activity	Activity 7: Free Creative Writing Time
	Activity 8: Read today's story again.	Activity 8: A whole word writing activity Activity 9: Read today's story again.	Activity 8: Read today's story again.	Activity 8: Read the children's favourite story of the week.

Stage 6: Develop daily lesson plans to plan and teach the language for Term 1, Weeks 4-10 and Terms 2-4, Weeks 1-10.



Please note that the lesson plans in the Creative Phonics Instruction Manual have been adapted for this Elementary Prep Teacher's Guide and are therefore slightly different.

PLANNING AND PROGRAMMING

A. Sample lesson plan for Term 1, Week 4 – Monday

Lesson Plan for Week Four and onward

Week 4

Day: Monday

Subject: Numangaŋ Language

Goal: Learn a new phonogram **ŋ**

Things to prepare:

- Prepare an A4 size flash card with the phonogram and a picture of an action. Write the action sentence under the picture. Write the key phonogram in **bold**, for example: “**ŋ**akŋak-walaŋ **ŋ**aŋ!” (the baby’s little finger).
- Write the song words on the chalkboard or chart.
- Prepare three words using the phonogram **ŋ** appearing in the beginning, middle and end of the words: **ŋ**aŋ, **ŋ**akŋak, maŋ



Language Content to teach:

- New Phonogram: **ŋ**
- Known Phonograms: **a, n, i, d,**
- New Words: *daniŋ, iŋiŋ, adiniŋ, aŋ, daiŋ, dadaŋ, daŋ, daŋiniŋ, diniŋ, dininaŋiŋ, diniŋa, diŋandiŋ, nadiŋa, nanaŋ, naniŋ, naŋ, ŋaŋ, ninadiŋa, niniŋ, niniŋa, niniŋaŋ, niŋ, niŋa, niŋdi, indiniŋ, indiŋ, indiŋdi, iŋa,*
- Function Word(s): **niŋ**
- New Phrases/Sentences: *Ana, Nini, Dada, indi **niŋ**, Nina, Aida, Dani, adi **niŋ**, Ana adi iŋaniŋ, Nini adi iŋaniŋ, Dada adi iŋaniŋ, Ana, Nini, Dada indi **niŋ***
- New Story: *Phonics Book Title – “Indi niŋ” (We are one)*

Activity 1: Read the story: *Indi niŋ (We are one)*

1. Introduce the new story with pictures.
2. Read the story.



Activity 2: Sing a new Numangaŋ song

1. Sing the song together.
2. Ask the children if they can tell you any words from the song that have the sound **ŋ** in them.

Activity 3: Revise phonograms learnt last week (hear, say, see, write)

1. Use the *hear, say, see* and write method to briefly revise the phonograms learnt last week.

Activity 4: Introduce the new phonogram η (*hear, say, see and write*)

1. Give three new words with η appearing in them: one in the beginning, one in the middle and one at the end. *E.g. ηαη, ηακηακ, μαη (HEAR)*
2. The students give three other words beginning with η *E.g. ηαμ, ηαγγιπ, βαη, (SAY)*
3. Point to the key phonogram in the words on the board and say that this phonogram indicates the key sound. Say the sound, not the name of the phonogram.
4. Read each word in the list several times showing the phonogram. **DO NOT TEACH THE WORDS.** The important thing is to see the phonogram and hear the sound of the phonogram. **(HEAR, SAY, SEE)**
5. Introduce the phonogram for the first time by saying it: “η-η-η-η-η” and sky-writing it **(WRITE)**.
6. The children follow the sky-writing and then write on the backs of their friends saying the sound as they write. Show how to write the phonogram using their lapboards or on the ground or with a pencil in a book.
7. Write the phonogram on the chalkboard.
8. Tell the students to read and write the phonogram quickly many times.
9. Teach the capital letter.

Activity 5: Play a game: Whisper the Phonogram Game

Divide the class into small groups and give each group a name.

Call out the sound of a known phonogram such as: “aaaa” “nnn” “iiiiii” “dddddd”

Each group tries to think of a word that contains that phonogram and sends a member of the group to run to the front to whisper the word in the teacher’s ear.

If the word does contain the phonogram, the teacher writes down the word under the team name and the team member returns to the group.

The group thinks of another word and sends a different team member to whisper the word in the teacher’s ear.

The game continues until no one can think of any more words. The team with the most words wins.

The teacher reads all the words to the class, emphasizing the sound of the phonogram.

Activity 6: Do an Art Project

Take the children outside the classroom to collect flowers, sticks, stones etc.

Show them how to make the shape of the phonogram with these materials.

Activity 7: Read today’s story again.

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 PROGRAMMING

B. Sample lesson plan for Term 1, Week 4 – Tuesday

Lesson Plan for Week Four and onward

Week 4

Day: Tuesday

Subject: Numangaŋ Language

Goal: Spell and build new words

Things to prepare:

Write the song words on the chalkboard or chart.



Language Content to teach:

- This week's Phonogram: **ŋ**
- Known Phonograms: **a, n, i, d,**
- This week's words: *daniŋ, iŋiŋ, adiniŋ, aŋ, daiŋ, dadaŋ, daŋ, daŋiniŋ, diniŋ, dininaŋiŋ, diniŋa, diŋandiŋ, nadiŋa, nanaŋ, naniŋ, naŋ, ŋaŋ, ninadiŋa, niniŋ, niniŋa, niniŋaŋ, niŋ, niŋa, niŋdi, indiniŋ, indiŋ, indiŋdi, iŋa.*
- Function Word(s): **niŋ**
- This week's Phrases/Sentences: *Ana, Nini, Dada, indi niŋ, Nina, Aida, Dani, adi niŋ, Ana adi iŋaniŋ, Nini adi iŋaniŋ, Dada adi iŋaniŋ, Ana, Nini, Dada indi niŋ*
- This week's first story: *Indi niŋ (We are one)*

Activity 1: Read a story: *Indi niŋ (We are one)*

1. The teacher reads the story out loud while students listen.
2. Then ask individual children to take turns to read a sentence each.



Activity 2: Sing a new Numangaŋ song

1. Sing the song together.
2. Ask the children if they can tell you any words from the song that have the sound ŋ in them.

Activity 3: Revise this week's phonogram: (hear, say, see, write)

1. Use the *hear, say, see and write* steps used on Monday to briefly revise and learn the phonogram ŋ.



PLANNING AND PROGRAMMING

Activity 4: Word Building Reading Activity – Sound Spelling Drills

1. Use new words from Lessons 1-5 (Only from the learnt phonograms, not the sight words).

Sound Spelling drill:

- I say: 'nanij' and they say: 'n--a--n--i--ŋ' (sound only).
- I say: 'n-a-n-i-ŋ' (sound only) and they say: nanij.
- I say slowly: 'n-- a --n --i--ŋ' and they write nanij.
- Check by writing the word on the board and they check their work.
- I say, 'Spell ŋaŋ' and they spell it (sound only).
- I say, 'Now draw a picture of ŋaŋ' and they draw and write the word ŋaŋ next to, on top of, or below the picture.

Activity 5: Word Building Reading Activity – Blending sounds to make words

1. The teacher draws a table and fills in only the learnt phonogram:

a	n	i
d	ŋ	

- Tell a student to come and point to the word nanij and spell it (sound spelling only).
- Do it a bit faster as they gain more confidence.

Activity 6: Word Building Writing Activity – Cloze activity

Complete a missing letter activity e.g.

i / ŋ_ŋ / n_n_ŋ / d_n_ŋ / d_n__a

Activity 7: Word Building Writing Activity

Choose another activity, for example a crossword puzzle, scrabble or a new word building reading and writing activity.

Activity 8: Read today's story again.

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 PROGRAMMING

C. Sample lesson plan for Term 1, Week 4 – Wednesday

Lesson Plan for Week Four and onward

Week 4

Day: Wednesday

Subject: Numan̄gan̄ Language

Goal: Read and write whole words

Things to prepare:

Papers, pen, markers, chalkboard, cards.

Prepare all the materials for the reading and writing activities 5-8 below.

Write the song words on the chalkboard or chart.

Language Content to teach:

- This week's phonogram: **ŋ**
- Known Phonograms: **a, n, i, d,**
- This week's words: *daniŋ, , iŋiŋ, adiniŋ, aŋ, daiŋ, dadaŋ, daŋ, daŋiniŋ, diniŋ, dininaŋiŋ, diniŋa, diŋandiŋ, nadiŋa, nanaŋ, naniŋ, naŋ, ŋaŋ, ninadiŋa, niniŋ, niniŋa, niniŋaŋ, niŋ, niŋa, niŋdi, indiniŋ, indiŋ, indiŋdi, iŋa,*
- Function Word(s): **niŋ**
- This week's phrases/sentences: *Ana, Nini, Dada, indi niŋ, Nina, Aida, Dani, adi niŋ, Ana adi iŋaniŋ, Nini adi iŋaniŋ, Dada adi iŋaniŋ, Ana, Nini, Dada indi niŋ*
- New story: Fanabedi lihine tuguk (*Fanabe's dream*)

Activity 1: Read the new story: Fanabedi lihine tuguk

Introduce the new story with pictures.

Read the story.



Activity 2: Sing a new Numan̄gan̄ song

Sing a song together.

Ask the children if they can tell you any words from the song that have the phonogram n in them.

Activity 3: Revise this week's phonogram – (hear, say, see, write)

Use the **hear, say, see** and write steps used on Monday to revise this week's phonogram **ŋ**.

Activity 4: Teach a function word

Teach one function word as a sight word – **niŋw**

Activity 5: A whole word reading activity – Word and Picture Games: Matching Game 1

Preparation: Make flash cards of content words that can be illustrated with a picture (house, boy, run, eat, school) using only the known phonograms. Cut out another set of cards. In each new card, draw a picture that corresponds to one of the words on the flash cards.

1. Tell the students to match the word cards to the picture card, individually, in pairs or in groups and read the words out loud.

Activity 6: A whole word reading activity – *Cross the River Strategies*

1. Write 10-20 words on rocks, paper, wood or any other flat material, e.g. **na, ninadi, indi, ŋaŋ naniŋ, dinina, indiŋ, iŋaniŋ**
2. Place the rocks/paper with these reading words written on them on the ground leaving enough space between each rock or piece of paper.
3. Tell the students to imagine that they are crossing a river. In order to cross the river, they need to step on the rocks/paper and say each word while hopping from one rock to another. Anyone who does not say the word correctly will fall into the river and they will have to go back to the starting line.
4. Change the rocks every now and then and continue having the students try until everyone is on the other side.

Activity 7: A whole word writing activity – Write the Flash Card Words

1. Preparation: Make 10 to 20 word cards.
2. Quickly hold up one flash card at a time and say the word.
3. Put the card face down and say the word again.
4. Ask the students to write down the word.
5. When the students have had enough time to write the word, hold up the card again and tell them to correct any spelling errors.

Activity 8: A whole word writing activity – *Word Guessing Game*

Preparation: Make a list of 10 to 20 words that contain only the known phonograms and are easy to describe or easy to act out.

1. Tell the students you are thinking of a word for them to guess.
2. If it is an object that can be described, give hints such as:
 - It is large and round and very bright.
 - It can be seen for only half of the day.
 - When it can be seen, it helps us to stay warm.
3. If it is a word that can be acted out such as **eat**, then pretend to eat.
4. The first person to guess the word should stand up and when called on should say the word out loud. If correct, then that student should come forward and write the word for everyone to see. All other students should write on lapboards, on paper or on the ground.

PLANNING AND PROGRAMMING

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? _____

D. Sample lesson plan for Term 1, Week 4 – Thursday

Lesson Plan for Week Four and onward

Week 4

Day: Thursday

Subject: Numanḡanḡ Language

Goal: Read and write sentences

Things to prepare:

Prepare the materials for activities 4 – 7.
Write the song words on the chalkboard or chart.



Language Content to teach:

- This week's phonogram: **ḡ**
- Known Phonograms: **a, n, i, d**
- This week's words: *daniḡ, , iḡiḡ, adiniḡ, aḡ, daiḡ, dadaḡ, daḡ, daḡiniḡ, diniḡ, dininaḡiḡ, diniḡa, diḡandiḡ, nadiḡa, nanaḡ, naniḡ, naḡ, ḡaḡ, ninadiḡa, niniḡ, niniḡa, niniḡaḡ, niḡ, niḡa, niḡdi, indiniḡ, indiḡ, indiḡdi, iḡa,*
- Function Word(s): **niḡ**
- This week's phrases/sentences: *Ana, Nini, Dada, indi **niḡ**, Nina, Aida, Dani, adi niḡ, Ana adi iḡaniḡ, Nini adi iḡaniḡ, Dada adi iḡaniḡ, Ana, Nini, Dada indi **niḡ***
- This week's second story: Fanabedi lihine tuguk (Fanabe's dream)

Activity 1: Read Wednesday's story: Fanabedi lihine tuguk (Fanabe's dream)

1. Read the story.
2. Read the story to the class again and this time stop the story somewhere towards the end and tell the children to find an ending to the story.



PLANNING AND PROGRAMMING

Activity 2: Sing a new Numangan song

1. Sing a song together.



2. Ask the children if they can tell you any words from the song that have the sound **ŋ** in them.

Activity 3: Revise this week's phonogram – (hear, say, see, write)

Use the **hear, say, see and write** steps to revise the new phonogram **ŋ**.

Activity 4: Sentence Reading Activity – Phrases and sentence making activity

1. Tell students to come up and make sentences from the word using the table shown below.

ŋaŋ	Ana	naniŋ
indi	diniŋ	niŋ

Activity 5: Sentence Reading Activity - *Substitute Words in Sentences*

Preparation: Make a list of 10 sentences that contain only words that are spelled with the known phonograms. Write these sentences on the board.

1. Ask for volunteers to read each sentence.
2. Read the sentence together as a class.
3. Erase one of the words in each sentence and substitute a different word.
4. Read the sentences again together as a class.

Activity 6: Sentence Writing Activity – *Dictation exercise*

Do dictation sentence exercises using only the words that are spelled with the learnt phonograms.

Activity 7: Sentence Writing Activity – *Dictation exercise (mimed or acted out)*

1. Act out a word and let the students guess which word was acted out.
2. The students should write the word on their chalkboards or on the ground.

Activity 8: Read this week's story again.

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 PROGRAMMING

E. Sample lesson plan for Term 1, Week 4 - Friday

Lesson Plan for Week Four and onward

Week 4

Day: Friday

Subject: Numangaŋ Language

Goal: Read and write stories

Things to prepare:

- Write the song words on the chalkboard or chart.
- Prepare any materials necessary for Activity 6.



Language Content to teach:

- This week's Phonogram: **ŋ**
- Known Phonograms: **a, n, i, d,**
- This week's words: *daniŋ, , iŋiŋ, adiniŋ, aŋ, daiŋ, dadaŋ, daŋ, daŋiniŋ, diniŋ, dininaŋiŋ, diniŋa, diŋandiŋ, nadiŋa, nanaŋ, naniŋ, naŋ, ŋaŋ, ninadiŋa, niniŋ, niniŋa, niniŋaŋ, niŋ, niŋa, niŋdi, indiniŋ, indiŋ, indiŋdi, iŋa,*
- Function Word(s): **niŋ**
- This week's phrases/sentences: *Ana, Nini, Dada, indi niŋ, Nina, Aida, Dani, adi niŋ, Ana adi iŋaniŋ, Nini adi iŋaniŋ, Dada adi iŋaniŋ, Ana, Nini, Dada indi niŋ*
- This week's stories: Phonics Book Title – "Indi niŋ" (We are one) and read any other stories using the learnt phonograms that you have already prepared on a chart.

Activity 1: Read this week's stories.

1. Read the 2 stories.
2. Ask a few questions to see if the children understand them.



Activity 2: Sing a new Numangaŋ song.

1. Sing the song together.
2. Ask the children if they can tell you any words from the song that have the sound ŋ in them.

Activity 3: Revise this week's phonogram – (hear, say, see, write)

1. Use the hear, say, see and write steps to revise the new phonogram ŋ.

Activity 4: Whole Story Reading Activity – Reading a Story with Restricted Phonograms

1. Show the story or phrases to the students, but do not read it to them.
2. Ask for a volunteer to come to the front and sound out the first sentence. Have the student point to the words and blend the sounds together if they are having difficulty. When every word in the sentence is read, ask the student to read the sentence again, more quickly.
3. Ask for a volunteer to read the next sentence in the same manner.

4. When all the sentences have been read, use the pointer and read through the story with the class. Continue to demonstrate fluent reading.
5. Talk about the story or phrases. Sharing life experiences and thoughts is one of the best ways to help your students connect with the reading material. Talking will also give them ideas for writing their own stories and other materials.

Activity 5: Whole Story Reading Activity Highlighted Story

1. Read the story to the class, making certain they can see the words.
2. Return to the beginning and point to the words with the phonogram that is in focus.
3. Tell the students to say the words with you, listening for the phonogram's sound and looking at it in the words.

Activity 6: Language Experience Activity followed by Shared Writing

Preparation: Plan something for the class to do together from one of the three different categories listed in the Creative Phonics Instruction Manual,

1. **Plan an interesting activity**, for example, a class trip to the beach to explore shells or a walk in the forest to observe birds will be exciting for everyone. However, even simple things such as listening to an elder play the pipes or examining birds brought to class are things that give the students something to talk about.

Activity 7: Free Creative Writing Time

1. Encourage the students to think, write and draw on their own.
2. Let the students share their work with partners or with the class if they want to.

Activity 8: Read the children's favourite story again.

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 7: 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 Prep, 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	Form letter shapes using sticks, stones, seeds etc	Assessment as Learning	- Form letter shapes correctly; - develop fine motor skills;	Observation	Writing 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 Elementary Prep -Term 1, Week 2

Strand	Listening	
Unit: 1	Listen for specific information	
Content Standard	P.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 Elementary Prep-Term 1, Week 2

Strand	Speaking	
Unit: 1	Telling a story on your own	
Content Standard	P.2.1 Tell stories confidently	
Performance Standards	Speak confidently in telling story.	
Assessment Task	Tell stories with fluency and confidence	
Assessment Criteria	<i>Teacher</i> - Prepare in advance with selected number of children to tell their stories; - Have the assessment checklist ready.	<i>Student</i> - be obedient; - speak with confidence; - speak with expressions; - speak fluently; - speak clearly; - speak with respect.
Level of Achievement (rubrics)	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 listening.
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 Elementary Prep-Term 1, Week 2

Strand	Reading	
Unit: 1	Read individual words	
Content Standard	P.3.1 Read Elementary Prep common words	
Performance Standards	Read Elementary Prep common words	
Assessment Task	Read Elementary Prep common words	
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 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 the observation checklist with children's names and set criteria to assess a focus number of children. Example: five children for the day.	

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

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 Elementary Prep - Term 1, Week 2

Strand	Writing	
Unit: 1	Telling a story on your own	
Content Standard	P.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	<u>Teacher</u> - Prepare in advance with selected number of children to read words; - Have the assessment checklist ready.	<u>Student</u> - be obedient; - pronounce words correctly; - sound the letters correctly; - Fluency in reading words.
Level of Achievement (rubrics)	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

WORD	MEANING
Alphabet	the collection of letters used to write a particular language.
Content word	a person, place or thing, an action or a descriptive word.
Decoding	the process of working out the meaning of phonograms or words, sentences or stories in a language.
Function words	arts of language that act like glue. They connect the content words together into meaningful phrases, sentences, paragraphs and stories. There are a limited number of these words in every language, for example, in English: the, of, and, to, a, in, that, for, etc.
Orthography	The collection of phonograms used to write a particular language.
Phonogram	a single letter or a group of letters that represent a meaningful sound in a language, for example: a, b, mbw, n, ng, mbr, th, s, v, t).
Performance Standards	These are explicit definitions of what students must do to demonstrate proficiency at a specific level on the content standards.
Phonogram frequency	the number of times a phonogram appears in a story.
Productive phonogram	a phonogram that can be used to make many different words.
Sight word	A word you learn to memorise by sight so you can recognize it immediately even if you have not yet learnt all the phonograms in that word.
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.

RESOURCES

To get a quotation for the cost of the creative Phonic Manual, you can contact the Language Resource Manager, SIL, PNG

Post: **Language Resource Manager**

SIL P.O Box 1(418)

Ukarumpa EHP 444



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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 student in interactive reading and dialogue reading to improve language and literacy skills. Preschool student, 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 literacy skills at the early age of a student. These skills are readiness to listening, reading, writing, cognitive skills of comprehension, memorizing and recognizing

Cognitive skills developed 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 introduced 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.

The Elementary Prep Teacher Guide

The Elementary Prep Language Teacher Guide provides a sample of teaching and learning a language. The teacher will have to identify all the alphabet sounds found in the language that is commonly used in their community and is known by the students.

The Elementary Prep Language Teacher Guide have outlined phonological awareness instruction in more systematic and explicit, integrated into daily activities as adopted from the creative Phonics ideas.

The Teacher Guide provides creative phonics methods in which the teacher will take the learners step by step through the sounds and phonograms of their language. This focus on learning phonics, letter formation and spelling then allows the student to move more quickly to reading stories and creative writing.



APPENDIX

The Teacher Guide also provides the Prep class the four basic elements of a balanced literacy program through phonic mastery, reading whole stories of natural text, letter formation and spelling, creative writing of whole texts and stories.

Explanation of the differences in Teaching of English as subject.

Student 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.(grapheme)

English content is taught using the approach of literacy learnt from language lessons. Student 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 student 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 in speaking & listening, reading and writing.



