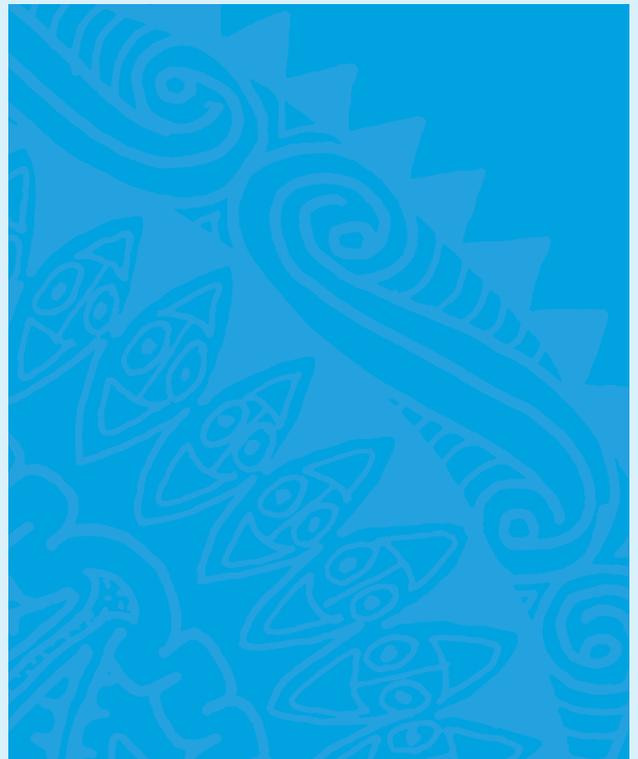


English Teacher Guide

Primary Grade 5



Standards Based



Papua New Guinea
Department of Education

**'FREE ISSUE
NOT FOR SALE'**

English

Teacher Guide

Primary

Grade 5

Standards Based



Papua New Guinea
Department of Education

Issued free to schools by the Department of Education

First Edition

Published in 2017 by the Department of Education, Papua New Guinea

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Secretary's Message

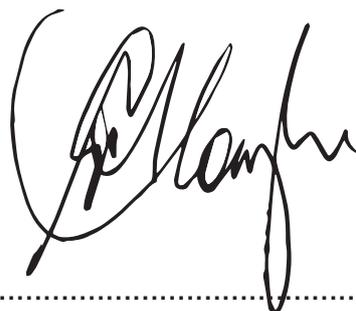
This English Teacher Guide for Grade 5 was developed as a support document for the implementation of English syllabus for Grades 3, 4 and 5. The document provides guidelines for teachers on how to plan and program teaching and learning activities. It also contains sample guided lessons and assessments tasks with suggested teaching and learning strategies that teachers can use to work towards the achievement of content standards in the syllabus.

English Language is central to students' intellectual, social and emotional development and has an essential role in all subjects taught at primary level. To succeed in a world where English is used for international interpersonal communication, it is necessary to master the English Language. Students need to develop their vocabulary and their skills in using the systems of the English Language; its phonology, grammar and text structuring. They need these skills to listen, speak, read and write, and to adapt their language to an ever increasing number of topics, areas of interest and communication situations. They must be able to distinguish between spoken and written styles and informal and formal styles. Moreover, when using the language in communication, they must also be able to take cultural norms and conventions into consideration.

The English subject contains eight lessons: Talking, Oral expression, Listening, Handwriting, Written sentences, Written expression, Spelling and Reading. The Content Standards have been expanded in the Yearly Overview to help teachers identify key knowledge, skills, attitudes and values for teaching and learning when developing activities for students. It is important that teachers cover all Content Standards prescribed for students in Grade 5. The lessons in the Teacher Guide are not teaching lessons; rather they are guided lessons to be used as samples for teachers to develop teaching and learning activities.

Teachers are encouraged to read this teacher guide carefully to become familiar with the content so that they can be confident to try out new concepts and strategies and to teach the content well. They can also adjust to suit the needs of their students learning needs.

I commend and approve this Grade 5 English Teacher Guide to be used in all Primary Schools throughout Papua New Guinea.



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

Introduction

Purpose

This Teacher Guide must be used in conjunction with the Grades 3, 4 and 5 Primary Syllabus. The main purpose is to help implement the syllabus in the classroom.

The Teacher Guide provides you with guidelines and directions to help you plan and develop teaching and learning activities for the achievement of the Content Standards. It provides you with information and processes to:

- Use the elaborations to identify relevant contents (Knowledge, Skills, Attitudes and Values) and contexts
- Develop teaching programs
- Plan and develop daily activities
- Plan and conduct assessments to monitor students' achievements.

How to use this book

Teachers are required to read carefully and use the guidelines in the Teacher Guide to plan and develop teaching and learning programs. The Teacher Guide consists of the following:

- Yearly overview
- Weekly program
- Daily plans
- Assessments
- Support resources.

Prescribed Time Allocation for Grades 3, 4 and 5 Primary English is 510 minutes.

Below is the break-up of the time allocation per lesson.

Lesson	Time Break-up	Total in Minutes
Talking	4 x 15 minutes	60
Listening	3 x 15 minutes	45
Oral Expression	2 x 15 minutes	30
Reading	5 x 30 minutes	150
Written Sentences/Grammar	5 x 30 minutes	150
Hand Writing	1 x 15 minutes	15
Written Composition	1 x 30 minutes	30
Spelling	2 x 15 minutes	30
Total time allocation:		510

Content Standards

The Content Standards describe what all students should know and be able to do in English at Grades 3, 4 and 5 Primary level. These Standards are statements describing a specific behaviour, action, or competency that a student should be able to demonstrate based on teacher instruction or discovery by the student.

Strand 1: Speaking and Listening

Grade 3	Grade 4	Grade 5
Unit 1: Listening Comprehension		
3.1.1a Listen for information from a range of oral text types for different purposes and audiences on familiar topics and respond appropriately	4.1.1a Listen for information from a range of oral text types for different purposes and audiences on familiar and unfamiliar topics and respond appropriately	5.1.1a Listen and analyse views from a wide range of texts on familiar and unfamiliar topics and respond appropriately
3.1.1b Listen to a range of simple structured classroom instructions and directions and respond appropriately	4.1.1b Listen and respond appropriately to a range of structured and spontaneous classroom instructions	5.1.1b Listen and respond appropriately to a wide range of structured and spontaneous classroom instructions
Unit 2: Talking		
3.1.2a Give directions, instructions and messages in structured classroom situations	4.1.2a Give a range of directions, instructions and messages in structured and spontaneous classroom situations	5.1.2a Give a wide range of directions, instructions and messages in structured and spontaneous situations
3.1.2b Apply correct use of English grammar in familiar oral situations	4.1.2b Apply correct use of English grammar in familiar and unfamiliar oral situations	5.1.2b Use the English grammar correctly in a wide range of familiar and introduced oral situations
Unit 3: Oral Expression		
3.1.3a Express ideas and opinions clearly and confidently using appropriate grammar, vocabulary, tone and projection in appropriate manner	4.1.3a Express clearly and confidently solutions on how to solve problems using appropriate grammar, vocabulary, tone and projection in an appropriate manner	5.1.3a Express ideas and opinions using a wide range of vocabulary on familiar and introduced topics using correct grammar, vocabulary, tone and projection
3.1.3b Use appropriate descriptive language and body gestures to express personal feelings about familiar topics	4.1.3b Use appropriate descriptive language, body posture and gestures to express personal feelings about familiar and unfamiliar topics	5.1.3b Use appropriate descriptive language and body gestures to express personal feelings about familiar and introduced topics

Strand 2: Reading

Grade 3	Grade 4	Grade 5
Unit 1: Phonemic Awareness	<i>Ends at Grade 3</i>	
3.2.1 Apply knowledge of phonemic awareness to identify sounds in spoken words		
Unit 2: Phonics	Unit 1: Phonics	<i>Ends at Grade 4</i>
3.2.2 Apply appropriate phonic knowledge to decode unknown words	4.2.1 Apply a variety of strategies to decode unknown words	
Unit 3: Vocabulary	Unit 2: Vocabulary	Unit 1: Vocabulary
3.2.3 Use appropriate skills and strategies to comprehend common sight words and vocabulary	4.2.2 Use a range of strategies to comprehend common sight words and vocabulary	5.2.1 Use a wide range of strategies to comprehend common sight words and vocabulary
Unit 4: Fluency	Unit 3: Fluency	Unit 2: Fluency
3.2.4 Read a range of text types on familiar topics to improve fluency	4.2.3 Read a range of text types on familiar and unfamiliar topics to improve fluency	5.2.2 Read a wide range of text types on familiar and unfamiliar topics to improve fluency
Unit 5: Comprehension	Unit 4: Comprehension	Unit 3: Comprehension
3.2.5a Read a range of texts containing familiar ideas and information and respond appropriately	4.2.4a Read a wide range of texts containing familiar and unfamiliar ideas and information and respond appropriately	5.2.3a Read and evaluate ideas and information from a wide range of texts
3.2.5b Read with appreciation a range of literary texts and interpret the use of figurative language	4.2.4b Read with appreciation a range of literary texts and analyse the use of figurative language	5.2.3b Read a range of literary texts and analyse how the texts inform and manipulate the responses of the readers
3.2.5c Read simple fiction and factual texts for pleasure	4.2.4c Read a range of fiction and factual texts for pleasure	5.2.3c Read a wide range of literary and factual texts for pleasure

Strand 3: Writing

Grade 3	Grade 4	Grade 5
Unit 1: Handwriting		
3.3.1a Write neatly and clearly in print script	4.3.1 Write legibly in cursive allowing margins and correct spacing between letters in words and words in sentences	5.3.1 Write legibly in cursive allowing margins and correct spacing between letters in words and words in sentences
3.3.1b Transition from writing in print script to cursive writing		
Unit 2: Written Expression		
3.3.2a Apply appropriate writing processes in writing	4.3.2a Apply appropriate writing processes in writing	5.3.2a Apply appropriate writing processes in writing
3.2b Create and communicate a range of familiar and unfamiliar ideas and information for various purposes and audiences	4.3.2b Create and communicate a range of familiar and unfamiliar ideas and information for various purposes and audiences	5.3.2b Create and communicate a wide range of familiar and unfamiliar ideas and information for various purposes and audiences
Unit 3: Grammar and Spelling		
3.3.3a Apply correct use of written English grammar in a range of structured writing situations	4.3.3a Use correct written English grammar in a range of structured and spontaneous writing situations	5.3.3a Apply correct use of written English grammar in a wide range of structured and spontaneous writing situations
3.3.3b Identify and use appropriate capitalization and punctuation in a variety of written texts	4.3.3b Identify and use capitalization and punctuation in written texts	5.3.b Identify and use appropriate capitalization and punctuation in a variety of written texts
3.3.3c Apply appropriate sentence structure and grammatical features in writing different types of sentences	4.3.3c Apply appropriate sentence structure and grammatical features in writing different types of sentences	5.3.3c Apply appropriate sentence structure and grammatical features in writing a wide range of sentences
3.3.3d Use appropriate strategies to spell, read and write sight words and new vocabulary	4.3.3d Use a range of strategies to spell, read and write sight words and new vocabulary	5.3.3d Use a wide range of strategies to spell, read and write sight words and new vocabulary

Yearly English Overview Grades 3-5

This overview is drawn from the Content Standards. The statements describe the knowledge, skills and attitudes students will acquire at the end of each grade level.

Strands	Units	Grade 3	Grade 4	Grade 5
1. Speaking and Listening	Listening	3.1.1a Listening: <ul style="list-style-type: none"> for meaning and pleasure to interpret implied Information to make inferences to organise ideas chronologically 	4.1.1a Listening: <ul style="list-style-type: none"> to identify and interpret main ideas and viewpoints to identify and summarise main ideas to identify text types for different audiences/ purposes to identify and respond to 'Wh' and 'H' questions to comprehend stories and poems 	5.1.1a Listening: <ul style="list-style-type: none"> to analyse views from familiar and unfamiliar texts to classify facts and opinions from oral presentations to explain cause and effect to respond to stories
		3.1.1b Listening and responding: <ul style="list-style-type: none"> to instructions by relaying messages to identify similar and different sounds to identify parts of speech to stimulus (rhymes and riddles, idiom, music, songs, jokes) 	4.1.1b Listening: <ul style="list-style-type: none"> to respond appropriately to Instructions to follow 4-5 step instructions to relay messages to key sounds, word order, patterns to identify word classes and groups 	5.1.1b Listening: <ul style="list-style-type: none"> to respond to instructions to follow 5-6 step instructions to complete a task or process to identify key words (subject, verb, object, prepositions, basic punctuation marks)
	Talking	3.1.2a Giving directions, instructions and messages: <ul style="list-style-type: none"> to direct and to play games to direct and instruct classroom situations to create and present messages from visual or audio presentations 	4.1.2a Giving directions, instructions and messages: <ul style="list-style-type: none"> to instruct games and activities to give 3-5 step instructions/directions 	5.1.2a Giving directions, instructions, messages: <ul style="list-style-type: none"> to instruct games to give directions to landmarks or to locate places (maps, treasure hunt...)

Strands	Units	Grade 3	Grade 4	Grade 5
1. Speaking and Listening	Talking	<p>3.1.2b Using correct grammar in oral situations, including:</p> <ul style="list-style-type: none"> parts of speech in statements and questions nominative and possessive pronouns regular, irregular and auxiliary verbs simple past, present, future tenses imperative, declarative, interrogative and exclamatory sentences 	<p>4.1.2b Using correct grammar in familiar and unfamiliar oral situations, including:</p> <ul style="list-style-type: none"> articles singular and plural, common and proper nouns, possessive pronouns, personal pronoun, comparative and superlative adjectives, regular, irregular and auxiliary verbs, types of adverbs simple past, present, future tenses imperative, declarative, interrogative, exclamatory sentences 	<p>5.1.2b Using correct grammar in familiar/unfamiliar texts, including:</p> <ul style="list-style-type: none"> nouns, pronouns, verbs, adjectives, adverbs conjunctions and contractions singular and plural forms of nouns, common and proper nouns; regular, irregular and auxiliary verbs, subjective, objective, personal, reflexive and possessive pronouns, comparative and superlative adjectives, types of adverbs imperative, declarative, interrogative, exclamatory sentences simple past present and future tense
	Oral Expression	<p>3.1.3a Expressing ideas and opinions:</p> <ul style="list-style-type: none"> to present main ideas using correct grammar to give an oral report using visual aids to tell a story (beginning, middle, end) to role play a story 	<p>4.1.3a Expressing solutions to problems using appropriate grammar, vocabulary, tone and projection:</p> <ul style="list-style-type: none"> to create and present oral reports to persuade to interpret and provide clear opinion, main ideas, view points to ask 'Wh' questions for understanding and clarity after a presentation to retell a story using mimes/drama to create charts, comic strips, diagrams on stories and to do a presentation 	<p>5.1.3a Expressing ideas and opinions on familiar and introduced topics using correct grammar vocabulary, tone and voice projection:</p> <ul style="list-style-type: none"> to create and present oral or visual reports to guide discussion and questioning to ask 'Wh' questions for understanding and clarity to debate viewpoints/ opinions on issues of interest to discuss issues affecting communities

Strands	Units	Grade 3	Grade 4	Grade 5
1. Speaking and Listening	Oral Expression	<p>3.1.3b Using appropriate descriptive language, body posture and gestures:</p> <ul style="list-style-type: none"> to express personal feelings to express likes and dislikes to show good manners to express verbal and non-verbal communication to express ideas and opinions to express colloquial language 	<p>4.1.3b Using appropriate descriptive language, body posture and gestures:</p> <ul style="list-style-type: none"> to express personal feelings about familiar and unfamiliar topics to express likes and dislikes about community issues express ideas using specific vocabulary express personal feelings using mime and role play to debate on topics to role play events using appropriate gestures, facial expressions, tone, stress, volume 	<p>5.1.3b Using appropriate descriptive language and gestures:</p> <ul style="list-style-type: none"> to express personal feelings to role play ideas from information and events using facial expressions, intonation, volume to debate a message/issue from a given text to identify relevant and irrelevant information with logical reasoning to identify and discuss underlying messages in texts such as advertisements, posters and signs to identify and discuss stereotypes in spoken texts
		<p>3.2.1 Recognising sounds:</p> <ul style="list-style-type: none"> to segment and blend phonemes of one syllable words to rhyme words-mat, bat, sat to delete or add a phoneme-cap/cat to identify beginning, middle, end sounds 	<i>Ends at Grade 3</i>	
2. Reading	Phonemic Awareness	<p>3.2.1 Recognising sounds:</p> <ul style="list-style-type: none"> to segment and blend phonemes of one syllable words to rhyme words-mat, bat, sat to delete or add a phoneme-cap/cat to identify beginning, middle, end sounds 	<i>Ends at Grade 3</i>	
	Phonics	<p>3.2.2</p> <ul style="list-style-type: none"> Identifying sounds and letters: to decode one syllable words, CVC=hat, cut and CV=he, me, to segment and bend 2 syllable words /pen/cil/ to identify long vowel sounds -/oo/, /ee/, /au/, /ai/, /ea/ to recognise diagraphs and diphthongs /oi/, /oy/, /ou/, /ow/ Two letter blends-/oo/, /ee/, /au/, /ai/, /ea/ 	<p>4.2.1 Recognising and using:</p> <ul style="list-style-type: none"> common letter - sound relationships, consonants, vowels, blends, diagraphs and diphthongs syllabication rules, affixes, root words, compound words, spelling rules and contractions dictionaries to find the correct spelling, pronunciation and meaning of words grade level words and word meanings 	<i>Ends at Grade 4</i>

Strands	Units	Grade 3	Grade 4	Grade 5
2. Reading	Vocabulary	<p>3.2.3 Recognising and understanding:</p> <ul style="list-style-type: none"> • words and meanings • words similar or opposite in meaning, words with the same sounds and meanings • prefixes, suffixes, root and compound words • words to classifying and categorizing in word families: <ul style="list-style-type: none"> - fruit, - vegetables, - animals 	<p>4.2.2 Reading and understanding:</p> <ul style="list-style-type: none"> • 200 grade level words / vocabulary • homonyms, homophones, antonyms, synonyms • texts that give information: dictionaries, glossary, index, encyclopaedia 	<p>5.2.1 Reading and understanding:</p> <ul style="list-style-type: none"> • word parts, word relationships, and context (contextual reading) • prefixes, suffixes, root, stem and compound words • homonyms, homophones, antonyms, synonyms
	Fluency	<p>3.2.4 Reading with speed and accuracy:</p> <ul style="list-style-type: none"> • grade level texts • individually (Grade3 Reader) 	<p>4.2.3 Reading with speed and accuracy:</p> <ul style="list-style-type: none"> • grade level reader • aloud individually or in pairs • to develop fluency 	<p>5.2.2 Reading with speed and accuracy:</p> <ul style="list-style-type: none"> • grade level reader • individually • to develop fluency

Strands	Units	Grade 3	Grade 4	Grade 5
2. Reading	Comprehension	<p>3.2.5 Reading:</p> <ul style="list-style-type: none"> • titles and pictures as clues to activate prior knowledge and make predictions (pre-reading activities) • to develop comprehension questions • to make inferences and interpretations about events, ideas, characters • to summarise text read • to identify cause and effect, comparative information, facts and opinions • to skim or scan a written text to identify the main ideas • to use figurative language - idioms, simile, metaphor, rhymes, alliteration • to differentiate fiction from non-fiction • to identify elements of short stories - setting, characters, plot, conflict, ending • to develop library skills • grade level readers for pleasure • for information 	<p>4.2.4 Reading:</p> <ul style="list-style-type: none"> • to predict and activate prior knowledge • grade level texts • to respond to comprehension questions • to make inferences about events, characters, ideas • to identify cause and effect, facts and opinions • to interpret signs and symbols • to use figurative language - simile, metaphor, personification, rhymes, alliteration, idiom • for research and information - library skills • grade level readers for pleasure • non-fiction for information • in pairs - silently or aloud 	<p>5.2.3 Reading:</p> <ul style="list-style-type: none"> • to predict and activate prior knowledge • to differentiate fiction from non-fiction • to respond to texts (role play/drama) • to make inferences and draw conclusions • to identify facts and opinions in non-fiction texts • to identify the purpose and audience of texts - to inform, explain, instruct, entertain to a general or specific audience • for information - skimming and scanning • to define figurative language - poems, songs, stories, simile, metaphor, idiom, personification, rhymes, alliteration • to research information - library skills • grade level readers for pleasure • in pairs silently or aloud
3. Writing	Handwriting	<p>3.3.1a Writing:</p> <ul style="list-style-type: none"> • upper and lower case letters in print between three lined margins 	<p>4.3.1 Writing:</p> <ul style="list-style-type: none"> • a rhythm patterned exercise • upper and lower case letters in cursive • scripts between two lined margins 	<p>5.3.1 Writing:</p> <ul style="list-style-type: none"> • a rhythm patterned exercise • a paragraph in modified cursive

Strands	Units	Grade 3	Grade 4	Grade 5
3. Writing	Handwriting	3.3.1b <ul style="list-style-type: none"> cursive scripts of upper and lower case letters with joins using size, shape and slope (3s) a rhythm pattern exercise 		
	Written Expression	3.3.2a Using the writing process to write narrative texts of about 100 - 200 words	4.3.2a Using the writing process to write narrative texts of about 200 - 300 words	5.3.2a Using the writing process to write narrative texts of about 300 - 400 Words
		3.3.2b Writing: <ul style="list-style-type: none"> personal letters, invitations, greetings, thank you notes, cards for special events personal recounts, clear beginning, middle and ending narrative texts of personal experiences, rhymes and poems captions for illustrations, maps, diagrams, photographs, label charts, murals to contribute to a class storybook, recipe or poem book 	4.3.2b Writing: <ul style="list-style-type: none"> poems using rhymes and alliteration elements of short stories-setting, characters, plot, conflict, ending expository writing dialogue in narrative texts, figurative language in poems formal and informal letters, thank you notes, invitations (including dates, greetings, body text, close and signature) 	5.3.2b Writing: <ul style="list-style-type: none"> elements of short stories-setting, characters, plot, conflict, ending expository writing narrative texts and poems using figurative language formal and informal letters, invitations including date, body text, close and signature

Strands	Units	Grade 3	Grade 4	Grade 5
3. Writing	Grammar Written Sentences	<p>3.3.3a Writing parts of speech correctly:</p> <ul style="list-style-type: none"> • singular, plural nouns, common and proper nouns • personal and reflexive pronouns, • comparative and superlative adjectives • types of adverbs (time, place, manner, degree) • regular and irregular verbs • prepositions • conjunctions • participles 	<p>4.3.3a Writing parts of speech correctly:</p> <ul style="list-style-type: none"> • singular, plural nouns, common and proper nouns • personal and reflexive pronouns, • possessive adjectives • comparative and superlative adjectives • types of adverbs (time, place, manner, degree) • regular and irregular auxiliary verbs • prepositions, conjunctions • participles 	<p>5.3.3a Writing parts of speech correctly:</p> <ul style="list-style-type: none"> • singular, plural nouns, common and proper nouns • personal, reflexive, objective pronouns • possessive adjectives • comparative and Superlative adjectives • types of adverbs (time, place, manner, degree) • regular, irregular auxiliary verbs • prepositions • conjunctions • participles
		<p>3.3.3b Correctly writing and understanding:</p> <ul style="list-style-type: none"> • when to use capital letters • other punctuation marks (full stop, comma, question mark) 	<p>4.3.3b Correctly writing and understanding:</p> <ul style="list-style-type: none"> • when to use capital letters • other punctuation marks (full stop, comma, question mark) 	<p>5.3.3b Correctly writing and understanding:</p> <ul style="list-style-type: none"> • when to use capital letters • other punctuation marks (full stop, comma, question mark, exclamation mark, quotation mark, apostrophe, colon, semi-colon, hyphen, dash)
		<p>3.3.3c Correctly writing:</p> <ul style="list-style-type: none"> • tenses - simple past, present, future • types of sentences <ul style="list-style-type: none"> - imperative, - declarative, - interrogative, - exclamatory • parts of a sentence <ul style="list-style-type: none"> - subject, verb, object - subject, predicate 	<p>4.3.3c Correctly writing:</p> <ul style="list-style-type: none"> • tenses <ul style="list-style-type: none"> - simple present, past, future - progressive past, present, future • types of sentences <ul style="list-style-type: none"> - imperative, - declarative, - interrogative, - exclamatory • parts of a sentence <ul style="list-style-type: none"> - subject, verb, object - subject, predicate 	<p>5.3.3c Correctly writing:</p> <ul style="list-style-type: none"> • tenses <ul style="list-style-type: none"> - simple present, past, future - progressive past, present, future - perfect past, present, future • types of sentences <ul style="list-style-type: none"> - imperative, - declarative, - interrogative, - exclamatory • parts of a sentence <ul style="list-style-type: none"> - subject, verb, oject - subject, predicate

Strands	Units	Grade 3	Grade 4	Grade 5
3. Writing	Spelling	<p>3.3.3d Correctly spelling:</p> <ul style="list-style-type: none"> • grade level sight words • words from other subjects (family groups) <ul style="list-style-type: none"> - plurals, prefixes, suffixes - homophones, homonyms 	<p>4.3.3d Correctly spelling:</p> <ul style="list-style-type: none"> • grade level sight words • words from other subjects (family groups) <ul style="list-style-type: none"> - plurals, prefixes, suffixes - homophones, homonyms, antonyms, • words that rhyme 	<p>5.3.3d Correctly spelling:</p> <ul style="list-style-type: none"> • grade level sight words • words from other subjects (family groups) <ul style="list-style-type: none"> - homophones (too,to, there, their), homonyms, antonyms, synonyms <p>Using:</p> <ul style="list-style-type: none"> • dictionary, encyclopaedia, technology to check word spellings, pronunciation and meaning • syllabication /fish/, /pre/tty/

Strand 1: Speaking and Listening

Listening Weekly Program

The Listening program has three lesson topics that practice the knowledge, skills and attitudes expected in Grade 5. Sample daily lesson plans (for one week) have been developed to assist in your lesson planning. Many of the texts, games and rhymes are in the resource section of this book. You may also use stories from the School Journals, or others books for listening.

Week	Term 1	Term 2	Term 3	Term 4
1	Game: Come to the Circle Text: Part 1: An Evil Spell Activity: Doesn't belong (classify)	Activity: Remembering Messages Text: The Ogre's Vows Part 11 Game: What's the Time Mr Wolf?	Activity: Words that start with the sound blend st- Text: The Music of the Lizards Game: Using Opposites	Activity: Words that end with the sound /t/ Text: Why the Tribes Speak Different Languages Activity: Distinguish sounds
2	Game: Hot Seat Text: Part 2: The First Task Game: Alphabetical Sequence	Activity: Distinguish voices Text: The Golden Apple Part 12 Game: Animal Sounds	Activity: Follow instructions Text: The Children and the Silly Kings Game: What's the Time Mr Wolf?	Game: Fun with Words Text: The Hero Who Changed Into a Mountain Activity: Using Opposites
3	Activity: Giving instructions Text: Part 2: The Nine-Headed Monster Game: What's the Time Mr Wolf?	Activity: Doesn't belong Text: The Dog of the Underworld Part 13 Game: Jack-in-the-Box	Activity: Name a word that ends with the sound /ay/ Text: A Town Without Children Game: Using Opposites	Game: Alphabetical Sequence Text: Ata and His Bag of Tricks Game: Fun with Words
4	Activity: Listen to commands Text: Part 4: The Stag with Golden Antlers Game: Alphabetical Sequence	Activity: Doesn't belong (classify) Text: The New Fishing Net Game: Hokey Pokey	Game: Come to the Circle Text: How the Rooster Came to Live Among Men Activity: Name a word that starts with the sound /t/	Game: Rhyme Time Text: The Sand of Taranaki Activity: Similar and different sounds
5	Game: Memory Game Text: Part 5: The Giant Wild Boar Activity: Follow instructions	Activity: Simon Says Text: Kata and the Horse Activity: Doesn't belong	Activity: Follow instructions Text: The Wooden Horse Game: Simon Says	Game: Fun with Words Text: A Blind Man and His Dog Game: Hokey Pokey

Week	Term 1	Term 2	Term 3	Term 4
6	<p>Activity: Doesn't belong</p> <p>Text: Part 6: Cleaning the Stables</p> <p>Game: Simon says</p>	<p>Game: Simon Says</p> <p>Text: The Girl who Married a Bird</p> <p>Game: Using Opposites</p>	<p>Game: Come to the Circle</p> <p>Text: Cyclops, the One-Eyed Giant</p> <p>Activity: Words ending with the sound /t/</p>	<p>Game: Simon Says</p> <p>Text: The Wreck</p> <p>Activity: Name a word that starts with the sound /c/</p>
7	<p>Game: Simon Says</p> <p>Text: Part 7: The Deadly Birds</p> <p>Activity: Doesn't belong</p>	<p>Game: Memory Game</p> <p>Text: The Cassowary's Legs</p> <p>Game: Guess What It Is?</p>	<p>Game: Using Opposites</p> <p>Text: The Crocodile and the Woman</p> <p>Activity: Doesn't belong</p>	<p>Game: Rhyme Time</p> <p>Text: Twelve Crabs</p> <p>Activity: Similar and different sounds</p>
8	<p>Activity: What makes the sound?</p> <p>Text: Part 8: The Great Bull of Crete</p> <p>Game: Hokey Pokey</p>	<p>Game: Knock! Knock!</p> <p>Text: How PNG Was Formed</p> <p>Game: I Spy</p>	<p>Activity: Similar and different sounds</p> <p>Text: The Boy Who Changes Into a Cuscus</p> <p>Activity: Distinguish sounds</p>	<p>Game: How Many Bounces?</p> <p>Text: The Turtle and the Duck</p> <p>Game: Using Opposites</p>
9	<p>Game: Alphabetical Sequence</p> <p>Text: Part 9: The Man-Eating Horses</p> <p>Game: Chinese Whispers</p>	<p>Activity: Doesn't belong</p> <p>Text: The Dragon in the Forest</p> <p>Activity: Name a word that starts with the sound /sh/</p>	<p>Game: Hens and Chickens</p> <p>Text: The Bilum Bride</p> <p>Activity: Name a word that starts with the sound /m/</p>	<p>Game: Come to the Circle</p> <p>Text: Old Jack's Fish</p> <p>Activity: Finding questions</p>
10	<p>Game: Simon Says</p> <p>Text: Part 10: The Amazon's Belt</p> <p>Activity: Follow instructions</p>	<p>Activity: Remember sounds in order</p> <p>Text: The Mouse and the Butterfly</p> <p>Game: Chinese Whispers</p>	<p>Game: Fun with Words</p> <p>Text: Ifara and the Beast</p> <p>Game: Chinese Whispers</p>	<p>Game: Using Opposites</p> <p>Text: A Bad Man</p> <p>Game: Come to the Circle</p>

Listening Sample Lesson Plans

Week 1, Lesson 1

Subject: English

Lesson: Listening

Strand: Speaking and Listening

Content standard: 5.1.1b

Objective: Students listen and follow instructions.

Content

Knowledge: Letters of the alphabet.

Skills: Identify names beginning with a given letter.

Attitudes: Think logically.

Materials

Game rules: Come to the Circle (*refer to the Resources section of this book*).

Introduction

Say the letter **b**.

Ask students to stand up if their name begins with **b**.

Repeat with other letters to prepare for the game.

Body

1. Explain the game rules for Come to the Circle.
2. Play the game as a class activity.
3. Start the game by saying: *Come to the circle if your name begins with the letter s.*
4. Those students come forward and sit in the circle.
5. The game continues using all the letters of the alphabet until all students are sitting in the circle.

Conclusion

Play the game again using each student's last name.

Assessment

Assessment Method: Observation.

Assessment Task: Students recognize the first letter of their name.

Assessment Criteria: Correct name to match given letter.

Recording Method: Checklist.

Week 1, Lesson 2

Subject: English

Lesson: Listening

Strand: Speaking and Listening

Content Standard: 5.1.1a

Objective: Students listen to a story for meaning and enjoyment.

Content

Knowledge: Becoming familiar with a story.

Skills: Listening for meaning and answering questions.

Attitudes: Appreciate and learn the moral of the story.

Materials:

The story "The Stag with Golden Antlers Part 4" (refer to the Resources section of this book).

Questions to ask after reading:

1. Who is the main character in the story?
2. What was the task set by the king?
3. What is a stag?
4. Which God was protecting the stag?
5. How did Hercules find the stag?
6. What did he do?

Introduction

Read the title of the story

Explain that a stag is a male deer. It has very big antlers on the top of its head. He can use these antlers to fight other deer.

Body

1. Read the story to the students
2. Ask questions about the story. (Use the questions prepared for you.)
3. Students retell a part of the story they enjoyed.

Conclusion

Discuss Hercules's character. Was he a good man?

Assessment

Assessment Method: Oral comprehension test.

Assessment Task: Answering questions correctly.

Assessment Criteria: Correct answer.

Recording Method: Checklist.

Week 1, Lesson 3

Subject: English

Lesson: Listening

Strand: Speaking and Listening

Content Standard: 5.1.1a, 5.1.1b

Objective: Students listen and repeat a tongue twister.

Content

Knowledge: Listen and repeat alliteration and rhyme.

Skills: Connect sounds to a word sequence.

Attitudes: Appreciate and value alliteration and rhymes and the rhythms in reciting them.

Materials:

Write the rhyme on the board.

Peter Piper

*Peter Piper picked a peck of pickled peppers;
A peck of pickled peppers Peter Piper picked.
If Peter Piper picked a peck of pickled
peppers,
Where's the peck of pickled peppers Peter
Piper picked?*

Introduction

Read the rhyme Peter Piper to the class
Listen to and explain what the rhyme is about.

Body

Activity 1

Say words that begin with the letter p and one word that begins with another letter. Students say which word doesn't belong to the group.

- Peter Paul John Papa Philip
- Play pass put kick punch
- Pawpaw pineapple orange plum

Activity 2

1. Write the words below on the board.

a)	baby bunny rode billy bonny bicycle
b)	pile pillow pipe balloon peanut
c)	green grass growing wild
d)	mum planting melon muddy
e)	lovely lolly candy lady
f)	frog frown fly flew past

2. Choose students to read one line and say which word doesn't belong and why.

Activity 3

1. Say: *The rhyme Peter Piper is called a tongue twister. It is hard to say quickly because it has many words beginning with the same sound.*
2. Say the rhyme together. Then students say it individually.

Conclusion

Students perform the rhyme in front of class.

Assessment

Assessment Method: Oral test

Assessment Task: Listen for alliteration and sound patterns

Assessment Criteria: Performance

Recording Method: Portfolio

Oral Expression Weekly Program

Oral expression program has two lesson topics outlined in the program. Discussions on the theme with knowledge, skills and attitudes are appropriate to Grade 5. The first lesson is an introduction to the theme. Students talk in general terms about the theme drawing on their own experiences. This introduces key vocabulary and develops confidence in oral expression. In the second lesson students talk about more specific aspects of the theme in preparation for their Written Expression activities later in the week.

A one week daily lesson plan has been done to assist you. Refer to the Resources section for descriptions of different text types and more ideas. We encourage teachers to draw or find pictures and resources related to the theme and appropriate to their environment.

NOTE: These Oral Expression lessons prepare students for the Written Expression activities found in the Writing section of this Teacher Guide.

Week	Term 1	Term 2	Term 3	Term 4
1	Theme: Greetings Text Type: Narrative – personal recount	Theme: Places Text Type: Transaction - letter	Theme: Clothing Text type: Information/ Procedure	Theme: Government Text Type: Persuasive - discussion
	L1: Students greet others and tell what they did in their holidays.	L1: Students talk about where they live, their home, province and village.	L1: Different clothes we wear for different occasions (school, church, singing...)	L1: Talk about your local and/or national government. Who are our members of parliament?
	L2: Students make up a structured story in response to a picture.	L2: Talk about public places; church, store, supermarket...	L2: Select a piece of clothing and talk about how it is made. of clothing.	L2: What does the Government do to help our community?
2	Theme: Family Text Type: Recount - personal experiences	Theme: Harvesting Text Type: Procedural text	Theme: Gardening Text Type: Explanation	Theme: Climate Text Type: Report - information sheet
	L1: Students tell about their families	L1: Talk about the different types of plant we grow and harvest in PNG.	L1: Students talk about the garden at school or at home. What plants do we grow?	L1: Talk about the weather each day and keep a record on the board.
	L2: Talk about things families do together and how they help each other.	L2: Talk about a local plant or crop grown and the steps for harvesting that plant.	L2: Students talk about work they do in the garden and explain why each job is important.	L2: Students talk about extreme weather conditions: a flood, drought or storm. ("Wh" and "H" questions)

Week	Term 1	Term 2	Term 3	Term 4
3	Theme: School Text Type: Explanation - brochure	Theme: Feasting Text Type: Narrative	Theme: Fishing Text Type: Poetry	Theme: Hospital Text Type: Report
	L1: Students talk about their school – the people, buildings, places and learning.	L1: Students tell about times that they have attended a feast.	L1: Students tell about times that they have gone fishing.	L1: What happens at a hospital? Why are hospitals important?
	L2: Talk about why school is important.	L2: Students talk about the steps in preparing for a feast.	L2: Read poems and talk about how they describe the sea and fishing.	L2: Students talk about times that they have visited a hospital.
4	Theme: People Text Type: Narrative - description	Theme: Customs Text Type: Information narrative	Theme: Food Text Type: Recount - diary	Theme: Trading Text Type: Information - map
	L1: Show pictures of different people (young, old, tall, fisherman, pilot, mother...). Students describe them.	L1: Students talk about their local cultural customs.	L1: Talk about different types of food – food from the garden, from the store or supermarket, food for celebrations and food treats.	L1: Talk about trading/exchanging goods. Talk about types of trade in the past e.g. Hiri Moale and shell money.
	L2: People can be different and yet we are the same. Talk about how we should treat others.	L2: As a class, talk about and plan a cultural celebration.	L2: Talk about food that is good for you and foods that should only be eaten occasionally.	L2: Talk about food that is traded or sold at the market. What is sold in each section of the market? (In writing students will draw a map.)
5	Theme: Home Text Type: Recount	Theme: Music Text Type: Narrative – song lyrics	Theme: Sports Text Type: Report	Theme: Business Text Type: Transactional - letter
	L1: Student talk about their homes, how they feel at home and things they do at home.	L1: Students talk about music they enjoy most. Share experiences about playing, singing and dancing to music.	L1: Students talk about their experiences playing sport and watching sport.	L1: Talk about the types of businesses found in your area. What does each business do? How does it contribute to our community?
	L2: Talk about homes in different places. What is the same (a safe place to sleep and be with family) and how they change (building materials, design...)	L2: Talk about the words and important messages in songs (anthem, hymns, cultural songs).	L2: Talk about soccer. How do you play the game? What do you need? What are the rules? What are the skills needed to play well?	L2: Talk about business that we can run from home.

Week	Term 1	Term 2	Term 3	Term 4
6	Theme: Church Text Type: Recount - personal	Theme: Celebration Text Type: Procedural	Theme: Events Text Type: Recount – personal experience	Theme: Space Text Type: Narrative - imaginative
	L1: Students talk about their experiences of church	L1: Talk about the things we celebrate (birthdays, religious days, cultural festivals, important days for our nation and community)	L1: Talk about events on the school calendar (book week, environment day...)	L1: Talk about space and things we see in space – sun, moon, stars, planets.
	L2: Talk about why we go to church and the importance of church in our lives.	L2: Talk about different ways in which we celebrate things? As a class plan a celebration.	L2: Talk about current events held in the Pacific (Pacific Games...)	L2: Talk about what it would be like to travel in space. How would you travel? What would you wear?
7	Theme: Market Text Type: Recount, Procedure	Theme: Transport Text Type: Narrative information	Theme: Cooking Text Type: Procedure - recipe	Theme: Health Text Type: Procedural - plan
	L1: Students talk about going to the market – the food and people they see.	L1: Students talk about their experiences of transport. Who has been on a plane, a ferry, a motorbike, a helicopter?	L1: Students talk about food that is cooked at home. Do they help with the cooking? What are the different ways we cook food?	L1: Students talk about things they do to stay healthy (food, sleep, exercise, personal hygiene).
	L2: Talk about all the steps from planting a seed to taking a food to market.	L2: Talk about different types of transport. How is transport different in different places – in mountains, on the coast, in cities?	L2: Select a recipe (e.g. spiced peanuts, pancakes) and talk the steps to cook this recipe.	L2: Talk about physical fitness, the different types of physical fitness and things we can do to keep fit.
8	Theme: Environment Text Type: Persuasion – posters and signs	Theme: Colour Text Type: Narrative – description	Theme: Safety Text Type: Procedural - Drills	Theme: Disease Text Type: Report-newspaper articles
	L1: Students talk about time spent in different natural environments – the river, bush, beach	L1: Students talk about the colours they see around them. Do they have a favourite colour?	L1: Students talk about drills we do to stay safe – fire drills, emergency drills, classroom safety...	L1: Talk about Malaria. What is malaria? What can we do to limit the spread of malaria?
	L2: Talk about threats and ways in which we need to care about our environment.	L2: Talk about the importance of colour in art and craft.	L2: Talk about road safety and the things we need to do to stay safe on the roads.	L2: Talk about other Pacific diseases – TB, typhoid...

Week	Term 1	Term 2	Term 3	Term 4
9	Theme: Animals Text Type: Narrative	Theme: Communication Text Type: Persuasive - signs	Theme: Furniture Text Type: Information, Procedure	Theme: Holiday Text Type: Narrative information
	L1: Students talk about animals at home and animals they have seen at the Nature Park or in natural environments.	L1: Talk about the different ways we can communicate: talking, writing, messages on the phone, television and radio, newspapers, signs, advertising.	L1: Talk about different types of furniture – in the home, at school, in the office, office, hospital. What is the use/function of each piece of furniture?	L1: Students talk about Christmas and how Christmas is celebrated at home and in their community.
	L2: Students imagine what it might be like to be an animal – a dog in the city, a bird flying high, a cassowary...	L2: Talk about the different ways we can communicate important information about road safety.	L2: Talk about the materials used to make different types of furniture.	L2: Students talk about the Christmas holidays and things they will do in the holidays.
10	Theme: Plants Text Type: Information - Report	Theme: Body Parts Text Type: Information	Theme: Disasters Text Type: Narrative - story	Theme: Media Text Type: Report – newspaper article Biography
	L1: As a class, plant and grow some seeds. Talk about all you need and what you will do.	L1: Students name and talk about different parts of their bodies. How do we use each part?	L1: Students talk about different types of natural disasters: cyclone, flood, earthquake, drought, tsunami, landslide...	L1: Students talk about different types of media: television, radio, newspapers, computers... What does each do (entertain, give us information)
	L2: Talk about different types of plants – where they grow (in the garden, inside, plantations, in the bush) and what they need to grow.	L2: Talk about things we do to look after our bodies and stay healthy.	L2: Talk about what might happen in a big storm. Ask: What would you see? What would you do? How would you feel?	L2: Bring in a newspaper and talk about the types of stories and reports found in a newspaper.

Oral Expression Sample Lesson Plans

Week 1, Lesson 1

Subject: English

Lesson: Oral Expression

Strand: Speaking and Listening

Content Standard: 5.1.2b, 5.1.3a, 5.1.3b

Objective: Students use appropriate language and gestures to tell a story.

Content

Knowledge: Personal experience.

Skills: Speaking clearly and confidently using correct English grammar and vocabulary.

Attitudes: Value and appreciate each other's views and experiences.

Materials

Students tell stories in small groups.

Introduction

Students introduce themselves to the class. Ask students to talk about things they have done over the holidays.

Body

1. Students work in small groups. They introduce themselves and tell others in the group about something they did, or something that happened, during the holidays.
2. Teacher moves between groups to observe and encourage any students who lack confidence in telling about their holidays.

Conclusion

Select students to present their story to the whole class.

Assessment

Assessment Method: Observation.

Assessment Task: A clear and confident recount of a personal experience during the holidays.

Assessment Criteria: Clear and confident telling of a personal story using correct English grammar and vocabulary.

Recording Method: Checklist.

Week 1, Lesson 2

Subject: English

Lesson: Oral Expression

Strand: Speaking and Listening

Content Standard: 5.1.2b, 5.1.3a, 5.1.3b

Objective: Students will speak clearly and confidently using correct English grammar and vocabulary.

Content

Knowledge: How to interpret a picture.

Skills: Speaking clearly and confidently using correct grammar and vocabulary in sentences.

Attitudes: Value and appreciate each other's views.

Materials

Picture charts

Students in groups

Prepare questions

Introduction

Ask: *What can you see in the picture?*

Brainstorm to make a good title for the picture.

Body

1. Students work in a group to create a story to match the given picture.
2. Teacher supervises and helps students shape their story so that it has a beginning, middle and end.

Conclusion

Each group presents their story.

Assessment

Assessment Method: Observation.

Assessment Task: A clear and confident telling of a story with a clear sequence of events.

Assessment Criteria: Use of correct English to tell a clearly structured story.

Recording Method: Checklist.

Talking Weekly Program

Talking drills are important because they teach students the forms and patterns of English. Daily oral practice of the correct forms of English creates a solid foundation for all language learning. Talking drills may take only a few minutes but the constant repeated practice helps students to become fluent and accurate in their use of English. It is also important that students fully understand the expressions they are using.

The lesson topics are provided to assist you develop your daily lesson plans. One week daily lesson plans for the lessons have been done to assist you. Use the lesson samples for more ideas.

Term 1	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 Sentences using the word 'need'	I'll need some food tonight. They'll need soap to do the washing tomorrow.	He needs some paper but he doesn't need pencils.	I need some more rope. He needs some medicine for his cough.	This truck needs to be repaired. These steps need to be stronger.	Revision
Week 2 Sentences using the word 'need' with some, more, any	Will you need some diesel for the car? Yes, I will. No, I won't.	Does he need more timber to finish building the house? Yes, he will. No, he won't.	Do you need any more fish? Yes, I do. No, I don't.	Does this dress need mending? Yes, it does. No, it doesn't.	Revision
Week 3 Questions using the word 'need' beginning who, what, why, how	What do you need? I need a hammer.	Who needs a hammer? I need a hammer. Tom needs a hammer.	Why do you need a hammer? I need a hammer to fix this chair.	How many nails do you need? I need three nails.	Revision
Week 4 Questions using the word 'need' with do/don't, will/won't, does/doesn't	The children need some water, don't they? Yes, they do need water. No they don't need water.	Mum will need more rice, won't she? Yes, she will need more rice. No, she won't need more rice.	The truck needs to be fixed, doesn't it? Yes it does need to be fixed. No, it doesn't need to be fixed.	The chair needs to be fixed, doesn't it? Yes it does need to be fixed. No, it doesn't need to be fixed.	Revision
Week 5 Sentences using 'because' and 'so' (conjunctions - clauses of reason)	I go to school because I want to read. Because I want to read, I go to school.	I went to the store because I needed rice. I needed rice so I went to the store.	We are late because the PMV broke down. Because the PMV broke down we were late.	They sold some pigs because they needed some money. They needed some money so they sold some pigs.	Revision

Term 1	Day 1	Day 2	Day 3	Day 4	Day 5
Week 6 Questions and answers using 'why' and 'because'	Why did your sister stay home? She stayed home because she was sick.	Why did your Dad drive to town? He drove to town to buy some tools.	Why are you flying to Wewak? We are flying to Wewak to visit my Bubū.	Why is he late? He is late because the car had a flat tyre.	Revision
Week 7 Complex sentences using 'because'	<u>They</u> sent to the store because <u>they</u> wanted to buy some rice.	<u>We</u> stood up because <u>we</u> wanted to see the game.	<u>Your mother</u> is flying to Alotau because <u>her</u> mother is there.	The young woman wants to go to Daru because her husband is there.	Revision
Week 8 Sentences and questions using the verbs 'must' and 'has to'	She must go home. She has to go home.	We must get some food for dinner. We have to get some food for dinner.	I have to leave early tomorrow morning. Dad has to drive to Mendi this afternoon.	Does she have to do the washing? Do I have to do the sweeping?	Revision
Week 9 Questions and answers using 'have to' and 'has to'	What do you have to do today? I have to go to the market.	Who has to catch the PMV to Lae? He has to catch the PMV to Lae	Who has to clean their teeth? We all have to clean our teeth.	Where have you hidden the gift? I have hidden the gift on the top shelf.	Revision
Week 10 Revision	Revision Term 1 Weeks 1- 9	Revision Term 1 Weeks 1- 9	Revision Term 1 Weeks 1- 9	Revision Term 1 Weeks 1- 9	Revision Term 1 Weeks 1- 9
Term 2	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 Revise term 1 sentences	I need to buy some food.	Do you need some food? Yes, I need some food.	I need some food because I am hungry. Because I am hungry I need some food.	What do you have to buy? I have to buy some food.	Revision
Week 2 Sentences using 'before' and 'after'	Before the sun set, we went to bed. After the sun set, we went to bed.	Before the bell rang, we went to school. After the bell rang, we went to class.	Before the flood, there was a lot of rain. After the rain, there was a flood.	Before I ate dinner, I weeded the garden. After I weeded the garden, I ate dinner.	Revision

Term 2	Day 1	Day 2	Day 3	Day 4	Day 5
Week 3 Sentences using 'before' 'after' and 'when'	Before I went to school, I fed the pigs. After I went to school, I walked back home. When I went to school, I saw my friends.	Before washing in the river, we helped at home. After washing in the river, we dried our clothes. When washing in the river, we saw a big fish.	When the visitors arrived, we were setting the table. Before the visitors arrived, we were cooking. After the visitors arrived, we were eating.	We played outside before the sun set. We watched television after the sun set. We were walking home when the sun set.	Revision
Week 4 Questions and answers using 'before', 'after', 'when' 'during' 'until'	When did you go to Mendi? I went to Mendi before Easter. I went to Mendi after Easter. I went to Mendi until school started again.	Did you sail to Gawa Island during the storm? ...after the storm? ...before the storm?	What did you do when Mary arrived? ...after Mary arrived? ...before Mary arrived?	Who will you see before you go to Goroka? ...when you are in Goroka? ...during your visit to Goroka?	Revision
Week 5 Extended sentences (noun clauses)	She told me that she wants to go home. He told me that he wants to go to the store.	I know how to get some mangoes. I know where to get some mangoes.	I think that I'll leave in the morning. Dad thinks the visitors will arrive tomorrow night.	The pilot said that he's flying to Kiunga airport. The boy said that he's walking to the next village	Revision
Week 6 Extended questions (noun clauses)	Did the captain tell you that he wants to sail around the world? No, he didn't tell me that he wants to sail around the world.	Did they say that they were driving to Madang? Yes, they did say that they are driving to Madang.	Does the young boy know how to make a canoe? No, the young boy doesn't know how to make a canoe. Yes, the young boy does know how to make a canoe.	Do the children know how to sing the anthem? Yes, the children know how to sing the anthem.	Revision
Week 7 Complex sentences	Will you give the boy who helps an ice cream? Yes, I will give him an icecream. Will you give the girl who helps an ice cream? Yes, I will give her an ice cream.	What did the girl tell you? She told me that she is eight years old. What did the boy tell you? He told me that he likes soccer.	What did the old man say? He said that he was a teacher. What did the old woman say? She said that she was a teacher.	What do you think? I think that it will rain tomorrow. I think that she will come tomorrow.	Revision

Term 2	Day 1	Day 2	Day 3	Day 4	Day 5
Week 8 Simple future tense in sentences	Tomorrow I will go to Lae. Tomorrow I will help in the garden.	I will fly to Kavieng when the plane arrives. When the plane arrives I will fly to Kavieng.	If the plane arrives, we will fly to Kavieng. If it rains, we will not play netball.	He told me that he will play on Saturday. She told us that she will go to church on Sunday.	Revision
Week 9 Future tense - intention	I am going to go to Lae. I am going to help in the garden.	He is going to walk to town when it is cooler. He is going to plant after it rains.	Will she walk to town? No, she is going to help at home.	Will you come with us to the river? No, I am going to work.	Revision
Week 10 Revision	Revision Term 2 Weeks 1- 9	Revision Term 2 Weeks 1- 9	Revision Term 2 Weeks 1- 9	Revision Term 2 Weeks 1- 9	Revision Term 2 Weeks 1- 9
Term 3	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 Future action using present continuous	I am going to Lae on Saturday. My family is going to see bubu next week.	Is he coming to the game on Saturday? Yes, they are coming to the game on Saturday.	When are we going fishing? We are going fishing later tonight.	Did she say when she is driving to Padipadi? She is driving to Padipadi this afternoon.	Revision
Week 2 Future action using the simple present.	We have netball next Friday. We have art this afternoon.	What are your plans? I go to Lae next week. I travel back to the village on Friday.	What do you do at 6 o'clock? I eat my dinner at 6 o'clock. I help cook dinner at 6 o'clock.	When do you go....? I go to the market early on Friday. I go to school at 8 o'clock each morning.	Revision
Week 3 Revising future continuous tense	Where will you be playing this afternoon? We will be playing at the big oval in town.	What will they be doing on Sunday? They will be going to church.	What are you doing on Saturday? I am be going to the game.	Where are we meeting this afternoon? We are meeting at Vision City.	Revision
Week 4 Expressions of possibility using 'can' 'may' 'might'	I can play soccer. I can count to one hundred.	I can go fishing on Saturday. I can go swimming this afternoon.	They might come if it doesn't rain. We might play if the oval is free.	We might be on time if the PMV comes soon. They might come if the car is available.	Revision

Term 3	Day 1	Day 2	Day 3	Day 4	Day 5
Week 5 Using 'can' in sentences about possibilities	Can you come to the movie? Yes, I can.. No, I can't.	Can you come with me to the office? Yes, I can come with you. No, I can't go will you.	Can the girls play netball after school? Yes, they can play netball after school.	Can the men fix the hole in the road? Can the boy reach the light switch?	Revision
Week 6 Expressions using 'can' 'may' 'might'	Who can look after the baby? I can look after the baby. Jane can look after the baby.	When can we go swimming? We can go swimming after we have helped Dad in the garden.	How can we travel to Tari? We can take the PMV to Tari.	Can you come to play tomorrow? Yes, I can come to play tomorrow. No, I can't come to play tomorrow.	Revision
Week 7 Expressions of possibility	Do you think we will go to the Nature Park this afternoon? I think so. We might.	Do you think it will rain soon? It may rain. Maybe. I think it might rain,	Do you think he will arrive tomorrow? Yes. He might arrive tomorrow	They might fix the road. We might go to the party. We might catch a fish.	Revision
Week 8 'should' 'would' 'could'	You should always say 'please' when you ask for help. You should go to the doctor.	Would you like a banana? Thank you. I would like a banana.	Could you please help me? Yes, I can help you.	Do you want a coconut? Thank you. I don't want a coconut.	Revision
Week 9 Present perfect tense -past action that is continuing	I have lived in Port Moresby since 2009. I've been here for two hours. Dad has worked in Alotau for two years.	I have just opened the door. The students have already cleaned the room.	I have eaten two bananas so far today. The workmen have repaired three pot holes so far this morning.	I've hardly ever been sick. I've hardly ever missed church. I have often been asked to play rugby.	Revision
Week 10 Revision	Revision Term 3 Weeks 1- 9	Revision Term 3 Weeks 1- 9	Revision Term 3 Weeks 1- 9	Revision Term 3 Weeks 1- 9	Revision Term 3 Weeks 1- 9

Term 4	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 Present perfect tense	Have you been here long? I have been here for 3 hours. Have you been home all day?	Have you already opened the present? He just started the car.	I have written two letters today. My father has planted two rows of taro today.	I've often been to Port Moresby. My sister's hardly ever been to Lae.	Revision
Week 2 Present perfect tense	Have you been here for two hours? Yes, I have. Has your mother been home all afternoon? No, she hasn't.	Has your mother just opened the tin of fish? Yes, she has. Has your uncle starting driving to town? No he hasn't.	Have you written two stories already today? Yes, I have. No, I haven't. Has the boy already planted taro in his garden? Yes, he has.	Have you ever been to Wewak? Yes, I have. Have you ever eaten crocodile? No, I haven't.	Revision
Week 3 Present perfect tense	What have you already done? I've written two letters. I've washed my clothes.	Have you been here for two years? No, I've been here for one year.	Has John just finished his lunch? Yes he has. Have the students finished their work? No, they haven't.	Have you been to Alotau? Yes I have. Has your brother visited the oil palm plantation? No, he hasn't.	Revision
Week 4 Present perfect continuous	Have you ever been to Australia? No I haven't. Has Michael ever been to your village? Yes, he has.	Have your parents ever been to the large island near Madang? No, they haven't. Has Peter ever been to the Sepik river to catch a crocodile?	Mr Lau has never been to Kiunga, has he? No, he hasn't. Has your bubu been to Port Moresby? Yes, she has.	Has your friend lived in Port Moresby for two years? No, he has lived in Port Moresby for four years.	Revision
Week 5 Present perfect tense	Have you been sitting at your desk since four o'clock? My aunty Lina has been working in the garden all day hasn't see?	They've been shopping for three hours. The man was clearing the bush for three days.	Have you been working in Wewak for three years? Yes, I have. Have your brothers been living on the oil palm plantation for more than one year? No, they haven't.	Has Maria been doing the cleaning this morning? Have the men been working on the roads this week?	Revision

Term 4	Day 1	Day 2	Day 3	Day 4	Day 5
Week 6 Present perfect tense with questions	What have you been doing? I've been painting since 7 o'clock.	Who's been sitting on the bench for three hours? My bubu.	Where have you been doing your washing? I have been doing my washing at the river.	Tom has been working in Goroka for three years, hasn't he? Ye she has.	Revision
Week 7 Revision of contractions	I'm – I am He's – He is She's – She is It's – It is I'm six years old He's a boy. She's a girl. It's a dog	We're – we are You're – you are They're – they are We're all students. You're very tall. They're all walking to school.	I've - I have You've – you have I've got one pencil. You've got two pencils	We've – we have They've-we have We've got many pencils They've got no pencils.	Revision
Week 8 Revision of contractions	don't – do not Don't run across the busy road.	can't – cannot I can't open the car door.	won't – will not I won't be late for school.	couldn't – could not Mother couldn't hang out the washing because it was raining.	Revision
Week 9 Revision of contractions	Who's – Who is Who's sitting on the bench?	What's – what is That's – that is What's that in the middle of the road? That's a dog.	Where's – where is Here's – here is Where's your school bag: Here's my schoolbag.	When's – when is When's a good time to meet?	Revision
Week 10 Revision	Revision Term 4 Weeks 1- 9	Revision Term 4 Weeks 1- 9	Revision Term 4 Weeks 1- 9	Revision Term 4 Weeks 1- 9	Revision

Talking Sample Lesson Plans

Week 1, Lesson 1

Subject: English

Lesson: Talking

Strand: Speaking and Listening

Content Standard: 5.1.2b

Objective: by the end of the lesson students can say sentences using the future tense 'will need' correctly and with confidence.

Content

Knowledge: Use of the future tense 'will need' in sentences.

Skills: Correct use of the future tense 'will need'.

Attitudes: Appreciate the importance of speaking using correct English.

Materials:

Prepare blackboard by writing the substitution table.

Introduction

Use the substitution table below to demonstrate the correct formation of sentences.

Point to each column in the table to practise forming sentences with students.

Body

1. Students practise saying sentences using the substitution table.
2. Students work in pairs using the substitution table to say sentences.

I'll		<u>water</u>		<u>write in.</u>
He'll				
She'll	need	<u>food</u>	to	<u>buy lunch</u>
We'll		<u>money</u>		<u>drink</u>
They'll		<u>books</u>		<u>give money</u>

Conclusion

As a class make up some different sentences using the above structure. e.g. *We'll need energy to run fast.*

Assessment

Assessment Method: Observing students in groups.

Assessment Task: Students say correct sentences from the substitution table.

Assessment Criteria: Correct sentence structure using the words 'will need'. Manner of speaking.

Recording Method: Checklist.

Week 1, Lesson 2

Subject: English

Lesson: Talking

Strand: Speaking and Listening

Content Standard: 5.1.2b

Objective: By the end of the lesson students will use singular personal pronouns using the verb 'needs' with the conjunction 'but' correctly.

Content

Knowledge: Understand how the verb 'need' and the conjunction 'but' are used in a sentence.

Skills: Correct use of pronouns and the conjunction 'but' in sentences.

Attitudes: Confidence in talking.

Materials

Prepare the blackboard by writing the substitution table.

Introduction

Use the substitution table to demonstrate the lesson.

Point to each column in the table to practise forming sentences with students.

Body

1. Students practise talking using the substitution table.
2. Students change the underlined words to create new sentences.
3. Supervise student pairs as they do the activity.

She		<u>water</u>		she		<u>food.</u>
He	needs some	<u>food</u>	but	he	doesn't need	<u>juice.</u>
It		<u>medicine</u>		it		<u>water.</u>

Conclusion

As a class make up some different sentences using the above structure. e.g. *The man needs some tools but he doesn't need wood.*

Assessment

Assessment Method: Observing students in groups.

Assessment Task: Students say correct sentences from the substitution table.

Assessment Criteria: Correct sentence structure using the verb 'need' with the conjunction 'but'. Manner of speaking.

Recording Method: Checklist.

Week 1, Lesson 3

Subject: English

Lesson: Talking

Strand: Speaking and Listening

Content Standard: 5.1.2b

Objective: By the end of the lesson students will use the verb 'to need' correctly in sentences

Content

Knowledge: Pronouns and correct present tense use of the verb 'to need'

Skills: Use pronouns with the words 'need' and 'needs' in sentences

Attitudes: Confidence in talking

Materials

Prepare the blackboard by writing the substitution table.

Introduction

Use the substitution table to demonstrate lessons.

Point to words in the table and practice with students.

Body

1. Students practise saying sentences using the substitution table.
2. Students change the underlined words to create new sentences.
3. Supervise students as they undertake the activity.

You	need	<u>food to eat.</u>
We		
They		<u>water to drink.</u>
He	needs	
She		<u>firewood to cook.</u>

Conclusion

As a class make up some different sentences using the sentence structures above.

Assessment

Assessment Method: Observing students in groups.

Assessment Task: Students say correct sentences from the substitution table.

Assessment Criteria: Correct sentence structure using pronouns with the verb 'to need' in sentences. Manner of speaking.

Recording Method: Checklist.

Week 1, Lesson 4

Subject: English

Lesson: Talking

Strand: Speaking and Listening

Content Standard: 5.1.2b

Objective: By the end of the lesson students will use the words 'need' and 'needs' correctly in statements.

Content

Knowledge: The verb 'to need' in present tense.

Skills: Correct use of words 'need' and 'needs' in statements.

Attitudes: Confidence in talking.

Materials

Prepare the blackboard by writing the substitution table.

Introduction

Use the substitution table to demonstrate this lesson.

Point to each column in the table to practise forming sentences with students.

Body

1. Students practise saying sentences using the substitution table.
2. Students change the underlined words to create new sentences.

This	<u>dress</u>	needs	to be	<u>mended.</u>
These	<u>steps</u>			<u>fixed.</u>
Those		need		
That	<u>cups</u>			<u>washed.</u>

Conclusion

In small groups students make up different sentences using the substitution table above.

Assessment

Assessment Method: Observing students in groups.

Assessment Task: Students say correct sentences from the substitution table.

Assessment Criteria: Using the verb 'to need' correctly in sentences. Manner of speaking.

Recording Method: Checklist.

Week 1, Lesson 5

Subject: English

Lesson: Talking

Strand: Speaking and Listening

Content Standard: 5.1.2b

Objective: By the end of the lesson students will say sentences with the verb 'to be' and the conjunction 'but' correctly.

Content

Knowledge: Correct use of the verb 'to be' and the conjunction 'but'.

Skills: Correctly use the words 'need' and 'needs' in sentences with the conjunction 'but'

Attitudes: Confidence in talking.

Materials

Prepare the blackboard by writing the substitution table.

Introduction

Use the substitution table to demonstrate lessons.

Point to words in the table and practise forming correct sentences with students.

Body

1. Working in pairs, students practise saying sentences using the substitution table.
2. Students change the underlined words to create new sentences.

She	needs some	<u>tools</u>	but	she	doesn't need	<u>wood.</u>
He		<u>food</u>		he		<u>transport.</u>
It		<u>help</u>		it		<u>water.</u>

Conclusion

As a class make up different sentences using the above sentence structure.

Assessment

Assessment Method: Observing students in groups.

Assessment Task: Students say correct sentences from the substitution table.

Assessment Criteria: Correct sentence structure using the verb 'to need' and the conjunction 'but'.

Manner of speaking.

Recording Method: Checklist.

Strand 2: Reading

Reading Weekly Program

The Reading Program has five lessons. Follow the reading program to develop your daily lesson plans. A one week daily lesson plan has been done to assist you.

NOTE: If you cannot find reading materials that match the theme and text type for that week, teach the reading lesson using other reading resources or create your own reading text. Refer to the resources section for guidelines to the reading process and more ideas.

Term 1					
Week	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 Theme: Greetings Text type: Narrative – personal recount Reading material Short reading text Short Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals
	Phonics Sound /ay/ a_e (male)	Vocabulary Homophones male, mail	Vocabulary Word meaning – from reading text	Vocabulary Syllables 1, 2, 3 syllables	Library skills
Week 2 Theme: Family Text type: Recount – personal experiences Reading material Short reading text Short Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals
	Phonics Sound /ie/ i_e (price)	Vocabulary Antonyms he, she	Vocabulary Word meaning – from reading text	Vocabulary Compound words <i>sunlight,</i> <i>sunshine,</i> <i>sunburn</i>	Library skills
Week 3 Theme: School Text type: Explanation - brochure Reading material Short reading text Short Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals
	Phonics Sound /oa/ o_e (rode)	Vocabulary Antonyms In, out	Vocabulary Word meaning – from reading text	Vocabulary Alphabetical order, using a dictionary	Library skills

Term 1

Week	Day 1	Day 2	Day 3	Day 4	Day 5
Week 4 Theme: People Text type: Narrative – description Reading material Short reading text Short Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library skills
	Phonics Sound /ue/ u_e (include)	Vocabulary Homophones boy, buoy	Vocabulary Word meaning – from reading text	Vocabulary Prefixes: un- unfair, unkind	
Week 5 Theme: Home Text type: Recount Reading material Short reading text Short Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library skills
	Phonics Sound /sh/ shoe, bush	Vocabulary Synonyms shout, yell	Vocabulary Word meaning – from reading text	Vocabulary Suffixes: -er mine, miner	
Week 6 Theme: Church Text type: Recount – personal experience Reading material Short reading text Short Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library skills
	Phonics Sound /th/ threw, moth	Vocabulary Compound words blackboard	Vocabulary Word meaning – from reading text	Vocabulary Contractions I'm, I am	
Week 7 Theme: Market Text type: Recount, Procedure Reading material Short reading text Short Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library skills
	Phonics Sound /ch/ chew, church	Vocabulary Synonyms chew, eat, bite	Vocabulary Word meaning – from reading text	Vocabulary Abbreviations TV, Mon, Jan	

Term 1

Week	Day 1	Day 2	Day 3	Day 4	Day 5
Week 8 Theme: Environment Text type: Persuasion – posters and signs Reading material Short reading text Short Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library skills
	Phonics Sound /st/ stem, cost	Vocabulary Compound words weekend	Vocabulary Word meaning – from reading text	Phonics Word meaning	
Week 9 Theme: Animals Text type: Narrative Reading material Short reading text Short Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library skills
	Phonics Sound /c/ crack	Vocabulary Homophones be, bee	Vocabulary Word meaning – from reading text	Vocabulary Silent letters knock, knew, kneel	
Week 10 Theme: Plants Text type: Information - report Reading material Short reading text Short Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library skills
	Phonics Revision weeks 1-9	Vocabulary Revision weeks 1-9	Vocabulary Word meaning – from reading text	Vocabulary Similes as hot as...	

Term 2

Week	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 Theme: Places Text type: Transaction - letter Reading material Short reading text Short Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library Skills
	Phonics Sound /ee/ baby, happy, beauty	Vocabulary Homophones knot, not no, know	Vocabulary Word meaning – from reading text	Vocabulary Syllables Haiku	

Term 2					
Week	Day 1	Day 2	Day 3	Day 4	Day 5
Week 2 Theme: Harvesting Text type: Procedural Reading material Short reading text Short Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library skills
	Phonics Sound /ay/ stray, tray	Vocabulary Rhyme mate, straight, eight	Vocabulary Word meaning – from reading text	Vocabulary Homophones eight, ate	
Week 3 Theme: Feasting Text type: Narrative Reading material Short reading text Short Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library skills
	Phonics Sound /ee/ money, honey, turkey	Vocabulary Compound words Blackboard	Vocabulary Word meaning – from reading text	Vocabulary Using a dictionary word finding	
Week 4 Theme: Customs Text type: Information narrative Reading material Short reading text Short Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library Skills
	Phonics Sound Sound /ee/ bee, between, queen	Vocabulary Homophones so, sew, sow see, sea	Vocabulary Word meaning – from reading text	Vocabulary Prefixes mis-, dis-, off-	
Week 5 Theme: Music Text type: Narrative - song lyrics Reading material Poems and song lyrics Short information texts Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library Skills
	Phonics Sound /ee/ each, please, speak	Vocabulary Rhyming words king, sing cat, rat	Vocabulary Word meaning – from reading text	Vocabulary Suffixes -ful, -en	

Term 2

Week	Day 1	Day 2	Day 3	Day 4	Day 5
Week 6 Theme: Celebrations Text type: Procedural Reading material Short reading text Short information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library Skills
	Phonics Sound /oo/ firewood, football	Vocabulary Rhyming words Middle, fiddle	Vocabulary Word meaning – from reading text	Vocabulary Contractions we are, we're they are, they're	
Week 7 Theme: Transport Text type: Narrative Information Reading material Short reading text Short Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library Skills
	Phonics Sound /ooh/ balloon, tooth	Vocabulary Common word endings suffixes	Vocabulary Word meaning – from reading text	Vocabulary Synonyms said, muttered, questioned	
Week 8 Theme: Colour Text type: Narrative - description Reading material Short reading text Short information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library Skills
	Phonics Sound /oa/ coast, goal, throat	Vocabulary Silent letters writer, comb	Vocabulary Word meaning – from reading text	Vocabulary Word meaning	
Week 9 Theme: Communication Text type: Persuasive - signs Reading material Short reading text Short information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library Skills
	Phonics Sound /ay/ pain, afraid, explain	Vocabulary Prefix 'un' unfair, unlock...	Vocabulary Word meaning – from reading text	Vocabulary Double letters tomorrow, carrot, worry, error	

Term 2

Week	Day 1	Day 2	Day 3	Day 4	Day 5
Week 10 Theme: Body parts Text type: Information Reading material Short reading text Short information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library Skills
	Phonics Revision	Vocabulary Fun with rhyming words	Vocabulary Word meaning – from reading text	Vocabulary Alliteration seven silent seagulls	

Term 3

Week	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 Theme: Clothing Text type: Information/ Procedure Reading material Short text Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library Skills
	Phonics Sound /ou/ aloud, sound, flour	Vocabulary Homophones knot, not no, know	Vocabulary Word meaning – from reading text	Vocabulary Syllabic poems	
Week 2 Theme: Gardening Text type: Explanation Reading material Short text Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library Skills
	Phonics Sound /ar/ March, sugar, started	Vocabulary Rhyme cat, sat, mat, fat	Vocabulary Word meaning – from reading text	Vocabulary Homophones whole, hole	
Week 3 Theme: Fishing Text type: Poetry Reading material Short text Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library Skills
	Phonics Sound /ow/ towel, allowed, flower	Vocabulary Compound words blackboard	Vocabulary Word meaning – from reading text	Vocabulary Dictionary activity	

Term 3

Week	Day 1	Day 2	Day 3	Day 4	Day 5
Week 4 Theme: Food Text type: Recount - diary Reading material Short text Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library Skills
	Phonics Sound /oa/ rainbow, tomorrow, shadow	Vocabulary Homophones so , sew, sow see, sea	Vocabulary Word meaning – from reading text	Vocabulary Prefixes bi-, tri-, sub-	
Week 5 Theme: Sports Text type: Report Reading Material Short text Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library Skills
	Phonics Sound /or/ forget, corner, mirror	Vocabulary Rhyming words king, sing cat, rat	Vocabulary Word meaning – from reading text	Vocabulary Suffixes -less, -y	
Week 6 Theme: Events Text type: Recount Reading Material Short text Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library Skills
	Phonics Sound /er/ teacher, different, computer	Vocabulary Rhyming words Middle, fiddle	Vocabulary Word meaning – from reading text	Vocabulary Contractions do not, don't will not, won't	
Week 7 Theme: Cooking Text type: Procedural Reading Material Short text Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library Skills
	Phonics Sound /ear/ nearly, spear, clear	Vocabulary Common word endings suffixes	Vocabulary Word meaning – from reading text	Vocabulary Abbreviations kilogram, kg as soon as possible, asap	
Week 8 Theme: Safety Text type: Procedural – drills Reading Material Short text Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library Skills
	Phonics Sound /ie/ lightning, flight, frighten	Vocabulary Silent letters writer, comb	Vocabulary Word meaning – from reading text	Vocabulary Word meaning sign = mark signature, design	

Term 3

Week	Day 1	Day 2	Day 3	Day 4	Day 5
Week 9 Theme: Furniture Text type: Information Reading material Short text Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library Skills
	Phonics Sound /ch/ watched, scratched, itchy	Vocabulary Prefix 'un' unhappy, untie...	Vocabulary Word meaning – from reading text	Vocabulary Silent letters wrap, wreck, wrist	
Week 10 Theme: Disasters Text type: Narrative – story Reading material Short text Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library Skills
	Phonics Revision	Vocabulary Fun with rhyming words	Vocabulary Word meaning – from reading text	Vocabulary Figurative language The water licked my feet	

Term 4

Week	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 Theme: Government Text type: Persuasive - discussion Reading material Short reading text Short Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library Skills
	Phonics Sound /f/ alphabet, sphere, trophy	Vocabulary Homophones knot, not no, know	Vocabulary Word meaning – from reading text	Vocabulary Syllabic poems	
Week 2 Theme: Climate Text type: Report-information sheet Reading material Short reading text Short Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library Skills
	Phonics Sound /s/ central, circus, bicycle	Vocabulary Rhyme cat, sat, mat, fat	Vocabulary Word meaning – from reading text	Vocabulary Homonyms	

Term 4

Week	Day 1	Day 2	Day 3	Day 4	Day 5
Week 3 Theme: Hospital Text type: Report Reading material Short reading text Short Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library Skills
	Phonics Sound /j/ magic, bridge, engine	Vocabulary Compound words blackboard	Vocabulary Word meaning – from reading text	Vocabulary Dictionary skills	
Week 4 Theme: Trading Text type: Information - map Reading material Short reading text Short Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library Skills
	Phonics /le/ turtle, triangle, jungle	Vocabulary Homophones so , sew, sow see, sea	Vocabulary Word meaning – from reading text	Vocabulary Prefixes anti-, tele-	
Week 5 Theme: Business Text type: Transactional - letter Reading material Short reading text Short Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library Skills
	Phonics Revision	Vocabulary Shortened words wasn't, you're, doesn't	Vocabulary Word meaning – from reading text	Vocabulary Suffixes -ery, -ist	
Week 6 Theme: Space Text type: Narrative - imaginary Reading material Short reading text Short Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library Skills
	Phonics Revision	Vocabulary Silent letters comb, sign, listen	Vocabulary Word meaning – from reading text	Vocabulary Apostrophe possession and abbreviation	
Week 7 Theme: Health Text type: procedural - plan Reading material Short reading text Short Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library Skills
	Phonics Revision	Vocabulary Silent letters answer, ghost, calf	Vocabulary Word meaning – from reading text	Vocabulary Synonyms nice, lovely, pretty, tasty	

Term 4

Week	Day 1	Day 2	Day 3	Day 4	Day 5
Week 8 Theme: Disease Text type: Report – newspaper article Reading material Short reading text Short Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library Skills
	Phonics Double letters button, winner, hello	Vocabulary Common word endings suffixes	Vocabulary Word meaning – from reading text	Vocabulary Word meaning bio- = life biography, biodiversity, biology	
Week 9 Theme: Holiday Text type: Narrative information Reading material Short reading text Short Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library Skills
	Phonics Double letters pepper, hidden, rubber	Vocabulary Prefix 'dis' disappear, dislike...	Vocabulary Word meaning – from reading text	Phonics Double letters wedding, sudden, address	
Week 10 Theme: Media Text type: Report Reading material Short reading text Short Information text Grade reader	Reading and comprehension Short reading text	Reading and comprehension Short reading text	Reading and comprehension Grade reader	Reading and comprehension Short information text	Reading for pleasure Poems Articles Stories Journals Library Skills
	Phonics Revision	Vocabulary Fun with rhyming words	Vocabulary Word meaning – from reading text	Vocabulary Onomatopoeia zoom, slither	

Phonics Weekly Program

Note: All these sounds have been taught in Elementary. Therefore, students are revising them in Grade 3.

Week	Term 1	Term 2	Term 3	Term 4
Week 1	/ay/ ma <u>l</u> e (a_e)	/ee/ baby, happy, beauty <u>u</u>	/ou/ a <u>l</u> oud, s <u>ou</u> nd, flour	/f/ a <u>l</u> phabet, s <u>ph</u> ere, tro <u>ph</u> y
Week 2	/ie/ pr <u>i</u> ce (i_e)	/ay/ str <u>a</u> y, tr <u>a</u> y	/ar/ M <u>a</u> r <u>ch</u> , sug <u>a</u> r, start <u>e</u> d	/s/ c <u>en</u> tral, <u>ci</u> rcus, bi <u>cy</u> cle
Week 3	/oa/ ro <u>d</u> e (o_e)	/ee/ m <u>o</u> ney, h <u>o</u> ney, tur <u>ke</u> y	/ow/ to <u>w</u> el, all <u>ow</u> ed, fl <u>ow</u> er	/j/ m <u>a</u> gic, br <u>i</u> dge, en <u>g</u> ine
Week 4	/ue/ incl <u>u</u> de (u_e)	/ee/ b <u>ee</u> , betw <u>ee</u> n, que <u>en</u>	/oa/ rain <u>bo</u> w, tomor <u>ro</u> w, sh <u>ad</u> ow	/le/ turt <u>l</u> e, trian <u>gl</u> e, j <u>un</u> gle
Week 5	/sh/ sh <u>o</u> e, bush	/ee/ e <u>a</u> ch, ple <u>a</u> se, spe <u>a</u> k	/or/ fo <u>r</u> get, co <u>r</u> ner, mirro <u>r</u>	Phonics revision
Week 6	/th/ th <u>r</u> ew, mo <u>th</u>	/oo/ fire <u>w</u> ood, foot <u>ba</u> ll	/er/ teach <u>e</u> r, differ <u>e</u> nt, comput <u>e</u> r	Phonics revision
Week 7	/ch/ ch <u>e</u> w, ch <u>ur</u> ch	/ooh/ ballo <u>o</u> n, too <u>th</u>	/ear/ n <u>ear</u> ly, spe <u>a</u> r, cle <u>a</u> r	Phonics revision
Week 8	st blend st <u>e</u> m, cost	/oa/ co <u>a</u> st, go <u>a</u> l, thro <u>a</u> t	/ie/ light <u>n</u> ing, fl <u>i</u> ght, fright <u>e</u> n	Double letters but <u>tt</u> on, winn <u>er</u> , hell <u>o</u>
Week 9	/c/ cr <u>a</u> ck	/ay/ p <u>a</u> in, af <u>r</u> aid, expl <u>a</u> in	/ch/ watch <u>e</u> d, scratch <u>e</u> d, itch <u>y</u>	Double letters pepp <u>er</u> , hidd <u>e</u> n, rub <u>ber</u>
Week 10	Revision	Revision	Revision	Revision

Reading Sample Lesson Plans

Week 1, Lesson 1

Subject: English

Lesson: Reading – Phonics

Strand: Reading

Content Standard: 5.2.1, 5.2.2, 5.2.3a, 5.2.3c

Objective: 1. To read and comprehend a short text. 2. To recognise the sound /ay/ and the letters that can be used to write that sound.

Content

Knowledge: Reading and understanding a text.

Skills: Using a variety of reading strategies to read a text including phonic knowledge.

Attitudes: Self confidence in reading Reading and Comprehension.

Materials

Find a short text that students can read together. It can be a poem, narrative or information text. It may relate to this week's theme but this is not essential. The text can be chosen from a School Journal, class book, newspaper or create your own text. If you do not have a class set of books, write the reading text on the board. The following lesson can be adapted to any reading text.

Introduction

1. Introduce the story, poem or information text.
 - Look at the title of the story.
 - Talk about what the story or writing might be about.
 - Share related experiences.
 - Predict what might happen or what the information might be.

Body

2. Read the text and encourage students to:
 - Join in with the reading.
 - Read on or read back.
 - Use picture clues, context clues, word attack strategies and phonics.
 - Ask questions to check that students understand the story.

Conclusion

3. After reading encourage students to
 - Talk, think, share and compare their

responses to the story.

- Ask questions to check that students understand the story.

Phonics

Materials

Write the following words with the sound /ay/ letter pattern **a_e** on the board, e.g. *late, plate, gave, save, flame, plane, male, female*

Introduction

Read the words. Explain that all these words contain the sound /ay/ with the letter pattern a-e

Body

1. Tell the class to listen carefully as you sound out and read the word 'late' (Draw a line or sound dots under each letter as you sound out words.)

Tell the class that the word late has 3 sounds, e, g, /l/ /ay/ /t/ /.

Ask: Which letters are used to write the sound /ay/ in late? (letters a_e)

Repeat for the other words on the board so that students hear the sound /ay/ and recognise the spelling pattern

2. Students say these words in sentences to show meaning of each word.
3. Students fill the blanks with a word from the *Phonics* word list above:
 1. Put the food on the _____.
 2. My sister _____ me a ball for my birthday.
 3. Don't be _____ or you will miss the bus.
 4. The dog that had puppies is _____, of course.

Assessment

Assessment Method: Observing responses and correcting sentences.

Assessment Task: 1. Correct answers to comprehension questions about the reading text. 2. Writing sentences using words with the sound /ay/ and letter pattern a_e.

Assessment Criteria: Correct oral responses and correct spelling of the sound /ay/ words and sentences.

Recording Method: Checklist/Portfolio.

Week 1, Lesson 2

Subject: English

Lesson: Reading – Vocabulary (homophones)

Strand: Reading

Content Standard: 5.2.1, 5.2.2, 5.2.3,

Objective: 1. To read and comprehend a short text. 2. To identify homophones (male, mail)

Content

Knowledge: Recognise homophones and read new words and sentences.

Skills: 1. Read a text applying a range of reading strategies. 2. Identify homophones, their spelling and use in sentences

Attitudes: Appreciate and take pride in developing English skills and learning new words.

Reading and Comprehension

Materials

Repeat Lesson 1's reading or use a new story or information text.

Introduction

Together with the class, talk about Lesson 1's reading text or introduce a new short reading text.

Body

1. Read the text again and ask comprehension questions to make sure that students understand the reading text.

If reading a narrative text, ask questions about:

- the setting.
- characters.
- the order of events in the story.
- the meaning of difficult words in the story.

If reading an information text ask questions about:

- what the writing is about.
- the main information or argument.
- the meaning of difficult or subject-specific words.

Vocabulary

Materials

1. Write these words on the board:
sea see, meat meet, one won, toe tow
2. Write these sentences on the board.
We need to ____ this car. (toe/toe)
Peter hurt his _____. (toe/toe)
Can you ____ me? (sea/see)
We swam in the _____. (sea/see)
Please _____ me at the bus stop.
We are eating _____ for dinner.
My baby brother is ____ year old today.
My sister _____ the race.

Introduction

Write the words sea see on the board. Talk about words that have the same sound but a different spelling and meaning.

Body

1. Read the list words. Ask questions about the words. Make sure students recognize that two words can have the same sound but a different spelling and different meaning.
2. Students say each of the words on the board in sentences to show that they understand their meaning.
3. Read the sentences written on the board. Students complete the sentences by choosing the correct homophone.

Conclusion

Record the homophones as a class chart.

Assessment

Assessment Method: Observing responses and correcting sentences.

Assessment Task: 1. Correct answers to comprehension questions about the reading.
2. Writing sentences using homophones.

Assessment Criteria: Correct oral responses and correct writing of homophones in sentences.

Recording Method: Checklist/Portfolio.

Week 1, Lesson 3

Subject: English

Lesson: Reading – Word meaning

Strand: Reading

Content Standard: 5.2.1, 5.2.2, 5.2.3

Objective: To read a longer text for meaning with fluency and accuracy.

Content

Knowledge: To read and comprehend a longer text.

Skills: Reading for meaning with fluency and accuracy.

Attitudes: Reading for enjoyment.

Materials

Grade reader (e.g. The Coconut Baby).

Introduction

Introduce the story.

- Look at the title of the story.
- Talk about what the story or writing might be about.
- Share related experiences.
- Predict what might happen or what the information might be.

Body

1. Read the text as a class and encourage students to:
 - Join in with the reading.
 - Read on or read back.
 - Use picture clues, context clues, word attack strategies and knowledge of phonics.
 - Ask questions to check that students understand the story.
2. Next students work in small groups or pairs.
 - Pair reading options include:
 - Students take it in turns to read
 - Two readers read together
 - Echo reading – pair a strong and a weaker reader - the stronger reader reads the words and the less fluent reader repeats them.

Conclusion

Vocabulary – word meaning

1. List words that students have found difficult to read and understand from the story. List them on the board. Talk about the words and their meaning in the context of the story.
2. Encourage students to use the words in sentences to show that they understand their meaning.

Assessment

Assessment Method: Listening to reading, comprehension answers and word meaning responses.

Assessment Task: 1. Reading aloud. 2. Answering comprehension questions 3. Using words in sentences to show their meaning.

Assessment Criteria: Accurate and fluent reading. Correct oral responses to questions.

Recording Method: Checklist.

Week 1, Lesson 4**Subject:** English**Lesson:** Reading – Vocabulary (Syllables)**Strand:** Reading**Content Standard:** 5.2.1, 5.2.2, 5.2.3a

Objective: By the end of the lesson students will be able break down words into syllables and read a story and respond appropriately to what is read.

Content

Knowledge: 1. Recognise syllables in words
2. Read an information text.

Skills: Segment word into syllables. Read and comprehend factual information.

Attitudes: Self confidence in reading.

Reading and Comprehension

1. Introduce a non-fiction or information text.
2. Follow the reading process (see Day 1) and talk about the information in the text.
3. Explain any technical or difficult words and ask questions to make sure students understand the information and argument in the writing.

Conclusion

After reading ask the class questions about the information in the text. Encourage students to talk about information they found interesting.

Vocabulary (Syllables)**Materials**

Blackboard

Flash cards – word consisting of one, two and three syllables words, e.g, pig, sto/ry, car/pen/ter

Introduction

Play the game: How many syllables?

Say a word and ask students to clap the word out into it parts, e.g. *ri/ver, cat, moun/tain, toi/let, boy, girl, fe/male*

Body

1. Write words from the reading text and/or spelling words on the board, e.g. *feast, festival, firecrackers, fireworks, fortune, friends, full.*
2. Students clap each word and say if it contains one, two or three syllables.
3. Students write the words dividing them into one, two or three syllables e.g. *feast (one syllable), fes/ti/val (three syllables)...*

Conclusion

Students clap the syllables in their name and say the number of syllables, e.g. *Pe/ter (two syllables)*

Assessment

Assessment Method: Observing responses and correcting sentences.

Assessment Task: 1. Correct answers to comprehension questions about the reading text. 2. Breaking words into one, two and three syllables.

Assessment Criteria: Correct oral responses and correct division of words into syllables.

Week 1, Lesson 5

Subject: English

Lesson: Reading for pleasure – Library Skills

Strand: Reading

Content Standard: 5.2.1, 5.2.2, 5.2.3a

Objective: By the end of the lesson students will be able to use a dictionary to look up words.

Content

Knowledge: How to use a dictionary.

Skills: Identify and locate the meaning of a word in a dictionary.

Attitudes: Self confidence in reading and locating information.

Materials

Dictionaries.

Introduction

Students do a range of activities to develop Library Skills. For example, they play games to practise alphabetical order.

Body

1. Ask: *What is a dictionary? What does a dictionary help us to do?* (check the spelling of a word and to find word meanings)
2. Together, as a class, use the dictionary to find the following words and read their meanings.

date	
fireworks	
flame	
fortune	
festival	

3. In pairs, students use the dictionary to find these words and write their meanings.

tail	
tale	
stair	
stare	
won	
one	

Conclusion

Students give examples of words and their meanings from the dictionary.

Assessment

Assessment Method: Observation of responses and correcting statements of word meaning written from a dictionary.

Assessment Task: 1. Games and activities practising alphabetical order 2. Writing word meanings from a dictionary.

Assessment Criteria: Finding entries in a dictionary and writing the meaning of words.

Recording Method: Checklist/Portfolio.

Strand 3: Writing

Written Sentences/Grammar Weekly Program

The program of Talking Sentences in Speaking and Listening lay the oral foundations for Grammar and written sentences. Daily oral practice of the correct forms of English creates a solid foundation for all language learning. Here are the grammar topics and written sentence to help you develop your daily lesson plans. Use the lesson samples in the Resources section for more information.

Week	Term 1	Term 2	Term 3	Term 4
Week 1	Nouns: common and proper	Nouns: concrete and abstract	Nouns: possessive	Nouns: singular and plural
	Writing sentences with capital letters, full stops and correct use of common and proper nouns in sentences	Writing sentences with capital letters, full stops and correct use of concrete and abstract nouns in sentence.	Writing sentences with capital letters, full stops and correct use of possessive nouns in sentences.	Writing sentences with capital letters, full stops and correct use of singular and plural nouns in sentences.
	Examples: <i>Bubu likes to fish.</i> <i>I walked to the market.</i> <i>The dog chased the pig.</i>	Examples: <i>My finger is broken.</i> <i>My custom is strong.</i>	Examples: <i>My Bubu's cooking is the best.</i> <i>Tom's canoe is the fastest.</i>	Examples: <i>The baby is crying.</i> <i>All the babies are crying.</i>
Week 2	Nouns: singular and Plural (adding s, es)	Nouns: plural	Pronouns: possessive	Adjectives: possessive
	Writing sentences with capital letters, full stops and correct use of plural nouns ending in s or es .	Writing sentences with capital letters, full stops and correct use of plural nouns.	Writing sentences with capital letters, full stops and correct use of possessive pronouns.	Writing sentences with capital letters, full stops and correct use of possessive adjectives.
	Examples: <i>The bee stung me.</i> <i>The bees stung me.</i> <i>The branch fell from the tree.</i> <i>The branches waved in the wind.</i>	Examples: <i>My knife is sharp.</i> <i>Dad sharpens our knives.</i> <i>I have one life.</i> <i>I do not have three lives.</i>	Examples: <i>The kina in my bilum is mine.</i> <i>The kina is your bilum is yours.</i>	Examples: <i>It's not your umbrella, it's ours.</i> <i>It's not my kundu, it's his kundu.</i>
Week 3	Pronouns: personal	Verbs: 'to be'	Verbs: compound	Adjectives: comparative, superlative
	Writing sentences with capital letters, full stops and correct use of personal pronouns.	Writing sentences with capital letters, full stops and correct use of the verb to be.	Writing sentences with capital letters, full stops and correct use of compound verbs.	Writing sentences with capital letters, full stops and correct use of comparative and superlative adjectives.

Week	Term 1	Term 2	Term 3	Term 4
Week 3 (continued)	Examples: <i>My cousin lives in Kerevat</i> <i>He lives in Kerevat.</i> <i>The dog chased the cat.</i> <i>It chased the cat.</i>	Examples: <i>I <u>am</u> a girl.</i> <i>He <u>is</u> my brother.</i> <i>We <u>are</u> twins.</i>	Examples: <i>The pig in the mumu <u>is</u> <u>cooked</u>.</i> <i>We <u>are</u> <u>planting</u> <u>kaukau</u> in our garden.</i>	Examples: <i>I can run <u>faster</u> than Peter.</i> <i>Mt Wilhelm is the <u>highest</u> mountain in PNG.</i>
Week 4	Verbs: present tense	Verbs: irregular past tense verbs	Verbs: present participles	Adverbial phrases
	Writing sentences with capital letters, full stops and correct use of verbs in the present tense.	Writing sentences with capital letters, full stops and correct use of irregular past tense verbs.	Writing sentences with capital letters, full stops and correct use of present participles verbs	Writing sentences with capital letters, full stops and correct use of adverbial phrases.
	Examples: <i>My Dad <u>is</u> strong.</i> <i>He <u>plays</u> rugby.</i> <i>We <u>walk</u> to school.</i>	Examples: <i>I <u>go</u> to school each day.</i> <i>I <u>went</u> to school yesterday.</i> <i>I <u>ride</u> my bike.</i> <i>Yesterday, I <u>rode</u> my bike to school.</i>	Examples: <i>We <u>are</u> <u>playing</u> netball tonight.</i> <i>Mama <u>is</u> <u>selling</u> peanuts at the market.</i>	Examples: <i>My Bubu walks <u>with a stick</u>.</i> <i>There is no road <u>to our village</u>.</i>
Week 5	Verbs: past tense	Adjectives	Verbs: past participles	Verbs: past, present, future tense
	Writing sentences with capital letters, full stops and correct use of past tense verbs.	Writing sentences with capital letters, full stops and correct use of adjectives.	Writing sentences with capital letters, full stops and correct use of past particles verbs.	Writing sentences with capital letters, full stops and correct use of present, past and future tense verbs.
	Examples: <i>My Dad <u>chopped</u> down the old tree last week-end.</i> <i>He <u>played</u> rugby when he was young.</i>	Examples: <i>A <u>tiny</u> mouse lives in our house.</i> <i>The <u>black</u> snake crawled into the dark hole.</i>	Examples: <i>The room <u>was</u> <u>filled</u> with sunlight.</i>	Examples: <i>I <u>write</u> something every day.</i> <i>Yesterday I <u>wrote</u> a letter to my teacher.</i> <i>Tomorrow I <u>will write</u> her another letter.</i>
Week 6	Verbs: future tense	Prepositions and phrases	Adverbs: manner, time, place	Conjunctions
	Writing sentences with capital letters, full stops and correct use of future tense verbs.	Writing sentences with capital letters, full stops and correct use of prepositions and phrases.	Writing sentences with capital letters, full stops and correct use of adverbs of manner, time and place.	Writing sentences with capital letters, full stops and correct use of conjunctions.

Week	Term 1	Term 2	Term 3	Term 4
Week 6 (continued)	Examples: <i>It will <u>rain</u> this afternoon.</i> <i>School <u>will</u> close at the weekend.</i>	Examples: <i>We walked <u>over</u> the bridge.</i> <i>Our dog sleeps <u>under</u> the tree.</i>	Examples: <i>The Sunday market is on <u>weekly</u>.</i> <i>The children ran <u>outside</u> to play.</i> <i>My pet bird sings <u>beautifully</u>.</i>	Examples: <i>It was very hot <u>so</u> we did not play outside.</i> <i>We stayed inside <u>because</u> it was too hot outside.</i> <i>We went outside <u>when</u> it was cool.</i>
Week 7	Punctuation: capital letters, commas, full stops	Apostrophe: possession	Punctuation: talking marks	Conjunctions: or, because
	Writing sentences with capital letters, full stops and commas.	Writing sentences with capital letters, full stops and correct use of apostrophe of possession.	Writing sentences with capital letters, full stops and correct use of talking marks.	Writing sentences with capital letters, full stops and correct use of conjunctions 'or' 'because'
	Example: <i>Dad, Mum and my sister work in the garden.</i>	Example: <i>The <u>bird's</u> beak is sharp.</i> <i>The <u>hen's</u> egg was brown.</i>	Example: <i>"Good morning children," said our teacher. "It's good to see you."</i>	Example: <i>Would you like watermelon <u>or</u> a banana.</i> <i>I can't come <u>because</u> I am sick.</i>
Week 8	Vocabulary: homophones	Prefixes and suffixes	Vocabulary: compound words	Punctuation: commas, quotation marks, colons, hyphens
	Writing sentences with capital letters, full stops and correct of homophones.	Writing sentences with capital letters, full stops and correct use of prefixes and suffixes to make new words.	Writing sentences with capital letters, full stops and correct use of compound words.	Writing sentences with capital letters, full stops, talking marks, colons and hyphens.
	Examples: <i>Only <u>one</u> team won the trophy.</i> <i>I was so <u>weak</u> with malaria, I was in bed for a <u>week</u>.</i>	Examples: <i>Do not <u>mistreat</u> animals.</i> <i>I am the <u>strongest</u> person in the class.</i>	Examples: <i>Mama grows <u>peanuts</u> to sell in the market.</i> <i>Kalibobo <u>lighthouse</u> is in Madang.</i>	Examples: <i>PNG's flag is red, black and yellow.</i> <i>My favourite bird has bright-red feathers.</i>
Week 9	Sentences: commands	Sentences: questions	Sentences: statements and exclamations	Synonyms and antonyms
	Writing sentences as commands using capital letters, commas and exclamation marks.	Writing sentences as questions using capital letters, commas and question marks.	Writing sentences as statements and commands using capital letters, commas, exclamation marks and full stops.	Writing sentences with capital letters, full stops and correct use of synonyms in sentences.

Week	Term 1	Term 2	Term 3	Term 4
Week 9 <i>(continued)</i>	Examples: <i>Go to bed now!</i> <i>Stop talking!</i> <i>Pick up that rubbish!</i>	Examples: <i>What is your name?</i> <i>Where is your mother's village?</i>	Examples: <i>The Blues won the game.</i> <i>Hurray, the Blues won!</i>	Examples: <i>The crowd was <u>noisy</u>.</i> <i>The crowd was <u>silent</u>.</i>
Week 10	Assessment	Assessment	Assessment	Assessment

Written Sentences/Grammar Sample Lesson Plans

Week 1, Lesson 1

Subject: English

Lesson: Written Sentences/Grammar

Strand: Writing

Content Standard: 5.3.3a, 5.3.3b, 5.3.3c

Objective: By the end of the lesson students will identify common nouns in sentences.

Content

Knowledge: Common nouns and correct punctuation of a sentence.

Skills: Identify common nouns and complete sentences using correct punctuation.

Attitudes: Build confidence in using correct English structures in writing.

Materials

Blackboard preparation.

Write these sentences on board:

- a. Grandpa likes to catch fish in the river.
- b. Aunty digs up kaukau from the garden.
- c. The children go to town in the truck.
- d. My grandma looks after the baby.
- e. We have hens, pigs, a dog and a cat.
- f. Mum washes our clothes at the river.

Introduction

Common word game.

Teacher chooses a student and says: *Tell me a common noun that names an animal.*

The student responds e.g. dog, cat cuscus, monkey...

Ask another student to say a common word that names a thing e.g. *pencil, ruler, tree, box...*

Body

1. Read the first sentence together.
2. Students identify all the nouns in the sentence. (*fish, grandpa, river*)
3. Ask: *What do these nouns name?* (fish – animal, grandpa - person, river – place)
4. Students write the sentence and underline all the nouns.
5. Students do the rest of the sentences working independently.

Conclusion

Correct sentences as a class activity.

Assessment

Assessment Method: Listening and correcting written sentences.

Assessment Task: Identifying common nouns in sentences.

Assessment Criteria: Correctly identifying nouns. Writing correctly punctuated sentences. Neat handwriting.

Recording Method: Checklist/Portfolio

Week 1, Lesson 2

Subject: English

Lesson: Written Sentences/Grammar

Strand: Writing

Content Standard: 5.3.3a, 5.3.3b, 5.3.3c,

Objective: By the end of the lesson students will correctly identify and classify nouns.

Content

Knowledge: Identify and correctly classify common nouns.

Skills: Identify and classify nouns in groups.

Attitudes: Build confidence in using correct English structures in writing.

Materials

Blackboard preparation.

Write on the blackboard:

Nouns are words that name people, animals, places and things.

Draw this table on the board.

People	Animals	Places	Things

Write these words on the board:

tree, fish, canoe, children, aunty, truck, coconuts, pigs, men, baby, house garden, river, school, roof, market

Introduction

Remind students that nouns are naming words.

Point to the definition on the board and read it aloud.

Then point to the table and ask students to suggest nouns for each group: People (man, child, girl, mother...), Animal (dog, bird, pig...), Places (school, home, church, road, river...), Things (book, pen, tap, water...). As students to suggest nouns, write them in the correct row in the table.

Body

1. Write the word tree on the board.
2. Ask: *Is this the name of a person, place, animal or thing?* (thing)
3. Choose a student to write the word in the correct row in the table on the board.
4. Repeat for the next two words: *fish* (animal), *canoe* (thing)
5. Students draw the table and write all the words from the board in the correct row into their table.

Conclusion

Play the game **I Spy** (*I spy with my little eye a noun that begins with 's'.*) Students name nouns in the classroom (or outside) and say if the noun is a person, animal, place or thing.

Assessment

Assessment Method: Observing student responses in completing a table.

Assessment Task: Classifying nouns according to the type of noun (person, animal, place or thing).

Assessment Criteria: Correctly classifying nouns.

Recording Method: Checklist/Portfolio.

Week 1, Lesson 3

Subject: English

Lesson: Written Sentences/Grammar

Strand: Writing

Content Standard: 5.3.3a, 5.3.3b, 5.3.3c

Objective: By the end of the lesson students will identify proper nouns in sentences.

Content

Knowledge: Proper nouns in sentences.

Skills: Correctly identifying proper nouns in sentences.

Attitudes: Self confidence in writing.

Materials

Write the following definition on the board.

A **proper noun** is a word that names a specific person, place or thing. Proper nouns always start with a capital letter.

Examples: *Maria, Port Moresby, Fly River, Monday, October...*

Write the following sentences on the board.

- We live in papua new guinea.
- The capital of papua new guinea is port moresby.
- The highest mountain in papua new guinea is mount wilhelm.
- One of the longest rivers in papua new guinea is the sepik river.
- papua new guinea is in the pacific ocean.

Introduction

Common/Proper nouns

Explain to students that:

- a noun is a word that names a person, place, thing or idea.
- a proper noun is a word that gives a specific name to a person, place or thing.

Body

1. Read the first sentence.
2. Ask: *What are the proper nouns in this sentence?* (Papua New Guinea)
3. Ask: *How do you know?* (Papua New Guinea are three words that name our country.)
4. Students write the correct sentence in their books. They complete the rest of the sentences working on their own.

Conclusion

Correct sentences as a class activity.

Answers:

- a. We live in Papua New Guinea.
- b. The capital of Papua New Guinea is Port Moresby.
- c. The highest mountain in Papua New Guinea is Mount Wilhelm.
- d. One of the longest rivers in Papua New Guinea is the Sepik River.
- e. Papua New Guinea is in the Pacific Ocean.

Assessment

Assessment Method: Listening and correcting written sentences.

Assessment Task: Identifying proper nouns in sentences.

Assessment Criteria: Correct identification of proper nouns. Writing correctly punctuated sentences. Neat handwriting.

Recording Method: Checklist/Portfolio.

Week 1, Lesson 4

Subject: English

Lesson: Written Sentences

Strand: Writing

Content Standard: 5.3.3a, 5.3.3b, 5.3.3c

Objective: By the end of the lesson students will identify proper nouns in a story.

Content

Knowledge: Proper nouns.

Skills: Identify proper nouns in sentences.

Attitudes: Self confidence in writing.

Materials

Prepare the blackboard. Write this story on the board. Do NOT underline words. (They are underlined here to show answers.)

The Goroka Show is famous, not just in Papua New Guinea, but right around the world. The first Goroka Show was organised in 1957 by the Kiaps or patrol officers, as a singing competition between districts.

Now, every year in September about 100 tribes from the highlands gather near the town of Goroka to share their dance and culture to the beat of drums. Up to 40,000 warriors are involved in tribal rituals and dances.

Introduction

Read the story with students. Ask questions about the story: *What is the Goroka Show?* When was it first organized? Why is it famous?

Body

1. Students re-read the story.
2. Ask students to name all the proper nouns in the first sentence. (*Goroka Show, Papua New Guinea*)
3. Ask: *How do you know?* (They are words that name an event and a country. They begin with a capital letter).
4. Students copy the story into their books. They underline all the proper nouns.

Conclusion

Correct students' work as a class activity.

Assessment

Assessment Method: Listening and correcting written sentences.

Assessment Task: Identifying proper nouns in a story.

Assessment Criteria: Correctly identifying proper nouns. Writing correctly punctuated sentences. Neat hand writing.

Recording Method: Checklist/Portfolio.

Week 1, Lesson 5

Subject: English

Lesson: Written Sentences/Grammar

Strand: Writing

Content Standard: 5.3.3a, 5.3.3b, 5.3.3c

Objective: To assess that students can identify common and proper nouns correctly

Content

Knowledge: Proper nouns, common nouns

Skills: Identify proper and common nouns

Attitudes: Self confidence in writing

Materials

Prepare the blackboard.

Write this table on the board:

Common Nouns	Proper Nouns

Write these words under the table:

pencil, Madang, Lae, pen, book, desk, Oro, Peter, ball, Ramu, Wednesday, Fly River, table, cuscus, Maria

Assessment

A sample assessment to test students' understanding of proper and common nouns.

Assessment Method: A written test.

Assessment Task: Students correctly identify common and proper nouns from a list of nouns.

Test

Students write each noun in the correct column of the table.

Answers:

Common Nouns	Proper Nouns
pencil, pen, book, desk, ball, table, cuscus	Madang, Lae, Oro, Peter, Ramu, Wednesday, Fly River, Maria

Assessment Criteria: Correct identification of proper and common nouns.

Recording Method: Checklist.

Spelling Weekly Program

The program is designed for teachers to plan daily lessons. There are two parts to the spelling and dictation activity in a week. Part 1 has weekly spelling words with a sound or phonic focus. Part 2 consists of family group words taken from the weekly themes. Spelling has two lessons per week. It is important to teach the spelling words throughout the week.

Sample lesson plans will help you plan your spelling lessons. Extra support activities for spelling are in the Resources section of this book.

Week	Term 1	Term 2	Term 3	Term 4
Week 1	Sound words: /ay/ late, plate, gave, save, flame, plane, male, female	Sound words: /ee/ happily, thirty, twenty, nobody, country, ready, dirty, hungrily	Sound words: /ou/ mouse, about, shout, south, mouth proud, found, ground	Sound words: /f/ phone, photo, alphabet, dolphin, prophet, nephew, orphan, graph
	Theme words: New Year feast, festival, firecrackers, fireworks, fortune, friends, full moon, family	Theme words: The river dangerous, swift, washing, swim, splash, waterfall, bridge, cross	Theme words: Tapa cloth beaten, cloth, bark, stripped, designs, trunk, breadfruit tree, dry	Theme words: Military admiral, advance, cavalry, chaplain, allies, aircraft, soldiers, weapons
Week 2	Sound words: /ie/ outside, drive, alive, ripe, price, slice, twice, fire	Sound words: /ay/ birthday, played, yesterday, sway, holiday, always, stayed, prayed	Sound words: /ar/ March, garden, smart, market, alarm, depart, parcel, target	Sound words: /s/ centre, once, twice, bicycle, pencil, police, peace, piece
	Theme words: Family tree faithful, family, father, in-law, first born, cousin, grandfather, grandmother	Theme words: The farm weeding, clearing, group, vegetables, agriculture, soil, crops, fences	Theme words: Domestic animals piggery, poultry, fish pond, cattle, rabbit, goats, chickens	Theme words: The eyes lash, pupil, blink, black, blue, lens, tears, eyelid

Week	Term 1	Term 2	Term 3	Term 4
Week 3	Sound words: /oa/ wrote, nose, close, smoke, alone, those, stone, choke	Sound words: /ee/ key, donkey, monkey, parsley, journey, kidney, valley, hockey	Sound words: /ou/ power, towel, flower, brown, somehow, crowd, allow, tower	Sound words: /j/ cage, edge, large, bridge, engine, orange, strange, stage
	Theme words: Library legends, myths, story, students, desk, borrow, return, date	Theme words: Thanksgiving candles, happiness, chocolate, sweet, festival, harvest, family, friends	Theme words: Fish flying fish, gold fish, hook, bull shark, emperor, stingray, barracuda, whales	Theme words: Climate Change temperature, effects, records, floods, global, environment, warming, report,
Week 4	Sound words: /ue/ pollute, used, June, huge, include, refuse, abuse, salute	Sound words: /ee/ sneeze, teeth, between, bleed, asleep, cheese, creek, speed	Sound words: /oa/ arrow, elbow, follow, shadow, tomorrow, yellow, below, narrow	Sound words: /le/ uncle, candle, little, triangle, simple, turtle, whistle, paddle
	Theme words: Fairy tale giant, dwarf, elf, prince, princess, witch, fairy tale, story	Theme words: Burial mourn, body, death, coffin, widow, relatives, cemetery, sorrow	Theme words: Fruits apple, orange, banana pineapple, pawpaw, graves, guava, strawberry	Theme words: Copra coconuts, collected, export, heat, sacks, racks, husk, drier
Week 5	Sound words: /sh/ shirt, shake, sheet, flash, crash, shark, shout, shoot	Sound words: /ee/ each, easy, read, leaf, weak, please, dream, team	Sound words: /or/ thorn, more, store, before, shore, score, snore, order	Contractions It's, can't, don't, didn't, that's, wasn't, you're, I'll
	Theme words: Waterfall water, wall, stones, cliff, cool, breeze, waterhole, flowing	Theme words: Musical Instruments kundu, drums, guitar, piano, ukulele, keyboard, band, drums	Theme words: Games baseball, basketball, soccer, hockey, relay, captain ball, tunnel ball	Theme words: Coffee Beans coffee, processed, beans, pulp, machine, picked, ferment, dried

Week	Term 1	Term 2	Term 3	Term 4
Week 6	Sound words: /th/ threw, through, nothing, something, father, feather, tooth, teeth	Sound words: /oo/ book, cook, foot, put, should, would, bullet, wood	Sound words: /er/ ever, enter, clever, computer, teacher, preacher, danger, never	Silent letters half, talk, walk, comb, climb, thumb, often, listen
	Theme words: Worship Alleluia, praise, joyful, cheerful, meditate, prayer, hearts, hymns	Theme words: Birthday party music, dance, gifts, glad, blew, candle, invite, balloon	Theme words: Decoration features, plumes, bright, grease, wig, headdress, shell, tusk	Theme words: Control Tower compass, direction, landing, aircraft, runway, controller, air-service, runway
Week 7	Sound words: /ch/ church, torch, speech, branch, chain, chalk, chicken, chew	Sound words: /ooch/ zoo, blew, too, threw, do, flew, screw, knew	Sound words: /eer/ near, hear, here, deer, dear, year, spear, sphere	Silent letters knee, knock, castle, whistle, guard, guess, answer, wrong
	Theme words: Post office postman, mailbox, letters, express mail, internet, parcels, stamps	Theme words: Boat ocean, liner, offshore, oil tanker, canoe, on board, captain, engine	Theme words: Pottery clay, pottery, bowl, fire glazed, baked, paints, patterns	Theme words: Water Sanitation water, taps, toilet, soap, drain, flowers, clean, rubbish
Week 8	Sound words: /s//t/ twist, street, nest, stem, storm, east, test, west	Sound words: /oa/ toast, throat, road, coast, soap, float, loaf, loaves	Sound words: /ie/ light, night, bright, lightening, frighten, flight, right, tonight	Double letters butter, pretty, swallow, yellow, annoy, manners, connect, follow
	Theme words: Reptiles lizard, crocodiles, gecko, scale, poison, insects, snake, cold blooded	Theme words: Rainbow red, orange, yellow, green, blue, violet, sunset, horizon,	Theme words: Safety Signs caution, crossing, stop, protect, prohibited, emergency, protective, signs	Theme words: Emergency stroke, snakebite, bleeding childbirth choking, fire, drown, doctor

Week	Term 1	Term 2	Term 3	Term 4
Week 9	Sound words: /c/ cricket, rocket, knock, quack, ticket, black, packet, o'clock	Sound words: /ay/ again, explain, maintain, remain, rainbow, wait, paid, afraid	Sound words: /ch/ catchcatch, itchy, match, kitchen, scratch, watched, hatched, ditch	Double letters middle, add, supper, supply, cabbage, bubble, paddle
	Theme words: Morning glory love, grass, play, picking, colourful, morning, early, kindness	Theme words: Messages send, receive, photo, visual, audio, phone, I pad, interview	Theme words: Weaving chairs, table, mats, basket, dyes, vines, weavers, curtain	Theme words: Christmas travel, gifts, present, lights, party, choir, sleeping, celebrations
Week 10	Revision weeks 1- 9	Revision weeks 1- 9	Revision weeks 1- 9	Revision weeks 1- 9
	Theme words: Fish Market stool, smile, money, daily, women, men, discuss, ask	Theme words: Body Parts stretch ,length, jump, toes, tights, waste, wrists, arm	Theme words: Cyclone horrified, unhurt, weak, rustling, dry, afraid, muddy, strong	Theme words: Notice board section, affairs, local, community, provincial, national, informer, meetings

Spelling Sample Lesson Plans

Week 1, Lesson 1

Subject: English

Lesson: Spelling

Strand: Writing

Content Standard: 5.3.3d

Objective: By the end of the lesson, students can spell the given words and use them correctly in sentences.

Content

Knowledge: Sound words (/ay/ as a_e) late, plate, gave, save, flame, plane, male, female
Theme words: New Year: feast, festival, firecrackers, fireworks, fortune, friends, full moon, family.

Skills: Recognising commonly used words by sight, sounding out sound words and learning spelling strategies to solve unfamiliar words.

Attitudes: Confidence in spelling words correctly.

Materials

Flash cards of this week's spelling words: late, plate, gave, save, flame, plane, male, female
New Year: feast, festival, firecrackers, fireworks, fortune, friends, full moon, family.

Introduction

List spelling words on the board. Talk about the words and their meanings. Say the words in sentences to show their meaning and usage.

Body

- Learn the spelling and theme words for the week using these strategies;
 - You say/I say/We say strategy
 - Look, say, cover, write, check
 - Explain that all the sound words contain the sound /ay/ written using the letter pattern a_e.
- Use the words in sentences. (Refer to a variety of activities in the Resources section of this book.)

Example: complete each sentence using these words.

flame, late, save, feast, festival,

- We went to the Canoe and Kundu _____.
- The fire made a very bright _____.
- The bus broke down so we were _____ home.
- We need to _____ money to buy a car.
- After the singing there was a _____.

Conclusion

Correct the sentences as a class activity.

Assessment

Assessment Method: Observing student responses to questions and correct written sentences.

Assessment Task: Using knowledge of word meaning to match a word to a sentence.

Assessment Criteria: Correctly matching to show an understanding of each word's meaning. Spelling each word correctly.

Recording Method: Checklist/Portfolio.

Week 1, lesson 2**Subject:** English**Lesson:** Spelling**Strand:** Writing**Content Standard:** 5.3.3d**Objective:** By the end of the lesson, students can spell the given words and use them correctly in sentences.**Content****Knowledge:** Sound words (ay/ as a_e) late, plate, gave, save, flame, plane, male, female
Theme words: New Year: feast, festival, firecrackers, fireworks, fortune, friends, full moon, family.**Skills:** Listening to dictated words and writing them correctly.**Attitudes:** Appreciate the importance of correct spelling.**Materials**

Papers for dictation

Introduction

In preparation for the dictation test, revise each of the 16 words learnt this week. Ask students to say each word in a sentence to remind them of its use and meaning.

Body

All students are required to prepare for the dictation.

A total of ten words are to be tested.

Each word is said two times and clearly.

Students then write each word correctly.

1. female
2. late
3. flame
4. save
5. plane
6. friends
7. fireworks
8. festival
9. fortune
10. family

Conclusion

Read through the dictation list for a third time - one word at a time. Students check their written words.

All students' papers are collected for marking and recording.

Assessment**Assessment Method:** Spelling test.**Assessment Task:** To correctly spell words dictated by the teacher.**Assessment Criteria:** Correct spelling of words.**Recording Method:** Marked and recorded in SAPS.

Handwriting Weekly Program

Handwriting has been planned as a yearly program. The lesson topics are provided to assist you develop your daily lesson plans. A sample lesson plan has been done to assist you. Use the lesson samples in the resource section for more ideas.

Remember to stress the importance of the three Ss - size, slope and space.

Week	Term 1	Term 2	Term 3	Term 4
Week 1	1. Cursive writing: improve quality, speed and stamina of penmanship and consistency 2. Paragraph of handwriting	1. Cursive writing: improve quality, speed and stamina of penmanship and consistency 2. Paragraph of handwriting	1. Cursive writing: improve quality, speed and stamina of penmanship and consistency 2. Paragraph of handwriting	1. Cursive writing: improve quality, speed and stamina of penmanship and consistency 2. Paragraph of handwriting
Week 2	1. Cursive writing: improve quality, speed and stamina of penmanship and consistency 2. Paragraph of handwriting	1. Cursive writing: improve quality, speed and stamina of penmanship and consistency 2. Paragraph of handwriting	1. Cursive writing: improve quality, speed and stamina of penmanship and consistency 2. Paragraph of handwriting	1. Cursive writing: improve quality, speed and stamina of penmanship and consistency 2. Paragraph of handwriting
Week 3	1. Cursive writing: improve quality, speed and stamina of penmanship and consistency 2. Paragraph of handwriting	1. Cursive writing: improve quality, speed and stamina of penmanship and consistency 2. Paragraph of handwriting	1. Cursive writing: improve quality, speed and stamina of penmanship and consistency 2. Paragraph of handwriting	1. Cursive writing: improve quality, speed and stamina of penmanship and consistency 2. Paragraph of handwriting
Week 4	1. Cursive writing: improve quality, speed and stamina of penmanship and consistency 2. Paragraph of handwriting	1. Cursive writing: improve quality, speed and stamina of penmanship and consistency 2. Paragraph of handwriting	1. Cursive writing: improve quality, speed and stamina of penmanship and consistency 2. Paragraph of handwriting	1. Cursive writing: improve quality, speed and stamina of penmanship and consistency 2. Paragraph of handwriting

Handwriting Sample Lesson Plan

Week 1, Lesson 1

Subject: English

Lesson: Handwriting

Strand: Writing

Content Standard: 5.3.1

Objective: By the end of the lesson students demonstrate speed and accuracy in cursive writing.

Content

Knowledge: Cursive handwriting style.

Skills: Strokes, correct and efficient pencil grip, maintain writing posture, mobility, stabilize paper with non- writing hand, position paper appropriately.

Attitudes: Appreciate the development of a handwriting style.

Materials

Draw sample writing patterns on the board.

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 m m m m m m m m m m m m m m m m m m

Write the following handwriting passage on the board.

*Some hot air balloons carry photographers.
 They take photos that are used to make maps.
 Hot air balloons also carry people who
 fly for pleasure.*

Introduction

Make patterns using cursive writing hand movements.

Body

1. Students copy the writing pattern on to the lines in their exercise books.
2. Students copy the paragraph from the board.

Conclusion

Teacher corrects student work.

Assessment

Assessment Method: Observation.

Assessment Task: Demonstrate efficient pencil grip, sitting posture, mobility and write a short paragraph.

Assessment Criteria: Fluency, neatness and correct formation of letters.

Recording Method: Checklist/Portfolio.

Written Expression Weekly Program

The Written Expression activities listed here are linked to the Oral Expression topics found in the Speaking and Listening section of this Teacher Guide.

A sample lesson plan has been done to assist you. Refer to the resource section for more information about writing processes and descriptions of different text types.

Week	Term 1	Term 2	Term 3	Term 4
Week 1	Theme: Greetings Text Type: Narrative – personal recount	Theme: Places Text Type: Transaction - letter	Theme: Clothing Text type: Information/ Procedure	Theme: Government Text Type: Persuasive - discussion
	Writing: Students write about what they did in the holidays.	Writing: Students write a letter to a friend describing a place that is important to them.	Writing: Students draw and write about clothing for a specific occasion. OR Students write the steps for making a piece of clothing.	Writing: What would you do if you were the Prime Minister of Papua New Guinea?
Week 2	Theme: Family Text Type: Recount - personal experiences	Theme: Harvesting Text Type: Procedural text	Theme: Gardening Text Type: Explanation	Theme: Climate Text Type: Report - information sheet
	Writing: Students write about their family. OR Students write about why family is important.	Writing: Select a local plant or crop and write the steps required for growing and harvesting the plant.	Writing: Students write about work we do in the garden and explain why we do it.	Writing: Students write an information sheet about different weather conditions.
Week 3	Theme: School Text Type: Explanation - brochure	Theme: Feasting Text Type: Narrative	Theme: Fishing Text Type: Poetry	Theme: Hospital Text Type: Report
	Writing: Students write a brochure explaining why school is important.	Writing: Students write a story about a feast or special celebration.	Writing: students write a poem about the sea.	Writing: Students pretend that they are a doctor or nurse and write a report about a patient in hospital.

Week	Term 1	Term 2	Term 3	Term 4
Week 4	Theme: People Text Type: Narrative - description	Theme: Customs Text Type: Information narrative	Theme: Food Text Type: Recount - diary	Theme: Trading Text Type: Information - map
	Writing: Students write describing someone they know.	Writing: Students write about a cultural custom - how people dress and celebrate.	Writing: Students keep a food diary recording the food they eat each day.	Writing: Students draw and label a map that shows what is sold in different sections of the market.
Week 5	Theme: Home Text Type: Recount	Theme: Music Text Type: Narrative – song lyrics	Theme: Sports Text Type: Report	Theme: Business Text Type: Transactional - letter
	Writing: Students write about their home – the building, people, and what home means to them	Writing: Students write the words to a song.	Writing: Students write an information report about a sport explaining what you need, how you play, the skills required, the rules.	Writing: Students write a letter of thanks or complaint to a local business.
Week 6	Theme: Church Text Type: Recount - personal	Theme: Celebration Text Type: Procedural	Theme: Events Text Type: Recount – personal experience	Theme: Space Text Type: Narrative - imaginative
	Writing: Students tell about going to church. OR Students write a prayer.	Writing: Students write a step-by-step plan for a class celebration.	Writing: Students describe an event they have attended.	Writing: Students write a short story imagining that they are an astronaut travelling through space to land on the moon.
Week 7	Theme: Market Text Type: Recount, Procedure	Theme: Transport Text Type: Narrative information	Theme: Cooking Text Type: Procedure - recipe.	Theme: Health Text Type: Procedural – plan
	Writing: Students write the steps from planting a seed to selling food in the market (planting a seed, weeding, watering, picking, packing, selling).	Writing: Students describe and draw one type of transport.	Writing: Students write a recipe.	Writing: Students write a fitness plan for one week of physical activity.

Week	Term 1	Term 2	Term 3	Term 4
Week 8	Theme: Environment Text Type: Persuasion – posters and signs	Theme: Colour Text Type: Narrative – description	Theme: Safety Text Type: Procedural - Drills	Theme: Disease Text Type: Report- newspaper articles
	Writing: Students create a poster telling how we can take care of the environment and why this is important.	Writing: Students write about the colours in a bilum or other traditional craft or design.	Writing: Students write instructions for road safety procedures.	Writing: Students cut and paste articles from newspapers on diseases. They then write a list of things we can do to avoid disease.
Week 9	Theme: Animals Text Type: Narrative	Theme: Communication Text Type: Persuasive - signs	Theme: Furniture Text Type: Information, Procedure	Theme: Holiday Text Type: Narrative information
	Writing: Students write a story told from the point of view of an animal, e.g. a dog and a child go on an adventure or a bulldozer is about to destroy a wallaby's home.	Writing: Students make signs to communicate messages about road safety.	Writing: Students write instructions on how to make a bench, table or other piece of furniture.	Writing: Students write about the meaning of Christmas.
Week 10	Theme: Plants Text Type: Information - Report	Theme: Body Parts Text Type: Information	Theme: Disasters Text Type: Narrative - story	Theme: Media Text Type: Report – newspaper article
	Writing: Students write a report describing how a seed changes and grows to become a plant.	Writing: Students create information texts telling things we need to do to look after our bodies.	Writing: Students write a story imagining that they are in a big storm.	Writing: Students write a news report about something that has happened in their village, town or city.

Written Expression Sample Lesson Plan

Week 1, Lesson 1

Subject: English

Lesson: Written Expression

Strand: Writing

Content Standard: 3.3.2a

Objective: By the end of the lesson the students will be able to write a short story using the writing process.

Content

Knowledge: Story structure, punctuation, language use, writing processes.

Skills: Writing processes including structuring a story and handwriting skills.

Attitudes: Build confidence in writing a story in English.

Materials

Spelling word lists for reference.

Introduction

Talk with students about what they did during their holidays.

Encourage them to recall and share an experience that would make a good story.

Body

1. Explain the writing process (described in detail in the Resource section of this book):
 - Brainstorming (ideas for the story)
 - Planning (how to structure the story)
 - Writing
 - Edit (check that the writing makes sense)
 - Proofread (correct any mistakes in spelling, grammar – including punctuation)
 - Rewrite and add pictures
 - Publish (present the final work)
2. Students start writing their story using the writing process:
 - Write the title of the story
 - Plan out the main parts of the story (introduction, body, conclusion)
 - Write up the first draft following the plan
 - Teacher and student edit (or check) the first draft
 - Write second draft
 - Teacher and student proofread to check the spelling, grammar and punctuation.
 - Write final draft and draw pictures if required.
 - Publish the work.

Conclusion

Create a classroom display. Students read each other's work.

Assessment

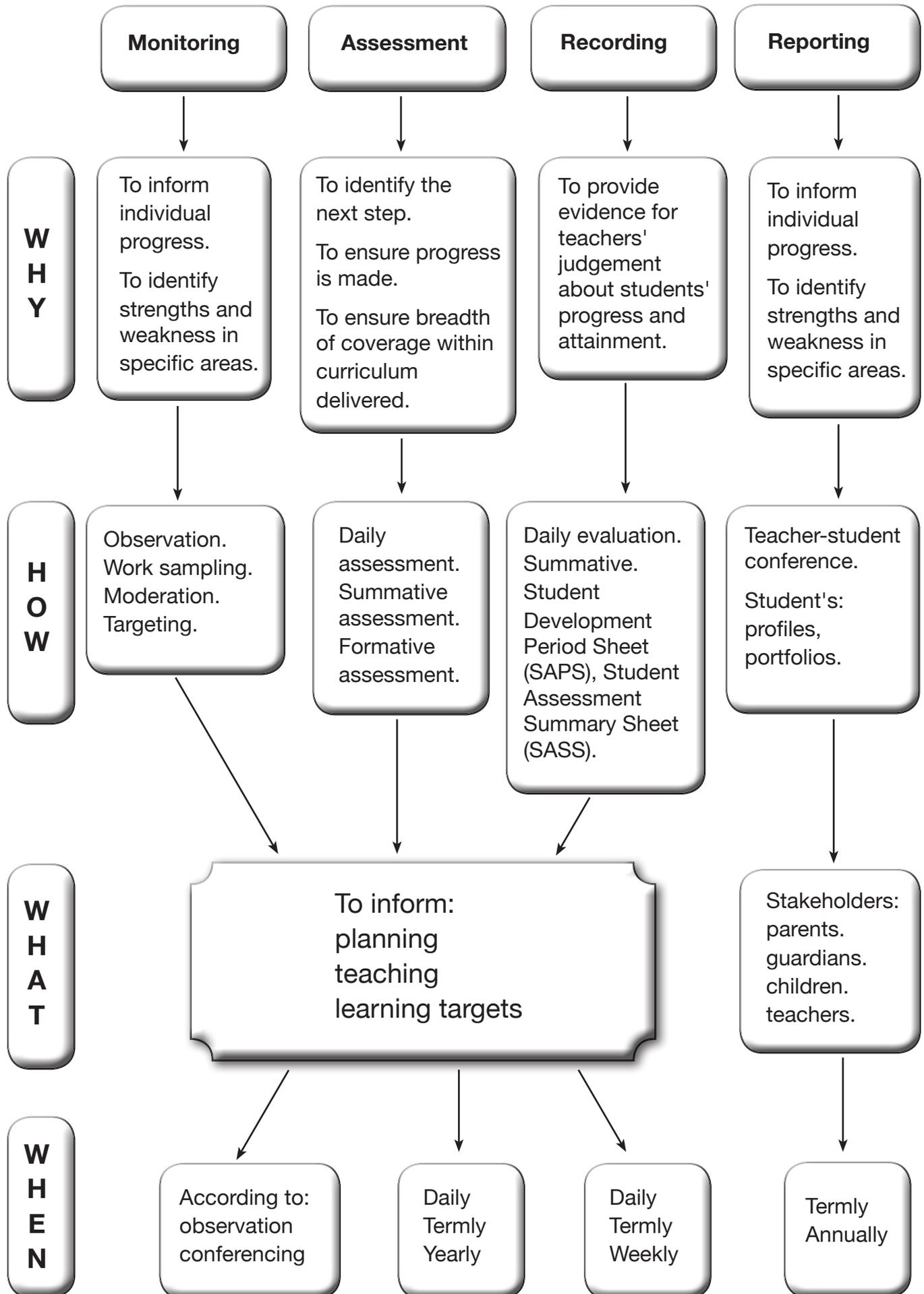
Assessment Method: Observations of a student's ability to follow the writing process. Marking the final written work.

Assessment Task: Write a text following the writing process.

Assessment Criteria: A student's ability to plan, write and check a written piece of writing.

Recording Method: Checklist/Portfolio

Assessment and Reporting



Assessment Overview: Grade 5

Strand	Unit	Content Standard	Assessment Tasks
1. Speaking and Listening	Listening	5.1.1a	<ul style="list-style-type: none"> Listen and classify oral information as fact or fiction Listen and explain cause and effects from oral presentation
		5.1.1b	<ul style="list-style-type: none"> Follow five-step directions correctly to complete a task or simple process Respond to questions in relation to a story
	Talking	5.1.2a	<ul style="list-style-type: none"> Give directions to locate a place using accurate and specific vocabulary words
		5.1.2b	<ul style="list-style-type: none"> Create different types of sentences using English grammar in speech Identify tenses and parts of speech in sentences or text
	Oral Expression	5.1.3a	<ul style="list-style-type: none"> Ask questions on current issues using correct grammar and vocabulary Present own views in a debate
		5.1.3b	<ul style="list-style-type: none"> Participate in role play situations using appropriate gestures, facial expressions, tone, stress, volume
2. Reading	Vocabulary	5.2.1a	<ul style="list-style-type: none"> Define words using text and context clues appropriately Use analogies of words, antonyms, synonyms, homophones...
	Fluency	5.2.2a	<ul style="list-style-type: none"> Read aloud a text fluently, at an appropriate speed, and with expression
	Comprehension	5.2.3a	<ul style="list-style-type: none"> Identify the key ideas from a text and explain how these support the main idea Identify, interpret and discuss key messages from posters, advertisement, signs and symbols Distinguish between fact and opinion in non-fiction texts
		5.2.3b	<ul style="list-style-type: none"> Read poems and identify figurative language
		5.2.3c	<ul style="list-style-type: none"> Use skimming and scanning skills to identify facts and opinions from a set text Discuss texts read with a teacher or peers

Strand	Unit	Content Standard	Assessment Tasks
3. Writing	Handwriting	5.3.1a	<ul style="list-style-type: none"> Write a paragraph in cursive script correctly with uniform space, size, and slope
	Written Expression	5.3.2a	<ul style="list-style-type: none"> Write a short story or a narrative recount using the writing process
		5.3.2b	<ul style="list-style-type: none"> Plan, write, edit and publish a text of 200 words with correct grammar and vocabulary
	Grammar and spelling	5.3.3a	<ul style="list-style-type: none"> Identify different parts of speech and recognise correct usage Create own sentences using parts of speech correctly
		5.3.3b	<ul style="list-style-type: none"> Apply correct punctuation to a piece of text
		5.3.3c	<ul style="list-style-type: none"> Write sentences in different tenses with correct use of verbs Correctly write different types of sentences: statement, question, exclamation Identify parts of a simple sentence
		5.3.3d	<ul style="list-style-type: none"> Write dictated sentences correctly Write sentences using spelling words

Assessment Criteria and Weighting

Teachers are encouraged to use the prescribed assessment tasks, and plan assessment according to the defined instructional programs to evaluate students learning in line with the Curriculum Content Standards. If students have not demonstrated competent mastery of skills, assessment task results will guide teacher plans for intervention and enrichment.

The table below shows the weighting of marks awarded for each Strand throughout the year.

Strand	Term 1	Term 2	Term 3	Term 4
Speaking & Listening	30	30	30	30
Reading	30	30	30	30
Writing	40	40	40	40
Total	100	100	100	100

You are expected to draw from the 'Assessment Criteria and Weighting' above to write your Term Assessment Tasks. Use a variety of assessment methods as suggested in the sample on the next page.

Strand 1: Speaking and Listening

Assessment Criteria and Weighting Sample

These guidelines are intended to assist teachers in planning the Speaking and Listening strand.

The Assessment Tasks are a guide to help you plan.

Unit	Assessment Task	Criteria
Listening Comprehension	<p>5.1.1a Listen and classify information on a class topic as fact or opinion using correct grammar and vocabulary.</p>	<p>Set Criteria Demonstrate understanding by knowing or using:</p> <ol style="list-style-type: none"> 1. Sequence of events 2. Identify facts from fiction 3. Correct grammar 4. Correct vocabulary. <p style="text-align: right;">5 marks</p>
	<p>5.1.1b Follow five-step directions to complete a task or simple process</p> <p>Respond to questions from a story using strategies such as 'hot seat' and 'quiz'</p>	<p>Demonstrated understanding by following instructions.</p> <p>Respond to questions correctly Speak clearly with correct pronunciation</p> <p style="text-align: right;">5 marks</p>
Talking	<p>5.1.2a Give clear directions to locate a place using specific vocabulary</p>	<p>Set Criteria Demonstrate skills by using:</p> <ol style="list-style-type: none"> 1. Correct sequence of directions 2. Correct word pronunciation 3. Clear and confident speech <p style="text-align: right;">5 marks</p>
	<p>5.1.2b Identify tenses and parts of speech in a short text</p> <p>My mother, my father, my sisters and my brothers all went to town in a PMV. My mother said that her seat was very crowded because two of my sisters sat on her seat too. My father had to stand up because he let bubu have his seat. I was glad when we got to town!</p>	<p>Can Identify:</p> <ul style="list-style-type: none"> • Past tense verbs • Nouns and pronouns • Prepositions • Conjunctions <p style="text-align: right;">5 marks</p>

Oral Expression	5.1.3a Identify a topic for debate and present your views in a three-minute speech to convince the audience	Set Criteria Short talk <ol style="list-style-type: none">1. Clarity2. Main ideas3. Appropriate grammar4. Confident5. Visual aids <p style="text-align: right;">5 marks</p>
	5.1.3b Listen to oral texts and summarise the main ideas using correct grammar and vocabulary	Confidence in speaking Using correct oral sentence structure Logical talking order. <p style="text-align: right;">5 marks</p>

Unpacking an Assessment Task Sample

Strand 1: Speaking and Listening

Curriculum Content Standard:

5.1.1a: Listen and analyse views from a wide range of texts on familiar and unfamiliar topics and respond appropriately

Performance Standards:

- Listen attentively and classify an oral presentation as either fact or opinion
- Listen attentively to interpret and respond to questions on an oral presentation in a given text type
- Listen to and explain the cause and effect from an oral presentation
- Listen and respond to teacher read stories.

Assessment Task 1:

- Identifying fact and opinion
- Read a short persuasive text to students
- Students identify facts from the writer's opinions
- Students summarise the text under the headings:
1. Facts 2. Opinions

Strand 2: Reading

Assessment - Reading

Teachers should use daily classroom activities to observe their students during reading lessons. Teachers should observe and listen to students as they take part in the reading activities.

A Reading Skills Checklist follows and this can be used to monitor students' attainment of basic skills.

Formal tests can also be used to provide teachers with more detailed information about individual student's progress. Design tests that are easy to use and simple to mark and then copy them. These tests should assess whether the students have learnt and can apply the reading skills they have been taught.

Assessment - Vocabulary

Teacher selects 10 words for assessing knowledge of vocabulary.

Students copy the words from the board.

Students read the words.

Students use each word in a sentence to show meaning.

Word	Correct meaning Yes/No	Correct usage in an oral sentence Yes/No
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Assessment - Reading Fluency

Oral Reading

Say to the student: *Here is a short story. Read it aloud. When you have finished reading the story I will ask you some questions about what you have read. Do you understand what you have to do?*

Note for teachers:

- Count self-corrected words as correct.
- Stay quiet when the student is reading.
- If the child pauses for more than three seconds, tell them to move on to the next word.
- If the child is clearly struggling to read the story, stop the assessment and thank them for their effort.

A visit to the dentist

Mary had a sleepless night. She was in pain. Her teeth hurt and her gums were painful.

Mother decided to take her to a dentist.

“Good morning, Mary,” said Dr Tau. “What seems to be the problem?”

“My teeth hurt and my gums are very sore,” replied Mary.

“Let’s have a look and see what’s wrong,” he said.

“Oh, I see the problem,” he said, “you have an infection in your gums. Your teeth are fine.”

Dr Tau gave Mary some tablets to clear her infection. Mary was very happy.

Assessment - Comprehension

When the student has finished reading, ask questions about the text.

Note: Do not ask the questions if the student was clearly struggling to read the text or the assessment was stopped early.

- Why couldn’t Mary sleep? (her teeth hurt, gums sore)
- What did Mary’s mother decide to do? (take Mary to the dentist)
- What did the dentist do? (looked in Mary’s mouth)
- What was wrong with Mary’s teeth? (nothing, they were fine)
- What was wrong with Mary’s mouth? (Mary had an infection in her gums)
- Why do you think Mary was happy? (she didn’t need to have a tooth pulled out)

(Reading Skills Checklist on next page)

Tick when your students have achieved the Knowledge, Skills and Attitudes shown in the table.

Reading Skills Checklist

Student name	Use letter-sound knowledge word meanings and language structures to solve unknown words	Recognise common English words by sight	Read simple texts with increasing speed, accuracy and expression	Re-read to self-correct errors to confirm meaning	Respond to literal and inferential questions about stories read in class	Understand and talks about a simple sequence or event in a story	Read and discuss a text with a partner	Comments
Mary	✓	✓	✓	✓	✓	✓	✓	Mary has made good progress and is able to read short stories in class.
John								

Strand 3: Writing

Assessment – Written Expression

Example

Text Type: Persuasive text

Purpose: A persuasive text is one in which the writer or speaker tries to persuade the audience to accept a certain point of view.

Structure

- Introductory statement that sets out the writer’s point of view
- A series of arguments to support the writer’s point of view
- A strong conclusion, repeating the writer’s point of view.

Grammar Features

- Use concrete nouns, e.g. traffic, noise
- Use abstract nouns, e.g. bravery, sadness
- Use emotive words, e.g. destructive, brutal
- Usually written in the present tense
- Use connective words, e.g. because, so, therefore
- Use thinking verbs, e.g. believe, hope
- Use adverbs, e.g. certainly, confidently

Text Structure	Reading Text	Grammar Features
Persuasive	<p>Our planet is changing, and if we don’t do anything, our way of life will be threatened.</p> <p>Climate is changing. If we do nothing, there will be more severe droughts. Food will become scarce and many people will suffer and even die from hunger. Food costs will go up and only people who have money will be able to afford to buy food.</p> <p>Weather patterns are getting more unreliable. There are more severe storms which cause landslides, flooding of food gardens, loss of livestock and people’s houses. Many people may also die.</p> <p>The animals and birds in our forests and mountains will also suffer because they will lose their habitat. Without food and shelter, animals will die. They may even become extinct.</p> <p>We need to act now before the changes in environment become too difficult for us to repair.</p>	<ul style="list-style-type: none"> • Use nouns • Use emotive words to stress point of view • Use present tense • Use connectives to link the point of view – <i>because, therefore</i>

Task 1: Students write a short persuasive text about a familiar topic, for example: *We need more school holidays.* or *A dog is my best friend.* Assess students' written persuasive writing using the writing rubric below.

Writing Rubric		
Score	Description	
5	Exceeds expectation	<ul style="list-style-type: none"> • Excellent layout of writing. • Very good topic and well-formed sentences. • Excellent use of nouns, pronouns, adjectives and adverbs. • Correct use of punctuation. • Legible and neat handwriting.
4	Meets expectations	<ul style="list-style-type: none"> • Clear layout of writing. • Good topic and well- formed sentences. • Very good use of nouns, pronouns, adjectives and adverbs. • Correct use of punctuation. • Legible and neat handwriting
3	Near expectations	<ul style="list-style-type: none"> • Clear layout of writing. • Suitable topic and well-structured sentences. • Good use of nouns, pronouns, adjectives and adverbs. • Mostly correct use of punctuation. • Legible and neat handwriting.
2	Below expectations	<ul style="list-style-type: none"> • No clear layout of writing. • Unclear topic and poorly formed sentences. • Poor use of nouns, pronouns, adjectives and adverbs. • Poor use of punctuation. • Legible handwriting.
1	Well below expectations	<ul style="list-style-type: none"> • Poor layout of writing. • No topic and poorly formed sentences. • Poor use of nouns, pronouns, adjectives and adverbs. • Very poor use of punctuation. • Illegible handwriting.
0	Not acceptable	<ul style="list-style-type: none"> • Very poor layout of writing, • No topic and incorrectly formed sentences. • Incorrect use of nouns, pronouns, adjectives and adverbs. • No use of punctuation. • Illegible and messy hand writing.

Task 2: Recount: Holiday experiences

Students write a recount of what they did over the holidays. Students use the 5 stages of writing to complete the task. Assess students' writing by completing the table below.

Written Expression – Assessment rubric				
	Poor	Developing	Very good	Marks
Planning 1. Adequate brainstorming to create strong ideas 2. Ideas organized to create a clear topic, main sentence, supporting sentences Narrative has a beginning, middle and end				2 marks
Writing 3. Logically written first draft Appropriate setting, characters and logical sequence of events Clear presentation of ideas Correct grammar Correct punctuation 4. The first draft has been checked (edited). Sentences checked Spelling corrected Draft rewritten				4 marks
Publishing - Presentation 5. Final copy written Proof read and neatly presented Spelling checked Illustrations				4 marks
Overall marks	Planning 2 marks	Writing 4 marks	Presentation 4 marks	10 marks

Sample Report Card

Any student who scores in the range from 85-100% is awarded an A grade. Similarly a B grade is awarded for a score ranging from 70-84%, C grade for score ranging from 50-69% and so on (refer to the table)

School:	Grade:	Class	Term:	Year:
Student:				
Explanation of achievement rating to demonstrate the acquisition of knowledge, skills, attitudes, values in the subjects' content taught for the grade level.				
A	B	C	D	E
(85-100)	(70-84)	(50-69)	(20-49)	(0-19)
Very high Achievement	High Achievement	Satisfactory	Low Achievement	Below Minimum Standards
Academic Subjects	Marks Attained	Percentage	Grading	Comments
English				
Mathematics				
Science				
Social Science				
Personal Development				
Health				
Physical Education				
Arts				
Benchmarks				
Life Skills - Social And Emotional Development				
Accepts responsibility for own behavior				
Follows class and school rules				
Cooperates well with others and is a team player				
Considers others in decisions made				
Negotiates and is peaceful in conflicts				
Attendance				
Unexplained absence				
Excused absence				
Late to school				
Class Teacher's Comments				
Head Teacher's Comments				
Signed				
Student	Parent/Guardian	Class Teacher	Head Teacher	

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Speaking and Listening

1. Rhymes and Poems for Listening

Mary, Mary, Quite Contrary

Mary, Mary quite contrary,
How does your garden grow?
With silver bells and cockle shells,
And pretty maids all in a row.

Jack and Jill

Jack and Jill went up the hill
To fetch a pail of water;
Jack fell down and broke his crown,
And Jill came tumbling after.

Three Blind Mice

Three blind mice, three blind mice,
See how they run! See how they run!
They all ran after the farmer's wife,
Who cut off their tails with a carving knife,
Did you ever see such a sight in your life
As three blind mice?

Pat-A-Cake

Pat-a-cake, pat-a-cake, baker's man,
Bake me a cake as fast as you can;
Pat it and prick it, and mark it with T,
Put it in the oven for Tommy and me.

Little Jack Horner

Little Jack Horner sat in the corner,
Eating his Christmas pie;
He put in his thumb,
And pulled out a plum,
And said, "What a good boy am I!"

Little Bo-Peep

Little Bo-Peep has lost her sheep,
And can't tell where to find them;
Leave them alone,
And they'll come home,
And bring their tails behind them.

Little Boy Blue

Little Boy Blue, come, blow your horn!
The sheep's in the meadow,
the cow's in the corn.
Where's the little boy that looks after the
sheep?
Under the haystack, fast asleep!

Robin Redbreast

Little Robin Redbreast sat upon a tree,
Up went Pussy-Cat, down went he,
Down came Pussy-Cat, away Robin ran,
Says little Robin Redbreast: Catch me if you
can!

Humpty Dumpty

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall;
All the king's horses and all the king's men
Couldn't put Humpty Dumpty together again.

One, Two, Three

One, two, three, four, five,
Once I caught a fish alive.
Six, seven, eight, nine, ten,
But I let it go again.

Old Mother Hubbard

Old Mother Hubbard went to the cupboard
To give her poor dog a bone;
But when she got there
The cupboard was bare,
And so the poor dog had none.

Jack Sprat

Jack Sprat could eat no fat,
His wife could eat no lean;
And so, betwixt them both,
They licked the platter clean.

Two Pigeons

I had two pigeons bright and gay,
They flew from me the other day.
What was the reason they did go?
I cannot tell, for I do not know.

Baa, Baa, Black Sheep

Baa, baa black sheep, have you any wool?
Yes, marry, have I, three bags full;
One for my master and one for my dame,
And one for the little boy who lives in the lane.

The Cat and the Fiddle

Hey, diddle, diddle! The cat and the fiddle,
The cow jumped over the moon;
The little dog laughed to see such sport,
And the dish ran away with the spoon.

Sing a Song of Sixpence

Sing a song of sixpence,
A pocket full of rye;
Four-and-twenty blackbirds
Baked in a pie!
When the pie was opened,
The birds began to sing.
Wasn't that a dainty dish
To set before a king?

Jack

Jack be nimble,
Jack be quick,
Jack jump over
The candlestick

To Market

To market, to market, to buy a fat pig,
Home again, home again, jiggety jig.
To market, to market, to buy a fat hog,
Home again, home again, jiggety jog.

Hush-A-Bye

Rock-a-bye baby, on the tree top!
When the wind blows, the cradle will rock;
When the bough breaks, the cradle will fall;
Down will come baby, cradle and all.

Christmas

Christmas comes but once a year,
And when it comes it brings good cheer.

Georgy Porgy

Georgy Porgy, pudding and pie,
Kissed the girls and made them cry.
When the boys came out to play,
Georgy Porgy ran away.

Hickory, Dickory Dock

Hickory, dickory dock!
The mouse ran up the clock;
The clock struck one,
And down he run,
Hickory, dickory, dock!

Eencey Weency Spider

Eencey weency spider climbed up the water
spout;
Down came the rain and washed the spider
out.
Out came the sun and dried up all the rain;
And the Eencey weency spider climbed up
the spout again.

Little Miss Muffet

Little Miss Muffet sat on a tuffet,
Eating her curds and whey;
Along came a spider,
Who sat down beside her
And frightened Miss Muffet away.

Mary had a Little Lamb

Mary had a little lamb
Whose fleece was white as snow,
And everywhere that Mary went
The Lamb was sure to go.

Fears and Tears

Tommy's tears and Mary's fears
Will make them old before their years.

One, Two, Buckle my Shoe

One, two, Buckle my shoe;
Three, four, Knock at the door;
Five, six, Pick up sticks;
Seven eight, Lay them straight;
Nine, ten, A good, fat hen.

The Pumpkin-Eater

Peter, Peter, pumpkin-eater,
Had a wife and couldn't keep her;
He put her in a pumpkin shell
And there he kept her very well.

Pease Porridge

Pease porridge hot, pease porridge cold,
Pease porridge in the pot nine days old.
Some like it hot, some like it cold,
Some like it in the pot nine days old.

The Crooked Sixpence

There was a crooked man,
And he went a crooked mile,
He found a crooked sixpence
Against a crooked stile;
He bought a crooked cat,
Which caught a crooked mouse,
And they all lived together
In a little crooked house.

Peter Piper

Peter Piper picked a peck of pickled peppers;
A peck of pickled peppers Peter Piper picked.
If Peter Piper picked a peck of pickled
peppers,
Where's the peck of pickled peppers Peter
Piper picked?

One to Ten

1, 2, 3, 4, 5!

Once I caught a fish alive;

6, 7, 8, 9, 10!

Then I let it go again.

Why did you let it go?

Because it bit my finger so.

Which finger did it bite?

This little finger on the right.

Yankee Doodle

Yankee Doodle came to town,

Riding on a pony;

Stuck a feather in his cap

And called it macaroni.

Twinkle, Twinkle, Little Star

Twinkle, twinkle, little star,

How I wonder what you are!

Up above the world so high,

Like a diamond in the sky.

Bye, Baby Bunting

Bye, baby bunting,

Daddy's gone a-hunting,

Gone to get a rabbit skin

To wrap a baby bunting in.

Five Little Monkeys

Five little monkeys, jumping on the bed.

One fell off and broke his head.

Mama called the doctor and the doctor said,

No more monkeys jumping on the bed!

I'm a Little Teapot

I'm a little teapot short and stout,

Here is my handle, here is my spout.

When I get my steam up, hear me shout,

Just tip me over, pour me out.

With My Little Broom

With my little broom I sweep, sweep, sweep;

On my little toes I creep, creep, creep.

With my little eyes I peep, peep, peep;

On my little bed I sleep, sleep, sleep.

Rain, Rain

Rain, rain, go away,

Come again another day.

Little Suzy wants to play.

Rain, rain, go away.

Rub-A-Dub-Dub

Rub-a-dub-dub, three men in a tub,

And who do you think were there?

The butcher, the baker, the candlestick maker,

And all had come from the fair.

Roses are Red

Roses are red,

Violets are blue,

Sugar is sweet,

And so are you!

What are Little Boys Made of?

What are little boys made of?

What are little boys made of?

Frogs and snails, and puppy-dogs' tails;

That's what little boys are made of.

What are little girls made of?

What are little girls made of?

Sugar and spice, and all things nice;

That's what little girls are made of.

There was an Old Woman

There was an old woman

who lived in a shoe,

She had so many children

she didn't know what to do;

She gave them some broth

without any bread,

And whipped them all soundly

and put them to bed.

Old King Cole

Old King Cole was a merry old soul,

And a merry old soul was he;

He called for his pipe,

And he called for his bowl,

And he called for his fiddlers three.

Where, oh Where

Oh where, oh where has my little dog gone?

O where, oh where can he be?

With his ears cut short and his tail cut long,

Oh where oh where can he be?

The Queen of Hearts

The queen of hearts, she made some tarts,

All on a summer's day;

The Knave of Hearts, he stole those tarts,

And took them clean away.

This Little Pig went to Market

This little pig went to market,
 This little pig stayed home,
 This little pig had roast beef,
 This little pig had none,
 And this little pig cried, "Wee, wee, wee!"
 All the way home.

Star Light, Star Bright

Star light, star bright,
 First star I see tonight.
 I wish I may, I wish I might,
 Have the wish I wish tonight.

Ring around a Rosie

Ring around a rosie,
 Pocket full of posie,
 Ashes, ashes,
 We all fall down!

Little Boy Blue

Little boy blue, come blow your horn,
 The sheep's in the meadow, the cow's in the
 corn.
 Where is the boy that looks after the sheep?
 He's under the haystack, fast asleep.
 Will you wake him? No, not I;
 For if I do, he's sure to cry.

Once I saw a Little Bird

Once I saw a little bird
 Come hop, hop, hop;
 So I cried, Little bird,
 Will you stop, stop, stop?
 And was going to the window
 To say, How do you do?
 But he shook his little tail,
 And far away flew.

Hickety Pickety My Black Hen

Hickety Pickety my black hen,
 She lays eggs for gentlemen.
 Sometimes 9 and sometimes 10.
 Hickety Pickety, my black hen.

Higglety, Pigglety, Pop!

Higgledy, higgledy, pop!
 The dog has eaten the mop;
 The pig's in a hurry,
 The cat's in a flurry,
 Higgledy, piggledy, pop!

It's Raining, it's Pouring

It's raining, it's pouring,
 The old man is snoring.
 He went to bed and bumped his head,
 And he couldn't get up in the morning.

Hoddley, Poddley

Hoddley, poddley, puddle and fogs,
 Cats are to marry the poodle dogs;
 Cats in blue jackets and dogs in red hats,
 What will become of the mice and the rats?

As I was Going Along, Long, Long

As I was going along, long, long,
 A-singing a comical song, song, song,
 The lane that I went was so long, long, long,
 And the song that I sung was as long, long,
 long,
 And so I went singing along.

Go to Bed Late

Go to bed late,
 Stay very small.
 Go to bed early,
 Grow very tall.

2. Stories for Listening

(Term 1, Week 1)

Part 1: An Evil Spell

Long ago in Greece the great god Zeus had a baby son called Hercules. All the gods and goddesses came to see the baby and decided that they would make him very strong and brave. However, the goddess Hera was jealous of Hercules and wanted to harm him. One day she made two deadly snakes crawl into Hercules, cradle. He was already so strong that he strangled them both.

By the time he was fifteen, Hercules could shoot arrows further and wrestle better than any man or god.

When he left school, he worked on a farm. However, he was soon bored and longed to go off on an adventure. Then one day he met a messenger who told him that a wicked lord was stealing the King of Thebes' cows. Hercules went to Thebes and challenged the lord to a battle. The whole army marched out to fight him. Hercules had a plan. He waited on a narrow path. As the soldiers came along, one by one, he killed them.

The King of Thebes was so pleased he said, "You may marry Megara my daughter and live in my palace." Hercules lived happily with Megera and they had three fine sons. He taught them to shoot, to wrestle and to drive racing chariots. However the goddess Hera was watching him angrily. "I'll put an evil spell on him" she thought. "and make him do something terrible."

Suddenly, Hercules went mad and killed his sons. When the spell was over, he was very sorry and went to the temple to ask his god to forgive him.

(Term 1, Week 2)

Part 2: The First Task

"The gods will forgive you," the temple priestess said. "If you do twelve tasks for King Eurystheus of Tiryns."

So Hercules went to Tiryns. The King said, "There is a huge lion about. Your first task is to kill it."

Hercules set off to look for the lion. He searched for a whole month before he found its giant footprints. Following the tracks, he saw a lion prowling about near a cave. He hid and waited until it came close. Then, drawing his sword, Hercules jumped out and struck the lion. But the lion's skin was so thick, the sword only bent. The lion roared. It was ready to bite, when Hercules gave it such a mighty blow with his club that it sat down, stunned. Then the lion slunk into a cave. Hercules crept after it.

Suddenly, the lion sprang on him out of the darkness. Hercules fell down with the lion on top of him. He fought it for hours until, at last, he strangled it. Then he dragged the dead beast out of the cave. Using all his strength, Hercules lifted the lion on to his huge shoulders. He carried the lion back to the King and laid it at his feet.

"Take the nasty thing away," screamed the King.

The King was so frightened that he jumped into a big brass pot. He would not come out until the lion had gone.

Hercules made the lion's skin into a cloak. It was thick and tough, but it saved his life many times.

(Term 1, Week 3)

Part 3: The Nine-Headed Monster

"Your next task," the King said, "is to go to the Argos Marsh and kill the deadly, nine-headed monster, the Hydra." Hercules asked Iolaus, his nephew, to go with him.

Next day, they drove across the dark, stinking marsh. Suddenly, the goddess Athena appeared and pointed to the Hydra's cave. "Only flaming arrows will make it come out of its lair," she said. "When you go near it, hold your breath. Even one breath of its poison will kill you."

Before Hercules could thank her, she disappeared.

“Come on,” he said to Iolaus, “but be careful.” He tied bundles of grass to his arrows, set fire to them and shot them into the cave. The monster crawled out hissing angrily, its nine heads spitting poison.

Hercules held his breath and raced towards it. Swinging his club, he hit one head with all his might. The head screamed and fell off with a terrible thud. However, as it fell, two new heads sprouted up in its place. Hercules stared for a moment, then he ran back to Iolaus. “Quick,” he shouted, “set fire to my spear.” Then Hercules hacked off the heads, one by one, burning the necks so new heads could not grow. At last the Hydra was dead. Hercules dipped his arrows in its blood, “It is deadly poison,” he said, “But it may be useful to me some day.”

(Term 1, Week 4)

Part 4: The Stag with Golden Antlers

Hercules went to the King for his third task. “Now find the Stag with the Golden Antlers and bring it to me unharmed,” said the King. “The swiftest and most beautiful of all deer, it is protected by the goddess Artemis. She has sworn to kill anyone who hurts it.”

Hercules set off at once and chased the Stag for a whole year. He was not allowed to shoot it, and it ran so fast, he could not catch it. Then one day, when he was by the river, he saw something shiny in the bushes. It was the golden antlers. Picking up his net, he crept silently down to the river bank. The Stag did not see him and stood still, drinking.

Hercules leapt towards the Stag and threw his net towards it. The Stag tried to escape but it was trapped.

It fought and struggled until it was tired out. When it lay still, Hercules gently tied its golden hooves.

Then he lifted the Stag on to his back and started on the long Journey to Tiryns.

Suddenly, he saw a woman standing in his way.

“Stop,” she cried. “I am goddess Artemis. Where are taking my Stag?”

“To King Eurystheus,” said Hercules. “I will not hurt it.”

“Show the Stag to the King,” said Artemis. “Then you must bring it back.” Hercules promised to obey her and set off again for Tiryns.

(Term 1, Week 5)

Part 5: The Giant Wild Boar

Hercules carried the Stag to the King and then set it free in the forest. For his next task, Hercules had to capture a huge wild boar alive. On his way to find it, he met some centaurs, strange creatures who were half men and half horses. They took him into a great cave and prepared a feast in his honour.

Soon they were so busy eating and drinking that they did not notice other centaurs creeping up. These wild centaurs had come to steal the food and wine. Suddenly, they attacked, hurling rocks into the cave.

Grabbing his bow, Hercules fired his poison arrows, killing them all.

Next morning, Hercules set off again in search of the boar. At last, he found it high up on a mountain. He thought of a clever plan. Hercules leapt on the boar and quickly tied it up with chains. Then, staggering under its tremendous weight, Hercules carried it to Tiryns.

When the King saw the boar’s huge tusks, he jumped into his brass pot again. He was so frightened, he would not come out for three days.

(Term 1, Week 6)

Part 6: Cleaning the Stables

When at last the King came out of his pot, he said to Hercules, “Don’t bring any more nasty animals in here. Your next task is to go to King Augeas and clean out the stables in one day. This time you won’t succeed.”

King Augeas laughed when he heard what Hercules had to do. “Your task is impossible,” he said. “Come and look at my stables. They have not been cleaned for thirty years.”

Hercules stared at the smelly mess and thought hard. Next day at dawn, when the

cows were out in the field, he started work. First he knocked a big hole in each end of the stables.

Then he climbed up the hill behind the stables. There two rivers met and flowed down a valley. He looked at them and smiled to himself. All day he worked in the hot sun, carrying huge rocks to dam the rivers and change their course.

When he had finished, the rivers flowed together and poured straight down the hill towards the stables.

Hercules watched as the water gushed through the holes in the walls. The water washed out the mess and carried it down to the sea. Just before sunset, he changed the course of the river again and mended the walls. The stables were bright and clean.

(Term 1, Week 7)

Part 7: The Deadly Birds

Hercules' sixth task was to kill a flock of terrible birds. They had wings, beaks and claws of brass and they ate people and animals. After battling through a thick forest, Hercules came to a deep marsh. The birds lived on an island in the middle of the marsh. Hercules found a boat and tried to row it to the island. But the oars stuck in the thick mud and the boat would not move.

He sat and wondered what to do. He could not walk to the island and the birds were too far away to shoot from the bank. So Hercules prayed to the goddess Athena for help. In a flash she appeared in front of him, holding a golden rattle.

"Take this," she said. "It is magic. Shake it and its terrible noise will frighten the birds. When they fly away, shoot them with your poisonous arrows." Hercules took the rattle but before he could thank her, she vanished.

Holding the rattle above his head, Hercules shook it as hard as he could. He was almost deafened by the terrible noise.

On the island, the birds rose into the air, screaming and shrieking. As they flew over his head, he shot them down, one by one. When they were all dead, he picked up the two biggest birds. Careful of their sharp beaks,

Hercules took them to show King Eurystheus

(Term 1, Week 8)

Part 8: The Great Bull of Crete

The King looked at the birds Hercules had killed and said, "They don't seem very dangerous. Now you must fetch a really fierce beast. It is the great white bull Crete which belongs to King Minos."

Hercules went to the harbour to find a ship.

With his crew, he sailed south until he came to the steep cliffs of Crete and landed on the island.

Hercules climbed to the top of the island and stopped to stare at the magnificent palace of King Minos. King Minos welcomed him and took him to a hall. There they feasted together. "I have come for your great white bull," said Hercules.

"Please take it," said the King. "It is killing my people and destroying my island. But be warned, it is not an ordinary bull."

Hercules went in search of the bull and found it in an olive grove. He had never seen anything so fierce. He crept up to it. The bull turned towards him, pawing the ground and breathing flames from its huge nostrils. But Hercules was protected by his lion skin cloak. As the bull charged, he grabbed its horns and clung on while it tried to toss and gore him.

At last, the bull was so tired that Hercules could drag it on to his lap. When King Eurystheus saw the bull, he jumped into his pot again.

(Term 1, Week 9)

Part 9: Man-Eating Horses

When the King came out of hiding, he said to Hercules, "Your next task is to bring me the horses of King Diomedes. He feeds people to the horses.

Hercules set off with four friends to Diomedes' castle. The King welcomed them but Hercules did not trust him. He warned his friends. "The King plans to kill us while we are asleep."

That night they climbed out of the bedroom window and went to the stables. Silently, the men crept to where the guards stood outside the stables and knocked them out. Then they broke down the stables and rushed in. The savage horses were chained to a wooden beam. While the horses snorted and stamped, Hercules quickly chopped down the beam to free their iron chains.

“Come on,” he cried. Hercules and his men drove the horses down to his ship.

As they reached the beach, they heard Diomedes shouting angrily.

“You take charge of the horses,” Hercules shouted to one of his friends. The rest of you get ready to fight the King’s soldiers.”

Diomedes and his guard charged towards them, armed with swords and shields. Hercules and his men fought on the seashore. They quickly defeated the guards. Hercules killed Diomedes and dragged his body along the beach.

When he reached the horses, he found that the horses had eaten his friends. He was so angry that he fed Diomedes to the horses. After they had eaten the King, they grew quite tame.

Hercules led the horses to his ship and sailed back to Tiryns.

(Term 1, Week 10)

Part 10: The Amazon’s Belt

The King was terrified of the horses. “Take them away,” he screamed. When they had gone he said, “Now I will give you the ninth task. My daughter wants you to bring her the belt Hippolyta wears. She is the queen of the Amazon. These women are fierce fighters.”

All the young men in Tiryns begged Hercules to take them with him. They had heard stories of the Amazon but no one had ever seen them. Choosing the bravest men, Hercules set off in his ship. The men were excited but also a little afraid of meeting the women fighters.

After many days at sea, Hercules and his men saw land. As they came near the shore, the men put on their armour and took up their swords. But, to their surprise, Hippolyta came down to the beach to meet

them. “You are welcome,” she said.

Hercules told her why they had come, “Put away your swords,” she said. “I’ll give you my belt as a present. But first, let us eat.”

Hercules and his men were delighted to have a feast instead of a battle.

The goddess Hera secretly watched them. She was angry that Hercules was safe and enjoying himself.

Disguising herself as an Amazon, she whispered to the woman, “Hercules has come to kill our Queen.”

The women grabbed their swords and attacked Hercules and his men. “We have been tricked,” shouted Hercules. “Back to the ship.”

In the fight, Hercules killed Hippolyta. He stole her belt and then ran after his men to the beach.

The Amazon women jumped on their huge horses and charged after them. Hercules’ men were afraid of the fierce women but they fought hard and bravely. The battle went on all afternoon and many of the men were badly wounded.

(Term 2, Week 1)

Part 11: The Ogre’s Cows

“Now you must find Greyon, the three-headed Ogre and bring me his cows,” the King said to Hercules. “He lives on an island near Africa.” Hercules walked all the way from Greece to Gibraltar. There he crossed the sea and walked along the Africa in the burning sun.

One afternoon, he was so hot and cross, he shot an arrow at the sun. Helios, the sun god, felt sorry for him and cooled the sun’s rays. When, at last Hercules saw the island, Helios sent down his sun chariot that like a giant water lily. Hercules climbed in and holding up his lion skin for a sail, drifted across the sea to Greyon’s island.

He left his strange boat on the beach and set out to explore. Soon he saw the cows on the hill and climbed up.

When he reached the top, a snarling two-headed dog leapt out at him. Hercules swung his club and with a mighty low he killed it. "Greyon," he shouted coming out of his hiding place. The Orge turned and Hercules shot him dead with the arrow through all three bodies.

Hercules drove the cows onto the sun's chariot and sailed back to Tiryns, but King Eurystheus only grumbled that he had taken so long.

(Term 2, Week 2)

Part 12: The Golden Apples

Hercules still has two more tasks to do. The next is to find the Tree of the Hesperides and pick three of its golden apples.

He begged the goddess Athena to tell him where the tree was. "Go to the end of the earth," she said. "There you will find the magic Tree."

After walking for months and months, he came at last to the Earth's end. There the giant Atlas held up the sky with his mighty arms. Hercules asked him what he should do. "You must kill the dragon that guards the tree," said Atlas. "But only I can pick the apples."

When he reached the tree, Hercules saw a golden dragon with golden eyes glaring at him. He shot it dead through its neck. "Now hold up the sky for me while I go to the tree," said Atlas. He moved the great load with the three golden apples. "If you hold up the sky a little longer, I will go to the King," said Atlas.

Hercules knew it was a trick. Atlas would never come back. "Thank you," said Hercules, "but first show me how to hold it."

"Like this," said Atlas, taking it. Hercules walked off with the apples.

(Term 2, Week 3)

Part 13: Dog of the Underworld

Hercules went slowly back to Tiryns. He had been working on his task ten years and longed to finish it. He gave the golden apples to the King who said, "Your last task is the

hardest. You must capture Cerberus the three-headed dog that guards the underworld.

Hercules did not know the way to the underworld, but the gods sent Hermes, their winged messenger and Athena to guide him there. They led him down many long dark tunnels until they came to the black river Styx. They had crossed it to reach the underworld.

The old boatman, Charon was waiting to ferry people across. "I can only take the ghosts of dead people in my boat," he said crossly. Hermes argued with him until he said "All right. I will take you or Athena." Hercules got into the boat.

On the other side of the Styx was the Grey land of the dead. Hercules stepped out of the boat and walked past all the ghosts. They drifted round him, staring at the only living man in the dead underworld.

Suddenly, he saw the sneaky head of Medusa who used to turn people to stone. Now she was a harmless ghost.

He walked on through the silent, grey mist. At last he saw the King and Queen of the underworld, sitting on their grey thrones. Kneeling down he begged, "Please may I take Cerberus away?" "You may take the dog as long as you do not hurt it," said the King.

Hercules hurried back to the dark river Styx. There stood the terrible three-headed dog, guarding the gates of the underworld. Cerberus raised its three heads, each one with a mane of hissing snakes and lashed its snaky tail.

Hercules stepped nearer. The dog snarled and leapt into the air. Hercules crouched, waiting. Then he suddenly rushed forward and flung himself on the dog. Cerberus struggled to get free, but Hercules held on to its three heads. Its tail lashed and bit him but he only tightened his grip.

After hours of fighting, the dog sank to the ground, exhausted. Hercules dragged it to the river Styx and crossed over in the boat. Hermes and Athena were there and helped him take Cerberus to Tiryns. He carried the dog into the palace and threw it down.

"Here is Cerberus. I have finished my twelve tasks," he said to the King. Snarling and hissing, the dog ran forward. With a scream of

Terror, Eurytheus jumped onto his brass pot.

Hercules grabbed Cerberus and carried him back to the underworld.

Then he went to the temple and knelt down in front of the priestess. "Hercules," she said. "You are now forgiven for killing your three sons." The gods were so pleased with Hercules they welcomed him to Mount Olympus. "You have proved you are strong and very brave," they said.

"You may stand next to your father, Zeus," And when he went on more adventures, the gods watched over Hercules and made sure he was safe.

(Term 2, Week 4)

The New Fishing Net

A little island had a wide lagoon at one side of it. A village was by the side of the lagoon. The village people had a big fishing net and the men went fishing together.

One day the men caught a big shark with white back in the net. They pulled the net in, but the angry shark tore the net. The shark's teeth made a big hole in the net. Then it swam away.

The men went to the chief and told him about the shark. They showed him the net. "The net's torn badly. We can't catch anything with it now," said the chief. "What will we do?"

"We make another net," said one man. "We'll help Toru make a new net. His nets are the best."

"Yes," said another man, "let's make the biggest net. We pulled the last net in with fifteen canoes. We have twenty canoes. We'll pull our new net in with twenty canoes."

"All right," said the chief. "We'll make a very big net. Will you make the net, Toru? The people will help."

"Certainly," said Toru.

The chief came to Toru's house. "Is everybody helping you, Toru?" he asked. "Yes," said Toru. The women and children are tying the ropes together. The men are looking for rope. They're looking for big stones for the bottom of the net. Everybody's working hard.

One day Toru went to the Chief's house. "We've finished now. The net's ready. We can go fishing again," he said.

"All right," said the chief. "We'll go fishing tomorrow."

Toru went home. The village people were happy. Their new net was ready by Toru's house.

Toru said to the wife, "It's a very good net. I want somebody to help me paddle my canoe. My friend, Riki, cut his hand yesterday. He can't paddle a canoe or hold a rope. I can't paddle my heavy canoe and pull the net in too."

"I'll help you, father. I'll come with you," said Vele.

Toru looked at his son Vele. Vele was young but he was a big boy. "Fishing's hard work," he said slowly, "but you're a big boy. Yes, alright. You can come with me. You'll be the youngest there but you can help me to paddle the canoe."

Next morning, everyone got up early. The men came to Toru's house. They lifted the big, new net and took it to the beach. Some of the men pushed the two biggest canoes into the water. They put the net on the two canoes and paddled away together.

All men pushed their canoes into the lagoon. They jumped into them and paddled away.

The two canoes with the net went to the end of the lagoon. The other canoes went to the sides of the wide lagoon. The men looked for fish. Little canoes had only one man in them. Big canoes like Toru's canoe had two men in them. "Come on Vele. There are fish over there. Can you see them?" said Toru. "Yes, I can see them now," said Vele. "There are a lot of fish over there."

Five canoes went after the fish. The men paddled quickly. They went in front of the fish. The fish turned around and went to the middle of the lagoon. The men paddled after them. "Hit the water with your paddle, Vele," said Toru. "Make noise with your paddle."

"Slap! Slap! went the paddle on the water.

The other canoes came from the other side of the lagoon.

“Slap! Slap! Slap!” went the paddles. The canoes made a big circle in the lagoon. The fish were in the middle of the circle. The men made a noise with their paddles but the two canoes with the net were quiet. The fish swam away from the noisy paddles.

“Come on, Father! The fish are in front of us. They’re swimming into the net. Let’s paddle quickly,” said Vele.

“No! Paddle slowly. We’re in front of the other canoes now. We must stay in a circle or the fish will swim between the canoes,” said Toru.

The canoes paddled slowly. They were in a circle and the fish were in the middle. .

“What will we do now?” asked Vele. .

“We’ll make a small circle with the canoes,” said Toru.

The canoes made a small circle near the end of the lagoon.

“Stop paddling everybody,” said the chief, “and hit the water with your paddles.”

The two biggest canoes dropped the net into the water. The men in the canoes took the ends of the net and pulled the net in a circle. Then the net made a circle and the fish were inside.

“The fish can’t swim away. They’re in the net, Father,” said Vele.

Some men had their fishing spears in their hands. They jumped into the water. The water wasn’t deep. They stood on the bottom and the water came to their chins. The fish were afraid. The water was rough in the net, because the fish swam between the sides. The men caught the fish with their spears. They dropped the fish into the canoes.

“I’ll help them,” said Vele.

He dropped the net. He took his father’s spear, and jumped into the water too.

The top of the net went under the water and some fish swam away. Toru lifted the net again.

“Come back, silly boy,” said Toru. “You’re too small.”

But Vele didn’t hear his father. He was under the water. He caught one fish, then another,

then another. He swam up and dropped the fish into the canoe. He caught four more fish. The men stood on the bottom, but Vele swam.

“Swimming’s hard work,” he said. “I’ll stand up too... Oh! Oh! My mouth’s full of water. . . . Oh! Oh! I can’t touch the bottom with my feet.”

“Hal Ha! Ha!” laughed the men. “Look at Vele! He’s funny. Pull him out of the water, Toru. His mouth’s full of water.”

The men laughed and laughed.

“Come up here, Vele. You’re a naughty boy. I told you to stay here,” said Toru.

He pulled Vele into the canoe again. Vele sat down in the canoe.

“I’m sorry, Father,” he said.

His father took the spear from him and jumped into the water. Soon the canoes were full of fish and the net was empty. They pulled the net out of the water. The stones at the bottom were heavy. It was hard work. They put the net on the two big canoes again.

“It’s hard work, Father,” said Vele, “but we have a lot of fish.”

“Yes,” said Toru, “everybody will have fish to eat today.”

The canoes were heavy because they were full of fish and water. The men paddled slowly to the beach. Vele was tired. He didn’t say anything.

The women and the children were on the beach. They saw the heavy canoes and they helped the men to pull the canoes on the sand.

“Look at all the fish,” they said.

They made a line of fish on the beach and they counted them. They counted eight hundred fish.

“This is the best net, Toru,” they said.

Toru was happy. The new net was the biggest and the best.

He and Vele went home with their fish. Kopu saw them coming.

She said, “That’s a lot of fish. How many did

you catch altogether?"

"We caught eight hundred fish," said Toru.

"The new net's a very good one. You'll catch a lot of fish now," said Kopu. "Did Vele catch many fish?"

"He caught seven fish. I was angry." said Toru. "He jumped into the water and he dropped the net. His mouth was full of water because his feet didn't touch the bottom."

"Oh! He was a naughty boy," said Kopu.

"Oh no. It was funny. The men laughed at him. The chief laughed too," said Toru.

"Are you still angry, Father? Can I go fishing with you again?" asked Vele.

"No, I'm not angry now. You can come with me again. You paddled the canoe well, but you mustn't drop the net again," said Toru.

"Thank you, Father. I like going fishing," said Vele.

That night the village people had a feast. They sang and they danced, because the new net was the best. Toru and Kopu and Vele were there. The chief was there. Everybody on the island came.

(Term 2, Week 5)

Kata and the Horse

Kata was a little boy. Kata and his father and mother lived in the last house on the road, but Kata's friends lived near the school. Kata walked to school from his house. The road was long and Kata was always late for school. Sometimes the teacher was angry. After school Kata played with his friends. Then he walked on the long road back to his house.

Near the school was a little, old house. A woman lived there. She was old and her back was bent. One day Kata saw her working outside. Kata went in the gate. "Excuse me please," he said "May I help you' Digging's hard work."

"Hullo, little boy," said the old woman. "Yes, thank you. You can help me. I want this kaukau to eat tonight."

Kata helped her to dig the kaukau. "What's your name?" asked the old woman

"My name's Kata," said the boy. "My name's Rita," said the old woman.

"Are you Siosi's and Radi's son?" "Yes," said Kata. "We live at the end of this road." They put the kaukau in a basket. Kata took them into the house.

"I've finished now. I'll go home," said Kata, "Goodbye, Rita." "Goodbye, Kata." said the old woman "Come again soon."

Kata walked home. He told his mother about Rita,

"Yes, I know Rita," she said. "She's alone in that house, All her children are away now, Her two boys are in New Zealand, It's sad."

"I helped her to dig the sweet potatoes," said Kata,

"You're a good boy. Help her sometimes. She's an old woman."

"I'll go there again tomorrow after school," Kata said.

Next day, he went to Rita's place again. Kata gave the pigs and the hens something to eat. He looked for some green grass and he took it to the horse. Hoiho was a small, brown horse with a white nose.

"Hullo, Hoiho," said Kata. "Come here, Hoiho,"

Hoiho stood still and looked at him. Then he walked slowly to Kata and took the grass in his teeth. He ate the grass slowly and he looked at Kata.

"Goodbye, Rita. I'm going home now."

"Goodbye, Kata," said Rita, "Thank you."

Rita went inside and Kata went through the gate. He walked away.

Then, Clump! Clump came a noise behind him. Kata turned around, it was Hoiho.

"Go home, Hoiho! You can't come with me," said Kata.

Kata looked for some green grass. He took some grass in his hand, showed it to Hoiho and walked back through the gate. Hoiho walked through the gate too.

Kata gave him the grass, He went out at the

gate, Then he shut the gate. He put the wire on the top of the gate again. ‘Hoiho can’t come after me now,’ he said.

Kata walked home. Radi was there and she saw him coming. ‘Hullo, Kata,’ she said. ‘You’re happy today. You’re whistling.’

‘Hullo, Mother,’ Said Kata. ‘I helped Rita again today,’

They went inside and had something to eat. Then Radi looked out of the window.

‘Oh! Kata! Kata! Look!’ she said, ‘There’s a horse outside. He’s standing by the door. We haven’t any horses here Whose horse is it?’ Kata looked out of the Window. ‘It’s Hoiho, Mother,’ he said, ‘It’s Rita’s horse. He has a white nose and he is small and brown.’

‘Why did he come here?’ said Radi,

‘He likes me because t gave him some green grass to eat, He carne after me a while ago, but I took him back and shut the gate,’ said Kata,

‘You must take him back again,’ said Radi,

‘I’ll ride him back. Then I’ll walk back here,’ said Kata.

Kata rode to Rita’s house. The gate was open. He put Hoiho inside and he shut the gate. Rita was asleep. She didn’t see him or Hoiho.

Kata walked home. He was tired now.

Next afternoon, he went to Rita’s house. He helped her again. She said, ‘Hoiho is looking for you. You’re his friend now he was my son’s horse, but my son is in New Zealand’ ‘Yes, we’re friends,’ said Kata ‘I’ll give him some grass soon,’

Kata gave Hoiho some grass. He went to see Rita.

‘Goodbye,’ he said, ‘I’m going home now.’

‘Goodbye,’ said Rita.

Kata went out of the gate. He shut the gate and put the wire on the top. Hoiho saw him walking away. Kata walked to the corner of the road. Then he said, ‘Nobody can see me now. I’ll go into these trees. I’ll go back through the trees at the side of the road and I’ll hide by the gate.’

He went into the trees arid walked back near the gale,

‘I’ll lie down here. I can see the gate and nobody will see me,’ said Kata. ‘Somebody opened that gate yesterday.’

Hoiho looked at the road. Kata wasn’t there. He looked at the house. Rita was inside, Hoiho didn’t see Kata in the trees. He walked to the gate. He put his nose near the piece of wire at the top of the gate. He took the wire in his teeth and he lifted it. Hoiho pushed the gate with his nose, He opened the gate.

‘I know the answer now,’ said Kata. ‘Hoiho opened the gate yesterday.’

Hoiho came out of the gate slowly. He was quiet and Rita didn’t hear him. Then ‘Clump! Clump!’ He walked after Kata on the road. Kata came out of the trees behind Hoiho. ‘Come back, Hoiho! Come here! You’re a bad horse,’ he said. Hoiho turned around slowly and looked at Kata. Then he stood still.

‘Come here, Hoiho’ said Kata again.

Hoiho walked slowly to Kata, Kata went in the gate. Hoiho went in too. He walked slowly, because he was sad. He was a bad horse. Kata shut the gate. He took the piece of wire. ‘I’ll bend this wire through the gate. Then you won’t open it, Hoiho. You’re a bad horse,’ he said.

Hoiho went away and ate some grass. Kata went to the house. Rita came to the door. ‘Hullo, Kata,’ she said. ‘You’re here again. What’s the matter with you? You went home a while ago.’

‘It’s about Hoiho.’ he said. ‘Is he sick?’ she asked.

‘No, he isn’t sick but every day he comes after me. He came to our house yesterday. I rode him back here,’ said Kata.

‘Did you shut the gate’ yesterday?’ asked Rita.

‘Yes,’ said Kata, ‘but Hoiho lifted the wire with his teeth. He opened the gate. He pushed it with his nose. He did it again today. He’s a clever horse.’

‘Ha! Ha! Ha!’ laughed Rita. ‘He lifted the wire with his teeth. He’s a clever horse.’

“Aren’t you angry?” asked Kata.

“No, I’m not angry,” she said. “Listen, Kata. Do you like Hoiho?” “Yes, he’s a good and clever horse. I like riding him too,” said Kata.

“Do you want him?” she asked, “My son doesn’t ride him now. He’s in New Zealand, You’re a good boy, You helped me every day last week. You can have Hoiho.”

“Oh! Thank you,” said Kata, “but — .“

“Ask your father and mother about it. Ride Hoiho home. Then they can look at him.” she said.

Kata ran to Hoiho. He jumped on the horse’s back. “Come on, Hoiho. We’re going home,” he said.

Kata rode home quickly. His mother and father were there. They saw him coming. His father said, “It’s Kata. The naughty boy is riding somebody’s horse.”

“It’s Rita’s horse,” said Radi.

“Oh! It’s her horse,” said his father Siosi. “Kata, take that horse back to Rita now. You’re a naughty boy.”

“But Rita told me to bring Hoiho here, She told me to ask you about him,” said Kata, “May I keep Hoiho here, Father?”

“What’s that? You want to keep him here?” said Siosi,

“There’s a lot of green grass behind the house. He can stay there,’ said Kata. “But you can’t buy him. You haven’t any money.’ said Siosi.

“I can’t buy him, but Rita’s giving him to me because I helped her. Her son’s in New Zealand and he doesn’t want the horse now. If he comes here, I’ll give Hoiho to him,” said Kata.

“He’s a good horse You mustn’t keep him here,” said Siosi. “I’ll help Rita every day. I’ll ride Hoiho there. I’ll leave him at Rita’s place and I’ll walk to school with my friends. Then I won’t be late for school,’ said Kata. Radi and Siosi were quiet. Siosi looked at Radi. Radi looked at Siosi. Then they laughed.

“All right.” they said. “You can keep the horse here. He’s a quiet horse. Rita’s a kind

old woman. You must help her. “Thank you, Father. Thank you, Mother. I’ll tell Rita now,” said Kata.

Kata was very happy. He rode Hoiho to Rita’s place. He jumped off the horse and ran to the door. Rita was there. “What did they say?” she asked.

“I can keep him. They told me to help you,” said Kata.

“Good,” said Rita, Bring Hoiho here every day. I like him near the house.”

“Goodbye and thank you, Rita. I’ll see you tomorrow,” said Kata. Next day Kata rode his horse to Rita’s place. He walked with his friends from there to school. He was never late for school again.

(Term 2, Week 6)

The Girl who married a Bird

This is the story of a girl who was very beautiful. She was so beautiful that the men did not want to look at the other girls, but only at her. So the other girls were jealous. That is why the trouble started. The girls made a plan. “We will go fishing.” they said, “and we will take her with us. Then we will come back without her. With this thought in mind they waited for the day. At last it came and they made ready their fishing baskets and their nets. They took them down to the beach and put them on board their canoe. The beautiful girl was with them and they all started out for a little Island. They hoped to get many shellfish there. After a short time they came to the island and they pulled t their canoe and told the beautiful girl to look after It white they went to get the shellfish. “Give us your basket,” they said, “and we will fill it for you.”

The girl wanted to go and look for shellfish herself, but she did as her friends said. The girls found plenty of shellfish, but they did not put any in the basket of the beautiful one. They kept them all for themselves and put only empty shells in her basket. They came back to the canoe and started off for home.

Now when the beautiful girl looked in her basket and saw that it was full of empty shells she asked the others to take her back. “Friends, take me back to the island for

a short time. I must get some fish to take home.”

The others were ready to take the beautiful girl, in fact, that was part of their plan. They turned the canoe round and once more went back to the little island. The girl jumped out and ran about on the beach looking for shellfish. After she filled her basket, she went back to the place where she had landed. She looked this way and that, but nowhere could she see the canoe. Her friends had gone and she was alone on the little island.

The girl sat down and cried. She cried till she had no more tears. Then she began eating a mango that she had with her. When she had finished, she threw away the stone. Now the sea was coming in and before long the little island would be covered. Filled with fear, the girl looked round for something to help her. Suddenly she saw there was a mango tree, growing from the stone that she had thrown down. Quickly she climbed up into the branches for the waves were now washing the foot of the tree.

By a chance, a great bird came flying that way. He was a fish hawk. When he saw the girl in the branches of the mango tree, his heart was filled with joy. He had never seen anything so beautiful before. He came down and asked the girl if she would be his wife. Then he brought some fish for his wife to eat. She asked the hawk to bring some fire, but he had none.

Later, a little son was born. When he was big enough to fly, his mother called him and told him to fly to her home and get help. “Fly little one,” said she. “Fly till you come to a nut tree and wait there till you see an old man go by. That is my father. Tell him where I am and ask him to bring a cooking pot, a piece of burning wood, some taro and a sharp knife.”

The little bird did as his mother told him and he waited on the nut tree till his grandfather went by. Then he told him the story of his mother. The old man was so happy that he cried. He knew that his daughter was still alive. Quickly he got ready the things that she wanted. He put them in his canoe and he followed the bird-child across the sea.

They came to the island and the old man saw

his daughter. After they had eaten the food, the old man took his daughter in the canoe and they went home together. In the evening all the family sat round the fire and talked and talked. But while they were still talking, the little bird-child said. “Here we sit. You are people, but I am only a little bird.” So saying, he stretched his wings and went up into the air and he never came back. As for his mother, she stayed with her family and forgot about all the unhappy things that were now past.

(Term 2, Week 7)

The Cassowary's Legs

Once there lived a man and his wife. They had one child, a little baby. The woman could not go to the garden and work because she had to care for her child. The man went by himself and he did the work in the garden. Now, though there was plenty of food in the garden, the man never brought any food home.

“Why haven't you brought anything for me to cook?” said the wife. “What am I going to eat” The man told her to wait till the next day, when he would bring some food. To this she gave no answer, but as she was hungry she boiled some stones and drank the water in which they were boiled.

On the next day the man, forgetting his promise, came back from the garden without bringing any food. The woman said. “Will you never bring me any food to eat’ “Only wait till tomorrow,” he answered. ‘You shall have some food.” But the woman put no faith in his words. So she got ready to go away. She tied two sticks to her legs to make them strong for the journey. Under her arms she put coconut leaves and over her skirt she put banana leaves. Last, she made a hole in the wall at the back of the house so that she might slip out if her husband again brought her no food. In the evening she watched for him to come home. She saw that he had no food. “You want all the food for yourself “ she cried. “So you may have it, but don't forget to nurse the baby. I am going now and you will not see me again.”

That is what she said and then she jumped through the hole in the wall and ran into the bush. The man was angry that his wife wanted to leave him. He took a handful of stones and threw them at her. None of the

stones hit her and before long she was far away in the bush. While the woman was there she became a cassowary. The coconut leaves and the banana leaves that the woman had put on became feathers. The sticks became legs. Have you seen a cassowary's legs? They are so strong that one blow may kill a man.

(Term 2, Week 8)

How PNG was Formed

Long, long ago, there lived a great sea turtle. She was bigger and older than any other turtles. All her time was spent swimming in the wide sea now called the Pacific Ocean. While she swam, she fed on the fish and the plants that grew in the sea. Although she lived in the sea she swam both above and below the surface of the water. When above, she breathed the clear, fresh air and felt the warmth of the sun. She looked up at the sky seeing the sun in the day and the moon at night. During the day, she saw the birds that fly across the ocean from land to land. When the turtle was tired of swimming, she rested just below the surface of the sea.

She often longed to rest in the warmth and sunshine. "It would be very pleasant if there was a piece of land in the middle of my great ocean," said the turtle to herself.

In the dark secret cave far below the sea lived a man. His skin was black. He was the only man in the great ocean. Because he had no wife, no children and no tribes people, he was very lonely. One day, the turtle found a great hill of sand raised up from the bottom of the sea. The hill was so high that the top almost reached above the ocean surface. "If I added more sand to this big hill, it would soon rise above the water," said the turtle. So the turtle dug up more and more sand. She brought it back to the hill. It grew higher and higher. Turtle kept bringing more and more rocks and sand.

She made more journeys carrying rocks and sand than anyone can count. It took a long, long time but at last the sand-hill became a huge island in the middle of the sea. The birds that flew across the ocean brought seeds of plants and trees. They dropped the seeds on the island. Grasses, flowers and tall trees grew covering the rocks and sand. It became a beautiful island surrounded by a sea full of fish. The turtle

rested on the sun-warmed ground she had made. No longer did she have to spend her life swimming through the wide ocean and resting just below the surface. Although she still swam about, she never strayed very far from the island she had made.

One day, she swam down, down into the ocean. It was much deeper and further than she had ever swum before. Down there, far from the light and warmth of the sun, was dark and cold. The turtle swam into the cave where the man with the black skin had lived alone for such a long time. The man was very happy to see the turtle. "Please find me a wife to be my friend. I want to have children," begged the man.

The turtle was sorry for the man. She took him riding on her strong shell to the island she had made. Then the turtle swam across the sea to the nearest land. A beautiful woman with black skin stood on the shore. She was crying because she was lonely. "I want a husband and some children," she sobbed. So the turtle took the woman back across the sea to the island.

The man and the woman lived together on the island in happiness and peace. The man and the woman had beautiful black skinned children. Those children had more children. In this way the island filled with people. These people built houses and fished along the seashore. In time, the island that the great sea turtle had made became known as Papua New Guinea.

(Term 2, Week 9)

The Dragon in the Forest

Once there was a dragon that lived in the middle of a forest. It came one day out of the sky. It flew round the forest three times, then it dropped like a stone into the middle of the forest, killing two pigs and a horse.

There it stayed. There was an old woman who lived near the forest. She was most upset about it. Her job was to make blackberry pies. The pies were very good. People came from miles away to buy them, but the blackberries grew in the forest. Now she could not go to pick them anymore, because of the dragon.

One morning, she was sitting and thinking about all the berries that would be

ripe in the forest. Then she heard a knock on the door. A woodcutter stood there, carrying a big axe, "Could you tell me who that forest belongs to?" he said.

"Nobody," the old woman said. "Good," he said. "Nobody will mind if I go and cut wood there then."

No." she said, "but . . ." Then she stopped. She'd thought of something.

"You're new here, aren't you?" she said. "Yes," he said. "I've never been here before. It seems a nice place."

"Oh it is," she said, "You'll find plenty of wood in the forest. Would you mind doing something for me while you're up there?" "Glad to." said the woodcutter. "Would you pick me some blackberries? My legs aren't so good as they used to be." "No trouble at all," said the woodcutter. The old woman smiled happily as she watched him going up to the forest.

The woodcutter was surprised when he saw the forest. Wood was lying around everywhere. It looked as if no one had been up there for a long time. He worked hard all morning, cutting up wood. Then he sat down on a log to eat his lunch. It was very quiet in the forest. After lunch, he began to feel sleepy. "I should get back to work," he thought, "but not just yet. I'll sit here a bit longer". His head felt forward and soon he was asleep.

Then he woke up. Something was moving underneath him. It was the log he was silting on. He hit it "Keep quiet," he said, but the log went on moving.

He took his axe. "Stop it!" he said, "or you'll be sorry." The log lifted itself up into the air and threw him off.

"Right," said the woodcutter. He lifted his axe and hit the log. The log was very hard. The axe just bounced off it, but it shook a bit.

"That'll teach you," said the woodcutter. He sat down again. Then the log went mad. It went up and down and from side to side. The woodcutter was soon feeling sea-sick. There was a loud hissing noise and a smell like rotten eggs. Now the woodcutter was really angry. "I'll fix you" he said. He lifted his axe high above his head and hit as hard as he could. The axe went through the log like a

knife through butter.

There was a great noise and a flash of fire. Then the log was gone. Everything went quiet.

"Well!" said the woodcutter, He looked at his axe. There was a small hole on the side of it. He looked up. He looked around. He looked at the ground.

"So that's why people don't come into this forest," he said. "There was a dragon here? I killed it" Then he went back to work. It was getting dark when he finished, He picked a big bag of berries for the old woman. Then he put his wood on his back and went off down the hill.

The old woman was very glad when she saw the woodcutter coming back. She had spent the whole day wondering what was happening, She heard a great noise and saw a flash, but she didn't know what it was. She made a hot drink for the woodcutter and waited for him to tell her all about it. It was no good. He talked about the wood. He talked about the berries. He talked about everything except dragons. At last, the old woman could wait no longer. "Did you see anything funny up there in the forest?" she asked.

The woodcutter fixed his eyes on her. "Yes," he said, "and I think you know what I saw."

"What do you mean?" said the old woman, turning pink. But the woodcutter wouldn't tell her anything more.

That's because she didn't tell him anything in the beginning. He finished his drink, gave her the berries and was off. So the old woman never found out what happened in the forest. It was a long time before she dared to go up there again.

(Term 2, Week 10)

The Mouse and the Butterfly

Long ago when all the animals could speak as we do now, the mouse and the butterfly were friends. One day they made a canoe. They wanted to go and look for food in the Islands over the sea. Now the canoe was not very strong. When it was far out to sea it turned over and the two friends found themselves in the water. But by swimming hard, they came to land.

“Let us go and look for sugarcane,” said the mouse.

“I like bananas better than sugar-cane,” answered the butterfly. “Very well then,” said the mouse, “you go and eat bananas. I’ll look for sugar-cane.”

This they did, but soon the butterfly heard his friend crying out. He stopped eating and went to see what the trouble was. At last he came to the sugar-cane and there under a heavy stem he saw the mouse. After the mouse had taken two or three bites, there had been a crash. The sugar-cane had fallen and crushed him to death. Sadly the butterfly wrapped the body of his friend in a taro leaf and started to carry him to a place where he might bury him.

On his way he went by the birds’ garden and there, by chance, he saw a hawk sitting on a tree.

“What have you there?” cried the hawk.

“You see that I have a taro leaf,” said the butterfly, “that’s all.”

“What have you in the leaf, friend?” asked the hawk.

“It is nothing that you would care about,” answered the butterfly. “Well, I’ll see for myself,” said the hawk.

So the hawk came down and took the dead mouse. Flying back with it to the tree, the cruel hawk made a meal of the mouse. The butterfly did not wait, but went to look for his brother.

“Bring your catapult, brother,” he said, when he found him. The two butterflies quickly went back to the place where the hawk was still sitting. The butterfly’s brother put a stone in his catapult and sent it with great force towards the hawk. The greedy bird fell dead from the tree. In this way, the wrong done to the little mouse was punished.

(Term 3, Week 1)

The Music of the Lizards

In time past there were two lizards. One of them had a very poor voice. The other, by stretching out his neck, was able to make a sweet sound somewhat like a whistle — ‘U-u-

u-u’ — that was the sound he made. The one who made this strange sound wanted to have some friends, so one day he sang till all the women of that place came to listen. They thought it was very beautiful and they kept so quiet that you would have said that they were dead or sleeping.

The other lizard sat by himself and he was unhappy because nobody came to him. “O dear,” he said, “what can I do? I would like to have someone to keep me company but I haven’t a nice voice like my friend. I don’t know what I can do.” As he said this, a thought came into his mind. He cut a hollow piece of bamboo and made holes in it. This was a flute and it was for playing music. After the lizard had made it, he built a platform in a corkwood tree near to the seashore. He took his flute up there and played it. The sound of it suddenly came to the ears of the women who were with the other lizard.

“Mmmm...” said the women.

Still the first lizard went on with his singing.

“Ah, ss-ss-ss . . .,” said the women to him. “Be quiet.”

He did not stop, so at last one of the women got up and said. ‘Excuse me. I have to go but I will come back soon.’ Saying this, she went to listen to the flute. She did not come back, so after a little time another woman got up and said, “I will go and see where our friend is, I shall come back, of that you may be certain.”

She went but she also forgot her promise. So it was with all the women, till at last there was nobody left.

Now when the lizard who was playing the flute saw that the women were coming to his platform to listen, he was afraid, because the platform was not strong.

“Don’t come up here, women.” he said. “Please don’t.”

But the women were so taken with the music of the flute that nothing could stop them from getting as near as possible. All of them got up on the platform.

Straightaway the lizard and the flute and all the women came down with a loud

crash, falling through the branches of the tree. From that time till now, those corkwood trees are bent down almost to the ground, and you will see that is so if you go down to the seashore and look for yourself.

(Term 3, Week 2)

The Children and the silly Kings

Once upon a time there were two countries. They were ruled by two very silly kings, Albert and Humphrey, who had never even been to school. They were enemies. Albert and Humphrey loved battles. Their soldiers were often fighting. But Albert and Humphrey were always quite safe. Neither side ever won. In the end after years of war, Albert and Humphrey agreed to stop fighting. They made peace but they didn't become friends. They glared at each other as the treaty was signed. In fact they were still rivals.

The very next day they began to compete against each other again. When Albert had a statue made, Humphrey made a bigger one. When Humphrey built a stone palace with fifty rooms, Albert bought smart helmets with spikes on top for his army. So Humphrey bought brand new uniforms and boots for his. They both spent all their time dreaming of ways to outdo each other. They forgot all about the people who lived in their countries.

The people of both countries were tired of war. They wanted Albert and Humphrey to think of them for a change. The children from both countries wanted to go to school, but there weren't any schools. So they met and worked out a clever idea together. The children from each country went to see their king and said, "Why don't you build a school and make yourself more famous than the other king? His country does not have a school. "What an idea," said Albert.

"What a brilliant idea," said Humphrey.

Albert 's school opened first. The children loved it. Humphrey was furious that his school wasn't ready. He decided that it must be bigger than Albert 's and have a gym and a library.

"We don't mind waiting," the children said to Humphrey. "When your school opens, you can make it free. We bet King Albert hasn't

thought of that." When Albert heard this, he drew himself up straight and said, "I'll make mine free as well and what's more, all children must come to it." "In that case, I'll build two free schools and all children must come to them." declared Humphrey.

"Then I shall build four," thundered Albert. "and they will be the biggest and the best."

The children's plan had worked perfectly. Soon both countries had a school in every town and every child could go to one. In the end, there was no room to build any more. But Albert and Humphrey still wanted to outdo each other, so they started improving their schools. They had spent so much money already that they had to sell all their furniture and cannons to pay for the improvements. They paid for the best teachers and bought the best books they could find.

Time passed. The children studied hard. Some became farmers, some doctors, some engineers and some teachers. When the children grew up they went to see the two old kings. They said, 'We can look after the country now. Between us we understand everything from arithmetic to zoos. We think we can run the country so well that there will no, longer be poverty and wars."

Albert and Humphrey didn't understand what they were talking about, because they had never been to school. They were both quite bewildered. The kings decided there was only one thing to do. They went to school, so they could learn as much as everyone else.

(Term 3, Week 3)

A Town without Children

Long ago a group of men and women travelled far and wide looking for a place to live. They came to a green valley and decided to make their homes there. They lived happily and had many children until....

One stormy night there was a hash of lightning and the houses in the village caught fire. All the men and women fled as fast as they could up the mountain. When they reached the top, they looked around. "Where are the children?" someone cried.

"They're not here. We've left them behind," they all wailed.

As soon as the fire went out, everyone rushed back to look for the children. They were nowhere to be found. The villagers rebuilt their houses and had more children. After a long time they forgot all about the great fire.

Then one terrible day it rained and rained and rained. It rained so much that the river overflowed and flooded the village. All the men and women fled as fast as they could to the top of the mountain. When they reached the top, they looked around. "Where are the children?" somebody shrieked. "They're not here. We've left them behind," they all howled.

After three days the rain stopped and the sun came out. Everyone rushed down the mountainside. They searched everywhere, but once more the children were nowhere to be found.

The people rebuilt their houses and began to grow crops again. Years went by. Everyone was sad because there were no more children. The villagers were old. They were too weak to grow enough food or to look after their animals. So they never had enough to eat. There was nothing they could do.

Then one day, a boat came down the river to the village. The villagers stood on the bank and shouted for help. The boat came to the shore. Out stepped a young man and his wife. Somehow they seemed to know where they were. "We have come to stay," they said, as they began to build a house.

The old people asked "Why did you choose our village?"

"We lived here when we were children," they replied.

"I escaped from the big fire," said the young man.

"And I ran away from the big flood," said the young woman. "Now we want to live here and have our own children." The old people were very happy to hear this.

A year later, the woman had twins — a boy and a girl. The parents were very proud and everyone danced with joy. All the people helped to look after the children. They cared for them day and night. They protected the children from the deep river, from dangerous

fires and from the wild animals. The young man and woman worked in the fields and looked after the animals. Soon everyone in the village had enough to eat again. The children grew strong and beautiful.

The old people were very proud of them. If one of the children was not well, the old people took turns to bring soup and tell funny stories. When the children grew up, the old people told them the story about the fire and the flood. "Always look after your children," they warned.

Everyone always remembered the old people's story. Nobody ever forgot to look after children again.

(Term 3, Week 4)

How the Rooster came to live among Men

A very long time ago the birds lived together in a village of their own. Now one night they were dancing and in their pleasure they did not see that the fire had gone out. In the morning they were all very unhappy because there was no fire.

Then the rooster said that he would go and look for fire. He went many miles until he came to a house by the sea. A girl was sitting here. When she saw the rooster she loved him. She wanted him to stay but he took a burning stick of the fire and got ready to go home "O tell me where you live," said the girl.

"Watch the way I fly," answered the rooster, "and go that way until you hear the sound of the drum and the conch shell. When you hear them, you will know that you have come to my village."

After he had gone the girl was very sad and cried for a long time. Her father and mother wanted to know why she was crying. So she told them and they said they would take her in their canoe to look for the rooster. They loaded the canoe with coconuts and they took a bird cage made of leaves. They went from one village to another and at last they heard the sound of the drum and conch shell. Then they knew that they had found the village of the birds.

It was still dark, so they waited till the birds came out — the hornbill, the wagtail, the parrot, the black cockatoo. Last of all the

rooster, who was the chief, came out. "Look at him." said the girl to her father. "Isn't he the most beautiful of them all?"

Then she said to the rooster, "See what I have here for you. Our canoe is full of coconuts. Come and take them." "No." said the rooster, "you must bring them here" As chief of the birds, he knew that it was wrong for him to listen to the voice of a woman and do what she told him. "I can't bring them to you." the girl answered, "please come here and get them.'

The rooster thought for a short time. He knew that the girl would soon go home. Slowly he went to the canoe, then, as he bent down to take the coconuts, the girl pushed him into her cage. When the other birds saw that their chief was taken, they were sad and they did not want to stay in the village.

So the hornbill went to live in a hollow tree. He lives there still. The quail went to make his home in the grass. The parrot chose to live by the sea. The other birds went inland to build their nests in the great trees. As for the rooster, he was taken back to the girl's village. He and his sons have lived with men ever since that day.

(Term 3, Week 5)

The Wooden Horse

Long ago, the Greek island of Ithaca was ruled by Ulysses. His wife, Penelope, had a son called Telemachus. One day a beautiful Greek princess, called Helen, was captured by a foreign prince and taken to the city of Troy. Ulysses and the other Greek kings gathered their armies. Together they sailed to Troy to rescue beautiful Helen. The Greeks fought many battles with the Trojans but they could not capture Troy. They camped on the beach outside the city and tried to break down the huge walls.

After ten years the Greek soldiers were tired of the war "We can't win they grumbled. "Let's go home."

But Ulysses would not give up and thought of a plan "I know how to get into Troy," he said to the other kings. Next day, when a Trojan sentry looked over the wall, the Greek camp was empty. "They've gone." he shouted. The Trojans ran out on to the beach. The Greeks

and their ships had gone. Nothing was left but a giant wooden horse.

"We've won, we've won! The war is over." the people shouted. "But what's this horse? It must be a gift from the Greeks."

The Trojans dragged the wooden horse up the hill, through the city gates and into the market square. Everyone came to stare at it. That evening, the whole city had a party to celebrate the end of the war. There was a big feast and dancing round the horse. When all the Trojans were in bed, a secret door in the horse opened. Ulysses and his men were hiding inside!

"Come on," Ulysses said. "But don't make a sound," They let down a rope ladder and climbed out.

They opened the city gates. Outside was the Greek army. The soldiers had sailed back to Troy during the night. The Greek soldiers crept quietly into the city while the Trojans were still asleep. When they woke up, the men tried to fight but the Greeks soon killed them all. The Greeks made the Trojan women and children their slaves, stole the treasure and set fire to the city. Ulysses' plan had worked. Helen was rescued and the war was over,

(Term 3, Week 6)

Cyclops, the One-Eyed Giant

After ten years of fighting, everyone wanted to go home. They shared out the treasure and sailed away. Ulysses and his men set off for their home in Ithaca. On the way, the ship met many storms and passed dangerous islands. The sailors knew that giants and monsters lived on some of these islands.

After two weeks at sea, they landed on an island to look for food and fresh water. At the top of a cliff was a big cave. Ulysses and his men took a goatskin of wine and set out to explore the island. They found no one, so they climbed up the cliff. They were tired and hungry when they reached the cave. They shouted but there was no answer. They went in and saw huge cheeses and buckets of milk. "Let's eat and wait for the owner." said Ulysses. Suddenly they heard a noise. A Cyclops, a one-eyed giant was bringing his sheep into the cave. Then he rolled a rock across the entrance to close it.

His one eye glared at the Greeks. "Who are you?" he growled. "We are soldiers on our way home from Troy," Ulysses said. "We came here for food and water." "The giant roared and, grabbing two men, crushed them in his fists and stuffed them into his mouth. Then the Cyclops lay down and went to sleep. The men begged Ulysses to kill the giant before he ate them all. If we kill him, we' will be trapped here." said Ulysses. "We could not move that rock."

Next day, the giant went out of the cave but rolled back the rock again. Trapped inside, Ulysses made a plan. He searched the cave until he found a wooden pole. After sharpening it with his sword, he hid it in a corner that night. When the Cyclops came home, Ulysses poured him a large bowl of wine. The giant was pleased. "What is your name?" he asked Ulysses. "I am called Nobody," said Ulysses and he gave the Cyclops lots more wine. The Cyclops laughed. 'Nobody is a funny name," he said. Then, he fell asleep drunk with all the wine.

Ulysses took the pole from its hiding place and put the sharpened end in the fire to heat. Then he called quietly to his three bravest and strongest men. Silently they crept forward, careful not to wake the Cyclops. "Now!" shouted Ulysses and they plunged the red-hot pole into the eye of the sleeping giant. Everyone on the island heard the Cyclops roar with pain. They ran about shouting, 'What's the matter?"

"Nobody has hurt me," the Cyclops cried. "Nobody has poked my eye out and I can't see" He groaned loudly.

"If nobody has hurt you, why are you crying?' the giants asked, They went away saying. "He's gone mad."

The Cyclops rolled away the rock and waited outside for the Greeks to come out. But Ulysses had thought of a way to escape. He tied the sheep together in threes. "Hold on under a middle sheep.' he said to his men. He drove the sheep out of the cave. The Cyclops stroked the sheep as they trotted past but did not feel the men underneath. Ulysses was the last to leave.

"Back to the boat," he shouted. They raced down the cliff and quickly rowed their boat away.

The giant heard the shout and knew he had been tricked again. He ran to the cliff top. Roaring with anger, he threw rocks at the boats but missed-Ulysses and his men were safe.

(Term 3, Week 7)

The Crocodile and the Woman

Long ago, the crocodile used to be friendly with people. People could call to him and he would come to them. Then people could climb on his back and he would carry them across the flyer. The crocodile was married to a woman and they had children.

One day, the crocodile carried his wife and children across the river and told his wife. "Take our children and go visit your parents. Be sure to return to the river bank in two days and call me." The woman took the children and went to visit her parents. But, she stayed with them longer than her husband had told her. She stayed three days instead of two.

The crocodile became very angry while he waited for his wife to return. When the crocodile's wife finally went to the river and called him, he got up very slowly and went to her. She put her things and the children on his back. The crocodile then began to swim across the river. In the middle of the river, where the water was very deep, the crocodile stopped swimming and said to the woman. "You disobeyed me by staying away longer than I allowed you. Because you didn't obey me, I am going to kill you." The crocodile then killed his wife and children.

Ever since that day, people have been afraid of crocodiles and crocodiles have been the enemies of people.

(Term 3, Week 8)

Boy changes into a Cuscus

Long ago in a village, three brothers lived with their mother, father and grandmother. One day the mother and father went to the garden to get some food. The three brothers and their grandmother stayed home. About midday the smaller brothers got hungry so the old grandmother cooked their lunch. While the yams were cooking, the grandmother sent the oldest brother to fetch some water to drink.

While the boy was gone the grandmother finished cooking the yams. She scrubbed the charcoal off the baked yams and removed the skin from the yams leaving them on the side of the fireplace. When the older boy returned from the stream he was very hungry. His other smaller brothers were with the grandmother when he returned. They told him to sit down and eat the yams. The older boy looked at the fireplace and saw the burnt skin of the yams that the old woman had discarded while cooking. He thought that the old woman and the two smaller brothers had eaten up all the yams. He did not know they too had not eaten their share of the food yet.

He started accusing the old woman saying: You gave all the bigger and better yams to my other brothers and have only left me the rubbish. He got very angry with the old woman and did not stop to hear what his grandmother had to say. He ran out and disappeared up a tree and hid himself among the leaves of the tree. His brothers and their grandmother looked everywhere for him but could not find him. The boy would not come out of his hiding place. As he was hiding up in the tree he strangely turned into a cuscus. And that is how cuscus came into being and can be found on the treetops.

(Term 3, Week 9)

The Bilum Bride

Once there lived an old man and his dog. One day he decided to go hunting. Early next morning, he called his dog and the two set off into the jungle. Travelling for some time, they came across a cuscus. The two decided to chase it. They did not know that it was a magic cuscus. The chasing began and the cuscus led them to a certain tree. The magic cuscus avoided them and climbed the tree. The old man instructed his dog to stand guard at the foot of the tree while he followed the cuscus.

As he climbed after the cuscus, he did not know that the tree began to grow taller into the sky. When the tree reached the sky, the cuscus suddenly turned into an old woman. She turned around and asked the old man, "What are you looking for in my place?"

The old man replied, "I am looking for a

cuscus."

She said to him, 'I am the cuscus.'

The old man decided to go down the tree and go home. However, the old woman invited him to spend the night there. Because it was getting dark, the old man decided to stay. But before the two went off to sleep, she advised him, "If you happen to come out at night and see a fire, do not kick it" '.

She did not have to worry because the old man slept soundly all through the night. Next morning, the old woman gave him a bilum as he was leaving. The old man took the bilum and climbed down the tree. At the foot of the tree, the bilum changed into a pretty young girl. The old man was surprised. He asked. "Where did you come from?"

"I came from the bilum, and I want to marry you.' she said eagerly. The two, and the dog, set off for their home.

In the village, the old man's brother saw the girl and asked him where he had met her. The old man told him about the cuscus which turned into the old woman, the journey into the sky and how he had eventually found his bride.

His brother decided to go hunting and try his luck. In the bush he came upon the cuscus. He followed it and climbed the tree and arrived in the sky. He came face to-face with the old woman who invited him to spend the night there. She gave him the same advice about the fire as she had done to the first old man. When the old woman went to sleep, the man did not. He wandered around during the night and when he saw the fire, kicked it.

The following morning as he was leaving, the old woman gave him a bilum to take with him. He took it and climbed down the tree. At the foot of the tree, the bilum turned into an old woman. He was very disappointed. Angrily he turned and killed the old woman. But during the night, he looked up into the sky and saw a bright star, Then he realized that he had killed the woman who would have been his wife and companion.

(Term 3, Week 10)**Ifara and the Beast**

There was once a chief who had three beautiful daughters. The most beautiful of them was Ifara. One night Ifara had a strange dream. She dreamt that a handsome young chief appeared out of the sky. He asked her to marry him. When Ifara awoke, she told her two sisters about her dream. Ifara's sisters listened in silence. Later, they talked together, 'She is mad,' one sister said. 'No, not mad,' said another, 'bad. Her body is full of evil spirits.'

They decided to kill Ifara. They said to her, 'Come with us to the garden. We need fresh vegetables.' The three sisters went deep into the bush. At last they came to a garden. Ifara did not know that this garden belonged to Itrimobe the beast. The sisters said to Ifara, 'Near those big, tall trees, you will find bananas.'

Quickly, the sisters hurried away. They feared Itrimobe. While Ifara was picking bananas, Itrimobe came up behind her and held her tight.

'Come with me,' he said. 'I am going to look after you when you are fatter, we will marry.'

So Itrimobe carried Ifara home and they lived together. The beast fed the beautiful girl very well, and she became quite fat. One day a little mouse came into the beast's house and said to Ifara, 'Give me some rice and I will tell you something.' Ifara gave the mouse some rice. 'Listen carefully,' the mouse whispered. 'Itrimobe is going to eat you today,' 'Oh no,' Ifara cried.

'Be quiet,' said the mouse. 'Do what I say and you will stay alive.'

The mouse then told Ifara to take five objects — a broom, an egg, a bamboo cane, a smooth, white stone and a rope. 'Take these things and hurry away. The beast will return soon.' Before Ifara left the house, she put a thick log on her bed. Carefully she covered it with a blanket. When Itrimobe returned, he looked at Ifara's bed. 'How nice and fat she looks,' he thought. 'I will kill her now.' He pushed a spear through the blanket. The spear dug deep into the hard log. 'She has run away,' he growled. 'I will follow her.'

Soon he saw Ifara in front of him. Ifara

heard the beast behind her. She threw down the broom. At once, a thick forest grew up. The beast roared and growled. He turned and swung his huge, black, sharp tail. Down crashed the trees. Ifara ran as fast as she could.

'Now I will catch you,' roared Itrimobe. Ifara turned and threw down the egg. When it broke a great lake appeared. Itrimobe jumped back because he could not swim.

He sat down and thought. An idea suddenly occurred to him. He must drink the water. So he drank and drank. Soon the lake disappeared. Itrimobe felt very heavy in the stomach and wanted to rest. But he wanted to catch Ifara too, so off he went. When Ifara saw him coming, she took the bamboo cane and threw it down. At once, thousands of bamboo canes grew up. Again Itrimobe swung his giant tail and it out through the canes like a giant knife. 'You can't get away now,' Itrimobe shouted.

This time Ifara took the smooth stone and threw it down. At once a high, smooth hill appeared, just under Ifara. She sat on top of it. Down below, the beast was busily cutting steps in the side of the hill with his tail. Little by little, he came up the slope. When he was almost at the top, he sat down. He was very tired. He could not cut any more steps. 'Pull me up, Ifara' he begged. 'I will not hurt you.'

Ifara threw Itrimobe the rope. He caught it and pulled. When Ifara felt his weight on the rope she let it go. The beast fell back and rolled down the steep slope. When he reached the bottom he was dead. At the village Ifara's father met her. With him was a handsome, young man, just like the one in her dream.

'You are a brave girl, and you deserve a brave man,' her father said. 'This man is the son of a chief. Years ago a wicked sorcerer put a spell on him and turned him into a mouse. You broke the spell when you killed Itrimobe.' 'I was the mouse that helped you,' the young man said.

So Ifara and her handsome young chief married. Everyone in the village had an invitation to the big wedding feast - everyone except the two sisters. They did not live in the village any more. Their father had sent them away.

(Term 4, Week 1)**Why the Tribes speak different Languages**

There was a time when all the tribes spoke the one tongue. Everyone understood what a stranger said and no one stumbled over strange words. There were many tribes and there was one language. News passed easily between them and every tribe was friendly. But the marriage laws that forbade those of one tribe from marrying those of another caused unhappiness among them. The old men met and decided that the members of all tribes could intermarry. A Dingo man could marry a Goanna woman, a Kangaroo woman could marry an Emu man and so on through all the tribes.

But some tribes were angry at this change in the law. They refused to accept the law of the old men and they sharpened their spears to fight. The people that were most angry were those of the Tortoise, the Frog, and the Crow tribes. Then the old men called a meeting of the tribes so that they could talk about the new law. But those who wanted the change had no faith in the meeting. They prepared for an attack from the Tortoise, the Frog and the Crow tribes for these people were warriors. They brought their boomerangs their nullanullas and their spears, and they waited.

But the men of the Tortoise, the Frog and the Crow tribes knew that they were outnumbered and they made a plan. The tribe who favoured the changing of the law would fight between themselves and so be destroyed. When all the tribes were together on the day arranged, the Tortoise, the Frog and the Crow people started to sing and dance. When one tired, another took his place. They banged the earth and shouted, and they wouldn't stop when it was customary that all should eat.

Those that watched them did not leave the corroboree ground. To do so in the middle of singing and dancing would have brought evil happenings upon them. So they stayed and their hunger grew and grew and their limbs ached and their eyes grew heavy in their heads. For three days the Tortoise and Crow and Frog people danced and sang and on the third day the hunger and tiredness of those who watched made these tribesmen cross and unkind. They spoke angrily to each other

and men struck their friends.

The common tongue made all understand the insults that were shouted from one tribesman to another. Anger grew to rage, so that the people got to their feet and fought together. The fighting between friends was more terrible than the fighting between enemies. Many were killed and the tribes parted in hate. Then, each tribe agreed that they would never again speak the language of other tribes. Each tribe made a language of its own so that what they said was for themselves alone,

So it is today.

(Term 4, Week 2)**The Hero who changed into a Mountain**

On the Dividing Range the face of a young warrior stares up at the sky. His descendants know that while he remains there, they will have peace and will be unafraid of their enemies.

This is the story of how the face of Butcha has been carved into the hills. A fighting man of the Baluchi tribe had made several raids on the Ugarapuls, going through the pass in the early mornings, killing defenseless men and capturing the most beautiful women. The raids were made and no one had seen him until one morning when he stood on a rock high above the camp and shouted insults and threats. "Choose the best of your weakling warriors," he called, "and I will cut him into little pieces. Or if you are afraid, come and attack me in force and you will learn the strength of a Baluchi fighting man. Already I have taken many of your wives and young women. Soon no one will be left except old men and women and babies crying for their mothers breasts."

Some of the younger men of the tribe hurled themselves up the steep slope but when they arrived breathless at the rock, the Baluchi warrior was no longer there. The elders sat in a meeting round the campfire that night. They chose Butcha to fight the Baluchi warrior. Butcha heard a noise. Another sound made him turn his head quickly. It was the fighting man of the Baluchi tribe. He was older than Butcha. His body was scarred with ancient wounds. His hair was shaggy. His muscles rippled like snakes under his skin. The men stood facing each other like

a huge, old tree and a young slender sapling growing side by side.

“Come little man,” the Baluchi warrior sneered, showing his teeth in a grin and shaking his hair out of his eyes. “Are you the best that the Ugarapul can provide? I expected to find a warrior worthy of my spear this morning.” “Boasting words do not make a winner,” Butcha said with a quick smile.

He danced lightly from one foot to the other. “The choice fell to me. From this morning’s work we will prove whether Ugarapul or Baluchi will own this place.”

He sprang to one side as the older man fired at him with his war spear. The contest will never be forgotten. The tribesmen came closer to cheer on their champion and the men of Baluchi crept out of their hiding places among the trees and rocks. Time after time Butcha was wounded by spears and clubs. The Baluchi warrior was heavier and more experienced in fighting, but his feet still danced as lightly as a bird. Every now and again he scored a hit until the other man was bleeding in a dozen places.

The Baluchi man was breathing heavily and for a moment he lowered his shield. Butcha dropped his spears, seized his club in both hands and brought it down on his head with a shattering blow. For a moment there was silence. It was as though the birds had stopped singing and the wind had died among the trees.

A roar of triumph came from the men of Ugarapul. They swarmed over the rock, leaping over the dead body of the fallen warrior and surrounded their champion. Butcha laughed and threw his arms wide as though to frighten the enemy tribesmen who were creeping away to hide in the trees. With the smile still on his face he swayed and fell. When they bent over him they found that their young champion was dead.

So he was buried in honour and in sorrow. The young man had sacrificed his life to save his people. No one knows where his bones are buried. There is no need to know. His face smiles as he lies on his back on the top of the Dividing Range and shows a proud profile against the blue sky

(Term 4, Week 3)

Ata and his Bag of Tricks

Part 1

The people of the village laughed at Ata and his tricks. They said, “We don’t like him sometimes. He’s always playing tricks, but he’s clever.” A new man came to the village. His name was Nane. He always rode on a goat. The village people told him about Ata, but Nane said, “Ata won’t play tricks on me. I’m a clever man too.”

One day Nane saw Ata next to a tree.

“Hello,” he said. “Hello,” said Ata. “You’re a new man in the village. What’s your name?”

“My name’s Nane,” said the man. “Who are you?”

“I’m Ata,” said Ata. “I live over there.”

“Oh! You’re Ata. You like playing tricks on everybody. But you won’t play tricks on me. I’m too clever,” said Nane. “I can’t today,” said Ata. “My bag of tricks is at my house.” “Go and get your tricks, please, Ata. Show me your tricks. I’m clever. You can’t play tricks on me,” said Nane.

“I’m sorry; I can’t go home. I’m holding this tree up. If I go away, the tree will fall down,” said Ata.

“I’ll hold the tree up. You can ride home on my goat’s back. You can go and get your bag of tricks,” said Nane. Ata rode away on the goat. “I’ll hold this tree,” said Nane. “Ata will come back in a minute.”

But Ata didn’t come back. Nane said, “He went away a long while ago. I’m tired. I’ll go and look for Ata. I’ll leave the tree.” He walked away from the tree, but the tree didn’t fall down. “Oh!” said Nane. “Ata played a trick on me. The tree didn’t fall down. Where is he? Where’s my goat?”

He ran after Ata. He came to a pond. Nane saw a lot of goat’s hair on the top of the water.

“Oh!” he said. “My goat is in this pond. I’ll go into the pond, and I’ll pull it out.”

He took his shirt and his shoes off. He ran into the pond.

“There’s no goat in this pond,” Nane said. He walked out of the pond. “Where’s my shirt? Where are my shoes? They were here a while ago. Oh! Oh! It’s Ata again,” Nane said. He was angry.

Nane ran to Ata’s house. Ata saw him coming and he said to his wife, “I’ll play another trick on him.”

He went outside and he came back with a little pig.

“Hold this pig,” he said. “I’ll hide outside at the back of the house. Show Nane the pig. Tell the pig to look for me. Then give me the pig through the window.”

Ata’s wife went to the door. She had the little pig in her arms. Nane asked, “Is Ata here?”

“No,” she said. “He’s in the bush, but this little pig will find him. I’ll put it outside.”

She went into the other room and she gave Ata the pig through the window. Then she went back to the door. “Come in, and have something to drink. Ata will come home in a minute,” she said.

Ata walked into the trees and then he walked to the door of his house. He came in the door and he saw Nane.

“Hello, Nane,” he said. “Hello, Ata. That’s a very clever pig. May I buy him?” asked Nane.

“Certainly,” said Ata. “How much is the pig?” asked Nane. “Twenty kina,” said Ata.

“Thank you,” said Nane. “Here’s the money.”

Nane gave Ata the money and took the pig away. He went home and he told his wife about the clever little pig. “I’m going to look for some coconuts. Make me something to eat. Then open the door and tell the pig to look for me,” he said.

Nane went into the bush. He looked for some coconuts. He was tired, but the pig didn’t come. Nane was angry. He went home, and he said to his wife, “Where’s that pig? It didn’t come. It didn’t look for me.”

His wife said, “I told the pig to look for you. I opened the door. The pig ran outside, and he went over there.”

“That’s the road to Ata’s house. I’m going to

see him. My pig will be there,” said Nane.

Ata saw him coming. He said, “Here’s Nane again. I’ll play another trick on him.”

Part 2

Ata looked for his old horse. He pushed some money into the hair of the horse’s tail. Nane went to see Ata. He saw Ata with some sugar in his hand. “Why are you giving that old horse some sugar?” asked Nane.

“Oh, this is a very good horse. He has a lot of money. Look at this. I’ll touch him with this stick,” said Ata.

Ata touched the horse’s back with the stick. The horse threw his tail up. The money came out of his tail, and it went on the ground.

“Yes, he’s a very good horse. He has a lot of money. Can I buy him? How much is he?” asked Nane.

“Forty kina,” said Ata.

“Here it is,” said Nane. He gave Ata the money. Then he went home with the old horse.

He said to his wife, “Come outside and look at this clever horse.” He touched the horse with a stick. The horse threw his tail up, but no money went on the ground. Nane touched the horse’s back again. He threw his tail up, but no money came out of the tail.

“This is another trick. Ata won’t play a trick on me again,” said Nane.

Nane went to his brother’s house. He told his brother about Ata and his tricks. “What can I do?” he asked. His brother said, “I have a big bag here. We’ll hide in the trees near his house. We’ll catch Ata. We’ll put him in the bag. We’ll tie the bag and throw it in to the pond. Then Ata won’t play tricks again.”

Nane and his brother caught Ata near his house. They put him in the big bag, and they took it to the pond. The two men threw the heavy bag into the pond. The bag dropped near the side of the pond. It wasn’t very deep. Nane said, “We’ll push the bag into the deep water. Let’s get a long piece of wood.”

The two men went away, and looked for a long piece of wood. Ata was in the bag, but he had a sharp knife in his pocket. He cut a hole in the bag.

He jumped out of the bag. He said, "I'll put some sticks and some stones in the bag. I'll tie it up again. They'll think I'm in the bag." He put the bag back in the water. He walked out of the pond and went home.

The two bad men came back. They pushed the bag into the deep water. They then went home.

"He won't play another trick on you now," said Nane's brother.

Ata went away to another village. He bought six good, fat pigs. Then he went back to his house with the pigs. Nane saw him. He ran to his brother's house and told him about Ata and the fat pigs. The brothers were afraid.

"We put him in that bag. He was under the water. Now he's here again," said Nane.

"And he has some good, fat pigs with him."

The brothers were afraid, but they were greedy too. They went to see Ata. "Hello Ata," they said. "You're back again. Those are nice, fat pigs. Where did you find them?"

"Hello," said Ata, "and thank you. You threw me into the pond. These pigs were at the bottom of the pond. They were under the water. There are still a lot of pigs down there."

"They're good, fat pigs," said greedy Nane. "Will you help me to find some good pigs too?"

"Certainly," said Ata. "We'll tie you in a bag and throw you into the pond." "Thank you," said Nane.

Ata and Nane's brother put Nane in a bag. They threw him into the deep water.

"Oh! Oh!" said Nane. "Help! Help!"

"What's that noise?" said Nane's brother.

"He's shouting to the pigs," said Ata.

Nane's brother said, "I want some pigs too. Please tie me in a bag and throw me in the pond, Ata."

Ata threw the brother in the pond too.

"Help! Help!" said Nane's brother.

"Help! Help!" said Nane. "Pull me out of the water, somebody. I'm wet."

Ata pulled Nane and his brother out of the water.

"Ha! Ha!" Ata laughed. "That was funny. That was my best trick." "You're much too clever for us, Ata," said Nane. "We won't try to trick you again. Let's be friends."

"All right," said Ata. "We'll be friends, but you were bad and greedy. I'll give you your goat, but I won't give you your money. You threw me in the pond. That was a bad trick." "I won't play tricks on you again," said Nane. "I'm not clever." "No, you aren't very clever, are you, Nane?" said Ata. They were friends and lived happily ever after.

(Term 4, Week 4)

The Sand of Taranaki

Aotearoa is New Zealand's Maori name. Taranaki is in Aotearoa. Today the beaches of Taranaki have very black sand. Turi came to Aotearoa in the Aotea Canoe. This canoe went to Taranaki. Turi and his people lived there. Their children lived there too.

One day two canoes came to Taranaki. The canoes were full of people. The people came from Hawaiki.

Two women said to Turi, "We are from Hawaiki. Our father is a chief there. There is an island near Hawaiki. Some friends live on that island. We went near their island, but it was very windy. The wind blew us to Aotearoa. Now we are hungry and tired."

Turi's people gave these people some meat and some kaukau to eat. The stones on the beach were very sharp. One canoe had a hole in the side. Turi's people gave them some wood for another canoe.

One day it was sunny. It wasn't windy. The people went away in their canoes. They went back to Hawaiki. The two women told their father about Taranaki. They said, "We didn't see our friends. The wind blew us to Aotearoa. We saw Turi's people. They live in Taranaki. They gave us some meat and some kaukau. They gave us some wood for another canoe. They are very good people." "I must

help them,” said the chief. “What can I do? What can I give them?”

“We don’t know,” said the women. “They have a lot of meat and fish. They have a lot of birds to eat. But we didn’t like the sharp stones on the beaches. The stones can cut your feet. They can make a hole in a canoe.”

“Ah!” said the chief. “I’ll give them some good black sand. They can put the sand on the stones, then the stones won’t cut their feet. The stones won’t make a hole in a canoe.”

A very big canoe went to Aotearoa from Hawaiki. It was full of black sand. The chief’s men gave the sand to Turi’s people.

“Thank you,” said Tuni’s people. “We’ll put the sand on the sharp stones. We’ll, make heaps of sand on the beaches.” Today, all the beaches of Taranaki have very black sand. Nobody can cut their feet now. “

(Term 4, Week 5)

A Blind Man and his Dog

An old man lives in Peter’s village. The man can’t see because he is blind. Nobody lives with the old man, but the people in the village help him. Every morning Tom’s mother and Peter’s mother go to the old man’s house. They always take some food to him. They always sweep the floor and clean his house. Sometimes they go to the store and buy some things for him. Every afternoon Tom and Peter go to the old man’s house. Their sisters go with them.

Sometimes the two boys cut the grass and sweep the path by the old man’s house. Sometimes Anna and Mary get some water and make a cup of tea for the man. The man has a dog. The dog’s name is Laddie. The dog is very clever. It knows how to look after the man. Every afternoon the blind man walks along the road. The dog always walks with him.

One afternoon Peter and Tom were on the road. They saw the man and his dog, Laddie.

The man wanted to go to the other side of the road. He started walking. Laddie walked with him. When they reached the middle of the road, the man stopped. He stopped because

he heard a truck. “Help me Laddie,” said the man. “I can hear a truck. I don’t want the truck to hit me.”

The dog looked up the road, It saw Tama’s truck coming down the road. Laddie ran at the truck and barked. Tama saw the dog. Then he saw the blind man in the middle of the road. When Tama saw the blind man, he stopped his truck. Peter and Tom ran quickly up the road. Peter held the man’s arm. The two boys and the blind man walked to the other side of the road. Laddie ran to the blind man and stood by him. The man patted his dog.

“What a good dog you’ve got?” said Tom and Peter

“Yes, I’ve got a good dog. I’ve got two good friends too. Thank you for helping me,” said the blind man.

(Term 4, Week 6)

The Wreck

“Let’s go fishing,” said Pule to Kata. “We’ll get your canoe and we’ll go to the reef.”

“All right,” said Kata. “You can get the fishing lines. Ill push the canoe into the water” Pule went home. He said, “Mother, Kata and I are going fishing. We’re going to the reef.” His mother said, “Don’t be late, Pule. Catch a lot of fish. We want some fish to eat.”

“I won’t be late,” said Pule and he ran to the beach.

Kata’s canoe was in the water. “Let’s go fishing near the wreck,” said Kata.

An old fishing boat was on the reef. It had a big hole in the bottom. The boys went near this wreck. They threw their fishing lines into the water again and again.

“There are no fish here today,” said Pule.

“There’s nothing on my fishing line,” said Kata. “The fishing’s bad today. Let’s play on the wreck.”

“All right,” said Pule. “Let’s go over there.”

The two boys went to the reef. They jumped out of the canoe, and they pulled it on to the sand by the wreck. “I’ll climb up first.

Then I'll pull you up," said Kata.

He pulled Pule up after him. A heavy door was open at the top of the boat.

"I can see the bottom of the boat," said Pule. "Let's jump inside." The two boys jumped inside.

"Oh! Oh!" said Kata. "The boat is moving."

"Oh! Look at the door. It's shut. Open it Kata," said Pule.

"I can't. It's heavy. I can't open it," said Kata.

The heavy door was shut. The two boys were inside.

"It's wet in here, and I can't see you," said Pule.

"Let's push that door," said Kata. But the heavy door didn't open. "We can't climb out of the boat. The boards in this side of the boat are broken and the sea is coming in. What can we do?" said Pule.

"We'll shout and make a noise. Here's a piece of wood. I'll hammer the side of the boat with it," said Kata.

"Help! Help!" they said. But nobody came to the wreck.

Pule's father went home. He said, "Where's Pule, Mele?" "He went fishing with Kata. He's a naughty boy. He's late," said Pule's mother. The two people had something to eat. Then Kata's father came to their house. He said, "Where's Kata? Is he here? We can't find him." Mele said, "Kata and Pule went fishing together." "They're very late. Let's go to the beach. We'll look for Kata's canoe," said Kata's father.

The two men ran to the beach. Kata's canoe wasn't on the beach. Pule's father said, "Look over there! I can see the canoe. It's lying on the reef. Let's go over there."

They pulled another canoe into the water. They jumped into the canoe and they went to the reef. "There's nobody in Kata's canoe. They aren't here," said Pule's father "Where are, they?" "What's that noise? I can hear somebody shouting and hammering," said Kata's father.

They ran to the wreck on the sand. "Help!

Help!" said Kata and Pule again. Then they saw the door opening. The two men pulled the two boys out of the boat.

"Oh! Thank you," said Kata and Pule. "It was wet down there." "You're naughty boys. You mustn't play in the old wreck," said their fathers.

The men and the two boys went back to Pule's house. Kata's mother was there now. But their mothers weren't angry. The boys were back again and everybody was happy. The boys were wet and tired. They were hungry too. They had something to eat. Then Kata and his father and mother went home. The two boys didn't play in that old wreck again.

(Term 4, Week 7)

Twelve Crabs

One sunny day a little white hen came to a small stream. She was hungry, but the grass was short at her side of the stream. "I can see some nice taro over there. I can't swim, and I can't walk on the water. I don't like water. What will I do?" said Little White Hen.

Then she saw her friend, Crab. Crab was in the water at the side of the stream. "Good morning, Crab," said the little hen. "Hello, Little White Hen," said Crab. "How are you today?" "Very well, thank you," said the little hen. "Is the water cool? It's very hot up here. I can see a lot of crabs in the stream." "Yes, the water is cool, and there are a lot of crabs in the stream. They are my friends," said Crab. "Then you're very happy, Crab. I have only one good friend. You're my friend, Crab."

"How many friends have you? May I count them?" said Little White Hen. "Yes, certainly," said Crab. "You can count them now. They can come to the side of the stream . . . Friends! Come up here, please."

The crabs were slow, but they came to the side of the stream. "Make a circle, please, Friends," said Crab. "Little White Hen, these are my friends.

You can count them now."

"Thank you, Crab... Hello, everybody," said the hen.

"Hello, Little White Hen," said all the crabs.

“I’ll count you now,” said the little hen. “Ready! One-two-three-four-five-six-seven-eight-nine-ten-eleven-twelve-thirteen-fourteen—

Oh! That’s wrong. I’ll start again over here. One-two-three-four-five-six-seven—

Oh! that’s wrong. Please Crab, I can’t count them in a circle. Can they make a line in the stream? It will be, cool. They’ll be happy there. I can count them in a line. It’s easy.” ‘ ‘ ,

“All right, Little White Hen,” said Crab. “Please, Friends, make a line in the stream.” Crab’s friends went into the stream again.

“That’s good,” said Little White Hen. “Thank you. That’s a straight line. I’ll jump on your backs. Then I can count you. Are you ready?” “Yes, we’re ready,” all the crabs said. ‘ “All right,” said Little White Hen. “One-two-three-four-five-six-seven-eight-nine-ten-eleven-twelve. There are twelve crabs.”

Little White Hen jumped on every crab’s back. Then she jumped to the side of the stream. .

“You have twelve very good friends, Crab,” said Little White Hen. “Do you want to go back now?” said Crab.

“No, thank you. I want to eat that nice taro over there,” said Little White Hen.

“Oh! You want to eat that taro. You didn’t want to count my friends,” said Crab.

“Oh yes, I like your friends, but I’m hungry. And I can’t swim or fly,” said Little White Hen.

“You’re a naughty little white hen, but we’ll help you to go back again,” said the crabs.

“Thank you,” said Little White Hen. She ran to the nice taro. “I like taro, and this taro is good,” she said.

(Term 4, Week 8)

The Turtle and the Duck

In the deepest part of the forest there is a pond. Tall trees look down on it. Bulrushes grow beside it. It is a quiet, lazy pond. A quiet, lazy turtle lives in this pond. His name is George. George has a favourite tree in the

pond. He calls it his “basking” tree. George loves to lie on his tree and bask in the warm sun. Sometimes he sleeps. Sometimes he talks to a little fish or a mosquito.

George was asleep on his basking tree when Jenny flew over his head. Jenny was a duck and she was flying south for the winter. She was tired and hungry. Then she saw George’s pond.

“Quack, quack, quack!” said Jenny. “There’s a lovely place to rest.” And she flew down.

Jenny’s quack-quack-quacking woke George. What was that terrible noise? George poked his head out of his shell. The biggest mosquito he had ever seen was flying right at him. George was terrified: He flopped into the water as fast as a turtle can flop.

“What a rude turtle, ’thought Jenny, as she landed. “He’s not very friendly.” And she swam around the pond.

George was still scared, but he was curious too.

“What kind of mosquito is that?” he wondered. “It can fly and swim.”

The strange mosquito was standing on its head.

When Jenny came up, she heard George. He was mad. He was yelling as loud as a turtle can yell.

George yelled, “Hey, you! Big Mosquito! What are you doing here? You don’t belong here! This is my pond. I don’t want you here. Go away. You don’t even look like the mosquitoes I know.” “That’s because I’m not a mosquito,” said Jenny. “I’m a duck.”

George didn’t know what a duck was and he didn’t care. “Go away from my pond,” he said again.

Jenny said, “A duck is different from a turtle or a mosquito. But just because we’re different doesn’t mean we can’t be friends. We can learn a lot from each other.”

George pulled his head in under his shell. He tried not to listen.

“I’d like to learn about your pond,” said Jenny. “You could take me on a sightseeing tour.” George didn’t move. He didn’t say a

thing. “I’ve been to lots of places,” said Jenny. “I could tell you about the world on the other side of the trees.”

George’s shell moved a little. “I could tell you about lakes — they’re just big, big ponds, you know. And I could tell you about streams and rivers and oceans and seas.”

George couldn’t keep quiet any longer. He had to find out about these things. He poked his head out of his shell. “Do you really know all about those things?” he asked Jenny. “Of course I do,” she said.

“Well, maybe you can stay long enough to tell me about them,” said George. “And I’ll show you around the pond.” And he did.

In the deepest part of the forest there is a pond. George, the quiet, lazy turtle, lives there.

And every spring and every fall, his friend Jenny, the duck, stops to visit him — and tell him about the world on the other side of the trees.

(Term 4, Week 9)

Old Jack’s Fish

An old fisherman lived near the sea. His name was Jack. He was thin. His skin was brown. He had deep lines on his face and neck. The old man’s hands had cuts, but the cuts were old too. Only Jack’s eyes were young. They were blue like the sea but they were sad. He wasn’t happy. He went fishing every day but he did not catch any fish. He went fishing eighty-four times. He still did not catch any fish.

Jack’s friend was a fisherman, too. He said, “Jack, I think you have no luck.” Jack smiled. “I am still a good fisherman.” He walked away. He said to himself, “My friend thinks I have no luck. I think I am lucky. Is today my lucky day? I’m going fishing now.”

The old man climbed into his boat. He sailed from the harbour. He sailed far from the shore. The water was very deep. There were no other boats near him. Jack dropped his fishing line in the water. He sat for many hours. The sun got hot. Then something pulled his line. He had a fish on the line. The fish was in very deep water. Jack said, “I think

this is a big fish. It is pulling hard.”

Jack held the line. He wanted that fish. Then the fish started pulling the boat. Jack smiled. “Fish,” he said softly, “I want you. You can pull my boat far away. I can hold this line.” The big fish pulled and pulled the boat. Then the fish came to the top of the water. What a big fish! What a wonderful fish!

Old Jack sat in the boat for three days. The fishing line cut his hands. He was very tired. Then the big fish came to the top of the water again. It was near the boat. The old man threw his spear at the fish. The big fish died. The old man was very happy because the fish was his. He tied the fish to the boat. He turned the small boat and started sailing home.

Then the first shark came. The shark wanted Jack’s fish. Old Jack killed the shark with his spear. His spear went down with the shark. Two more sharks came. Jack hit them with his paddle. He hit them with his paddle many times. More sharks came. They cut the fish with their sharp teeth. Jack had a knife. He wanted to kill the sharks with his knife. He reached out again and again but the sharks were too quick. Jack didn’t kill them and they ate his fish. Old Jack said, “Sharks, now you have my fish.”

He sailed the little boat into the harbour. Jack had no fish left. He had the long, white backbone. The village people came to see the big backbone of the fish. They measured the bone. It was six metres long.

“What a big fish!” they said. “It is six metres long.”

One woman said, “My husband’s biggest fish was only three metres long.” A fisherman said, “My biggest fish was five metres long.” Jack’s friend was there. He said, “Jack caught the biggest fish.” Old Jack smiled. He was old. He was tired too. He said, “I’m not going fishing again. I’m happy now. I am lucky. I caught the biggest fish.”

(Term 4, Week 10)

A Bad Man

Some men and women and their children lived on an island. One day a man came to their

island. He came in a boat. The people did not know the man. The man got out of the boat. He walked through the village. He went into a house and sat down at the table.

There was a woman in the house. She looked at the man. He was a bad man and the woman was afraid of him. "What do you want?" asked the woman.

"I want something to eat," shouted the bad man. "Bring me something to eat."

The woman went to the cupboard and got a tin of meat. She opened it and gave it to the bad man. He pushed all the meat into his mouth. Then he shouted, "I've finished and now I want some more meat. Bring me another tin of meat." The woman had one more tin of meat, but she wanted to keep it for her husband's dinner. The woman told a lie. She said, "I haven't got any more meat." "Bring me another tin of meat," shouted the bad man. "If you don't, I'll kill you."

The poor woman took the last tin of meat out of the cupboard. She opened it and gave it to the bad man. He pushed all the meat into his mouth. Then he stood up and walked out of the house. Soon the woman's husband came home and she told him about the bad man.

The next night the woman and her husband were in their house. They heard the bad man coming along the road. The husband ran into the cupboard and shut the door. Soon the bad man came into the house and sat down at the table. "What do you want?" asked the woman. "I want something to eat," shouted the bad man. "Bring me something to eat."

The woman went to the cupboard and opened it. Her husband jumped out of the cupboard. He stood in front of the bad man. "You're a bad man," shouted the husband. "Last night you came into our house and ate all our meat. You're bad, but I'm not afraid of you. Go out of this house. Go away from this island, and don't come back again."

The bad man jumped up and ran out of the house. He ran through the village. He ran to his boat. He jumped into his boat and paddled away, and nobody saw him again.

3. Listening Games

Alphabetical Sequence

Instructions

1. One pupil starts by saying, "My truck is loaded with **axes**."
2. The next pupil says a sentence using a **b** word, e. g. My truck is loaded with **books**.
3. Continue through the alphabet. The students see how far they can get without stopping. If they have trouble, the teacher should help.

Variations

The game may be played as a whole class or in groups.

Simon Says

Instructions

1. Students stand in a space.
2. Give the students an instruction, e. g. Simon says, Pat your head.
3. The students follow the instructions when the teacher says 'Simon says' but do nothing if they are given an instruction without it, e. g. Jump up and down.
4. If the student does the wrong thing, they are out.
5. Continue the game until only one or two children are left.

Variations

A student can give the instructions.

More than one instruction could be given at a time.

Face to Face

Instructions

1. Put the students in pairs.
2. Each pair stands facing each other. (If there is an uneven number, make one group of three.)
3. Give commands which the students must obey, e. g. Stand back to back. Run around each other. Shake hands three times. Touch each other's shoulders. Turn right around. Touch your toes.
4. Start with one command. As the students improve, increase the number of commands.
5. Suddenly shout, 'All change!' and everyone must quickly get a new partner.
6. Carry on with the commands.

Variations

One or two students may give the commands rather than the teacher.

Knock! Knock!*Instructions*

1. Choose one student to be the judge.
2. The judge stands at the front of the room with their back to the class.
3. Touch another student – the visitor.
4. The student stands behind the judge and knocks on the floor (or a desk).
5. The judge asks, ‘Who is knocking?’
6. The visitor replies, ‘Good morning, judge.’
7. The judge tries to guess who it is. They may have one guess.
8. If the judge is correct, they may stay judge. If they are incorrect, the visitor becomes the judge.

Animal Sounds*Instructions*

1. Sit the class in a circle.
2. Choose one students to become ‘It’ (send him outside).
3. Choose seven students.
4. Give each student an animal name, e. g. pig, snake, cow, goat, dog, rooster, cat.
5. It comes in and sits in the middle of the circle with their eyes closed.
6. Call out pig.
7. The student that is named pig grunts like a pig.
8. It must try and identify the name of the person who made the pig sound.
9. If it can’t, then they are out.
10. If it guesses correctly, they can have another turn at being it.
11. The animal people can disguise their voices to make it difficult for It.

Variations

The game can be played in groups.
Other sounds can be used.

What’s the Time Mr Wolf?*Instructions*

1. Choose one student to be Mr Wolf.
2. Mr Wolf stands in front of the rest of the class, facing them.
3. The class call, “What’s the Time Mr Wolf?”
4. Mr Wolf says, “It’s _____ o’clock” (fill in a time).
5. The class take that many steps forward, e. g. “It’s four o’clock” – the students take four steps.
6. The students keep asking the time and the wolf answers.
7. If the wolf calls, “It’s dinner time” the students run back into the safe area while the wolf chases them.
8. Any students caught by the wolf, join him as chasers in the next game.

Variations

The game may be played in groups.

Hens and Chicken

Instructions

1. Choose one student to be the hen. The hen leaves the room.
2. Tap three children on the shoulder to tell them they are chickens.
3. All the students cover their mouths.
4. The hen comes back into the room and says, "Cluck, cluck."
5. The chickens reply, "Peep, peep," without covering their mouths.
6. The hen listens and taps a student on the head if they think it is a chicken. If it is the student stands up.
7. After three guesses, the hen must sit down and be replaced if they have not found the three chickens. If they have found them, they get another turn.

Variations

Any animal could be used.

The hen could be blindfolded.

Who was What?

Instructions

1. Choose four to eight players to stand in rows across the front of the room. (Start with a low number, e. g. 4 when students are not used to the game. When they get better at it, build up the number).
2. Name a *colour* to each student standing at the front while the other students in the class watch and listen.
3. Then the students in their seats close their eyes and put their heads on their desks (or bow their heads).
4. The players standing at the front change places.
5. The students open their eyes.
6. Point to one child at the front.
7. The students in the seats put up their hands if they remember that student's colour. Choose a student to guess.
8. If the student is correct, he/she takes the place of the player. If not correct, the player stands out the front.
9. Do the same with all the students at the front.

Variations

Other words can be used instead of colours, e. g. animals, food, spelling words etc.

One Word*Instructions*

1. Divide the class into two groups.
2. One group moves to the back of the room and sits down.
3. The other group put their heads down on their desks so they can't see.
4. Choose one student to be the leader in the back group.
5. The leader points to someone, 'It', in the back group without saying who it is.
6. The leader says something like, 'It' is wearing a red shirt or 'It' has long hair etc.
7. 'It' then says one word from the sentence out loud e.g. red. It may disguise its voice i.e. make it high, low, funny.
8. Those students in the desks raise their hand to guess who it was. Three students have a guess.
9. If someone guesses correctly, they become the leader and the other group now sit with their heads down.
10. If no one guesses, a new leader is chosen from the same group and the game continues.

What am I?*Instructions*

1. Divide the students into groups.
2. The leader says, for example, I end with – ook. Students read me. What am I?
3. The next student writes down the answer/or they may say it.
4. If it is correct, the student scores a point.
5. The student then says, for example, I am used for sweeping. Many people use me. What am I?
6. Continue in this way until all the students have had their turn.
7. The player with the most points is the winner.

Jack-in-the-Box*Instructions*

1. The students find a space and stand on their own.
2. Choose a student to be the leader.
3. If the leader says, 'Jack-in-the-Box', the students squat down.
4. If the leader says, 'Jack-out –the-Box', the students stand up.
5. Frequently the leader will call.

What is Missing?*Preparation*

Gather several common objects, e.g. pencil, book, stone. Put them on a table and cover them.

Instructions

1. Show children the objects.
2. Choose one child to leave the room.
3. Take one object away from the table.
4. The child returns and must guess what is missing.
5. Continue the game with other children.

Variations

Increase the number of objects on the table.

Take away two objects.

Guessing Game

Instructions

1. Choose one child to be the guesser. The guesser faces away from the blackboard.
2. Write another child's name on the blackboard. When the class have seen it, rub it off.
3. The guesser turns round.
4. Three children give the guesser a clue, e.g. *He is a boy. He is tall. Sometimes he wears a blue shirt.*
5. The guesser gets one guess at who it is.
6. If the guesser is right, they have another turn. If the guesser is wrong, another child takes their place.

Come to the Circle

Instructions

1. The children sit in their desks and listen carefully for their turn to come and sit on the floor in a circle.
2. Say, "Come to the circle if your first name begins with r."
3. Those children come and sit on the floor.
4. Continue, using other letters of the alphabet, until all the children are on the floor.

Variations

Use the first letter of the last name.

Use the last letter of the first name.

Use the colours of the children's clothes.

Hokey Pokey

Instructions

1. Arrange the children in a circle — outside if possible.
2. Sing the song and do the actions together.

Verse 1

Put your right hand in
 Put your right hand out
 Put your right hand in
 And shake it all about
 You do the hokey pokey
 And you turn yourself around
 And that's what it's all about.

Other verses change the underlined part with:

left hand
 right foot
 left foot
 right side
 left side
 head
 whole self

Note: Action for 'You do the hokey pokey' is hand on hips and wiggle.

Using Opposites

Preparation

Write two columns of words of opposites on the blackboard, e.g.

here	on
inside	old
in	under
behind	there
above	no
boy	outside
yes	girl
new	in front of

Instructions

1. Divide the children into two teams.
2. The first player from team one chooses a word from the first column and puts it into a sentence, e.g. I am standing here.
3. The first player from team two puts the word's opposite into a sentence, e.g. He is standing there.
4. Continue down the teams, putting the words into sentences.

Fun with Words

Preparation

Write on the blackboard two lists of words. In one column write sentence beginnings and in the other column write sentence endings, e.g.

A	B
The cuscus	planted some taro
Mama and I	flew up high.
The bird	wagged its tail.
The dog	climbed a tree.

Instructions

Put the children in groups.

The children take it in turns to read a full sentence, e.g. The cuscus climbed a tree.

Rhyme Time

Preparation

Prepare some two line rhymes, e.g.

Look, Oh look
At my new (book).
or
Hop, hop, hop
I just can't (stop).

Instructions

1. Read the first rhyme.
2. Children suggest an ending word that fits, e.g.
Look, oh look
At my new book.
or
Look, oh look
At my new hook.
3. Do the same with the other rhymes. Accept any reasonable answer.

Memory Game*Instructions*

1. Put the children in groups.
2. The leader of the group begins the game, e.g. "I went for a walk and I saw a bird."
3. The next person in the group repeats the sentence and adds to it, e.g. "I went for a walk and I saw a bird and a pig."
4. Each person who has a turn must say what was said first and then add their own words.
5. The game ends when each child has had a turn.

Variations

Keep the game going round and round the group and see how far you get.

Listen and Draw*Preparation*

Have paper for the children to draw on, or the children could use sticks in the sand.

Instructions

1. The teacher, or leader, gives an instruction.
2. The children draw what the teacher says, e.g. "Draw a triangle on the left hand side of the page near the top. Now draw a circle under the triangle." etc.

Variations

The number of instructions can be varied.

The activity can be done in pairs, groups or whole class.

Action, Please!*Instructions*

1. Give an oral direction and choose a child to follow it, e.g.
Mele, walk to the window.
Ito, walk slowly to the blackboard.

Variations

Two or three directions may be included as children get better at the game.

The game may be played in groups.

What are they Doing?*Instructions*

1. Choose one child to mime an action in front of the class, e.g. waking up. If the child cannot think of an action, the teacher should suggest one.
2. The children guess what is happening. They may have a turn if they guess correctly.
3. When the correct guess has been made, the whole class repeats the action together.
4. Try to encourage full sentence answers, e.g. He is waking up.

Variations

The game may be played in groups.

The mime can be extended to a series of actions.

Animal Sounds

Instructions

1. Choose one child to imitate an animal's sound, e.g. A bee buzzing, a frog croaking.
If the child cannot think of an animal, the teacher should suggest one.
2. The other children try to guess what the animal is.
3. When someone guesses the right answer, choose a different child to have a turn.

Variations

The game may be played in groups.

Chinese Whispers

Instructions

1. The teacher or leader whispers a sentence to a child, e.g. "I am going to the market today."
2. That child whispers what he/she heard to the next child
3. The message gets passed along in this way to all the children
4. The last child stands up and tells everyone what he was told.
Compare that to the message the teacher or leader gave at the start.
5. Children may be told the message only once.

Variations

The game may be played in groups.

The Store

Preparation

Write on the blackboard the sounds to be used for the game.

Instructions

1. The teacher tells the children what sound to use e.g. **p**.
2. The first child starts the game by saying, e.g. "I went to the store and I bought potatoes."
3. The next child must use the same sentence but change the last word to another one that begins with the sound being used, e.g. "I went to the store and I bought pawpaw."

Variations

The game may be played in groups.

Initial sounds, final sounds or blends may be used.

Hello, How are You?

Instructions

1. Choose one child to stand facing the blackboard.
2. Next, point to another child in the class.
3. That child stands up and says, "Hello, _____ how are you?" using the other child's name.
4. The child facing the blackboard says, "I'm very well thank you, _____," and says the name of the child who asked the question.
5. If the child is correct, they may stay out the front. If the child is wrong, someone else may have a turn.

Variations

The child may disguise their voice.

The child may move to another part of the room, other than their desk.

Object*Instructions*

1. Someone thinks of an object, e.g. a pencil.
2. The other children ask questions about the object, e.g. Where do you keep your object? What is your object made of? Is your object big? Can we eat your object? Do you wear your object?
3. After a question session, children may guess what the object is.
4. Whoever guesses it correctly may have the next turn at thinking of an object.
5. The object can be anything, e.g. the post office, the store, the teacher's shirt, the moon.

Variations

Instead of an object, a verb may be used, e.g. dance, swim, sing, climb. Questions could take the form of, e.g. Can everybody do it? Do you do it very often? Where do you do it?

How many Bounces?*Preparation*

Get a ball.

Instructions

1. The children close their eyes (or turn their backs)
2. Bounce the ball (or hit something with a stick), e.g. four times.
3. The children listen and count silently.
4. Ask one child how many bounces there were.
5. If the child is correct, they may have the next turn to bounce.

Variations

The game may be played in groups. More children get a turn this way. The ball may be bounced in sections, e.g. twice, then pause, then four times. The correct answer would be "two, then four."

As above, but the correct answer would be six.

Give Me!*Instructions*

1. Choose one child to be "it".
2. "It" pretends to have something hidden in his/her hand. "It" says, "I have something hidden in my hand. What will you give me for it, ____?" (using the name of one of the children in the class).
3. That child says, "Give me the ball and I'll give you a book."
4. "It" says, "I haven't got a ball. What will you give me for it, ____?" (using another child's name).
5. That child says, "Give me the pencil and I'll give you a book."
6. Continue until someone guesses what "it" is pretending to hold.
7. The correct child, now has a turn at being "it".
8. The children may use any nouns.
9. Encourage the use of complete sentences.

Variations

Have a box of real objects, e.g. chalk, leaf, pencil, flower. "It" can take something out of the box without letting anyone see it.

The game may be played in groups.

"Give me!" can be changed to other phrases that the children may need to practise, e.g. "Let me have!" "Show me!"

I Spy - sound*Instructions*

1. Choose one child to stand and say, "I spy with my little eye, something beginning with e." (It must be something that can be seen in or outside the room.)
2. The other children guess what it is.
3. The child that guesses correctly now has a turn to say "I spy..." using any letter they wish.

Variations

The game may be played in groups.

You can change the letter to a sound, e.g. "I spy with my little eye, something that has the sound /ee/ in it."

You can change the letter to a description, e.g. "I spy with my little eye, something made of wood."

Guess What it is.*Instructions*

1. Choose one child to be 'it'.
2. The child thinks of an object in the room, e.g. chalk.
3. The child describes the object using clear, correct sentences.
4. Other children guess what it is.
5. If a child gets the answer correct, they may have the next turn.
6. If no one can guess the answer, the child may have one more turn before another 'it' is chosen.

Variations

The teacher may place a number of objects on the table and let the children choose from these.

That's It!*Preparation*

Write the week's vocabulary on the blackboard.

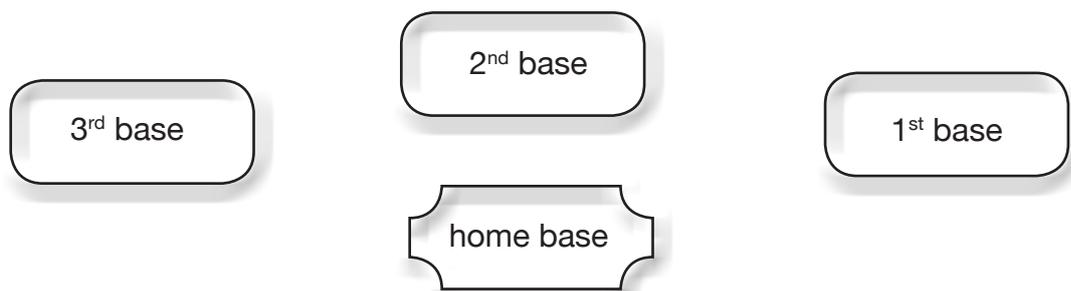
Make up a list of words including the week's words — but with others mixed in as well, or a story using the week's words.

Instructions

1. Read the words on the blackboard to the children.
2. Get some children to put the words into sentences.
3. Slowly read your list of words or story to the children, while they watch the words on the blackboard.
4. When you read a word that is on the blackboard, the children put their hands up.
5. Choose one child to go to the board. They point to and say the word you have said. Then the whole class says it. (If the child points to the wrong word, say the word again and get another child to point to it.)
6. At the end, go through the words the children missed and get them to find them on the blackboard.

Word Softball*Preparation*

Draw a diagram of a softball diamond on the blackboard. Write one of the week's vocabulary words in each base.

*Instructions*

1. Read through the week's vocabulary.
2. Get children to put words into sentences.
3. Divide the children into two teams. The children sit in their teams.
4. The first batter from Team A starts with the word in 1st base. The batter reads the word.
5. If the batter is correct, they then read the word in 2nd base.
6. Carry on in this way. If the batter can get the whole way round, they score a run for the team.
7. If the batter fails on any base, they're out.
8. When a team has three outs, or when every player has had a turn, the next team has a chance to bat.

Note: Quickly change the words for each new batter. Use the week's vocabulary plus any revision words.

Word Snap*Preparation*

Write the week's new vocabulary in a circle on the blackboard.
(If there aren't many new words, use some words from previous weeks.)

Write each of the words on a flashcard or flashboard.

Instructions

1. Read slowly through the words in the circle on the blackboard.
2. Read through a second time with the children joining in.
3. Hold up the flashcards one by one and read them to the children.
4. The children repeat the word after you have read it.
5. Divide the class into two teams.
6. Hold the first flashcard up to the first word in the circle.
7. If it doesn't match, the children say nothing. They then move the flashcard to the next word in the circle.
8. If the word matches, the children call "Snap!" The first team to call "Snap!" gets a point (as long as they're correct).
9. If someone in the team can also say the word, the team can have another point.
10. Do the same with the other flashcard words.
11. The team with the most points wins.

How many Steps?

Preparation

Choose 6-8 words the children should know, e.g. the week's reading vocabulary.

Draw the path/s on the floor with chalk (one path for each group).

Write the words on the path/s, e.g.

green	too	time	near	today	happy	Sunday	inside	found	higher
-------	-----	------	------	-------	-------	--------	--------	-------	--------

Instructions

1. Read through the words.
2. Get some children to put the words into sentences.
3. Divide the children into groups.
4. All the children sit on one side of the room, near the beginning of the path.
5. One child stands next to the first word. Don't let the child stand on the path or the words will be rubbed off. If the words are on the blackboard, the child can stand under the first word.
6. The child reads the first word. If they're wrong, they sit down. If the child is correct, they step to the next word.
7. The child keeps going until they reach the other side.
8. The child sits on the other side and another child has a turn.
9. Continue in this way.

Word Bingo

Preparation

Write the week's vocabulary on the blackboard.

Have paper or flashboards for the children to write on (any scrap paper will do).

Instructions

1. Read the words on the blackboard to the children.
2. Get some children to put the words into sentences.
3. Put the children in pairs (or threes).
4. The children write four of the words on the blackboard onto their paper, (one piece of paper per pair, or three). They may choose any four words they like.
5. Call out one of the words on the blackboard. Then say it again and circle it.
6. If the word is on the children's list, they cross it out.
7. Call out another word and the children do the same thing.
8. When a group has heard all their words and crossed them out, they call out "Bingo".
9. Check their paper and if it's correct, that group wins.

Variations

After the first time, the game can be played in groups with a leader in each group to call out words.

Spy the Word

Preparation

Write the week's vocabulary on the blackboard.

Instructions

1. Read the words on the blackboard to the children.
2. Get some children to put the words into sentences.
3. Say, "I spy with my little eye, the word _____", (using one of the words on the blackboard.)
4. Choose a volunteer to point to the word on the blackboard and say it.
5. If the child is correct, they have a turn to say, "I spy _____". " If they are incorrect, the teacher has another turn.

Variations

After the first few times, this game may be played in groups.

The children can point to the word, say it, and put it into a sentence.

You can say "I spy with my little eye, a word beginning with _____",

and the child

has to point to the word and say it.

Matching

Preparation

Write the week's vocabulary on the blackboard.

Make two sets of the week's vocabulary on flashcards or flash boards. (If there aren't many words, include some revision words.)

Instructions

1. Read the words on the blackboard to the children.
2. Get some children to put the words into sentences.
3. Divide the class into two teams.
4. Give a set of cards to each team.
5. As many children as possible take a card — some will have to share.
6. The first child in team A holds up their word.
7. The child from team B with the matching word holds their word up as well.
8. All the children in the class read the two words aloud to see if they match. If they do, team B gets a point for matching correctly.
9. Now it is team B's turn to hold up a word.
10. The child from team A with the matching word holds their word up as well.
11. All the children in the class read the two words aloud to see if they match. If they do, team A gets a point for matching correctly.
12. Continue in this way till all the words have been used. The game may then be played again.

Variations

The teacher could point to a word on the board and the child from each team with that word must come up and match it. If they are correct, they each get a point.

Reading

1. Essential Reading Skills

Reading experts have identified five essential skills that children must learn in order to become good readers. Without these five foundation skills, a child will not become a good reader. It is important that teachers in the early grades make time to teach and help students to practise these skills every day.

Being able to read well requires a grasp of the following five basic skills:

Reading Skill	Explanation	Content	Comments
Phonemic awareness	Instruction designed to teach children to break apart the sounds in words.	In grades 3-5 revise the sounds learned in Elementary Grade 2 and teach other unfamiliar or difficult English sounds.	This is an oral pre-requisite to phonics and one of the best predictors of later reading success. Research indicates that poor phonemic awareness is a major underlying cause of reading difficulty.
Phonics	Instruction designed to help children understand and apply their knowledge of how letters are linked to sounds.	Sounds shown in slash marks by their most common English spelling (e.g. /p/ and /sh/).	The goal of teaching students phonics is to teach students to decode unfamiliar words easily and automatically as they read.
Fluency	Instruction that reinforces the ability to read with speed, accuracy and expression.	Daily opportunities for reading practice.	Easy word recognition frees a student's attention to comprehending the text. Achieving speed and accuracy in recognizing words is reading fluency
Vocabulary	Instruction to increase oral and print knowledge of words.	New vocabulary words linked to stories read. Vocabulary development can be achieved through reading, direct instruction and student-centred activities.	Teachers should use a Word Wall to help children learn sight words and new vocabulary.
Comprehension Literature	Instruction that teaches children to actively engage with and derive meaning from texts.	Various activities to help students engage with texts.	Comprehension involves understanding what is read, what is meant and what is implied. Understanding the meaning or point of the text is the essence of reading.

(Source: National Reading Panel, 2000)

2. Text Types: Information for Teachers

Text Type	Forms	Cultural Purpose	Writing Process Structures and Features
Narrative (Imaginary & Factual)	Poetry Fable Myth Story Song Personal recount Historical recount Fairy tale	To entertain, inform, teach To develop the reader's imagination To encourage reflection	Structure Sequence of actions Beginning (orientation) Middle (complication) End (resolution) Features to focus on Characters Action verbs Tense Words to do with time Descriptive language Who is telling the story? (point of view) Information Narrative features Factual information Vocabulary on the topic
Information Narrative	Speech Poetry Song – social comment Cartoon		
Transaction	Survey Complaint Apology Greeting card Interview Letter	To negotiate To make thinking clear To compare To keep relationships strong	Features to focus on Involves others Identify the people or groups involved Vocabulary related to the occasion
Recount	Personal Factual Imaginative Biography Auto biography Historical recount	To retell an event To describe To inform	Structure Setting/occasion Sequence of events Personal comment/responses Includes anecdotes/recounts Features to focus on Characters Action verbs Past tense Pronouns Use of description Includes personal comments and opinions on what happens

Text Type	Forms	Cultural Purpose	Writing Process Structures and Features
Report	Information report Descriptive report Investigative report Scientific report	To classify and describe To compare To record feelings and observations	<p>Structure Focus on groups of things Opening general statement Facts about the topic are grouped together</p> <p>Features to focus on Short, clear language Present tense Formal purpose of objective Technical/scientific terms Organisation of information</p>
Procedural texts	Directions Instructions Message Recipe Rules for games	To command or to direct behaviour	<p>Structure Sequence of actions or steps to direct behaviour Focuses on a general audience Basic structures include</p> <ul style="list-style-type: none"> • Goal • Materials • Method <p>Features to focus on Use of headings and diagrams Use of action verbs Present tense Use of imperatives Detailed information Vocabulary related to the task and process</p>
Persuasive texts	Discussion Argument Advertisement Letter to the editor Cartoon	To persuade To express an opinion To describe To inform or advise	<p>Argument Issue and opinion Points to support opinion Recommendations for action Summing up and restating position</p> <p>Discussion Identify the issue Arguments for and against the issue Conclusion which includes opinion and recommended plan for action.</p>

Text Type	Forms	Cultural Purpose	Writing Process Structures and Features
Explanation		To explain how or why things happen To describe	Structure Statement about what is to be explained Sequenced explanation about how or why things happen. Use of definitions and descriptions Focus of explaining is on the process rather than the object of thing Features to focus on Cause/effect relationship

3. The Reading Process

Guided Reading

The process for reading helps teachers and students focus on activities before, during and after reading. This model should help the students with their reading, in particular their fluency, comprehension and motivation

Step 1: Before you read

Before you read, encourage students to:

- look
- talk
- share
- predict

Step 2: During reading

During reading encourage students to:

- join in with the reading.
- read on or read back.
- use picture clues.
- use context clues to clarify the meaning of unknown words.
- use word attack strategies to read words.
- use knowledge of phonics to read unknown words.

Step 3: After reading

After reading encourage students to:

- talk
- think
- share
- compare
- substitute
- analyse
- extend beyond the text.

Paired Reading

Some different approaches for paired reading are suggested below:

- **Partners take turns** to read a sentence, paragraph or page.
- **Choral reading** – the two readers read aloud together.
- **Echo reading** – a good, fluent reader reads a section of text, and a less fluent reader echoes (repeats) what has been read.
- **Reading aloud** – the fluent reader reads aloud to model good reading habits (the less fluent reader listens).
- **Small group reading** – in groups of 4-5, students read aloud together, take it in turns to read or listen to a fluent reader.

There are many benefits of paired reading:

- Students feel more comfortable when reading with another student.
- Students get lots of reading practise.
- Teachers can assess students when they are reading.

After Reading

Reading Games

These games can be used as warm up activities or for revising sounds and words. Games are a great way to making reading lesson fun.

Game	Resources	How to play						
I Spy	None	Think of an object. Say: <i>I spy with my little eye something beginning with /p/ ...</i> (say the beginning sound the word). Students guess which object you are thinking of.						
Flash Card Dash	Set of up to 10 flashcards of words from the reading lesson	Show students the flashcard words one at a time. Read them together. Next, ask the students to read each card on their own. Change the card order and play again.						
Show Me	Individual chalk boards, picture flashcards	Show students a picture or say a word. Ask: <i>What is the first/last sound?</i> Students write the letter on their chalk board. Say: <i>Show me.</i> Students show their chalk boards. Check everyone has the correct sound. Repeat with another sound.						
Bingo	Individual chalkboards	Students draw six boxes on their chalk board and write a sound in each box. Show picture flashcards or read out words. If one of their sounds is in the word, students cross it off their board. To win, a student must cross off all their sounds. The winner shouts "Bingo!"						
Word building	Individual chalkboards	Write a list of letter sounds on the blackboard (for example: ay, ie, oo, oa, l, t, r, m, d, p, n, s). Say the first word and ask students to sound it out in their head first, and then write the word on a chalkboard (e.g. <i>day</i>).						
Sound whispers	None	Ask the students to stand in a circle. Tell them that you are going to whisper a sound in the ear of the person next to you. They will then pass the sound on by whispering it to the student next them and so on. Continue until everyone in the circle has listened to the sound. Repeat with a different sound and student to start.						
Frieze	None	Point to letters written on a frieze (see example below). Ask students to tell you the sounds as you point to them. Speed up, gradually! You could also ask a student to be teacher. Increase or decrease the number of sounds, depending on the skill level of your students. <table border="1" data-bbox="545 1641 1327 1751"> <tbody> <tr> <td>s</td> <td>p</td> <td>i</td> </tr> <tr> <td>a</td> <td>t</td> <td>n</td> </tr> </tbody> </table>	s	p	i	a	t	n
s	p	i						
a	t	n						
Simon says (sounds)	None	Students stand up. Tell them they are going to play 'Simon says'. Do some examples (e.g. <i>Simon says put your hands on your head, Simon says touch your nose</i>). Remind students that they should only follow the instructions if you say <i>Simon Says</i> . Give another instruction without saying <i>Simon Says</i> . Once the students have got the idea of the game, tell them they are going to play it by sounding out the last word. (e.g. <i>Simon says put your hands on your /f/ /ee/ /t/</i> . <i>Simon says touch your /n/ /oa/ /s/</i> . Touch your /ear/ /s/. etc).						

Game	Resources	How to play
Show me (dictation)	Chalkboards or paper	Read out some words (for example, words from a story that students have been reading). Ask the students to write the word on a chalkboard or a piece of paper. Give them a time to write the word and say: <i>Show me!</i> The students hold up their words for you to check.

Other after reading activities

1. Students add to the text (e.g. write the next sentence).
2. Students make up sentences using words from the text.
3. Students draw pictures to go with a story, or draw characters from a story.
4. Students write a story using words they know (e.g. a shared writing experience with the teacher).
5. Students match word cards with words in the text.
6. Students role play different parts of the text, or different characters.
7. Students identify words from the text with jumbled letters (e.g. hpis = ship).
8. Sentence building: students make sentences using a list of words from the story (and other words that students recognise and can sound out). The sentences can be silly and make no sense! For example:

the	it	girls	is
hot	ran	wet	a
up	today	hill	cat

Example sentences:

- The dog is wet.
- Today, the boys ran up the hill.
- The wet dog ran up a hill today.

4. Phonics: Sounds and Graphemes Chart

Sound	Written as ...								
/n/	<u>n</u> et	d <u>nn</u> er	<u>kn</u> ee						
short /a/	<u>a</u> nt	ca <u>t</u>	<u>a</u> xe						
/t/	<u>t</u> en	ki <u>tt</u> en	do <u>ub</u> t	ki <u>ck</u> ed					
/p/	<u>p</u> ot	ha <u>pp</u> y	ho <u>p</u>						
(short) /i/	<u>i</u> nsect	ti <u>n</u>							
/s/	<u>s</u> un	me <u>ss</u>	<u>ce</u> ntipede	vo <u>ic</u> e	ho <u>us</u> e				
/c/	<u>c</u> up	<u>k</u> ite	du <u>ck</u>	<u>ch</u> ristian					
/d/	<u>d</u> og	hi <u>dd</u> en							
(short) /e/	<u>e</u> gg	le <u>g</u>	sp <u>re</u> ad	sa <u>id</u>	fr <u>ie</u> nd	<u>an</u> y			
/m/	<u>m</u> an	ha <u>mm</u> er	co <u>mb</u>						
/r/	<u>r</u> at	ca <u>rr</u> y	<u>w</u> rite						
(short) /u/	<u>u</u> mbrella	cu <u>t</u>	to <u>u</u> ch	so <u>me</u>	fl <u>oo</u> d	w <u>o</u> n	do <u>e</u> s		
/h/	<u>h</u> ut	<u>wh</u> ole							
(short) /o/	<u>o</u> n	do <u>g</u>	w <u>a</u> nt	co <u>u</u> gh					
/g/	<u>g</u> et	bi <u>gg</u> er	<u>gh</u> ost	<u>g</u> uard					
/b/	<u>b</u> at	ra <u>bb</u> it							
/l/	<u>l</u> ip	fu <u>ll</u>	li <u>tt</u> le						
/v/	<u>v</u> an	gi <u>v</u> e	<u>v</u> alley						
/x/ sound /ks/	bo <u>x</u>	<u>x</u> -ray							
/y/	<u>y</u> am	<u>y</u> oyo							
/z/	<u>z</u> ebra	ea <u>sy</u>	dr <u>izz</u> le	fr <u>ee</u> ze	pl <u>ea</u> se				
/q/ sound /kw/	<u>q</u> uick	<u>q</u> ueen							
/sh/	<u>sh</u> ip	<u>s</u> ugar	o <u>ce</u> an	sta <u>ti</u> on	spe <u>ci</u> al	ma <u>ch</u> ine			
/ch/	<u>ch</u> urch	<u>ch</u> icken							
/j/	<u>j</u> ump	<u>g</u> inger	br <u>id</u> ge	ora <u>n</u> ge					
/th/ (voiced)	<u>th</u> is	<u>th</u> em	<u>th</u> at						
/th/ (unvoiced)	<u>th</u> umb	<u>th</u> ree	<u>th</u> row						
/ng/	so <u>ng</u>	thi <u>nk</u>	tha <u>nk</u>						
/oy/	<u>oy</u>	<u>oy</u>	<u>bo</u> il	<u>so</u> il					

Sound	Written as ...								
f	<u>f</u> ish	stu <u>ff</u>	<u>ph</u> one	cough <u>h</u>					
/ee/ (long e)	<u>fe</u> et	me <u>e</u>	happy	<u>ea</u> t	chie <u>f</u>	money	ceiling		
/oo/	co <u>o</u> k	pu <u>t</u>	w <u>ou</u> ld	w <u>o</u> lf					
/oa/ (long o)	go <u>o</u> t	go <u>o</u>	fl <u>ow</u>	vo <u>t</u> e	to <u>e</u>	most	th <u>ough</u>	se <u>w</u>	
/ar/	st <u>ar</u> t	he <u>ar</u> t							
/ou/	hou <u>s</u> e	cow <u>o</u>	pl <u>ou</u> gh						
/or/	do <u>o</u> r	mo <u>o</u> re	so <u>o</u> rt	fo <u>o</u> r					
/ay/ (long a)	da <u>y</u>	na <u>i</u> l	ga <u>m</u> e	stea <u>k</u>	the <u>y</u>	we <u>ig</u> ht	sta <u>ti</u> on	ta <u>b</u> le	re <u>ig</u> n
/ie/ (long i)	l	tie <u>i</u>	kite	wild	ni <u>gh</u> t	my	by <u>e</u>	gui <u>d</u> e	typ <u>e</u>
/ue/ (long u)	uni <u>fo</u> rm	bl <u>ue</u>	cute	stu <u>d</u> ent	ne <u>w</u>	vi <u>ew</u>	beauty		
/er/	siste <u>r</u>	fu <u>r</u>	ea <u>rly</u>	bi <u>rd</u>	wor <u>m</u>				
/air/	hai <u>r</u>	the <u>r</u> e	bea <u>r</u>	sq <u>ua</u> re	thei <u>r</u>				
/ooh/	do <u>o</u>	ho <u>o</u> p	vi <u>ew</u>	ru <u>le</u>					

Phonic Terms

Blending: drawing individual sounds together to pronounce a word e.g. *s-n-a-p*.

Continuous sound: A sound that can be prolonged (stretched out) without distortion (e.g. r, s, m).

Consonant blends: 2 (or 3) letter consonant combinations in which both letters together make a distinct consonant sound (e.g. 'bl' in *blow* or 'cr' in *crowd*).

Digraphs: Two letters that represent one sound (e.g. 'sh' in *ship*, 'ch' in *chat*, and 'ea' in *seat*).

Decoding: The process of matching a letter (or combination of letters) to their sounds and recognising the patterns that make words.

Grapheme: The individual letter or sequence of written symbols (e.g. a, b, c) and the letter combinations (e.g. ch, th) that are used to represent a single sound (phoneme).

Irregular word: A word that cannot be decoded because either (a) the sounds of the letters are unique to that word or a few words, or (b) the student has not yet learned the letter-sound correspondences in the word (e.g. *was*).

Letter combination: A group of consecutive letters that represents a particular sound in the majority of words in which it appears (e.g. 'ou' in *sound, found, round*).

Letter-sound correspondence: A phoneme (sound) associated with a letter.

Long vowel: A long vowel says the name of its letter (e.g. /ay/ in *day*; /ee/ in *feet*, /ie/ in *find*, /oa/ in *boat*, /ue/ in *blue*).

Most common sound: The sound a letter most frequently makes in a short, one-syllable word.

Phoneme: A sound in a word.

Phonemic awareness: The ability to hear and say sounds in words.

Phonics: Understanding the relationship between sounds and letters, groups of letters (letter patterns) and syllables.

Regular word: A word in which each letter represents its most common sound e.g. *hat*.

Segmenting: Breaking words up words into their component phonemes to sound out and spell the word.

Sight word reading: The process of reading words without vocalizing the individual sounds in a word - instead students immediately recognize and read the word.

Writing

1. Processes in Writing

Step 1: Prewriting

- Choose a topic.
- Decide who your audience is.
- Understand your purpose.
- Gather information that you need.
- Plan your ideas, layout and structure.
- Make notes and word banks

Step 2: Writing

- Write down your ideas.
- Use your pre-writing notes to help.
- Write in sentences.
- Concentrate on the message.
- Mistakes can be fixed later.

Step 3: Revising

- Read and check your writing.
- Share your writing with others.
- Does it make sense?
- Have you made good word choices?
- Do you need to add more detail?
- Do you need to make it more concise?
- Have you met the needs of your audience?

Step 4: Editing/Proofreading

- Fix any mistakes.
- Check punctuation.
- Check spelling.
- Get ready for your good copy.

Step 5: Publishing

- Write your final copy.
- Make it your best work.
- Make sure it is accurate.
- Make it look appealing.
- Include references/diagrams

2. Sentences

What is a sentence?

A Sentence is a group of words that makes sense. A sentence always has a verb. Sentences can be:

Statements – *This is a book.*

Questions – *Is this your book?*

Instructions – *Read the book.*

A sentence has punctuation. It starts with a capital letter and ends with a full stop (.) a question mark (?) or an exclamation mark (!).

Types of Sentences

Statements

A statement is a sentence that tells us a fact or an idea, which can be true or false. A statement ends with a full stop (.). Examples:

I'll meet you at the train station.

The sun rises in the East.

He doesn't get up early.

Questions

Questions are sentences that ask something. They end with a question mark?

Questions with the verb 'to be' put the verb in front of the subject.

Example:

Statement: *Peter is very tall.*

Question: *Is Peter very tall?*

Most questions have a helping verb in front of the subject and main verb.

Examples:

Do you like cake?

Can you jump the fence?

We can also use questions words in front of helping verbs. Examples:

Who are you?

What are you doing?

Where are you going?

When will we be there?

Why are you going?

How will we get there?

Instructions or Commands

Instructions or Commands take no subject as 'you' is the implied subject. Sentences that are commands end with either a full stop (.) or an exclamation point (!). Examples:

Open the door.

Finish your homework.

Hurry up!

Exclamations

Exclamations are sentences that show strong feelings or emotions and end with an exclamation mark.

Hurry up!

That sounds fantastic!

I can't believe you said that!

Sentence Structures

Simple Sentences

Simple sentences have three parts – subject + verb + information

Subject	Verb	Information
Josie	is	a fast runner.
She	Is learning	English now.
Peter and I	had	lunch in the playground.

Compound Sentences

We can join two sentences with conjunctions (e.g. and, but, because...) to make a compound sentence.

We use **and** to join similar things:

I have three sisters. I have one brother.

*I have three sisters **and** I have one brother.*

In sentences with **and**, we do not repeat the subject and verb when they are the same.

I have three sisters and I have one brother

We use **but** to joint different things:

I like chicken **but** John likes pork.

I wanted to come **but** it was late.

We join sentences with **because** to give a reason.

I went to bed **because** I was tired.

Complex Sentences

A **clause** is a group of words that is part of a sentence.

There are two types of clauses:

- **Main clause:** the main part of the sentence. It is one complete idea. The main clause can be a simple sentence.
- **Subordinate clause:** gives more information about the idea in the main clause. It is not a complete sentence on its own.
- The main and subordinate clauses are linked by a **subordinating conjunction** (e.g. which, who, although, despite, if, after, since...).

Main clause	Subordinating conjunction	Subordinate clause
Harry went to the park	because	he loves the seesaw.
I will let you go to the store	if	you come home before dark.
The boy felt much better	after	he had finished the test.

Subordinate clauses can make your writing more interesting and descriptive.

Parts of a Sentence

Basic English Sentence Patterns

When we make simple English sentences, we usually follow this pattern:

subject – verb – object.

Steps:

1. Put the subject and the adjectives (such as 'fat', 'thin' etc.), or any words describing the subject, at the beginning of the sentence.
2. Put the verb and some adverbs (such as 'often', 'usually' etc.) after the subject.
3. Put the object of the verb, the adjectives or other words describing the object, and the adverbs describing the verb at the end of the sentence.

Subject	Verb	Object
Paul	often eats	biscuits.
Mary	ate	two apples quickly.
My father and mother	are eating	mangoes now.
The fat girl	has eaten	a watermelon.
That little boy	will eat	some bread soon.

3. Parts of a Speech

Words are classed into categories according to their use in a sentence.

	Meaning	Examples	
Noun	Nouns are naming words. They name a person, animal, thing, place, idea or activity.	<i>John, cat, box, school, love, rugby</i>	<u>J</u> ohn owns a cat.
Pronoun	A pronoun is a word that is used instead of a noun.	<i>he, she, it, you, I, we, they</i>	John owns a cat. <u>H</u> e takes good care of <u>i</u> t.
Possessive adjective	A possessive adjective is a word used when something belongs to someone.	<i>my, your, his, her, our, your, their</i>	This is <u>m</u> y book.
Adjective	An adjective is a describing word. It tells us more about a noun or pronoun.	<i>big, good, full</i>	John lives in a <u>b</u> ig house.
Verb	A verb is a word that tells about actions, being or having.	<i>went, poured, is, are has, have</i>	John <u>w</u> ent to the store. I <u>a</u> m Mary. I <u>a</u> m happy. I <u>h</u> ave a big brother.
Adverb	An adverb tells us more about the verb.	<i>quickly, loudly, bravely</i>	The cat ran <u>q</u> uickly up the steps.
Conjunction	Conjunctions are joining words. They are used to link words, phrases or clauses.	<i>and, or, but</i>	John <u>a</u> nd the cat are playing.
Preposition	A preposition is a word used with a noun or pronoun to tell us location (where), time (when) or direction	<i>at, behind, on, after, before, up, in...</i>	The cat is <u>b</u> ehind the tree. He left <u>a</u> fter the game.
Interjection	Expresses emotion.	<i>Gosh! Wow! Super! Ouch!</i>	<u>W</u> ow! The cat is huge.

The Parts of Speech in Sentences

The	young	boy	ran	quickly
<i>article</i>	<i>adjective</i>	<i>noun</i>	<i>verb</i>	<i>adverb</i>

He	ran	down	the	street	and	yelled	"Help!"
<i>pronoun</i>	<i>verb</i>	<i>preposition</i>	<i>article</i>	<i>noun</i>	<i>conjunction</i>	<i>verb</i>	<i>interjection</i>

4. Tenses

What is Tense?

Tense means time. The tense of a verb tells us the time or when an action happened.

An action can happen in the present (now), in the past (e.g. yesterday) or future (yet to happen).

Tense	Aspect	Meaning	Example
Present	Simple	Actions that happen again and again, for example, in a daily routine.	I play the guitar every day. She plays the guitar every day.
	Continuous	Actions that are happening now.	I am playing the guitar. She is playing the guitar.
	Perfect	Past action with an indefinite time span.	I have played the guitar. She has played the guitar.
	Perfect Continuous	Action that began in the past and continues until now.	I have been playing the guitar for an hour. She has been playing the guitar for an hour.
Past	Simple	Action completed in the past.	I played the guitar. She played the guitar.
	Continuous	Action begun in the past - implies possible continuation after second past event.	I was playing the guitar when my friends arrived. She was playing the guitar when her friends arrived.
	Perfect	Past action completed before second past action.	I had played the guitar before my friends arrived. She had played the guitar before her friends arrived.
	Perfect Continuous	Past continuous action occurring when second past action happened.	I had been playing the guitar for hour when my friends arrived. She had been playing the guitar for hour when her friends arrived.
Future	Simple	Action will take place in the future.	I will play the guitar. She will play the guitar.
	Continuous	Continuous future action will continue to happen when another future action occurs	<i>I will be playing the guitar when my friends arrive.</i> <i>They will be playing the guitar when their friends arrive.</i>
	Perfect	Future action will be completed by the time another future action occurs.	<i>She will have played the guitar by the time her friends arrive.</i> <i>They will have played the guitar by the time their friends arrive.</i>
	Perfect Continuous	Future continuous action will be happening when another future action occurs.	I will have been playing the guitar for an hour by the time my friends will arrive. They will have been playing the guitar for an hour by the time their friends will arrive.

5. Punctuation

Punctuation makes writing clear and easy to read and understand. Punctuation marks are signs like full stops, commas and talking marks.

Punctuation type	Definition
Full stop (.)	Sentences end with a full stop. <i>The cuscus in the tree.</i> <i>Cut the apple in half.</i>
Question mark (?)	A question ends with a question mark. <i>What time is it?</i>
Exclamation mark (!)	Exclamations (statements of emotion and command) end with an exclamation mark. <i>I can't believe you lost your bag!</i>
Capital letters	Sentences always begin with a capital letter. <i>They are going to town.</i> Proper nouns also begin with a capital letter. <i>Madang. Joseph, Parliament House</i>
Commas (,)	Commas show a reader when to pause. <i>After looking both ways, he crossed the road.</i> Commas are also used to separate items in a list. <i>He grew taro, corn, beans and peas in his garden</i>
Talking marks ("...")	Talk marks (or quotation marks) show words that are spoken within a text <i>"My dad has a new car," said Joseph.</i>
Apostrophes (')	Apostrophes show where letters have been left out. <i>it is = it's, that is = that's</i> Apostrophes also show possession or ownership. <i>The man's boots. The girl's bag.</i>
Hyphens (-)	Hyphens join compound words and attach prefixes to avoid confusion.

6. Figurative Language

Figurative language is the expressive use of language in order to achieve a particular effect. It is especially used in creative writing and poetry. Metaphors, similes, and hyperbole are all common figures of speech.

Simile is a figure of speech that draws a comparison between two different things, especially a phrase containing the word 'like' or 'as'.

She is as white as a sheet.

Her hair was as soft as silk.

She was as stubborn as a mule.

Metaphor is a more direct form of comparison than the simile. It does not use 'like' or 'as'. In metaphor one thing is said to be another with which it is being compared.

She has a heart of stone.

He is a rough diamond.

She is a snake in the grass.

Personification is a figure of speech in which animals, inanimate objects or abstract ideas are given human qualities.

The sun strolled casually along the heavens.

The leaves danced happily in the storms.

Love bade me welcome, yet my soul held back.

Hyperbole is a figure of speech in which emphasis is achieved by deliberate exaggeration. It can be used in everyday speech or in poetry.

He worshipped the ground she walked on.

The music was mind-blowing.

Here's the smell of blood still. All the perfumes of Arabia will not sweeten this little hand.

Imagery is descriptive language that usually appeals to the senses. The images may be formed by literal description or by figures of speech such as similes and metaphors. In writing it is an image made up of words.

Jingle is a piece of rhyming verse that is simple and repetitious in style. A jingle makes frequent use of alliteration and onomatopoeia. Set to music, jingles are commonly used in radio and television advertising.

Alliteration is the repetition of consonant sounds in a sequence of words. It can be used for poetic affect or in a tongue twister.

The snake slipped slowly and silently towards its prey.

Peter Piper picked a peck of pickled peppers.

Assonance is the deliberate repetition of identical or similar vowel sounds in a sequence of words. It can be used to reinforce the atmosphere that the words convey.

boom-doom; growl-crown; clean-dream; hall-wall; ride-side.

Idiom

A phrase or expression with a well-known meaning other than its literal meaning.

over the moon (delighted or excited)

in bad shape (in poor health)

raining cats and dogs (heavy downpour, raining heavily)

sit on the fence (avoid taking sides)

Proverb is a short saying that usually teaches a lesson about human behaviour. Many come from Aesop's fables, the Bible and other early writings.

Actions speak louder than words. (Talking is easy. What really matters is your actions.)

Practice makes perfect. (A skill can only be mastered through practice.)

Look before you leap. (Do not act without considering the consequences of the action.)

Onomatopoeia is the use of words that are sound images: words in which the sound seems to strengthen or echo the sense. Onomatopoeia can be used to intensify atmosphere and sustain imagery.

crack, bang, swish, plop, purr, hiss, tick, tock

Rhyme is the repetition or duplication of sounds at regular intervals, usually at the ends of lines of verses.

cloud/shroud, girl/pearl, ball/hall, nine/shine, night/white

Rhythm is the pattern formed by stressed and unstressed syllables. Rhythm is especially important in poetry.

Colloquial language Is the language of conversational speech or writing. The speaker or writer is not required to choose standard, formal or polite words but feels free to use appropriate words from the informal elements of speech.

fridge, TV, catch on, muck up, hassled

7. Spelling and Dictation Activities

1. Complete the sentences using the spelling words.

doctor, dig, ball, kid, kind, boat,

1. The blue ___ is under the table.
2. Peter Piper's fishing ___ is on the sea.
3. The farmer used the spade to _____.
4. My grandmother wave _____ to her sister.
5. Be _____ to the poor.

2. Match the word parts to make new words.

doctor, dig, ball, kid,
kind, boat, fall, fight,
give, game, home, hammer

fa

ll

nd

ki

3. Identifying incorrect spelling words.

1. The dokta is visiting the sick man.
2. Peter Piper played with a blue bal.
3. There was a bout on the beach.
4. She went to her houm in town.

4. Unjumble the words from the spelling list.

1. ghtfi
2. eomh
3. mermah
4. evig

5. Word search for family words.

b	d	u	h	u	n	t	s
u	u	p	l	n	m	b	m
t	s	s	u	m	d	u	u
u	t	c	l	l	b	m	g
f	g	b	u	u	t	p	u

6. Write the sentence with the correct word.

We have a (kind, kid) friend down the road.

The carpenter borrowed the (hamburger, hammer) to work.

Two teams in a basketball team had a big (fight, flight).

7. Writing in the correct spelling words to the pictures.



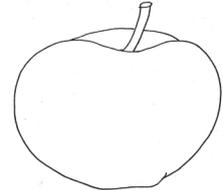
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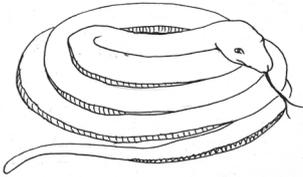
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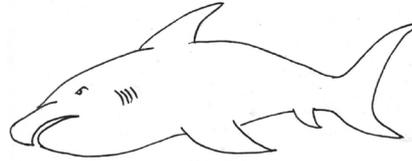
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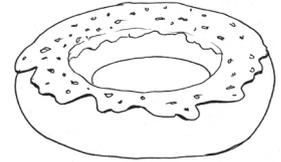
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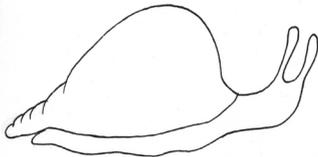
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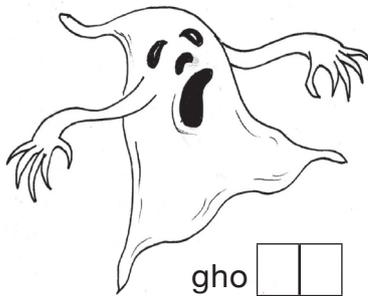
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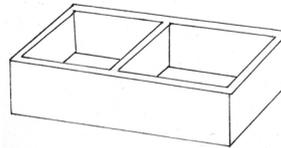
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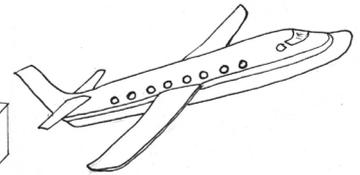
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gho _ _



bri _ _



p _ _ ne

8. Write these words in alphabetical order.

house	cloud
clock	apple
snake	slide
shark	ghost
snail	dough nut
brick	plane

9. Write the correct word from the clues.

It is used to tell the time. _____

A fruit which is red and full of juice. _____

We use it to live in and call it a home. _____

It is scary and makes you feel afraid at night. _____

10. Add AEIOU to complete a word.

1. h_use 2. br_ck 3. _pple 4. doughn_t 5. snak_

11. Spelling and Dictation

1. animal.....	6. animal.....
2. right.....	7. right.....
3. can't.....	8. can't.....
4. didn't.....	9. didn't.....
5. finish.....	10. finish.....

12. Dictation passage

Fold the paper so you can't see the list. Then fill in the missing words in the story below. Read each sentence twice so that the student can write the correct missing word.

Last weekend we went to the Nature Park. I liked seeing the tree kangaroos. They are my favourite _____ (animal). The cuscus were hiding. We _____ (didn't) see them. At noon we watched the keeper give a snake its _____ (lunch). She put the food on the _____ (floor) of the cage. The snake ate the mouse _____ (straight) away.

Glossary

Alphabetic principle	The concept that letters and letter combinations represent individual phonemes in written words.
Base word	A unit of meaning that can stand alone as a whole word (e.g., friend, pig). Also called a free morpheme.
Consonant digraph	Two consecutive consonants that represent one phoneme, or sound (e.g., /ch/, /sh/).
Context clue	Using words or sentences around an unfamiliar word to help clarify its meaning.
Decodable text	Text in which a high proportion of words (80%-90%) comprise sound-symbol relationships that have already been taught. It is used for the purpose of providing practice with specific decoding skills and is a bridge between learning phonics and the application of phonics in independent reading.
Decodable words	These words contain phonic elements that were previously taught.
Digraphs	A group of two consecutive letters whose phonetic value is a single sound (e.g., /ea/ in bread; /ch/ in chat; /ng/ in sing).
Expository text	Reports factual information (also referred to as informational text) and the relationships among ideas. Expository text tends to be more difficult for students than narrative text because of the density of long, difficult, and unknown words or word parts.
Fluency	Ability to read text quickly, accurately, and with proper expression. Fluency provides a bridge between word recognition and comprehension.
High frequency irregular words	Words in print containing letters that stray from the most common sound pronunciation because they do not follow common phonic patterns (e.g., were, was, laugh, been).
Homonym	Words that sound the same but are spelled differently (e.g., cents/sense, knight / night).
Informational text	Non-fiction books, also referred to as expository text, that contain facts and information.
Irregular words	Words that contain letters that stray from the most common sound pronunciation; words that do not follow common phonic patterns (e.g., were, was, laugh, been).
Letter combinations	Also referred to as digraphs, a group of consecutive letters that represents a particular sound(s) in the majority of words in which it appears (e.g., /ai/ in maid; /ch/ in chair; /ar/ in car; /kn/ in know; /ng/ in ring).
Letter-Sound correspondence	The matching of an oral sound to its corresponding letter or group of letters
Modeling	Teacher overtly demonstrates a strategy, skill, or concept that students will be learning.

Most common letter sounds	The sound that is usually pronounced for the letter when it appears in a short word, such as /a/ apple...
Onset and rime	In a syllable, the onset is the initial consonant or consonants, and the rime is the vowel and any consonants that follow it (e.g., the word sat, the onset is “s” and the rime is “at”. In the word flip, the onset is “fl” and the rime is “ip”).
Phoneme	The smallest unit of sound within our language system. A phoneme combines with other phonemes to make words.
Phonic analysis	Attention to various phonetic elements of words.
Phonics	The study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences.
Repeated reading	Rereading of text until the reader is able to read at a predetermined rate to produce fluency.
Scaffolding	Refers to the support that is given to students in order for them to arrive at the correct answer. This support may occur as immediate, specific feedback that a teacher offers during student practice. For instance, the assistance the teacher offers may include giving encouragement or cues, breaking the problem down into smaller steps, using a graphic organizer, or providing an example. Scaffolding may be embedded in the features of the instructional design such as starting with simpler skills and building progressively to more difficult skills. Providing the student temporary instructional support assists them in achieving what they could not otherwise have done alone.
Sound to symbol	Phonics instruction that matches phoneme to grapheme.
Story grammar	The general structure of stories that includes story elements.
Story maps	A strategy used to unlock the plot and important elements of a story. These elements can be represented visually through various graphic organizers showing the beginning, middle, and end of a story. Answering the questions of who, where, when, what, and how or why, and listing the main events is also part of story mapping. These elements are also referred to as story grammar.
Summarizing	Reducing large selections of text to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering.
Synonym	Words that have similar meanings.
Vocabulary	Refers to all of the words of our language. One must know words to communicate effectively. Vocabulary is important to reading comprehension because readers cannot understand what they are reading without knowing what most of the words mean. Vocabulary development refers to stored information about the meanings and pronunciation of words necessary for communication. Four types of vocabulary include listening, speaking, reading and writing.
Word parts	Letters, onsets, rimes, syllables that, when combined, result in words. The ability to recognize various word parts in multisyllabic words is beneficial in decoding unfamiliar words.

Appendices

Appendix 1 - Lesson Plan Template

Subject: _____ Strand: _____

Lesson: _____ Content Standard: _____

Performance Standards: _____

Objective: _____

Knowledge: _____

Skills: _____

Attitudes: _____

Materials: _____

Introduction: _____

Body: _____

Conclusion: _____

Assessment:

Assessment method	Assessment task	Assessment criteria	Recording methods

Appendix 2 - Sample English Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:15	Assembly	Assembly	Assembly	Assembly	Assembly
8:15 - 8:30	Listening	Spelling	Spelling	Religious Education	Oral Expression
8:30 - 8:45	Spelling	Oral Expression	Listening		Health
8:45 - 9:00	Talking	Talking	Talking		
9:00 - 9:15	Wr. Sentences	Wr. Sentences	Wr. Sentences	Handwriting	Listening
9:15 - 9:30				Talking	Talking
9:30 - 10:00	Mathematics	Social Science	Mathematics	Wr. Sentences	Wr. Sentences
10:00 - 10:30	Recess				
10:30 - 11:00	Reading	Reading	Reading	Reading	Reading
11:00 - 11:30	Science	Mathematics	Science	Science	Mathematics
11:30 - 12:00	Social Science		Social Science	Social Science	Social Science
12:00 - 12:30	Lunch				
12:30 - 1:00	Mathematics	Science	Wr. Expression	Mathematics	Science
1:00 - 1:30	Health		Health		Block/Time
1:30 - 2:00	Arts	Handwriting	Arts	Arts	Sports
		Arts			
2:00 - 2:30	Physical Educ.	Arts	Physical Educ.	Physical Educ.	

Subjects	Time analysis		Time variation	
	Minutes per Lesson	Recommended Time	+	-
Listening	3x15	45		
Talking	4x15	60	15	
Oral expression	2x15	30		
Reading	5x30	150		
Written Sentences	5x30	150		
Hand writing	1x15	15	15	
Spelling	2x15	30	15	
Written Expression	1x30	30		
Mathematics	8x30	240		
Science	4x30 + 1x45	165	15	
S/Science	5x30	150		
Health	4x30	120		30
Arts	3x45	135		
Physical Education	2x30	60		
Sports	1x60	60		
R/Education	1x60	60		
Assembly	5x15	75		
BlockTime		75		30
Total		1650	60	60

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