

Language

Teacher Guide 2015



Standard Based

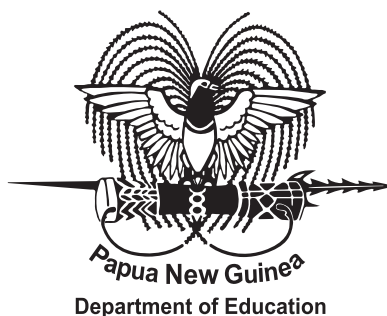
Language

Teacher Guide

2015

Elementary One

Standard Based



Issued free to schools by the Department of Education

Published in 2015 by the Department of Education,
Papua New Guinea.

First Edition

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Graphic Design Layout by David Kuki Gerega

ISBN 978-9980-87-895-3

Acknowledgements

The Elementary One Language Teacher Guide was developed by the Curriculum Development Division of the Department of Education and coordinated by Philippa Anskar Darius with assistance from the Subject Curriculum Group, (SCG) members.

Teachers College and Universities Lecturers, Teachers, Standards Officers and other stake holders such as Non Government Organisation, (NGO) and Churches are acknowledge for their contributions.

Syllabus Advice Committee, (SAC) and Basic Education Board of Studies, (BEBOS) Committee members are acknowledged for their recommendation and endorsement of this Syllabus.

Special acknowledgement to Summer Institute of Linguistic (SIL) Ukarumpa and Voluntary Service Organisation (VSO) for their writing and editorial support.

The document was funded by the Australian Aid through Department of Foreign Affairs and Trade, (DFAT) and Government of Papua New Guinea.



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SECRETARY'S MESSAGE

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

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

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

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



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



INTRODUCTION

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

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

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

In this book you will find the following;

- samples of language lesson plans and programs,
- bridge to English language.

1. Language

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

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

2. Bridge to English language

In **Elementary One** you will also begin the process of bridging from the student's language onto English. You will use this **Teacher's Guide** and the **Vernacular Pathway to English** kit to help you prepare your English lessons. In **Terms 1 and 2** the focus for teaching English is developing the **listening skill**. In **Terms 3 and 4** you will **continue with listening activities** and also encourage the students to begin **speaking** English.

KEY FEATURES

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

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

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

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



TEACHING AND LEARNING

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

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

Flexibility

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

Thematic teaching and integration

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

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

Inclusive curriculum

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

CONTENT OVERVIEW

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

Explanation for the numbering of the Contents Standards

The standard for each of the units is numbered with three digits. The **first** number refers to the **Elementary grade**. The **second** number refers to the **strand**. The **third** number refers to the unit. The letters **a**, and **b**, are used if there are 2 specific standard statements for a unit. For example, **1.1.1.a** refers to the Content Standard for **Elementary One**, strand 1 (Listening), unit 1, 1st content standards out of 2.

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

| Strand: Listening | Content Standard | Performance Standards | Example Activities | Assessment Task | Language Benchmark |
|--|---|---|---|--|---|
| Language Content Standards | | | | | |
| Unit 1: Listening for specific information | 1.1.1.a Listen to a story being told or being read and identify specific information. | Students will demonstrate the achievement when they: a. Listen to a story being read and identify specific information | Step 3-Shared Reading Experience Method | Listen to a story being read and identify specific information | Listen attentively in order to understand |
| | 1.1.2.b Listen and follow instructions | Students will demonstrate the achievement when they: a. Listen attentively and follow instructions | Daily interaction in the classroom | Listen and follow instructions | |
| Strand: Listening | Content Standard | Performance Standards | Example Activities | Assessment Task | Language Benchmark |
| Language Content Standards | | | | | |
| Unit 2: Listening for general information | 1.1.2 Listen to a story being told or being read and retell it | Students will demonstrate the achievement when they: a. Listen to a story being read and retell it correctly | Step 5-Shared Reading Experience Method | Listen and follow general instructions | |



CONTENT OVERVIEW

| Bridge to English | | | | | |
|---|---|--|--|---|---|
| Unit 1: Listening for specific information | 1.1.1a Listen and Follow instructions | Students will demonstrate the achievement when they: a. Listen attentively to a story. | TPR – Total Physical Response command sets (VPE Book Chapter 1 and Appendix C) | Listen attentively for specific information | Listen attentively in order to understand |
| | 1.1.1.b Listen to a song or chant and do the correct actions | Students will demonstrate the achievement when they: a. Listen attentively to the song and do the actions | Listening to a song or chant in part 2 (Language Practice) of the daily lesson plan | Listen carefully to the song and do actions | |
| Unit 2: Listening for general information | 1.1.1.c Listen to a story being read and identify specific information | Students will demonstrate the achievement when they: a. Listen to a story and identify specific information | Listening story in part 3 (Language Review) of the daily lesson plan | Listen to a story and identify specific information | |
| | 1.1.2 Listen attentively to a story being read fluently | Students will demonstrate the achievement when they: a. Listen attentively to a story being read | Listening story in part 3 (Language Review) of the daily lesson plan | Listen attentively to a story | |

CONTENT OVERVIEW

| Strand: Speaking | Content Standard | Performance Standards | Example Activities | Assessment Task | Language Benchmark |
|---|---|--|--|--|--|
| → Language Content Standards ← | | | | | |
| Unit 1: Telling a story on your own | 1.2.1 Tell stories confidently | Students will demonstrate the achievement when they: a. Speak confidently in story telling | Step 5: Shared Reading Experience Activity: Retell the story | Tell stories with fluency and confidence | Communicate effectively in classroom situations |
| Unit 2: Two way conversation (dialogue) | 1.2.2 Ask and answer questions on familiar topics | Students will demonstrate the achievement when they: a. Ask and answer questions | Step 3: Shared Reading Experience Activity: Ask and answer questions about the story | Communicate confidently with someone in a conversation | |
| Unit: 3: Role Play | 1.2.3 Participate confidently and appropriately in familiar and new role play situations | Students will demonstrate the achievement when they: a. Participate confidently and appropriately in new role plays | Step 3: Shared Reading Experience Method: Role play different characters in the story | To participate confidently and appropriately in role plays | |
| Unit: 4: Group Discussion | 1.2.4 Participate appropriately in a small group discussions | Students will demonstrate the achievement when they: a. Participate in small group discussions | Step 3: Shared Reading Experience Method: Discuss the pictures in the story | Participate confidently in small group discussions | |
| → Bridge to English ← | | | | | |
| Unit 1: Pronunciation | 1.2.1 Pronounce correctly the Elementary One common English words for their language area | Students will demonstrate the achievement when they: a. Pronounce the Elementary One common English words correctly | Use the simple Speaking Activities (VPE Book Appendix C) in part 1 (Language Learning) of the daily lesson plan to learn the Elementary One common English words | Pronounce the Elementary One common English words | Pronounce and use Elementary One words and sentences correctly |



CONTENT OVERVIEW

| Strand: Listening | Content Standard | Performance Standards | Example Activities | Assessment Task | Language Benchmark |
|---|--|---|---|---|--------------------|
| Unit 2: Vocabulary | 1.2.2 Use all Elementary One common words correctly | Students will demonstrate the achievement when they: a. Use all Elementary One English common words correctly | In part 3 (Language Review) of the daily lesson plan, use pictures on the Picture Wall to help the children give the correct names of different objects (from the list of Elementary One common English words). | Use all Elementary One common words correctly | |
| Unit 3: Say sentences | 1.2.3.a Say short sentences correctly | Students will demonstrate the achievement when they: a. Say short sentences in English correctly | Use the Simple Speaking Activities (VPE Book Appendix G) in part 1 (Language Learning) of the daily lesson plan. | Say short sentences correctly in English | |
| | 1.2.3.b Give simple instructions to others in the classroom | Students will demonstrate the achievement when they: a. Give simple instructions to others in class | Use the Total Physical Response command sets(VPE Book Chapter 1 and Appendix C) | Give simple instructions in English | |
| | 1.2.3.c Sing along to familiar English songs | Students will demonstrate the achievement when they: a. Sing familiar English songs correctly | Singing a song or chant in part 2 (Language Practice) of the daily lesson plan | Pronounce the words in the songs correctly | |
| Unit 4: Two – way conversation (dialogue) | 1.2.4.a Greet someone and introduce themselves within the class | Students will demonstrate the achievement when they: a. Greet someone in English correctly | Use the Simple Speaking Activities no. 1-4 (VPE Book Appendix G) in part 1 (Language Learning) of the daily lesson plan | Greet someone using correct English | |

CONTENT OVERVIEW

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|--|--|---|--|---|--|
| | 1.2.4.b Ask and answer simple questions correctly | Students will demonstrate the achievement when they: a. Ask and answer simple questions in English | Use the Simple Speaking Activities no. 5, 7, 12-16, 21-30(VPE Book Appendix G) in part 1 (Language Learning) of the daily lesson plan | Ask simple questions in English | |
| Strand: Reading | Content Standard | Performance Standards | Example Activities | Assessment Task | Language Benchmark |
| <div> <div></div> Language Content Standards <div></div> </div> | | | | | |
| Unit 1: Reading individual words | 1.3.1 Read Elementary One common words | Students will demonstrate the achievement when they: a. Read Elementary One common words | Step 4 – Shared Reading Experience Activity: The teacher can ask the children to read some of the E1 common words found in the big book story | Read Elementary One common words | Read with more fluency and understanding Elementary One words, longer sentences and longer stories |
| Unit 2: Reading sentences | 1.3.2 Read longer sentences | Students will demonstrate the achievement when they: a. Read longer sentences | Step 5 -Shared Reading Experience Activity: Jumble up some of the sentences from the big book story and re-order them correctly | Read longer sentences | |
| Unit 3: Reading stories | 1.3.3 Read Elementary One stories aloud and independently | Students will demonstrate the achievement when they: a. Read Elementary One stories aloud independently with confidence | Step 5 – Shared Reading Experience Activity: Read small books in pairs and individually | Pronounce words and read aloud with confidence | |
| Unit 4: Reading instructions | 1.3.4 Read short instructions and show understanding | Students will demonstrate the achievement when they: a. Read short instructions correctly | Step 5 - Shared Reading Experience Activity: Read instructions relating to one of the community activities in the cultural calendar | Pronounce words and read short instructions correctly | |



CONTENT OVERVIEW

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|---|---|---|--|---|--|
| Unit 5: Reading for specific information | 1.3.5 Read a story and answer questions correctly | Students will demonstrate the achievement when they: a. Read a story and answer questions | Step 5 - Shared Reading Experience Activity: Read a small book and retell the story to the class and answer questions asked by the teacher | Read a story and answer question with confidence | |
| Unit 6: Reading for general understanding | 1.3.6 Read a story and retell it to the class | Students will demonstrate the achievement when they: a. Read a story and retell it | Step 5 - Shared Reading Experience Activity: Read a small book and retell the story to the class | Read a story and retell it correctly | |
| <div> <div></div> <div>→ Bridge to English ←</div> <div></div> </div> | | | | | |
| Strand: Reading | This skill is not to be taught in Elementary One | | | | |
| Strand: Writing | Content Standard | Performance Standards | Example Activities | Assessment Task | Language Benchmark |
| Unit 3: Spelling | 1.4.3 Spell Elementary One common words correctly | Spell Elementary One common words correctly | Step 5 - Shared Reading Experience Activity: Practise spelling words in the different stories | Pronounce and spell Elementary One common words correctly | Write Elementary One common words, short sentences and stories using the correct punctuation |
| Unit 4: Writing Sentences | 1.4.4 Write short sentences | Write short sentences correctly | Step 5 - Shared Reading Experience Activity: Jumble up some of the sentences from the big book story and write them correctly | Write correct sentences | |
| Unit 5: Punctuation | 1.4.5 Use capital letters, full stops and question marks correctly | Punctuate sentences correctly | Step 5 - Shared Reading Experience Activity: Use word cards to make sentences and then write the sentences putting capital letters and full stops in the correct places | Apply capital letters and full stops correctly in sentences | |

Note: Pre-writing (Unit1) and letter formation (Unit2) not be taught in Grade 1. Start with (unit 3) spelling.

CONTENT OVERVIEW

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|---|---|--|---|-----------------------------|--|
| Unit 6: Creative Writing | 1.4.6 Write short stories on familiar topics | Write short stories on familiar topics correctly | Step 5 - Shared Reading Experience Activity: Write a short story about a class excursion (Language Experience Activity) | Write the stories correctly | |
| Unit 7: Grammar | This unit is not to be taught in Elementary One | This unit is not to be taught in Elementary One | This unit is not to be taught in Elementary One | No Assessment Task | |
| <div> <div></div> <div>Bridge to English</div> <div></div> </div> | | | | | |
| Strand: Writing | This skill is not to be taught in Elementary One | | | | |



PLANNING AND PROGRAMMING

There are **6 stages** for you to complete as you plan the content of your **Elementary One** lessons for the teaching of language and bridge onto English:

Stage 1: Develop your Cultural Calendar

Stage 2: Develop your yearly programme

Stage 3: Develop your termly programme

Stage 4: Develop your weekly programme

Stage 5: Develop your daily lesson plans

Stage 6: Develop your assessment plan

Stage 1. Develop your Cultural Calendar

In order to plan for the whole year of Elementary One lessons, you need to develop a Cultural Calendar for your language community.

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

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

PLANNING AND PROGRAMMING

Stage 2: Develop your yearly programme

Decide which cultural themes from the Cultural Calendar you are going to use during each of the four terms.

Here is an example of the yearly programme for teaching the Numangan language to English based on the Numangan Cultural Calendar.

| TERM ONE | | TERM TWO | | TERM THREE | | TERM FOUR | |
|----------|----------------|----------|-------------------|------------|-------------------|-----------|-----------------------|
| Week | Themes | Week | Themes | Week | Themes | Week | Themes |
| 1 | Orientation | 1 - 2 | Plants | 1 - 2 | Shelter | 1 - 2 | Selling coffee |
| 2 - 3 | Family | 3 - 4 | Coffee harvesting | 3 - 4 | Natural Disasters | 3 - 4 | Recreation and sports |
| 4 - 5 | Animals | 5 - 6 | Environment Day | 5 - 6 | Planting gardens | 5 - 6 | Selling vegetables |
| 6 - 7 | Yam harvesting | 7 - 8 | Hunting | 7 - 8 | Food and cooking | 7 - 8 | Feasting |
| 8 - 9 | Weather | 9 -10 | Community arts | 9 -1 0 | Independence | 9 -10 | Christmas |
| 10 | Easter | | | | | | |

Stage 3: Develop your termly programme for your language and bridge to English

Part A:

Here is an example of a termly programme for teaching the Numangan language based on the Numangan cultural themes for Term 1 and bridge onto English. As you plan your termly and weekly programmes in English , remember that each daily lesson is divided into the following 3 parts:

Part 1: Language Learning.

Part 2: Language Practice.

Part 3: Language Review.

| Language | | | | | Bridge to English | | |
|----------|--------------|---|--|------------------------|--|--|--|
| Week | Theme | Community Activities | Main Class Activities | E1 Big book | Lesson Part 1 Language Learning | Lesson Part 2 Language Learning | Lesson Part 3 Language Review |
| 1 | Orien-tation | Introduction to the school | | | | | |
| 2-3 | Family | <ul style="list-style-type: none"> • Worshipping • Cooking • Gardening • Feasting | Use the activities in the Shared Reading Experience Method | Manemanene (My Family) | Total Physical Response Command Set 1-2(VPE Book Appendix C) | Songs(VPE Book Appendix B) and Games (VPE Book Appendix E) Songs: * 10 little ducks * The day of the week * Old Mother Hubbard * I like People He's got the whole world in His hands | Listening stories (VPE Book Appendix D) e.g: * I am a mother cat * Jack and his father go fishing * Are you my mother? * Grandpa and the Fire * Looking for Grandma |



PLANNING AND PROGRAMMING

| | | | | | | | |
|-------|-----------------------|--|--|-------------------------------------|--|---|--|
| 4 - 5 | Animals | <ul style="list-style-type: none"> • Looking after pigs • Selling pigs for money • Ceremonies` | Use the activities in the Shared Reading Experience Method | Kalene Wapun (My Fat Pig) | Total Physical Response Command Set 3-4 (VPE Book Appendix C) | Song (VPE Book Appendix B) and Games (VPE Book Appendix E) Songs/ Chants: * Counting baby pigs * Floody,-floody * 3 blind mice * Little Bopeep * Brown Dog,Brown Dog * Who ate the chicken | Listening stories (VPE Book Appendix D) e.g: * I am a mother pig * The Big Mouth Frog * Strong Pig Pugi * Tami the Dog * The Dog that Tricked the Pig * Whose Friend is He? |
| 6 - 7 | Yam Harvesting | <ul style="list-style-type: none"> • Harvesting yams • Yam harvest Festival <ul style="list-style-type: none"> - Making head dresses and grass skirts - Collecting firewood - Dancing - Killing and eating pigs | Use the activities in the Shared Reading Experience Method | Tite wapun (The Big Yam) | Total Physical Response Command Set 3-4 (VPE Book Appendix C) | Songs (VPE Book Appendix B) and Games (VPE Book Appendix E) Songs/ Chants * Counting baby pigs * Floody,-floody * 3 blind mice * Little Bopeep * Brown Dog, Brown Dog * Who ate the chicken | Listening Stories (VPE Book Appendix D) e.g: * Sick kitten * Crocodile Day dreams * Who will help me? The Feast |

PLANNING AND PROGRAMMING

| | | | | | | | |
|-------|----------------|--|--|---|--|---|--|
| 8 - 9 | Weather | <ul style="list-style-type: none"> • Weeding yam garden • Harvesting corn • Maintain and building houses. | Use the activities in the Shared Reading Experience Method | Maniune (South easterly wind) | Total Physical Response Command Set 7-8 (VPE Book Appendix C) | Songs (VPE Book Appendix B) and Games (VPE Book Appendix E) Songs: * You are my sunshine * Rain, rain go away * Twinkle, twinkle little star * The wise man built his house upon the rock * Old Arua has a house | Listening stories * (VPE Book Appendix D) e.g: * Feeling Warm * I shone the torch |
| 10 | Easter | Participate in church activities Visit families in nearby villages | Use the activities in the Shared Reading Experience Method | Jesu Agann Pilakuk (Jesus is risen) | Total Physical Response Command and Set 9(VPE Book Appendix C) | Songs (VPE Book Appendix B) and Games (VPE Book Appendix E) Songs: * The Bible * Jesus Loves the little children * Jesus Loves me * Wide as the ocean * My God is so big | Listening stories * Jesus dies on the cross. Mark 15:21-47 English Bible * God raises Jesus from death in Luke 24:1-12, English Bible. |

To develop your termly and weekly programmes for teaching English in Term 3 and 4, you should use the example table above and read Chapter 2 (Speaking) in the VEP Book to help you plan the 3 parts of the lesson.



PLANNING AND PROGRAMMING

Develop your language and English Elementary One common word list

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

Language

By the end of Elementary One the student should be able to read and write this list of Elementary common words correctly. (See the content standards for reading and writing in the Language Syllabus) You will need to write this list of Elementary One common words based on the cultural themes and the Elementary One big book stories that you have planned to use during each term.

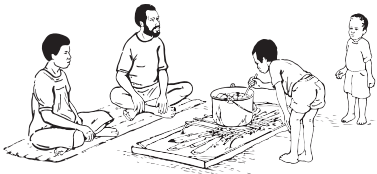
Bridge to English

By the end of Elementary One the student should be able to say this list of Elementary One common English words correctly. (See the Standard statements for speaking units in the Language Syllabus) Please note that the children do not need to be able to read and write these words in Elementary One. The assessment is to pronounce the words correctly and be able to give the English name of the object or picture of the object.


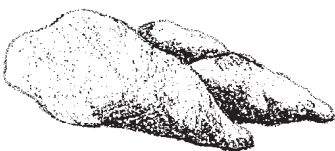
The following chart shows a list of common words in the Numangar language made using the Numangar cultural themes and the Elementary One big book stories in Term One. It also shows the English meaning of the Numangar word.

You can use the list of common words in your language and their English meanings to compile the list of Elementary One common words in English for your Elementary One class. You can also use the word lists organized by themes (VPE Book Appendix G) to help you.

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



| E1, Term One | Cultural Themes | Elementary One Big book | Numangar language E1 common words to read and write | Meaning in English |
|---------------|-----------------|--|---|----------------------|
| Weeks 2 and 3 | Family | Manemanene <i>(My Family)</i>  | me | man |
| | | | wapmihi | children |
| | | | wabi | girl |
| | | | mihi | boy |
| | | | barj | father |
| | | | marj | mother |
| | | | datne | big brother/sister |
| | | | kwayane | small brother/sister |
| | | | name | cousin |

PLANNING AND PROGRAMMING

| | | | | |
|---------------|-------------|--|--------------|---------------------------|
| Weeks 4 and 5 | Animals | Kalene Wapun <i>(My Fat Pig)</i>  | kamo | dog |
| | | | mundii | cat |
| | | | makaye | pig |
| | | | hawom | frog |
| | | | gawaŋ | bandicoot |
| | | | mimit | rat |
| | | | moum | lizard |
| | | | pupup | chicken |
| | | | gikahi | eagle |
| | | | doma | bird of Paradise |
| | | | muyam | cassowary |
| | | | bolak | cockatoo |
| | | | mingembet | snake |
| | | | daumenj | cuscus |
| Weeks 6 and 7 | Yam Harvest | Tite wapan <i>(The Big Yam)</i>  | tite | yam |
| | | | tita woi | yam house |
| | | | tite kwanai | yam garden |
| | | | tite tiyaŋ | yam stick |
| | | | kuyaŋ | yam digging stick |
| | | | tite sit | yam mound |
| | | | kap miye | singing and dancing |
| | | | hinaŋ muni | |
| | | | nanaje | feasting |
| | | | nadifo | prayer |
| | | | yuwoyuwoi | different types of greens |
| | | | nanaje | food |
| | | | nadifo | celebrations |
| | | | kap niutumba | worship |
| | | | wagim | kundu drum |
| | | | kap bagi | head dresses |
| | | | hamaki | grass skirts |
| | | | nap | tapa cloth |



PLANNING AND PROGRAMMING

| | | | | |
|---------------|---------|--|----------------|-----------------------------------|
| Weeks 8 and 9 | Weather | Maniune <i>(South easterly wind)</i>  | melenai | sunny day / good weather |
| | | | gwinai | rainy season |
| | | | sububanai | windy |
| | | | sifo munjuklap | heavy rains with thunderstorms |
| | | | mulum | continuous rain with mist |
| | | | kwembeka | rainbow |
| | | | filimpipit | lightning |
| | | | kaningulet | thunder |
| | | | mulukwarj | cloud |
| | | | melegam | dry spell |
| | | | muyakip | moon |
| | | | fifingobut | strong wind (south easterly wind) |
| | | | maniune | light wind (north westerly wind) |
| Week 10 | Easter | esu Aganj Pilakuk <i>(Jesus is risen)</i>  | Jesus | Jesus |
| | | | kumung | die / death |
| | | | pilapilat | resurrection |
| | | | kap niutumba | worship |
| | | | lopne | games |
| | | | welewe | drama |
| | | | kap tonadifo | singing |
| | | | ninadi | prayers |

STAGE 4: Develop your weekly teaching programme

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

The Shared Reading Experience Method

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

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

PLANNING AND PROGRAMMING

STEPS TO FOLLOW TO PREPARE A WEEKLY LANGUAGE LESSON PROGRAM.

STEP 1: Talk

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

You can either:

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

STEP 2: Read

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

- Read at the right speed.
- Use character voices.
- Look at the listeners frequently as you read.
- Add sound effects.
- Read the final sentence of the story in the same way that a good story teller would say it.

STEP 3: Talk

Talk with the students about the story by:

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

STEP 4: Read

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

STEP 5: Do and Talk

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

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



PLANNING AND PROGRAMMING

Example: Elementary One Weekly Programme for the Language for Term 1.

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

PLANNING AND PROGRAMMING

| | | |
|-----------------|-----------------------------|---|
| | <i>Spelling Reading</i> | Step 5 Do and Talk Jumble up the letters to spell the words correctly. Read parts of the story from cards and put them in order. Read small books in pairs. |
| THURSDAY | <i>Listening</i> | Step 4 Read Read the story again and ask Who, What and Where questions to help students identify specific information. E.g. Who went fishing with the father? |
| | <i>Speaking</i> | Step 3 Talk Put the students into groups and role play what family members do, e.g. the mother is cooking a meal. |
| | <i>Reading</i> | Step 5 Do and Talk Students read parts of the story written on cards in pairs. Students play the game Dog and a bone (adapted) to win word cards. |
| | <i>Writing</i> | Step 5 Do a close activity. Write sentences replacing words for pictures with the correct spelling. |
| FRIDAY | <i>Listening</i> | Step 2: Read Read the Mountain story (Refer to Elementary Language Resource book p.54) |
| | <i>Speaking</i> | Step 3 Talk Discuss the pictures in the story and draw some of them. Students discuss their pictures in pairs. |
| | <i>Listening</i> | Step 4: Read Read the story again. |
| | <i>Writing</i> | Step 5: Do and Talk Rewrite the big book story with the students. (Elementary Language Resource Book p.17) |

Part B: Develop your weekly teaching programme to bridge to English as you plan your weekly teaching programme, remember that each daily lesson is divided into the following 3 parts:

Part 1: Language Learning:

In Terms 1 and 2, teach a command set per week (*VPE Book Chapter 1 and Appendix C*) and in terms 3 and 4 teach the Simple Speaking Activities (*VPE Book Appendix G*).

Part 2: Language Practice:

Plan different language practice activities using the songs and activities in the VPE Book, Chapters 1 and 2 and Appendix B and E.

Part 3: Language Review:

In Terms 1 and 2, choose a listening story within the weekly theme and read fluently to the students. In Terms 3 and 4, use a picture wall to revise the names of objects before you finish the lesson with a listening story.



PLANNING AND PROGRAMMING

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

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

| Elementary One English language - Focus: Listening skill Weekly Lesson Plan, Term 1, Week 2 Theme: Family | | | |
|--|---|---|--|
| Day | 1. Language Learning <i>(Listening and responding.)</i> Time: 15 mins | 2. Language Practice <i>(Listening and responding.)</i> Time: 30 mins | 3. Language Review <i>(Listening)</i> Time: 15 mins |
| MONDAY | TPR Set 1 - p. 137 Appendix C | 1. Song: Days of the Week Appendix A - Track # 2 Appendix B - p. 114 2. Game: Where is the ___ sound? Appendix E p. 216 | Listening Story: I am a mother cat Appendix D p. 159 |
| TUESDAY | TPR Set 1 - p. 137 Appendix C | 1. Song: Days of the Week Appendix A - Track # 2 Appendix B - p. 114 2. Game: Simon Says Appendix E p. 217 | Listening Story: I am a mother cat Appendix D p. 159 |
| WEDNESDAY | TPR Revise Set 1 - p. 137 and change the order Appendix C | 1. Song: 10 Little Ducks Appendix A - Track # 34 Appendix B - p. 122 2. Game: Where is the ___ sound? Appendix E p. 216 | Listening Story: 18. Are you my mother? Appendix D p. 164 |
| THURSDAY | TPR Revise Set 1 - p. 137 and change the order Appendix C | 1. Song: 10 Little Ducks Appendix A - Track # 34 Appendix B - p. 122 2. Game: This and That Appendix E p. 217 | Listening Story: 18. Are you my mother? Appendix D p. 164 |
| FRIDAY | TPR Revise Set 1 - p. 137 and change the order Appendix C TPR Test Activity Chapter 1 | 1. Songs: Days of the Week and 10 Little Ducks Appendix A - Tracks # 2 & 34 Appendix B - p. 114 & 122 2. Game: Touch the Object Appendix E p. 220 | Listening Stories: I am a mother cat Appendix D p. 159 18. Are you my mother? Appendix D p. 164 |

PLANNING AND PROGRAMMING

Stage 5: Develop your daily lesson plans

These are the sample of daily lessons in language and bridge to English that can guide you to plan your lesson plans. Part A - has sample of language lessons and Part B-has the sample of English lessons.

PART A: Example: Elementary One daily lesson plan for the Language, Term 1, Week 2, Monday

Lesson Plan

Week : 2

Day: Monday

Subject: Language

Theme: Family

Things to prepare:

- A Big Book Story. *Title:* Family
- Picture of a family
- Reading space in the classroom with a mat to sit on a book stand
- Prepare questions in advance to ask students in the discussion about the story
- Picture cards
- Word cards
- Stationery; Stickers, stapler, crayons, color pencils, paper



Lesson Objectives:

By the end of the lesson, the students will be able to:

1. Listen attentively to the story about the family.
2. Listen to the teacher reading fluently.
3. Discuss pictures, different endings of the story and answer questions correctly.
4. Read the big book story with the teacher and sequence the picture cards to show their understanding of the story.
5. Draw pictures of the main characters of the story or any word and label them with correct spelling.

Lesson Activities

Activity 1: Talk

Introduce the story to get the students to remember their experience and the knowledge about the topic.
Show the picture of a family and discuss it in class.

Listening and speaking
⌚ (5 mins)

Activity 2: Read

Read the story to the students. Remember to read smoothly, at the right speed and with expression.
encouraging the students to ask questions as well.

Listening
⌚ (5 mins)

PLANNING AND PROGRAMMING

| Lesson Activities | Skills |
|--|--------------------------------------|
| Activity 1: Talk Introduce the story to get the student to remember their experience and the knowledge about the topic. Show the picture of a family and discuss it in class. | Listening and speaking ⌚ (5 mins) |
| Activity 2: Read Read the story to the students. Remember to read smoothly, at the right speed and with expression. encouraging the students to ask questions as well. | Listening ⌚ (5 mins) |
| Activity 3: Talk Talk to the students about the story by: discussing pictures asking and answering questions discussing different endings encouraging the students to ask questions as well. | Speaking ⌚ (10 mins) |
| Activity 4: Read Read the story again this time inviting the students to join in when pausing at repeated words and the names of the characters. | Listening and reading ⌚ (5 mins) |
| Activity 5: Do and Talk Choose an activity relating to the topic, for example: Sequencing the picture cards in the order. Word wall reading activity | Reading and speaking ⌚ (15 mins) |
| Activity 6: Write the words with the correct spelling and match them with the pictures drawn. Use the words and write short sentences. | Writing ⌚ (20 mins) |

Evaluation of my lesson:

What were the good things about this lesson? _____

What were the problems in this lesson? _____

How can I improve this lesson next time? _____

PLANNING AND PROGRAMMING

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

Lesson Plan

Week : 2

Day: Monday

Subject: English listening

Theme: Family

Teaching materials:

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

Preparation:

Read through the TPR Command set before the lesson.

Use the song words in the VPE book Appendix B and the audio recording to learn the song before the lesson.

Practise reading the listening story out loud before the lesson so that you are confident in reading the story fluently.

Lesson Objectives:

1. To give practice in hearing a command in English and responding to it.
2. To give practice in hearing English sounds.
3. To give more practice in listening to English by listening to a song and playing a game.
4. To give the c a chance to listen to English being read fluently

Lesson Part 1

Time ⌚ 15mins

Language Learning

TPR Command Set 1 *p. 137, Appendix C*

1. Before class, prepare by reading through Command Set 1.
2. The first time start by demonstrating the action while saying the commands. Then the student do the action with you from then on. At this stage the student are not talking. They are just listening and doing the action.
3. Repeat the command set several times until the students start recognising the words that you are saying with the action. When you see that the students are responding correctly, stop doing the actions and just say the commands for the students to follow.

PLANNING AND PROGRAMMING

Lesson Part 2

Time ⌚ 30mins

Language Practice

Activity 1: Sing a song: The Days of the Week (*Appendix A - Track # 2, Appendix B - p. 114*)

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

Activity 2: Listening Activity: Where is the ___ sound? *Appendix E p. 216*

1. Remember to give your instructions **in your language**.
2. Explain to the students that the sound they will listen for may come at the **start**, in the **middle** or at the **end** of a word.
3. Tell the students to listen carefully to you saying an English word. When they hear the sound they should decide where the sound is in the word and respond with the words in your Language which mean: at the start, in the **middle** or at the **end**.
4. Say the word slowly several times and listen to the response of the students.
5. Repeat this process using other words with the same sound in them.
6. Then choose a *different* sound to focus on and repeat this process using words that have this new sound in them.

Lesson Part 3

Language Review

Listening story: I am a mother cat, (*VPE Book Appendix D p. 159*)

1. Give a short introduction to the story in your Language before reading it to the students.
2. While reading the story do **not translate it into Vernacular**, just read it in English.
3. As you read the story, hold the book so the students can only see the pictures. **Do not show the words to the students.**
4. Read with **expression!** This means that you should use your voice to help convey the meaning of the story.

Evaluation of my lesson:

What were the good things about this lesson? _____

What were the problems in this lesson? _____

How can I improve this lesson next time? _____

ASSESSMENT, RECORDING AND REPORTING

Assessment

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

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

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

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

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

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

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



ASSESSMENT, RECORDING AND REPORTING

Assessment Types and Purposes

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

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

ASSESSMENT, RECORDING AND REPORTING

Stage 6: Develop an Assessment Plan

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

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

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

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

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



ASSESSMENT, RECORDING AND REPORTING

1. Sample of a Daily Listening Lesson Assessment Plan

Step 1:

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

Listening Lesson Assessment Plan for Elementary One -Term 1, Week 2

| Strand | Listening | |
|--------------------------------|--|---|
| Unit: 1 | Listen for specific information | |
| Content Standard | 1.1.1.a Listen to a story being told or being read and identify specific information. | |
| Performance Standards | Listen attentively to a story being told and identify specific information. | |
| Assessment Task | Listen attentively to a story and identify specific information about | |
| Assessment Criteria | Teacher - Prepare in advance; - Story relevant to grade level; - Story book with picture; - Read story with facial expressions/tone of voice; - Pronounce words clearly. | Student - be obedient; - listen with concentration; - listen with excitement; - listen with curiosity; - listen to oral questions; - response with answers; - respect others. |
| Level of Achievement (rubrics) | 1. Did not listen to the story. 2. Have hearing problem. 3. Able to listen but lack the skills to comprehend. 4. Listen with understanding and meaning. 5. Listen, comprehend the story and respond with specific answers. | |
| Type of Assessment | I will use the assessment AS for Learning. I will use the observation checklist with children's names and set criteria to assess a focus number of children. Example: five children for the day. | |

Recording Method

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

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

Listening Observation Checklist

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

ASSESSMENT, RECORDING AND REPORTING

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

Recording Methods

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

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

2. Sample of a Speaking Lesson Assessment Plan.

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

Speaking Strand Assessment Plan for Elementary One-Term 1, Week 2

| Strand | Speaking | |
|--------------------------------|--|---|
| Unit: 1 | Telling a story on your own | |
| Content Standard | 1.2.1 Tell stories confidently | |
| Performance Standards | Speak confidently in telling story. | |
| Assessment Task | Tell stories with fluency and confidence | |
| Assessment Criteria | <u>Teacher</u> - Prepare in advance with selected number of children to tell their stories; - Have the assessment checklist ready. | <u>Student</u> - be obedient; - speak with confidence; - speak with expressions; - speak fluently; - speak clearly; - speak with respect. |
| Level of Achievement (rubrics) | 1. Did not speak 2. Have speech problem. 3. Able to speak but lack the skills of fluency. 4. Listen with understanding and meaning. 5. Listen, comprehend the story and respond with specific answers. | |
| Type of Assessment | I will use the assessment for Learning. I will the observation checklist with children's names and set criteria to assess a focus number of children. Example: five children for the day. | |



ASSESSMENT, RECORDING AND REPORTING

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

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

Recording Method

Speaking Observation Checklist

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

Reporting Methods

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

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

ASSESSMENT, RECORDING AND REPORTING

3. Sample of a Reading Lesson Assessment Plan.

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

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

| Strand | Reading | |
|--------------------------------|--|---|
| Unit: 1 | Read individual words | |
| Content Standard | 1.3.1 Read Elementary One common words | |
| Performance Standards | Read Elementary One common words | |
| Assessment Task | Read Elementary One common words | |
| Assessment Criteria | Teacher - Prepare in advance with selected number of children to read words; - Have the assessment checklist ready. | Student - be obedient; - pronounce words correctly; - sound the letters correctly; - Fluency in reading words. |
| Level of Achievement (rubrics) | 1. Did not read. 2. Have speech problem. 3. Able to pronounce but not with fluency. 4. Read with fluency and pronunciation. 5. Pronounce words correctly. | |
| Type of Assessment | I will use the assessment for Learning. I will the observation checklist with children's names and set criteria to assess a focus number of children. Example: five children for the day. | |

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

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

Recording Method

Reading Observation Checklist

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



ASSESSMENT, RECORDING AND REPORTING

Reporting Methods

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

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

4. Sample of a Writing Lesson Assessment Plan.

Step 1:

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

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

| Strand | Writing | |
|--------------------------------|---|---|
| Unit: 1 | Telling a story on your own | |
| Content Standard | 1.4.3 Spell Elementary One Common words correctly | |
| Performance Standards | Write Elementary One common words with correct spellings | |
| Assessment Task | Tell stories with fluency and confidence | |
| Assessment Criteria | <u>Teacher</u> - Prepare in advance with selected number of children to read words; - Have the assessment checklist ready. | <u>Student</u> - be obedient; - pronounce words correctly; - sound the letters correctly; - Fluency in reading words. |
| Level of Achievement (rubrics) | 1. Did not write. 2. Have hand and eye coordination problem. 3. Able to write but have problem with missing out some letters in words. 4. Write with carefully with correct letter shapes in words. 5. Write correct spelling of words correctly. | |
| Type of Assessment | I will use the assessment for Learning. I will use the observation checklist with children's names and set criteria to assess a focus number of children. Example: five children for the day. | |

ASSESSMENT, RECORDING AND REPORTING

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

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

Recording Method

Writing Observation Checklist

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

Reporting Methods

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

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

Evaluation:

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

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



GLOSSARY

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

RESOURCES

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

The **VPE Kit** consists of the following:

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

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

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

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

Post:

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

Phone:

7217-0330 - extension 4399

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



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

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

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

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

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

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

The Language syllabus

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

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

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

The Elementary One Teacher Guide

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

In Elementary One the teacher will also begin the process of bridging from the student's language onto English. Teachers will use this Teacher Guide and the Vernacular Pathway to English kit to help you prepare your English Lessons.

In Terms 1 and 2 the focus for teaching English is developing the listening skills.

In Term 3 and 4 you will continue with listening activities and also encourages the student to begin speaking English.

The focus of teaching English in Elementary One is developing listening and speaking skills.



Explanation of the differences in Teaching of English as subject.

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

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

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

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

Learning English Language sounds through using phonic approach.

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

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

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

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

