

# English

## Teacher Guide

### 2015



**Standards-Based**

# Elementary - Prep

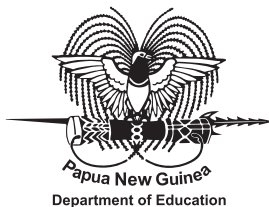


# **English**

## **Teacher Guide 2015**

### **Standards-Based**

### **Elementary - EP**



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Developed by the Curriculum Development and Assessment Division of the Department of Education.

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## **Acknowledgements**

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The songs 'I can bend my elbows', 'Let's say hello', 'On my face', 'Stretch your arms', 'Happy to be in school' and 'Going home' were written by Dot and Phil Freeman.



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## SD-card contents

1. Speaking and listening songs (mp3)
2. Sound songs (mp3)
3. Sound action videos (mp4)
4. Sound action videos (3gpp)
5. Teacher training videos (mp4)
6. Teacher training videos (3gpp)
7. Singsing na stori tambuna CD (mp4)

## SECRETARY'S MESSAGE

The new standards-based curriculum to be taught in elementary schools in Papua New Guinea from 2015 introduces English as a compulsory subject.

Almost all of our children are learning English as a second language, so the English syllabus will build from the language they speak at home. Children need to develop a knowledge of English at an early age, as English is the medium of instruction in the education system in Papua New Guinea.

The exit report on outcomes-based education recommended the use of scripted lessons, the teaching of phonics and greater student access to reading materials.

The three Teacher Guides for EP, E1 and E2 contain scripted lessons, which are lessons that are written out for teachers to use on each day of the school year. The daily scripted lessons aim to improve the standard of English teaching and reduce teachers' planning workload.

The scripted lessons include phonics instruction. With phonics, children are taught to listen to and make sounds. They learn that words can be broken down into sounds and that those sounds can then be used to build and read words.

These scripted lessons are an important part of raising standards in literacy at elementary level. I approve these Teacher Guides as part of the official curriculum for all elementary schools in Papua New Guinea.



Dr. Uke W. Kombra, PhD  
Acting Secretary for Education

# INTRODUCTION

Dear Teacher,  
Welcome to **Elementary English**.

This teaching resource for English as a subject consists of:

- Three teacher guides (EP, E1, E2) with lessons for each day
- Micro SD-card with songs and videos to play in mobile phones
- Flashcards with words and pictures to be used in the lessons

## Scripted lessons

This Teacher Guide is one of three for teaching English at elementary level. In it are lessons written out (scripted) for each day of the school year.

The lessons are in numbered steps. For every step, you are given the necessary information and some activities, such as songs, games and stories. This guide and the scripted lessons give you a structure and tools to help you teach English. They allow you to build and use your own skills and creativity in the classroom.

During the three years, every term, week and day builds on the previous work. EP starts with pre-reading and pre-writing; listening to and learning English sounds. In E1, the children begin to read and write **decodable texts**<sup>1</sup> (texts that can be read with the sounds that have been taught). In Term 3 of E1, weekly stories are introduced.

EP				E1				E2			
Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Sounds	Sounds and graphemes										
				Decodable texts							
								Weekly stories			

## How to use this guide

Each page has a lesson for a day of the week. Each week has a theme, and each day focuses on one or more sounds. These are shown in the pictogram in the top right-hand corner of the page. The lesson will take about 60 minutes. There is a rough timing for each step of the lesson. To go through the whole lesson, follow the steps (boxes) in order.

Every box has instructions and all the information you need. Written in ***bold italic*** are the things that you say to the children or questions you can ask them. There is a set of actions, games and activities that you can do with your class. You can recognise these by the symbols next to the boxes. These steps, instructions, activities and questions are guidelines. Use your own experience and creativity to adjust them for your class.

## Bridging

The Teacher Guide allows you to use Tok Ples or Tok Pisin to help the children understand. As you ask questions or give instructions in English, you can do the same in the children's first language. You can also explain the activities in the children's first language. The stories in E1 and E2 all have Tok Pisin translations.

<sup>1</sup> Words in bold are explained in the Terminology and notation on p9.

# INTRODUCTION

## Why teach phonics?

This guide uses phonics to teach English. English is a complicated language. It has 26 letters, over 40 different sounds (**phonemes**) and over 120 different ways to write those sounds (**graphemes**). For example, /f/ can be written as f, ff, ph and gh, as in 'fish', 'coffee', 'Philip' and 'rough'.

A **phoneme** is a sound in a word.

A **grapheme** is a letter or sequence of letters that represents a phoneme.



These words each have three phonemes (separate sounds). Each of these phonemes is represented by a grapheme. A grapheme may consist of one, two, three or four letters.

1	2	3
c	a	t
b	ir	d
f	i	sh
n	igh	t

Phonics is a tool to make English easier. It has a positive impact on children's language abilities.

Children are taught to listen to sounds and to make sounds. They learn that words can be broken into sounds and that these sounds can then be written down and used to read and build words.

Some common words cannot be broken into sounds until later. To be able to read simple sentences, children need to learn some of these words by sight, such as 'the', 'I', 'you' and 'go'. These **sight words** are shown in the Teacher Guide when they occur in the lessons.

## Songs and stories

Each week has a theme and three songs about that theme. The songs are on the micro SD-card, and you can play them on mobile phones or boom boxes. The song words and the activity are written out in the lesson. You can try as many of the songs as you feel your class can do. It may be too soon for some of your children to sing along, but letting them listen to sounds in English is the most important thing. You can use the songs all the way through E2, if you feel your class will benefit from them.

Sound stories let the children become familiar with English sounds as you read them. They contain the sounds learned in that week.

From Term 3 of E1, there is a normal story each week. The lessons are linked to the story. For each story there are open questions to check the children's understanding of the story and to encourage them to speak. The questions are examples. You can change the questions or add more.















## Teaching sounds

c a t  
• • •  
f i sh  
• • •



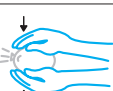
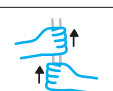
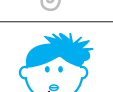




To learn to sound out and count the sounds in words, the children will use **sound dots**. Each sound dot shows a sound in a word. You write the word on the board and put a dot under each sound. The children copy this in their own books. For example, 'cat' gets three sound dots: c-a-t. The word 'fish' also gets three dots, because sh is one sound: f-i-sh. The children learn to **blend** the sounds together into a word as you say the sounds and the word to them.



# INTRODUCTION

Sound	Symbol	Action	Written as ...							
/c/		Cut a coconut with a bush knife	<u>c</u> up	<u>k</u> ite	du <u>ck</u>	<u>Ch</u> ristmas				
/t/		Tap fingers on hand	<u>t</u> in	ki <u>tt</u> ens	de <u>bt</u>	look <u>ed</u>				
/a/		Walk fingers up arm like an ant	<u>a</u> nt							
/d/		Dig	<u>d</u> og	sudd <u>e</u> n	fill <u>e</u> d					
/g/		Wave hand like 'go away'	<u>g</u> o	dig <u>g</u> er	<u>gh</u> ost	<u>g</u> uard				
/o/		Turn a mobile phone on and off	<u>l</u> og	w <u>a</u> nt	c <u>ou</u> gh					
/s/		Make snake movement with hand and arm	<u>s</u> un	mi <u>ss</u>	<u>c</u> entre	hou <u>s</u> e	voic <u>e</u>			
/m/		Rub stomach	<u>m</u> an	summ <u>e</u> r	comb					
/i/		Move fingers like an insect crawling	<u>i</u> nsect							
/n/		Arms out like wings of an aeroplane	<u>n</u> ut	dinn <u>e</u> r	<u>k</u> nee					
/r/		Shake head like a dog with a bone	<u>r</u> at	car <u>ry</u>	<u>w</u> rite					
/sh/		Put finger on lips as if 'shushing'	<u>sh</u> ip	<u>s</u> ugar	o <u>c</u> ean	stat <u>i</u> on	spec <u>i</u> al	<u>ma</u> chine		
/l/		Lick an ice block	<u>l</u> ip	full	<u>l</u> ittle					
/h/		Pant as if you are out of breath – 'huh, huh'	<u>h</u> it	<u>w</u> hole						















# INTRODUCTION

Sound	Symbol	Action	Written as ...							
/e/		Break an egg	peg	bread	said	friend	any			
/b/		Bounce a ball	bat	rabbit						
/f/		Squeeze a ball with air in it	fish	stuff	phone	tough				
/u/		Put up an umbrella	but	touch	some	blood	won	does		
/p/		Puff out a candle	pot	apple						
/w/		Blow air over hand like the wind	wet	when						
/ch/		Move arms like chicken wings	church							
/th/		Thumbs up	three	thumb						
/tthh/			this	that						
/ng/		Lift your head and stroke your throat	long	think						

Continue to use the sound actions and songs in E1 and E2 if you think your class will benefit from them.

/v/		Hands on a steering wheel	van	give						
/ee/		Rub eyes like baby crying	deep	happy	me	meat	chief	money	ceiling	
/oo/		'uh, uh' like a monkey	look	put	would	wolf				
/j/		Jump	jug	giant	bridge	sponge				
/ar/		Open mouth wide for the doctor	start	heart						

# INTRODUCTION

Sound	Symbol	Action	Written as ...								
/oa/		Hand under the chin like a goat's beard	<u>bo</u> at	g <u>o</u>	g <u>ow</u>	<u>no</u> te	<u>to</u> e	<u>mo</u> st	<u>tho</u> ugh	<u>sew</u>	
/ou/		Prick finger with needle	<u>hou</u> se	<u>cow</u>	<u>plou</u> gh						
/or/		Pretend to open a door	<u>po</u> rt	<u>mo</u> re	<u>do</u> or	<u>fo</u> ur					
/ay/		Sweep arms over head like the new day	<u>da</u> y	<u>pa</u> in	<u>sa</u> me	<u>stea</u> k	<u>the</u> y	<u>ei</u> ght	<u>sta</u> tion	<u>ta</u> ble	<u>rei</u> gn
/ie/		Hold a pie with cupped hands	<u>I</u>	<u>tie</u>	<u>bi</u> te	<u>wi</u> ld	<u>ni</u> ght	<u>fly</u>	<u>by</u> e	<u>gui</u> de	<u>ty</u> pe
/q/		Hands like a duck's bill	<u>que</u> en	<u>qu</u> ick							
/x/		Flying fox flying	<u>fo</u> x								
/y/		Eat a yam	<u>y</u> es								
/ooh/		Move head like a cockatoo	<u>do</u>	<u>zoo</u>	<u>mo</u> on	<u>gre</u> w	<u>thre</u> w	<u>blu</u> e	<u>ru</u> le		
/er/		Cover ears from sound of thunder	<u>siste</u> r	<u>fu</u> r	<u>ear</u> ly	<u>bi</u> rd	<u>wor</u> m				
/ue/		Point at you	<u>tun</u> e	pup <u>i</u> l	<u>pe</u> w	<u>view</u>	<u>bea</u> uty				
/oy/		Palms of hands facing up	<u>bo</u> y	<u>foi</u> l							
/air/		Arms out to show air all around	<u>hai</u> r	<u>the</u> re	<u>squa</u> re	<u>bea</u> r	<u>thei</u> r				
/z/		Bees wings with hands	<u>ze</u> bra	<u>ea</u> sy	<u>driz</u> zle	<u>free</u> ze	<u>plea</u> se				



# KEY FEATURES

## Standards-based curriculum

The principles of the standards-based curriculum are that it:

- is clear and simple to understand
- is easy to teach and assess
- is child-centred
- builds on what the children already know and their home life.

## Our way of life

Our languages are important aspects of our country's many cultures, to be transferred from one generation to the next and between people who live and work together. The Elementary Syllabuses accommodate our cultural identity through the teaching of both English and home languages.

## Multiculturalism

English is used as a lingua franca in our multicultural society and is also the leading global language. It is therefore important to teach English as a subject at elementary level so that children from an early age can communicate well in English.

## Integral human development

The Philosophy of Education for Papua New Guinea, known as the Matane Report, acknowledges the national goals and directive principles in the National Constitution and is based on integral human development:

- **Integral** in the sense that all aspects of a person are important.
- **Human** in the sense that social relationships are fundamental.
- **Development** in the sense that every individual has the potential to grow in wisdom, skill and goodness.

## Catering for students with special needs

Many students have special needs. They may include students who are gifted or disadvantaged, either physically, emotionally or intellectually. This syllabus can be adapted to suit children with special needs.

## English curriculum

The English curriculum is based on the following learning principles:

- moving from known to unknown
- moving from simple to complex
- using concrete materials to encourage learning
- using Bloom's Taxonomy to support progress from one learning level to another

## Benefits for students

Learning English from the start of their Elementary education brings children the following benefits:

- enabling children to start using English from an early age
- preparing children for learning in English at primary school
- creating a solid grounding for using English confidently later in life

# TEACHING AND LEARNING

You are encouraged to create an enjoyable classroom environment and use a variety of teaching and learning strategies that will help the students acquire relevant skills and knowledge. Students learn best when activities are done in a natural way. Natural learning means learning things in the same way as we learn them in everyday life outside the classroom. Use the conditions of learning in the table below to guide you in developing your daily lesson plans.

## Conditions of learning – a model of natural learning

Condition	What does this mean?
Immersion	Learners need to be surrounded with many learning materials and situations
Demonstration	Learners need to receive many demonstrations of how to do things
Expectation	Learners receive messages from other people who help them to realise that they have the capacity to master certain skills
Responsibility	Learners make their own decisions about when, how and what to learn when given any learning task
Use	Learners need time and opportunities to practise the skills and knowledge that they have learnt
Approximation	Learners must be allowed to make guesses about how to say things. It is quite acceptable for learners to make mistakes in order for learning to take place
Response	Learners learn from feedback that reinforces correct solutions or corrects mistakes. This feedback must be relevant and non-threatening

## Linkage: Syllabus to Teacher Guides

The content of the English curriculum is organised into four strands: phonics; speaking and listening; reading; and writing. It is further divided into units and includes content standards and performance standards to assess children's performance.

When developing your daily lesson plans, remember to make the links between the Syllabus and the Teacher Guide lessons. Here is an example for EP:

Strand: Speaking and listening (Unit: Oral expression)



Content standard: Greet someone and introduce themselves



Performance standard: Understand and use greetings and words to introduce themselves such as what is your name, good morning, how are you, etc.



Lessons: Term 1 Week 2 Monday to Friday

# CONTENT OVERVIEW

TERM 1	THEME	FOCUS	PAGE
OVERVIEW			17
WEEK 2	Meeting and greeting	Sounds and phonemes	18
WEEK 3	Ourselves	Sounds and phonemes	23
WEEK 4	Home	Sounds and phonemes	28
WEEK 5	Family	Sounds and phonemes	33
WEEK 6	School	Sounds and phonemes	38
WEEK 7	Animals	Sounds and phonemes	43
WEEK 8	Plants	Sounds and phonemes	48
WEEK 9	-	Assessment	53
WEEK 10	-	Feedback and review	-
TERM 2	THEME	FOCUS	PAGE
OVERVIEW			57
WEEK 2	Food	Revision	58
WEEK 3	Transport	/c/ /t/ /a/	63
WEEK 4	Water	/d/ /g/ /o/	68
WEEK 5	Health	/s/ /m/	73
WEEK 6	Sky	/i/ /n/	78
WEEK 7	Communication	Revision	83
WEEK 8	Stories	/r/	88
WEEK 9	-	Assessment	93
WEEK 10	-	Feedback and review	-
TERM 3	THEME	FOCUS	PAGE
OVERVIEW			96
WEEK 2	Games	Revision	98
WEEK 3	Market	/sh/	103
WEEK 4	Feelings	/l/	108
WEEK 5	Music	Revision	113
WEEK 6	Papua New Guinea	/h/	118
WEEK 7	Other countries	/e/	123
WEEK 8	Jobs	/b/, /c/ written as k, /s/ written as ss	128
WEEK 9	-	Assessment	133
WEEK 10	-	Feedback and review	-
TERM 4	THEME	FOCUS	PAGE
OVERVIEW			136
WEEK 2	Co-operation	/f/	138
WEEK 3	Environment	/u/	143
WEEK 4	Friends	/p/	148
WEEK 5	Tolerance	/w/	153
WEEK 6	Values	/ch/	158
WEEK 7	Biodiversity	/th/	163
WEEK 8	Farewell	/ng/	168
WEEK 9	-	Assessments	173
WEEK 10	-	Feedback and review	-



## TERM 1 OVERVIEW

WEEK	THEME	OVERVIEW
WEEK 2	Meeting and greeting	<ul style="list-style-type: none"> <li>• Listening to and identifying sounds</li> <li>• Repeating sounds</li> <li>• Ordering sounds</li> </ul>
WEEK 3	Ourselves	Sounds: /sh/m/ <ul style="list-style-type: none"> <li>• Ordering sound sequences</li> <li>• Putting actions to sounds</li> </ul>
WEEK 4	Home	Sound: /r/ <ul style="list-style-type: none"> <li>• Identifying first, middle and last sounds in a sequence</li> </ul>
WEEK 5	Family	Sounds: /s/l/ <ul style="list-style-type: none"> <li>• Identifying initial sounds</li> <li>• Identifying a sound within a word</li> </ul>
WEEK 6	School	Sound: /ch/ <ul style="list-style-type: none"> <li>• Putting actions to sounds</li> <li>• Ordering and reordering sound sequences</li> <li>• Ordering words</li> <li>• Counting sounds in a word</li> </ul>
WEEK 7	Animals	Sound: /a/ <ul style="list-style-type: none"> <li>• Matching sounds to actions</li> <li>• Repeating sounds in order</li> </ul>
WEEK 8	Plants	<ul style="list-style-type: none"> <li>• Ordering words</li> <li>• Repeating words</li> <li>• Identifying sound patterns</li> </ul>
WEEK 9	-	Assessment
WEEK 10	-	Feedback and review

## 1 SPEAKING & LISTENING

⌚ 10 min

Let's say hello

Let's say hello to ..... (child's name)

Let's say hello to .....

Let's say hello to .....

Hello, hello, hello.

**Why do you think it is good to say hello?**

**What other words (not hello) can you say to your friends when you see them?**



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

In pairs get the children to introduce themselves to the others, telling them their name.

Sit in a circle. **We are going to play a game called 'Say hello'.** Turn to the child next to you and say '**Hello .....**'. Tell the child to say hello back and turn to the child next to them and say '**Hello .....**'. They will say hello back and continue around the circle until it comes back to you.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**We are going to play a game called 'copy-cat'. I will make a sound and I want you to copy it.**

**Copy this sound.** Clap your hands. **Copy this sound.** Pat your hands on your legs to make a 'pat' sound. Repeat 3 times, clapping or patting your knees. The children copy.

Choose a child to come and stand behind the door and make one of the two sounds you just made. The other children have to copy them. **Copy the sound you hear.** Repeat this 3 times, choosing other children to hide behind the door and make the sound.

**Now I am going to hide and make a sound. You have to guess how I am making the sound.**

Knock with your knuckles on the back of the door 'knock knock'. **How am I making this sound?** Choose a child to come and copy you. Choose different children to copy this sound.



## 4 CONCLUSION

⌚ 10 min

**Let's sing our song again.**

Let's say hello

Let's say hello to ..... (child's name)

Let's say hello to .....

Let's say hello to .....

Hello, hello, hello.



## 1 SPEAKING & LISTENING

⌚ 10 min

Hello and good morning  
Hello and good morning, it's nice to see you.  
I'm very well and I hope you are too.  
(Repeat 1 more time)

**Why do you shake hands with people you know?**

**Who do you like to see in the morning?**  
**Why?**



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Ask children to sit in pairs. They need to take turns to shake hands with the other child and sing the song to them.

**Shake hands with your friend and sing our song to them.**



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Listen to me.** Say **'boo'** loudly and then say **'shh'** softly. Repeat this 3 times.

Divide the class. **This half, you will say 'boo'.** Point to one half of the class. **This half, you will say 'shh'.** Point to the other half of the class. Remind the children of the order of the two sounds: **'boo' 'shh'.** Say **'boo' 'shh'** 3 times, getting the children to copy you.

**Now let's make the two sounds in a different order. First I will say 'shh' and then I will say 'boo'. Copy me.** Repeat this 3 times.

**Now I want to know if you can make these sounds both forwards 'boo' 'shh' and backwards 'shh' 'boo'.** Help children to get used to making the sounds in order forwards or backwards as you make the sounds.



## 4 CONCLUSION

⌚ 10 min

**Let's sing our new song again.**

Hello and good morning  
Hello and good morning, it's nice to see you.  
I'm very well and I hope you are too.  
(Repeat 1 more time)



## 1 SPEAKING & LISTENING

⌚ 10 min

Good morning

Good morning, good morning,  
good morning to you.

Good morning to teacher,  
and all my friends too.

(Repeat 1 more time)

**Who have you said 'good morning' to this morning?**

**Say 'good morning' to the children sitting near you.**



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Ask the children to think of all the things they do in the morning before they come to school. **What do you do in the morning BEFORE you come to school?**

Stress the word 'before'. Remember to ask the quiet children too.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Today we are going to play a guessing game. I am going to make a sound and you have to guess what the sound could mean.** Say 'ow', as if you had just hurt yourself. Repeat it several times: 'ow' 'ow'. **Copy me, 'ow' 'ow'.**

**What is happening?** Take suggestions. Make the sound again, 'ow'. Choose a child to make the sound.

Do the same again, saying 'shh'. **When do I make this sound? What does it mean?** Make the sound again. Children copy the sound.

Do the same again, saying 'mmm', as if you are really enjoying tasting something. **When do I make this sound? What does it mean? Copy me, 'mmm'.** Make the three sounds in turn, 'ow' 'shh' 'mmm'. **Copy me, 'ow' 'shh' 'mmm'.**

Repeat this 3 times, so that the children become very good at making all three sounds in the right order.

Choose four children. Ask them to stand up.

**You four make these three sounds: 'ow' 'shh' 'mmm'.** The children make the sounds, and then everyone gives them a clap. Repeat with other children.



## 4 CONCLUSION

⌚ 10 min

**Let's sing our new song again.**

Good morning

Good morning, good morning,  
good morning to you.

Good morning to teacher,  
and all my friends too.

(Repeat 1 more time)





## 1 SPEAKING & LISTENING

⌚ 10 min

Let's say hello

Let's say hello to ..... (child's name)

Let's say hello to .....

Let's say hello to .....

Hello, hello, hello.

Hello and good morning

Hello and good morning, it's nice to see you.

I'm very well and I hope you are too.

(Repeat 1 more time)

Good morning

Good morning, good morning,

good morning to you.

Good morning to teacher,

and all my friends too.

(Repeat 1 more time)



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Ask children to sit in pairs. They need to take turns to shake hands, say good morning and sing one of the songs to each other.

**Shake hands with your friend and sing a song to them. Take turns to sing a different song.**



## 3 PHONICS & LANGUAGE

⌚ 20 min

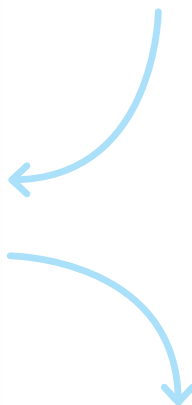
**Today I want to try something new.** Choose a child and tell them to go 'brrmm' like a generator or vehicle. The child stands at the front of the class.

Choose a second child to make a 'sss' hissing-snake noise. That child stands at the front of the class and you point to each child in turn to make their sound: 'brrmm' 'sss'.

Choose a third child. The third child has to clap his/her hands: 'clap'.

Point at each of the children in turn. They each have to make their sound: 'brrmm' 'sss' 'clap'. Repeat 3 times.

Now divide the class into three groups. One group makes the sound 'brrmm', one makes 'sss' and one 'clap' when you point to them.



## 4 CONCLUSION

⌚ 10 min

**Which song would you like to sing now?**

Let the children choose which song they would like to sing to finish the lesson.



# TERM 1 WEEK 2 FRIDAY MEETING AND GREETING

## 1 SPEAKING & LISTENING

⌚ 10 min

Let's say hello

Let's say hello to ..... (child's name)

Let's say hello to .....

Let's say hello to .....

Hello, hello, hello.

Hello and good morning

Hello and good morning, it's nice to see you.

I'm very well and I hope you are too.

(Repeat 1 more time)

Good morning

Good morning, good morning,

good morning to you.

Good morning to teacher,

and all my friends too.

(Repeat 1 more time)



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Ask the children to think again of all the things they do in the morning, before they come to school.

Ask children to tell their friend what they like to do in the morning by ending the sentence 'In the morning I like to ...'.

Give them an example: ***In the morning I like to drink tea. What do you like to do in the morning?***



## 3 PHONICS & LANGUAGE

⌚ 20 min

***Today we are going to play 'pass the sound'.***

The children sit in a circle, or 2 or 3 circles if you have a lot of children.

***I am going to whisper a sound in your ear.***

***I want you to whisper the same sound to the person next to you. Then they will whisper the same sound to the next person.*** Whisper the sound 'sss' into the first child's ear.

That child turns to the next child and whispers the sound to them. The children continue to pass the sound round the circle. Ask them to listen carefully.

***Try to pass on the exact same sound.*** Give the children a new sound to pass. Whisper 'mmm' in the next child's ear. Now that child whispers 'mmm' to the next child and they pass that sound on. After the sound comes round, change the sound being passed to 'brmm'.

Pass some new sounds such as 'nnn' and 'tthh' (like the sound at the start of 'thumb').

The fun part of this is that the sound that returns is not usually the same.



## 4 CONCLUSION

⌚ 10 min

***Which song would you like to sing now?***

Let the children choose which song they would like to sing to finish the lesson.



## 1 SPEAKING & LISTENING

⌚ 10 min

I can bend my elbows

*I can bend my elbows, one, two, three. [x2]*

*I can bend my wrists, one, two, three. [x2]*

*I can wiggle my fingers, one, two, three. [x2]*

*I can bend my knees, one, two, three. [x2]*

*I can bend my ankles, one, two, three. [x2]*

*I can wiggle my toes, one, two, three. [x2]*

**What would happen if you could not bend your elbows?**

**What do you use your fingers for?**



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Ask the children to sit in pairs. They need to take turns to bend their elbows, wrists, fingers, knees, ankles and toes.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**We are going to play 'copy cat'. I am going to make two sounds and I want you to listen carefully and then copy me.**

Make the following sounds: **'click' 'clap'** (clicking with your tongue and clapping your hands). Get the children to copy you. Repeat three times and give lots of praise.

Now make the sounds **'clap' 'click'**. Ask **Is this right?** Make the sounds again **'click' 'clap'**.

**Which sound do I make first?** Ask the children to make the first sound. **Which sound do I make last?** Ask them to make the last sound.

**The first sound is 'clap', the last sound is 'click'.** Do the same again making the sounds **'pat' 'snap'** (patting your leg 'pat' and snapping your fingers 'snap') in order.



## 4 CONCLUSION

⌚ 10 min

**Let's sing our new song again.**

I can bend my elbows

*I can bend my elbows, one, two, three. [x2]*

*I can bend my wrists, one, two, three. [x2]*

*I can wiggle my fingers, one, two, three. [x2]*

*I can bend my knees, one, two, three. [x2]*

*I can bend my ankles, one, two, three. [x2]*

*I can wiggle my toes, one, two, three. [x2]*



## 1 SPEAKING & LISTENING

⌚ 10 min

On my face

On my face I have two eyes,

I use my eyes to see. [x2]

On my face I have two ears,

I use my ears to hear. [x2]

On my face I have one nose,

I use my nose to smell. [x2]

On my face I have one mouth,

I use my mouth to speak. [x2]

**What do you like to look at with your eyes?**

**What do you like to listen to with your ears?**



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

With a friend, children play the 'Eye and Ear' game and then swap. One child tells the other child all the things they can see around them, the other child then tells his/her partner all the things they can hear around them.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Today I want to play an action game. To help me, I need to divide the class into groups.** Divide the class into 3 groups. **Each group has a word to remember.** The first group has to remember '**rat**'. The second group has to remember '**bat**'. The third group has to remember '**mat**'. Ask each group of children to say their word in turn, '**rat**' '**bat**' '**mat**'. Repeat 3 times.

**Now I am going to say the words in order. You have to stand up when you hear your word.** Say the words '**rat**' '**bat**' '**mat**'. Each group of children should stand up as you say their word. Ask the children to listen very carefully and repeat the words several times in exactly the same order.

**Now I am going to change the order. You will have to listen very carefully for your word, because I am going to say a different word first. Listen hard and be ready to jump up if I say your word.** Say the words '**mat**' '**bat**' '**rat**'. Repeat this 3 times: '**mat**' '**bat**' '**rat**'. **Which word comes first this time?** Get the children to say 'mat'.

**Which word comes last?** Get the children to say 'rat'. Repeat the process, putting the words in their original order. Can the children still jump up at the right times?



## 4 CONCLUSION

⌚ 10 min

**Let's sing our new song again.**

On my face

On my face I have two eyes,

I use my eyes to see. [x2]

On my face I have two ears,

I use my ears to hear. [x2]

On my face I have one nose,

I use my nose to smell. [x2]

On my face I have one mouth,

I use my mouth to speak. [x2]





/sh/

## 1 SPEAKING & LISTENING

⌚ 10 min

Stretch your arms

Stretch your arms, clap, clap. [x4]

Doot doo...Doot doo...Doot doo. [x2]

Stretch your arms, shake, shake. [x4]

Doot doo...Doot doo...Doot doo. [x2]

Stamp your feet, stamp, stamp. [x4]

Doot doo...Doot doo...Doot doo. [x2]

Tap your knees, tap, tap. [x4]

Doot doo...Doot doo...Doot doo. [x4]

**When would you need to stretch your arms?**

**Apart from stamping what else can you do with your feet?**



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Repeat the song with actions. Get all the children to stand up and follow you stretching your arms, shaking your arms, stamping your feet and tapping your knees.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**We are going to play 'copy cat' again. I am going to make a sound and then you will copy me.**

Make the sound '**shh**'. Ask the children to copy you. Repeat it several times. Make sure that the children are making the sound correctly: '**shh**'.

Now say '**sss**'. Ask the class **Is this right?** Make the sound '**shh**' again. Tell the class to copy you. Now make '**sss**'. **Is this the same?** Ask the children to listen carefully. **I got it wrong!**

Make the sound again: '**shh**'. **Look at my mouth as I make this sound: 'shh'**. Children make the sound '**shh**' and look at each other's mouths. Make the '**sss**' sound. Point out the different mouth shape.

**When I make this sound, I am going to give you an action to do.** Put your finger on your lips as if you were 'shushing' someone. Make the sound '**shh**'. Do the action: finger on lips. Make the sound again. Encourage the children to do the action, then make the sound. You do the action and the children make the sound. Then change around, with the children doing the action and you making the sound.



## 4 CONCLUSION

⌚ 10 min

**Let's sing our new song again.**

Stretch your arms

Stretch your arms, clap, clap. [x4]

Doot doo...Doot doo...Doot doo. [x2]

Stretch your arms, shake, shake. [x4]

Doot doo...Doot doo...Doot doo. [x2]

Stamp your feet, stamp, stamp. [x4]

Doot doo...Doot doo...Doot doo. [x2]

Tap your knees, tap, tap. [x4]

Doot doo...Doot doo...Doot doo. [x4]



## 1 SPEAKING & LISTENING

⌚ 10 min

I can bend my elbows  
*I can bend my elbows,*  
*one, two, three. [x2]*  
*I can bend my wrists,*  
*one, two, three. [x2]*  
*I can wiggle my fingers,*  
*one, two, three. [x2]*  
*I can bend my knees,*  
*one, two, three. [x2]*  
*I can bend my ankles,*  
*one, two, three. [x2]*  
*I can wiggle my toes,*  
*one, two, three. [x2]*

On my face  
*On my face I have two*  
*eyes,*  
*I use my eyes to see. [x2]*  
*On my face I have two*  
*ears,*  
*I use my ears to hear. [x2]*  
*On my face I have one*  
*nose,*  
*I use my nose to smell.*  
*[x2]*  
*On my face I have one*  
*mouth,*  
*I use my mouth to speak.*  
*[x2]*

Stretch your arms  
*Stretch your arms,*  
*clap, clap. [x4]*  
*Doot doo...Doot doo...*  
*Doot doo. [x2]*  
*Stretch your arms, shake,*  
*shake. [x4]*  
*Doot doo...Doot doo...*  
*Doot doo. [x2]*  
*Stamp your feet, stamp,*  
*stamp. [x4]*  
*Doot doo...Doot doo...*  
*Doot doo. [x2]*  
*Tap your knees, tap, tap.*  
*[x4]*  
*Doot doo...Doot doo...*  
*Doot doo. [x4]*



## 3 PHONICS & LANGUAGE

⌚ 20 min

***I have learned a dance! I want to teach it to you. Stretch your arms up so your hands are above your head. Then touch your toes. Now turn around.*** Repeat the dance.

***Can you all copy my little dance?*** The children stand up. Together, raise your arms above your head, saying ***'hands up'***. Then touch your toes, saying ***'hands down'***, and finally turn around, saying ***'turn around'***. Repeat this 3 times.

Choose a child to repeat the dance. Was it correct? Give lots of praise if it was. Choose another child to do the same.

***In our dance, how many things do we do?*** Repeat the sequence with the children: ***'hands up'*** ***'hands down'*** ***'turn around'***. Count together as you make the movements. ***One, two, three. What is the first thing we do?*** Hands up above heads. ***What is the last thing we do?*** Turning around.

Repeat the sequence again. ***What is the middle action?*** Touching toes.

Repeat the whole sequence, saying first, middle and last to match the movements.



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Children point to all the parts of their body from the song.



## 4 CONCLUSION

⌚ 10 min

***Which song would you like to sing now?***

Let the children choose which song they would like to sing to finish the lesson.





## 1 SPEAKING & LISTENING

⌚ 10 min

I can bend my elbows  
*I can bend my elbows,*  
*one, two, three. [x2]*  
I can bend my wrists,  
*I can bend my wrists,*  
*one, two, three. [x2]*  
I can wiggle my fingers,  
*I can wiggle my fingers,*  
*one, two, three. [x2]*  
I can bend my knees,  
*I can bend my knees,*  
*one, two, three. [x2]*  
I can bend my ankles,  
*I can bend my ankles,*  
*one, two, three. [x2]*  
I can wiggle my toes,  
*I can wiggle my toes,*  
*one, two, three. [x2]*

On my face  
*On my face I have two*  
*eyes,*  
*I use my eyes to see. [x2]*  
On my face I have two  
*ears,*  
*I use my ears to hear. [x2]*  
On my face I have one  
*nose,*  
*I use my nose to smell.*  
*[x2]*  
On my face I have one  
*mouth,*  
*I use my mouth to speak.*  
*[x2]*

Stretch your arms  
*Stretch your arms,*  
*clap, clap. [x4]*  
*Doot doo...Doot doo...*  
*Doot doo. [x2]*  
Stretch your arms, shake,  
*shake. [x4]*  
*Doot doo...Doot doo...*  
*Doot doo. [x2]*  
Stamp your feet, stamp,  
*stamp. [x4]*  
*Doot doo...Doot doo...*  
*Doot doo. [x2]*  
Tap your knees, tap, tap.  
*[x4]*  
*Doot doo...Doot doo...*  
*Doot doo. [x4]*



## 3 PHONICS & LANGUAGE

⌚ 20 min

**First I am going to make a sound, then you will copy me.** Make a noise: **'mmm'**. Get the children to copy you. Repeat several times. Make sure that the children are making the sound correctly: **'mmm'**.

Say **'nnn'**. Ask the class. **Is this right?** Make the sound **'mmm'** again. Tell children to copy you. Say **'nnn'** again. **Is this the same?** Ask the children to listen carefully. **I got it wrong!**

Make the sound again: **'mmm'**. **Look at my mouth as I make this sound: 'mmm'**. The children make the sound 'mmm' and look at each other's mouths. Say **'nnn'**. Point out the different mouth shape.

**When I make this sound, I am going to give you an action to do.** Rub your stomach as if you have just eaten something good! Make the sound **'mmm'**. Make the sign, rubbing your stomach. Make the sound again. Get them to do the action and make the sound. You do the action and the children make the sound. Then the children do the action and you make the sound.



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Point to the parts of your body from the song.  
 Can the children name them?



## 4 CONCLUSION

⌚ 10 min

**Which song would you like to sing now?**

Let the children choose which song they would like to sing to finish the lesson.





## 1 SPEAKING & LISTENING

⌚ 10 min

### Going home

We're going home after school today. [x4]  
Have my tea, have a wash, clean my teeth,  
go to bed. [x2]  
Good night, good night, good night,  
sleep tight. [x2]



**What will you do when you get home today?**  
**Why is it important to wash and clean your teeth before you go to bed?**



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Repeat the song with actions to show eating, washing, cleaning teeth and lying in bed.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**I have learned a new set of sounds. I want to teach it to us all.** Sing 'doh' 'ray' 'me' going up in scale. Repeat the set.

Ask the class. **Can you all copy my little song?** 'doh' 'ray' 'me' singing the notes going up in scale. Repeat this 3 times.

Choose a child to repeat the pattern. **Was that correct?** Give lots of praise if it was. Choose another child to do the same.

Ask the class. **In our song, how many notes do we sing?** Repeat the pattern with the children: 'doh', 'ray' 'me'. **Three notes.** Ask the children to count by holding up a finger each time you sing a note. 'doh' 'ray' 'me'. **Three fingers, three notes.**

Ask the class. **What is the first note we sing?** Get the children to hear that the first note is 'doh'. **What is the last note we sing?** Get the children to hear that the last note is 'me'. Repeat the set again. **What is the middle note?** Get the children to hear that it is 'ray'. Repeat the whole set, singing 'doh' 'ray' 'me'.

Ask the children to sing the last note of the set. Get them to think about which this is, and then sing 'me'. Repeat this, asking them to sing the different notes.



## 4 CONCLUSION

⌚ 10 min

**Let's sing our song again.**

### Going home

We're going home after school today. [x4]  
Have my food, have a wash, clean my teeth,  
go to bed. [x2]  
Good night, good night, good night,  
sleep tight. [x2]





## 1 SPEAKING & LISTENING

⌚ 10 min

My house, my home

My house, my home, my house, my home.

Built up high or built down low.

It's where I sleep, it's where I eat.

It's where I rest my little feet.

The day's been fun, the day's been long.

It's good to be home, it's good to be home.

**What do you like about your house?**

**Who lives in your house?**



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

**In pairs, make some sounds that you hear around the house.** Then ask the children to share some of their sounds with the class.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**I want to play a new game. It is called 'backwards and forwards'.** Make 3 sounds: **'mmm' 'shh' 'ayo'**. As you make these 3 sounds, do an action to go with each one. With 'mmm' rub your stomach (as before). With 'shh' put your finger on your lips (also as before). For 'ayo', hold your hands over your mouth. Repeat this set of sounds and actions several times, asking the children to join in.

Choose a group of 4 or 5 children. **I want you to stand up and make the sounds and actions in order.** The others have to listen very carefully. **Did they get it right?** Give them a clap. Repeat, asking a different group of children to repeat the set.

**Now I am going to make the sounds backwards. I am going to put the last sound first and the first sound last.** Make **'ayo' 'shh' 'mmm'** doing the actions as you make the sounds. Ask the children to listen carefully.

Repeat the backwards order: **'ayo' 'shh' 'mmm'**. **Which sound comes first this time?** Get the children to say 'ayo'. **Which sound comes last?** Get the children to say 'mmm'. Ask the children to join in with the backwards order.

Divide the class into two. One half makes the set forwards, and the other half makes it backwards. Point at one half and they make the order forwards. Point to the other half and they make the order backwards. **Well done!**



## 4 CONCLUSION

⌚ 10 min

**Let's sing our new song again.**

My house, my home

My house, my home, my house, my home.

Built up high or built down low.

It's where I sleep, it's where I eat.

It's where I rest my little feet.

The day's been fun, the day's been long.

It's good to be home, it's good to be home.





/r/

## 1 SPEAKING & LISTENING

⌚ 10 min

My home is where I live  
 My home is where I live.  
 Up in the highlands or down at the coast.  
 Fishing in the river or hunting in the bush.  
 Collecting food and firewood.  
 And taking it home to cook for you and me.  
 (Repeat 1 more time)

**What do you think you might catch if you went hunting in the bush?**  
**What would you do with an animal that you catch?**



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

In pairs, children tell each other about different types of houses they have seen. Pairs share their ideas with the class.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**We are going to play a game. I will show you a picture. You must say the sound that starts the name of the thing on the card.**

Show the children the rat flashcard. **What is this? Yes it's a rat. Who can help me make the sound at the start of 'rat'? 'rrr'.** Ask the children to make this sound to each other. Give lots of praise.

Make the sound 'mmm'. Ask the class.  
**Is that right?** Make the sound 'rrr' again.

Make the sound again: 'rrr'. **Look at my mouth as I make this sound: 'rrr'.** The children make the sound 'rrr' and look at each other's mouths.

**This is the action I use to help me remember this sound. I am a dog with a bone, 'rrr'.**

Make the sound 'rrr'. Shake your head 'rrr'. Ask the children to do the action, then make the sound. You do the action and they make the sound, then they do the action and you make the sound.



## 4 CONCLUSION

⌚ 10 min

**Let's sing our song again.**

My home is where I live  
 My home is where I live.  
 Up in the highlands or down at the coast.  
 Fishing in the river or hunting in the bush.  
 Collecting food and firewood.  
 And taking it home to cook for you and me.  
 (Repeat 1 more time)



## 1 SPEAKING & LISTENING

⌚ 10 min

### Going home

*We're going home after school today. [x4]  
Have my tea, have a wash, clean my teeth, go to bed. [x2]  
Good night, good night, good night, sleep tight. [x2]*

### My house, my home

*My house, my home, my house, my home. Built up high or built down low.  
It's where I sleep, it's where I eat. It's where I rest my little feet.  
The day's been fun, the day's been long. It's good to be home, it's good to be home.*

### My home is where I live

*My home is where I live. Up in the highlands or down at the coast. Fishing in the river or hunting in the bush. Collecting food and firewood. And taking it home to cook for you and me. (Repeat 1 more time)*



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Today, I have brought in some pictures to show us.** Show the class the dog flashcard. Ask the class. **What is this?** [A dog] Show the class the pig picture. **What is this?** [A pig] Show the class the shark picture. **What is this?** [A shark]

Show the pictures in order again: dog, pig, shark. Repeat this one more time. Ask the class. **Which picture did I show you first?** [The dog] Show the children the dog. **This picture came first.**

Ask the class again. **Which picture did I show you last?** Get the children to think back and remember. **How did it go? Dog, then what? What came last?** [Shark] Ask the class again. **Which picture came in the middle?** [Pig]

Do this again, stressing first, middle and last. Show all three pictures. **Which animal starts with the 'shh' sound we learned last week?** Get the children to repeat the sequence: dog, pig, shark. Repeat the last word. **'shark' begins with the 'shh' sound.** Say **'shark'** stressing 'shh'. **Make the 'shh' sound to each other.** Help the children remember the action we use for this sound (finger on lips). Do the action, then make the sound.



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

In pairs, children tell each other about different types of houses that animals might use, like holes or nests. Pairs share their ideas with the class.



## 4 CONCLUSION

⌚ 10 min

**Which song would you like to sing now?**

Let the children choose which song they would like to sing to finish the lesson.



## 1 SPEAKING & LISTENING

⌚ 10 min

### Going home

*We're going home after school today. [x4]  
Have my tea, have a wash, clean my teeth, go to bed. [x2]  
Good night, good night, good night, sleep tight. [x2]*

### My house, my home

*My house, my home, my house, my home. Built up high or built down low.  
It's where I sleep, it's where I eat. It's where I rest my little feet.  
The day's been fun, the day's been long. It's good to be home, it's good to be home.*

### My home is where I live

*My home is where I live. Up in the highlands or down at the coast. Fishing in the river or hunting in the bush. Collecting food and firewood. And taking it home to cook for you and me. (Repeat 1 more time)*



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Listen carefully and see if you can count the number of sounds I make.** Make 'mmm' 'rrr' 'shh'. Do the actions, rubbing your stomach for 'mmm', dog action for 'rrr', finger on lips for 'shh'.

Do this again several times, making the sounds and matching actions very slowly. Ask the children to hold up one finger for each sound you make. 'mmm' (hold up one finger), 'rrr' (hold up a second finger), 'shh' (hold up a third finger) **One, two, three. Three fingers. I am making three sounds.**

Do this again. **What is the first sound?** Get the children to hear that it is 'mmm'. **What is the second sound?** Do the order again, asking the children to listen for the sound that comes after the first sound. **It's 'rrr'.** Do the order again, and ask the children to listen out for the third sound. **It's 'shh'.**

**Now you can all make the sounds with me! I am very happy!**



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Talk about why we have houses and what we make them from. Ask pairs to tell each other about the materials houses are made from. Pairs share their ideas with the class.



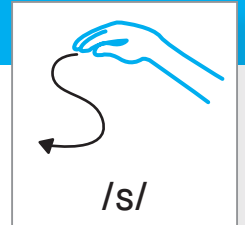
## 4 CONCLUSION

⌚ 10 min

**Which song would you like to sing now?**

Let the children choose which song they would like to sing to finish the lesson.





## 1 SPEAKING & LISTENING

⌚ 10 min

We are family  
 We are family. Yes, you and me.  
 We are family. Yes, lain bilong yumi.  
 My mother, my father. My brother, my sister.  
 We are family. Yes, lain bilong yumi.



**Why is it important for you to have a family?**  
 ..... (child's name x 3) **can you tell us about your family?**



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

In pairs ask the children to tell the other one all about who is in their family, then swap over.



## 3 PHONICS & LANGUAGE

⌚ 20 min

Clap your hands twice. **How many times did I clap?** Clap twice again, once loudly and once softly. Ask them to tell you the difference between the two sounds.

Clap again, once loudly and once softly. **Which is first? Which is second?** The children copy you, one loud clap, one soft. **Which is first?** Ask them to repeat just the first (loud) clap. Choose children to show this.

Draw a snake on the board. Hiss like a snake, making an arm movement like a snake moving, **/s/**. Do the action and make the sound together.

Make a set '**clap**' **/s/** '**click**' (of fingers). The children repeat this. Choose pairs of children to do this. Repeat '**clap**' **/s/** '**click**' and when the **/s/** is said, everyone has to move their arm like a snake. Do this several times to match the sound to the action. Repeat the set again. **What is the middle sound?** Encourage the children to hear that it is **/s/**.

**Help me to make the same three sounds, but this time with the /s/ last. The order was like this: 'clap' /s/ 'click' and we want to put the /s/ last. How will the sounds go?** Choose a child to show the pattern: 'clap' 'click' **/s/**. Repeat this with the whole class. **Good job, well done!**



## 4 CONCLUSION

⌚ 10 min

**Let's sing our new song again.**

We are family  
 We are family. Yes, you and me.  
 We are family. Yes, lain bilong yumi.  
 My mother, my father. My brother, my sister.  
 We are family. Yes, lain bilong yumi.



## 1 SPEAKING & LISTENING

⌚ 10 min

Family

*I love you,  
you love me,  
you and I are family,  
with a mummy, daddy, little brother too.  
You and I are family.*

**How many people are in your family?  
Who is the oldest person in your family?  
Who is the youngest person in your family?**



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Today I want us to play a jumping game! I am going to give us a sound to remember. Then I am going to show us some pictures. When we see a picture that begins with the sound we can jump up. I want us to start with the /s/ sound. This is my favourite sound because it is like a snake!** Make the /s/ sound and the matching action. The children do this too. **Now remember, when I show you a picture of something that starts with /s/, we can jump up!**

Hold up these flashcards: fish, sheep, dog and snake. Make sure that they know what the animals are (lamb flaps come from sheep). If any children jump up at sheep, help the class to sound the word out. Stress that the /sh/ sound is not the same as the /s/ sound. Compare the mouth shapes in pairs, /sh/ then /s/. The children should jump up when you show the snake picture. Give lots of praise and get them to say the word 'snake', stressing the /s/ at the beginning.

**That was very good. Now sit down again and watch the pictures. If you see one that begins with /s/ you can jump up again.** Show these flashcards: fish, lizard, cat and snail. Get the children to jump at snail. Say **'snail'**. Show these pictures: pig, frog, rat, spider. The children should jump up on spider. Again, say the word **'spider'** and stress the sound at the beginning. **Can you think of any other words that begin with the /s/ sound?** Take suggestions and give lots of praise for any that are correct.



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Get the children to sit in pairs and tell each other about their family; saying who is in their family and something about them. Feed back to the class in pairs.



## 4 CONCLUSION

⌚ 10 min

**Let's sing our new song again.**

Family

*I love you,  
you love me,  
you and I are family,  
with a mummy, daddy, little brother too.  
You and I are family.*





## 1 SPEAKING & LISTENING

⌚ 10 min

What can you do?

What can you do for your family?

Help in the house and help in the field

Eat together, sleep together,

Hunting, fishing too.

Sharing hugs and even some tears

That's what families do.

**What things do you do for your family?**

**What does your family do together?**



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Get the children to sit in pairs and tell each other about the things they do with their family, such as parties or visits. Feed back to class in pairs.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**We are going to play the same jumping game that we played yesterday. But I am going to try to trick you! I am going to give you a new sound. I want us look out for the /r/ sound. This is the sound like a dog with a bone! Make the /r/ sound and do the matching action. The children do this too. Now remember, when I show us a picture that starts with /r/, we can jump up!**

Hold up these pictures: pig, worm, rat. If any children jump up at worm, help the class to sound the word out. Stress that the /w/ sound is not the same as the /r/ sound. Compare the mouth shapes. The children should jump up when you show the rat picture. Give lots of praise and get them to say the word 'rat', stressing the /r/ at the beginning.

**That was very good. Now sit down again and watch the pictures. If you see one beginning with /r/, jump up!**

Show these pictures: horse, bird, ant, rooster. Get the children to jump at 'rooster'. Give lots of praise, and say the word together, '**rooster**'. Stress the starting sound /r/. Show these pictures: cat, fish, road. The children should jump up on 'road'. Again, say the word '**road**' and stress the /r/ sound at the beginning. **Has anyone got a friend whose name begins with this sound? Can you think of any more /r/ words?** Take suggestions.



## 4 CONCLUSION

⌚ 10 min

**Let's sing our new song again.**

What can you do?

What can you do for your family?

Help in the house and help in the field

Eat together, sleep together,

Hunting, fishing too.

Sharing hugs and even some tears

That's what families do.





# 1 SPEAKING & LISTENING

⌚ 10 min

## We are family

*We are family. Yes, you and me.*

*We are family. Yes, Iain bilong yumi.*

*My mother, my father. My brother, my sister.*

*We are family. Yes, Iain bilong yumi.*

## Family

*I love you, you love me, you and I are family, with a mummy, daddy, little brother too. You and I are family.*

## What can you do?

*What can you do for your family? Help in the house and help in the field Eat together, sleep together, Hunting, fishing too. Sharing hugs and even some tears That's what families do.*



# 3 PHONICS & LANGUAGE

⌚ 20 min

**First I am going to make a sound, then you will copy me.** Make the sound //. Ask the children to copy you. Repeat this several times. Make sure that the children are making the sound correctly, //. Give lots of praise.

Make the sound again //. **Look at my mouth and at where my tongue is as I make this sound, //.** The children make the sound // and look at each other's mouths.

**When I make this sound, I do an action.** Pretend to lick an ice block. Make the sound //. Do the action, licking an ice block. Make the sound again. Ask the children to do the action, then the sound.

**I am going to show you some pictures. One of the animals begins with the new sound. Jump up when you see the animal that begins with //.** Use the pictures of the horse, sheep and lion. Show the children the horse. If anyone jumps up, say 'horse' clearly. **This does not start with the // sound.** Show the children the sheep. **This does not start with //.** Show the children the lion. The children should jump up. Say '**lion**' and stress the // sound at the beginning.

Repeat using the pictures of the duck, the pig and the lizard.



# 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Set up two areas in the room where the children can pretend to be family members. Role play family: mama, papa, babies and so on. Role play morning time, then night time (waking up, brushing teeth, getting ready). You should play along with the children, encouraging them to speak.



# 4 CONCLUSION

⌚ 10 min

## **Which song would you like to sing now?**

Let the children choose which song they would like to sing to finish the lesson.





## 1 SPEAKING & LISTENING

⌚ 10 min

### We are family

*We are family. Yes, you and me.*

*We are family. Yes, Iain bilong yumi.*

*My mother, my father. My brother, my sister.*

*We are family. Yes, Iain bilong yumi.*

### Family

*I love you, you love me, you and I are family, with a mummy, daddy, little brother too. You and I are family.*

### What can you do?

*What can you do for your family?  
Help in the house and help in the field  
Eat together, sleep together,  
Hunting, fishing too.  
Sharing hugs and even some tears  
That's what families do.*



## 3 PHONICS & LANGUAGE

⌚ 20 min

**We have learned lots of sounds. I want us to see if we can remember them all! I shall show you the actions and we want to see if you can make the matching sounds.** Do the snake action with your hand. **Can anyone remember what sound this was?** Do the action again and hold your mouth in the position for the /s/ sound.

Get the children to have a go. Praise children who say /s/. Make the /s/ sound and do the action. Do the dog action and form the mouth shape to make a silent /r/. Ask the children to guess. Then ask the children to do the action and say /r/. Do the finger on the mouth action and form the mouth shape to make a silent

/sh/. Again, ask the children to guess and then ask them to do the action and say the sound /sh/.

Make the licking action. **Can anyone remember what sound this was?** Do the action again and then hold your mouth in the position for the /l/ sound. Ask the children to guess /l/. Say // together, and do the action. Do the stomach rubbing action and form your mouth into a silent /m/. Ask the children to guess /m/ and praise anyone who does. Say /m/ together and do the action. Show the children pictures of the monkey, shark, snake, lizard and rat. Ask them to make the sound and do the action for the initial sound of each animal.



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Set up two areas in the room where the children can pretend to be family members. Role play family: mama, papa, babies and so on. Role play morning time, then night time (waking up, brushing teeth, getting ready). You should play along with the children, encouraging them to speak.



## 4 CONCLUSION

⌚ 10 min

### **Which song would you like to sing now?**

Let the children choose which song they would like to sing to finish the lesson.



## 1 SPEAKING & LISTENING

⌚ 10 min

Happy to be in school  
Hello, hello, hello, hello,  
I'm happy to be in school today. [x2]  
I'm here to work, I'm here to play,  
I'm happy to be in school today. [x2]



**Do you like coming to school? Why/Why not?**  
**When you arrived at school today, what was the first thing you did?**



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

**Sit with a partner and tell each other three things you like about school.** Then ask the children to share some of their choices with the class in a circle.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**I will show you some pictures. If you know the sound the picture starts with, make the sound and do the action that goes with that sound.**

Hold up the milk picture. Make sure children know what it is. **What is the first sound?** The children should make the sound /m/ and rub their stomachs, doing the action as they make the sound /m/. **'Mmm-ilk'. Milk starts with /m/. You did really well!**

Hold up the picture of the lorry. Tell the children to think what sound it starts with but not to make the sound. Make the /r/ sound. Get the children to point out that this is wrong. **'I-orry' does not start with /r/.** Praise children who say /l/ and make the licking action to match. **'I-orry' starts with /l/!**

**Now another one for you!** Hold up the picture of the shell. Praise any children who recognise that 'shell' starts with /sh/ and make the finger on lips action. Now hold up the picture of the rat. Praise children who identify the first sound /r/ and make the dog action. Hold up the picture of the sun. Praise children who identify the first sound /s/ and do the snake action.



## 4 CONCLUSION

⌚ 10 min

**Let's sing our new song again.**

Happy to be in school  
Hello, hello, hello, hello,  
I'm happy to be in school today. [x2]  
I'm here to work, I'm here to play,  
I'm happy to be in school today. [x2]



## 1 SPEAKING & LISTENING

⌚ 10 min

Time for school

*Time for school, it's 8 o'clock.*

*Time for work, time for play.*

*Talk with my teacher and talk with my friends.*

*Time for school, I'm on my way.*

*Time for work, time for play.*

*Lots to learn and do each day.*

(Repeat 1 more time)

**What is your favourite thing to do in school?**

**What did you learn in school yesterday?**



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

***In pairs, talk about all the things you would like to learn about in school.*** Then ask the children to share some of their things with the class.



## 3 PHONICS & LANGUAGE

⌚ 20 min

Pretend to drive a vehicle. Move along and make the sound '**brmm**'. Ask the children to make the sound: 'brmm'. Make the following sequence: '**brmm**' '**bang**' '**ooh**'. Repeat the set and ask the children to copy you: 'brmm' 'bang' 'ooh'. Repeat several times and give lots of praise.

**Now I'm going to give us three sounds.** Make the sounds '**clap**' '**brmm**' '**pat**' (clapping hands, saying 'brmm' and patting knees). Repeat the order and have the children repeat it. Ask the class. **Which sound came first?** [clap] **Which sound was in the middle?** [brmm] **Which sound was last?** [pat] Ask the children to repeat the order.

**Now I want to make these sounds backwards. I want to put the last one first and the first one last. Which sound will I have to make first now?** Ask the children to think about which was the last sound and make it. [pat] **This was last. Now I'm making that sound first. Which sound do I make next?** Encourage the children to make the middle sound, 'brmm'. **This sound was in the middle before and it is still in the middle. Which sound is now last?** [clap] **It was first and now it's last.**

Repeat the reversed order and let the children repeat it. Compare it with the original.



## 4 CONCLUSION

⌚ 10 min

***Let's sing our new song again.***

Time for school

*Time for school, it's 8 o'clock.*

*Time for work, time for play.*

*Talk with my teacher and talk with my friends.*

*Time for school, I'm on my way.*

*Time for work, time for play.*

*Lots to learn and do each day.*

(Repeat 1 more time)



## 1 SPEAKING & LISTENING

⌚ 10 min

### Walking to school

*I'm walking to school today.  
Got my books and my lunch in my bag on my back.  
Climb the hill, cross the stream, carry on straight.  
Go faster, I don't want to be late.  
I'm walking to school today.*

**How do you get to school each day?**  
**What do you carry in your bag?**



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

**In pairs tell your partner how you get from your house to school each day and all the different places you pass on the way.** Then ask the children to share some of their routes with the class.



## 3 PHONICS & LANGUAGE

⌚ 20 min

Show the children three flashcards: the egg, the chicken and the milk. **Which of these begins with the /ch/ sound?** The children point at the picture of the chicken. **Chicken begins with the sound /ch/.** Make the /ch/ sound. Move your arms like a chicken flapping its wings. Do the action and make the sound to associate these two: /ch/ /ch/ /ch/. **Look at my mouth as I make the sound /ch/.** Encourage the children to say the sound to a partner and look at their mouth.

Make the following set: /ch/ /s/ /sh/. The children repeat it. Choose pairs to show the set. Make sure that they identify each sound. Do this again and encourage the children to do the actions for each sound: arms as wings; making snake movements; finger on lips. Do this again. **What is the middle sound?** Get the children to hear that it is /s/. **What is the first sound?** Get the children to say /ch/. **What is the last sound?** Get the children to say /sh/.

Choose a child to do one of the actions. The rest of the class then makes the sound. Repeat this for another action and matching sound.



## 4 CONCLUSION

⌚ 10 min

**Let's sing our new song again.**

### Walking to school

*I'm walking to school today.  
Got my books and my lunch in my bag on my back.  
Climb the hill, cross the stream, carry on straight.  
Go faster, I don't want to be late.  
I'm walking to school today.*



## 1 SPEAKING & LISTENING

🕒 10 min

Happy to be in school  
Hello, hello, hello, hello,  
I'm happy to be in school  
today. [x2]  
I'm here to work, I'm here  
to play,  
I'm happy to be in school  
today. [x2]

Time for school  
Time for school, it's  
8 o'clock. Time for work,  
time for play.  
Talk with my teacher and  
talk with my friends. Time  
for school, I'm on my way.  
Time for work, time for  
play. Lots to learn and do  
each day.  
(Repeat 1 more time)

Walking to school  
I'm walking to  
school today.  
Got my books and my  
lunch in my bag on my  
back.  
Climb the hill, cross the  
stream, carry on straight.  
Go faster, I don't want to  
be late.  
I'm walking to school  
today.



## 3 PHONICS & LANGUAGE

🕒 20 min

Make the sounds: /r/ /sh/ /ll/ /ch/. Repeat these, asking children to count each sound by holding up one finger for each sound you make. Ask the children to copy you as you make the sounds and hold up one finger for each sound. Repeat a second time, to make sure everyone is matching a sound to a finger. Four fingers. Give lots of praise.

**Now I am going to make some sounds and I want you all to copy me: /ooh/ /ar/ /ee/.** Repeat this set and ask the children to copy you carefully: /ooh/ /ar/ /ee/. Ask the children to make the /ooh/ /ar/ /ee/ set again. **Now, I want to make the first sound: 'oh'.** Tell the children to listen carefully. **Am I making the right sound?** Make the sounds /ooh/ /ar/ /ee/ again, then make 'oh'. **No, the first sound is /ooh/ not 'oh'.** Show the children that these sounds are different. Ask them to make the pattern again: /ooh/ /ar/ /ee/. Choose a child to make the sound that comes last.

Make the set again and ask the children to try to make the middle sound. Give lots of praise to any who can do this. Repeat all the sounds /ooh/ /ar/ /ee/ and ask the children to copy the sounds exactly. **Well done!**



## 2 FOLLOW-UP ACTIVITY

🕒 20 min

**Draw the way to get to school from your house on the board, mark the important things you pass, like the river and church.**

Children try the same in their books and describe their pictures to each other.



## 4 CONCLUSION

🕒 10 min

**Which song would you like to sing now?**

Let the children choose which song they would like to sing to finish the lesson.



## 1 SPEAKING & LISTENING

⌚ 10 min

Happy to be in school  
Hello, hello, hello, hello,  
I'm happy to be in school  
today. [x2]  
I'm here to work, I'm here  
to play,  
I'm happy to be in school  
today. [x2]

Time for school  
Time for school, it's  
8 o'clock. Time for work,  
time for play.  
Talk with my teacher and  
talk with my friends. Time  
for school, I'm on my way.  
Time for work, time for  
play. Lots to learn and do  
each day.  
(Repeat 1 more time)

Walking to school  
I'm walking to  
school today.  
Got my books and my  
lunch in my bag on my  
back.  
Climb the hill, cross the  
stream, carry on straight.  
Go faster, I don't want to  
be late.  
I'm walking to school  
today.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**I am going to show us three flashcards. Watch carefully!** Use the lorry, ship and road pictures.  
Show the children the lorry picture. **What is this?**  
Show the children the ship picture. **What is this?**  
Show the children the road picture. **What is this?**  
Show the pictures again in the same order and ask the children to say the names in order: 'lorry' 'ship' 'road'. Give lots of praise. Put the pictures in order along the board.

**Now I want us to change the order. I want us to say the last name first and the first name last. The middle one will stay!** Ask the class. **Who will come and say the objects in reverse order?**  
Choose a child. Point at the last picture to help them: **'road' 'ship' 'lorry'.** **Is this right?** Repeat the reversed order. **Well done!**

Show the lorry picture. Say **/lorry/**, stressing the initial sound /l/. **Who remembers this sound?**  
Get the children to do the matching action [licking].  
Show the picture again and get the children to identify the first sound. Use the ship picture to get the /sh/ sound and the road picture to get /r/. Do the actions with the sounds [finger on lips, roaring animal].

Make the sequence, using the initial sounds: **/// /sh/ /r/.** Ask the children to copy this.



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Look at some of the maps from yesterday and ask some children to say what they have on their pictures using some of the English words learned.



## 4 CONCLUSION

⌚ 10 min

Ask the children to copy the tongue-twister 'red lorry, yellow lorry'. Ask the children to say it as fast as they can.

**Which song would you like to sing?**





## 1 SPEAKING & LISTENING

⌚ 10 min

This little piggy went to market  
*This little piggy went to market.*  
*This little piggy stayed at home.*  
*This little piggy ate some mumu.*  
*This little piggy had none.*  
*And this little piggy cried*  
*wee, wee, wee, all the way home.*  
 (Repeat 1 more time)

**How do you make a mumu/aigir or any other traditional way of cooking?**  
**What happened to the last little piggy?**



## 3 PHONICS & LANGUAGE

⌚ 20 min

**We have learned lots of sounds. I am going to remind us of all our sounds and their matching actions.** Say /s/. The children copy you. Choose a child to do the matching action [hand moving like snake]. Repeat the action and the sound with the children.

Repeat, making each sound and then each action: /m/ /sh/ /l/ /r/ /s/ and /ch/. Use the actions: rubbing stomach, finger on lips, licking an ice block, dog shaking head, snake and chicken wings. Repeat all 6 sounds and actions, faster, one after another.

Show the children the shell picture. **Listen carefully to the first sound: 'shell'.** Ask the children to do the action for the first sound in the word 'shell' [finger on lips]. Check that they are correct and then make the sound with them: /sh/. Match the sound to the action.

Show the children the rose picture. **What flower is this?** [A rose] **Listen carefully to the first sound in the name.** Ask the children to do the action for the first sound in the word 'rose'. Look for the dog action. Give lots of praise and make the sound to match.

Repeat this, asking the children to recognise the start sounds and make the matching actions, using the following flashcards: chicken, moon, sun and lorry. Give lots of praise and encouragement.



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Put the children into groups of 5. Give the children in each group a number 1 to 5. Children take turns to sing the song again:

child 1 says: 'This little piggy went to market',  
 child 2 says: 'This little piggy stayed at home',  
 child 3 says: 'This little piggy ate some mumu',  
 child 4 says: 'This little piggy had none'  
 and child 5 says: 'And this little piggy cried wee, wee, wee, all the way home'.



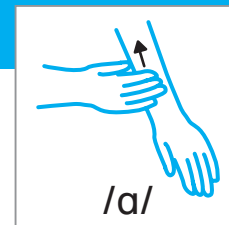
## 4 CONCLUSION

⌚ 10 min

**Let's sing our new song again.**

This little piggy went to market  
*This little piggy went to market.*  
*This little piggy stayed at home.*  
*This little piggy ate some mumu.*  
*This little piggy had none.*  
*And this little piggy cried*  
*wee, wee, wee, all the way home.*  
 (Repeat 1 more time)





## 1 SPEAKING & LISTENING

⌚ 10 min

Hopping wallaby

Hopping wallaby, hop, hop.

Flying cockatoo, flap, flap.

Creeping crocodile, creep, creep.

Crawling caterpillar, crawl, crawl, crawl.

(Repeat 1 more time)

**What are some of the animals that live in the bush?**

**What would you do if you saw a crocodile?**



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Can you make this sound?** Repeat the sound /ooh/ and ask the children to copy you /ooh/. Say /a/. Repeat the sound and have the children repeat it. Hold up the picture of the ant. **This is the sound that starts this word.** Get the children to say the word, and then say the sound /a/. Make the action of an ant crawling up your arm. Get the children to copy.

**I'm going to show you some pictures. When you see a picture of an object that starts with the new sound /a/, I want you to jump up.** Show the children the following pictures: hand, monkey, ant. Get the children to jump up on ant. Say the word again 'ant', stressing the starting sound /a/.

Show the children the pictures: butterfly, insect, owl, ant. Get the children to jump up on ant. Say the word again 'ant', stressing the starting sound /a/.

**Let's say the new sound again /a/. Can anyone think of any words starting with this sound?**

Listen to their suggestions and repeat any that are correct.

**Now I am going to make some sounds: /a/ /ooh/ /ee/. Listen again /a/ /ooh/ /ee/. Get the children to repeat the set. How many sounds have I made?** Ask the children to count the sounds, holding up one finger for each sound. Three fingers.



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Get the whole group to do the action of each animal in the song when you call out 'wallaby', 'cockatoo', 'crocodile' or 'caterpillar'. Repeat 2 more times.



## 4 CONCLUSION

⌚ 10 min

**Let's sing our new song again.**

Hopping wallaby

Hopping wallaby, hop, hop.

Flying cockatoo, flap, flap.

Creeping crocodile, creep, creep.

Crawling caterpillar, crawl, crawl, crawl.

(Repeat 1 more time)





## 1 SPEAKING & LISTENING

⌚ 10 min

I'm a kangaroo

*I'm a kangaroo and I don't live in the zoo.*

*I'm a kangaroo and I know just what to do.*

*I'm living in Australia*

*and you know that's far away.*

*I love to do my skipping*

*and my jumping every day.*

*Boing, boing, boing, boing,*

*boing, boing, boing, boing,*

*boing, boing, boing, boing, boing.*

(Repeat 1 more time)

**If you saw a kangaroo what would you do?**

**What other animals can jump?**



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Tell the children to pretend they are a kangaroo.

Tell them to skip around in a space. Get them to

stop when you say **'stop'**. Tell them to change to

jumping in a space. Then say **'stop'**. Repeat

2 more times.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**We all like animals. I have three animal pictures to show us today, but we have to guess what they are.** Say **'miaow'** (like a cat). Ask the children to copy you. **What animal makes this sound? Yes, a cat!** Show the cat picture.

Say **'woof'** (like a dog). Ask the children to copy you. **What animal makes this sound? Yes, a dog!** Show the dog picture.

Whistle like a bird. Ask them to copy you. **What makes this sound? Yes, a bird!** Show the bird picture.

Ask the children to make the 3 sounds as a set: **'miaow' 'woof' 'tweet tweet'**. Now say **'tweet tweet' 'woof' 'miaow'**. **Have I copied the three sounds correctly? Were they in the same order? No, I need to try again!** Ask the children to make the 3 sounds again in order.

Bring out 3 pictures. Ask the class which order the pictures go in to match the sound order. Repeat the sound order to help them: **'miaow' 'woof' 'tweet tweet'**. Choose a child to put the pictures in order: cat, dog, bird.

Choose children to reverse the order. They can use the pictures to help.



## 4 CONCLUSION

⌚ 10 min

**Let's sing our new song again.**

I'm a kangaroo

*I'm a kangaroo, and I don't live in the zoo.*

*I'm a kangaroo, and I know just what to do.*

*I'm living in Australia*

*and you know that's far away.*

*I love to do my skipping*

*and my jumping every day.*

*Boing, boing, boing, boing,*

*boing, boing, boing, boing,*

*boing, boing, boing, boing, boing.*

(Repeat 1 more time)



## 1 SPEAKING & LISTENING

⌚ 10 min

This little piggy  
went to market  
*This little piggy*  
went to market.  
*This little piggy*  
stayed at home.  
*This little piggy*  
ate some mumu.  
*This little piggy* had none.  
And *this little piggy* cried  
wee, wee, wee,  
all the way home.  
(Repeat 1 more time)

Hopping wallaby  
*Hopping wallaby,*  
hop, hop.  
*Flying cockatoo,*  
flap, flap.  
*Creeping crocodile,*  
creep, creep.  
*Crawling caterpillar,*  
crawl, crawl, crawl.  
(Repeat 1 more time)

I'm a kangaroo  
*I'm a kangaroo and*  
*I don't live in the zoo.*  
*I'm a kangaroo and*  
*I know just what to do.*  
*I'm living in Australia*  
*and you know that's*  
*far away.*  
*I love to do my skipping*  
*and my jumping every day.*  
*Boing, boing, boing, boing,*  
*boing, boing, boing, boing,*  
*boing, boing, boing,*  
*boing, boing.*  
(Repeat 1 more time)



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Listen carefully and count the sounds.**

Make the sounds: /r/ /ooh/ /m/. Repeat these, asking children to count each sound by holding up one finger for each sound you make. Get the children to copy you as you make the sounds and hold up one finger for each sound. Repeat a second time, to make sure everyone is matching a sound to a finger. 3 fingers.

**Now I am going to make these sounds a bit faster, and I want you all to listen hard:** /r/ /ooh/ /m/. Run the sounds carefully into one another: /r/ /ooh/ /m/. Repeat this and encourage the children to listen very carefully. **Can anyone hear what word I am saying?** Repeat this, so the children can listen hard. **These three sounds make 'room' when we put them together.** Make the sequence /r/ /ooh/ /m/ again.

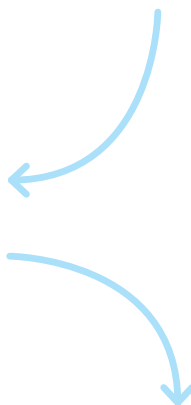
**I am going to do an action and see who can make the matching sound.** Make the /sh/ action of putting your finger on your lips. Ask the children to make the sound /sh/. Repeat for another action and matching sound.



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

In pairs, get children to be any animal they want and ask their partner to guess what it is. You might give an example of flapping wings and a rooster crowing and get the children to guess what you are.



## 4 CONCLUSION

⌚ 10 min

**Which song would you like to sing now?**

Let the children choose which song they would like to sing to finish the lesson.



## 1 SPEAKING & LISTENING

⌚ 10 min

This little piggy  
went to market  
*This little piggy*  
went to market.  
*This little piggy*  
stayed at home.  
*This little piggy*  
ate some mumu.  
*This little piggy* had none.  
And *this little piggy* cried  
wee, wee, wee,  
all the way home.  
(Repeat 1 more time)

Hopping wallaby  
*Hopping wallaby,*  
*hop, hop.*  
*Flying cockatoo,*  
*flap, flap.*  
*Creeping crocodile,*  
*creep, creep.*  
*Crawling caterpillar,*  
*crawl, crawl, crawl.*  
(Repeat 1 more time)

I'm a kangaroo  
*I'm a kangaroo and*  
*I don't live in the zoo.*  
*I'm a kangaroo and*  
*I know just what to do.*  
*I'm living in Australia*  
*and you know that's*  
*far away.*  
*I love to do my skipping*  
*and my jumping every day.*  
*Boing, boing, boing, boing,*  
*boing, boing, boing, boing,*  
*boing, boing, boing,*  
*boing, boing.*  
(Repeat 1 more time)



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Today I want to see if you remember all the sounds we have learned.** Show the children the flashcard of the ant. **Can anyone remember what sound this word begins with?**

**This time I will show you a picture and I want you to whisper the sound very softly and make the matching action.** Show the children the flashcard of the chicken. Encourage them to make the 'chicken' action and whisper /ch/. Help them to hear /ch/ at the start of 'chicken'. Show the children the picture of the shark. Encourage them to make the 'finger on the lips' action and whisper /sh/. Help them to identify /sh/ at the start of 'shark'.

This time place three flashcards on the board, first the snail, then the rat, then the lamb. Ask the children to look at each picture and make the three first sounds in order. Point to the pictures in turn and encourage the children to make the first sound /s/, then /r/, then /l/. Tell the whole class to copy this.

Remove the pictures. Choose a child and show them a picture, but do not show the class. Spread out all 5 pictures (chicken, shark, snail, rat and lamb). The child makes the first sound of the chosen picture. The other children have to point to the right picture.



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Ask the children to draw pictures of their favourite animals from the songs and test them on the names of the animals in English.



## 4 CONCLUSION

⌚ 10 min

**Which song would you like to sing now?**

Let the children choose which song they would like to sing to finish the lesson.



## 1 SPEAKING & LISTENING

⌚ 10 min

Peanut seed

*I am a little peanut seed.*

*Sleeping in the ground.*

*Waiting for a drink of rain.*

*And a bit of sun.*

*So I can reach up to the sky.*

*And spread my leaves out wide.*

(Repeat 1 more time)

**Why do plants need to drink water?**

**Does your family plant seeds?**

**What do they grow?**



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Tell all the children to curl up on the ground like a little seed. Go around the group pretending to sprinkle water on them all. Tell the children the sun is shining and they start to grow. The children slowly stretch up their arms, go onto their knees and then begin to stretch up tall, finally spreading out their arms like a plant.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Today I want to play an action game. To help me, I need to divide the class into groups.**

Divide the class into 3 groups. **Each group has a word to remember. The first group has to remember 'seed'. The second group has to remember 'flower'. The third group has to remember 'leaf'.** Ask each group of children to say the word in turn, 'seed' 'flower' 'leaf'. Repeat 3 times.

**Now I am going to say the words in order. You have to stand up when you hear your word.**

**Say 'seed', 'flower', 'leaf'.** Each group of children should stand up as you say their word. Ask the children to listen very carefully and repeat the words several times in exactly the same order.

**Now I am going to change the order. You will have to listen very carefully for your word and be ready to jump up. Say 'leaf' 'flower' 'seed'.**

Repeat this, putting the sounds in their original order. Can the children still jump up at the right times?



## 4 CONCLUSION

⌚ 10 min

**Let's sing our new song again.**

Peanut seed

*I am a little peanut seed.*

*Sleeping in the ground.*

*Waiting for a drink of rain.*

*And a bit of sun.*

*So I can reach up to the sky.*

*And spread my leaves out wide.*

(Repeat 1 more time)



## 1 SPEAKING & LISTENING

⌚ 10 min

### Five little leaves

*Five little leaves, some green, some brown.  
Swayed in the wind and danced around.  
The wind came whistling through the town  
And one little leaf came falling down.*  
(Repeat for 4, 3, 2, 1)



### **Why do leaves fall off trees?**

**Can you think of a tree that has small leaves  
and a tree that has big leaves?**



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Go outside with the children and tell them to choose 5 different leaves each. Bring them back and altogether sing the song 'Five little leaves' using their own leaves.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**We are going to play the game called 'copycat'.  
I will make a sound and I want you to copy it.  
Copy this sound, mmm. Copy this sound /sh/.  
Copy this sound /f/. Repeat 3 times. Ask the children to copy.**

Choose a child to come and stand behind the door and make one of the 2 sounds you just made. Ask the other children to copy them. Repeat this 3 times, choosing other children to hide behind the door and make the sound.

**Now I am going to hide and make a sound.  
You have to guess what sound I am making.  
Go behind the door so the children cannot see  
your mouth. Make the sound //.** Ask the class to copy your sound. Do this again for /r/ and /c/.



## 4 CONCLUSION

⌚ 10 min

**Let's sing our new song again.**

### Five little leaves

*Five little leaves, some green, some brown.  
Swayed in the wind and danced around.  
The wind came whistling through the town  
And one little leaf came falling down.*  
(Repeat for 4, 3, 2, 1)



## 1 SPEAKING & LISTENING

⌚ 10 min

### Flowers and trees

*When you take a seed to sow,*

*trees and flowers they will grow.*

*The more trees we plant the cleaner our air.*

*So plant one more tree to show how much you care.*

(Repeat 1 more time)

**Why do we need plants?**

**Why should we look after our forests?**



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Talk about some of the plants and flowers around the classroom. Go outside to collect some plants and look carefully at them to draw them.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Today we are going to play 'pass the words'.**

Ask the children to sit in a circle, or 2 or 3 circles if you have a lot of children. ***I am going to whisper a word in your ear. I want you to whisper the same word to the person next to you. Then they will whisper the same word to the next person.***

Whisper the word 'cat' into the first child's ear. That child turns to the next child and whispers the word to them. The children continue to pass the word round the circle. Ask them to listen carefully. ***Make sure you pass on the exact word.***

Give the children a new word to pass. Whisper 'dog' in the next child's ear. Now that child whispers 'dog' to the next child and they pass that word on. After the word comes round, change the sound being passed to 'rat'.

Pass some small sentences like 'I like cats' and see if they come back to the start of the circle the same.



## 4 CONCLUSION

⌚ 10 min

**Let's sing our new song again.**

### Flowers and trees

*When you take a seed to sow,*

*trees and flowers they will grow.*

*The more trees we plant the cleaner our air.*

*So plant one more tree to show how much you care.*

(Repeat 1 more time)



## 1 SPEAKING & LISTENING

⌚ 10 min

### Peanut seed

*I am a little peanut seed.  
Sleeping in the ground.  
Waiting for a drink of rain.  
And a bit of sun.*

*So I can reach up  
to the sky.  
And spread my leaves  
out wide.*

(Repeat 1 more time)

### Five little leaves

*Five little leaves, some  
green, some brown.  
Swayed in the wind and  
danced around.*

*The wind came whistling  
through the town  
And one little leaf came  
falling down.*

(Repeat for 4, 3, 2, 1)

### Flowers and trees

*When you take  
a seed to sow,  
trees and flowers  
they will grow.*

*The more trees we plant  
the cleaner our air.*

*So plant one more tree  
to show how much  
you care.*

(Repeat 1 more time)



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

In pairs, ask children to tell each other about and show their plant drawings. Pairs feed back to the class.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**We are going to play 'copy cat'. I am going to make three sounds and I want you to listen carefully and then copy me.** Make the following sounds: /ch/ /s/ /m/ and the actions chicken flapping wings, hand moving like a snake and rubbing your stomach.

Get the children to copy you. Repeat 3 times and give lots of praise. **Which sound do I make first?** /ch/ Ask the children to make the first sound.

**Which sound do I make last?** /m/. Ask them to make the last sound. **The first sound is /s/, the last sound is /m/.**

Do the same again making the sounds backwards this time, /m/ /s/ /ch/. **Is this the right way?** **What did I do differently?**



## 4 CONCLUSION

⌚ 10 min

**Which song would you like to sing now?**

Let the children choose which song they would like to sing to finish the lesson.





## 1 SPEAKING & LISTENING

⌚ 10 min

### Peanut seed

*I am a little peanut seed.  
Sleeping in the ground.  
Waiting for a drink of rain.  
And a bit of sun.*

*So I can reach up  
to the sky.  
And spread my leaves  
out wide.*

(Repeat 1 more time)

### Five little leaves

*Five little leaves, some  
green, some brown.  
Swayed in the wind and  
danced around.*

*The wind came whistling  
through the town  
And one little leaf came  
falling down.*

(Repeat for 4, 3, 2, 1)

### Flowers and trees

*When you take  
a seed to sow,  
trees and flowers  
they will grow.*

*The more trees we plant  
the cleaner our air.*

*So plant one more tree  
to show how much  
you care.*

(Repeat 1 more time)



## 3 PHONICS & LANGUAGE

⌚ 20 min

**We are going to revise a dance we did earlier this term. Stretch your arms up so your hands are above your head. Then touch your toes. Now turn around.** Repeat the dance.

**Can you all copy my little dance?** The children stand up. Together, raise your arms above your head, saying **'hands up'**. Then touch your toes, saying **'hands down'**, and finally turn around, saying **'turn around'**. Repeat this 3 times.

Choose a child to repeat the dance. Was it correct? Give lots of praise if it was. Choose another child to do the same.

### **In our dance, how many things do we do?**

Repeat the sequence with the children: **'hands up'** **'hands down'** **'turn around'**. Count together as you make the movements. **One, two, three. What is the first thing we do?** Hands up above heads.

**What is the last thing we do?** Turning around.

Repeat the sequence again. **What is the middle action?** Touching toes.

Repeat the whole sequence, saying first, middle and last to match the movements.



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Tell all the children to curl up on the ground like a little seed from a tree. Go around the group pretending to sprinkle water on them all. Tell the children the sun is shining and they start to grow. The children slowly stretch up their arms, go onto their knees and then begin to stretch up tall, finally spreading out their arms like a tree.



## 4 CONCLUSION

⌚ 10 min

### **Which song would you like to sing now?**

Let the children choose which song they would like to sing to finish the lesson.





# TERM 1 ASSESSMENT

We have reached the end of Term 1. This is the time to assess if the children have learned the first pre-reading and pre-writing skills: recognising, counting and ordering sounds.

This assessment sheet will give you 7 small tests to assess the children's skills. You should do them with each child individually. On the next page you will find 2 examples of how to keep a record of the children's progress: one for a class overview and one for the individual child.

## Assessment tests

**1. Ordering actions** – To assess if a child is able to watch you do a series of actions, remember them and copy you.

- Make the following actions: clap, hands on head, pat knees.
- Ask the child to copy you.
- Mark with a tick if the child does all 3 actions correct.

**2. Ordering pictures** – To assess if a child is able to recognise and remember things in a certain order. If they can do this, they will later be able to put sounds in an order to make words.

- Put 3 pictures on the table: duck, cat, frog.
- Ask the child to tell you what the middle picture is, the last picture and the first picture.
- Mark with a tick if the child gives the correct answers.

**3. Ordering sounds** – To assess if a child is able to hear sounds and remember them in the right order. If they can do this, they will later be able to put sounds in an order to make words.

- Make 3 sounds: /m/ /s/ /r/.
- Ask the child which came in the middle? First? And last?
- Mark with a tick if the child gives the correct answers.

**4. Identifying sounds** – To assess if a child is able to recognise a single sound in words.

- Put 4 pictures on the table: cat, duck, monkey, moon.
- Ask the child to pick the pictures that begin with /m/.
- Mark with a tick if the child picks the right two pictures [monkey, moon].

## 5. Identifying sounds

- Repeat test 4 for the sound /sh/. Use the pictures of a worm, lizard, ship.

**6. Matching sounds to actions** – To assess if a child knows the sound actions and can match them to the right sound.

- Make the sound /m/ and ask the child to do the action.
- Repeat this for the sounds: /sh/ /r/ /s/ /ch/ /l/.
- Write down how many actions the child did correctly.

**7. Counting sounds** – To assess if a child is able to hear different sounds and count them.

- Make the sounds /m/, clap your hands, /sh/ and /s/
- Ask the child to hold up fingers to show you how many sounds they heard.
- Mark with a tick if the child holds up the right number of fingers.

## Assessment record sheets

<b>End of Term Assessment – Individual record</b> Name: _____ Year: EP Term: 1		
Test	Score/Outcome	Comments
<b>1. Order actions</b> clap – hands on head – pat knees		
<b>2. Order pictures</b> duck – cat – frog		
<b>3. Order sounds</b> /m/ /s/ /r/		
<b>4. Identify sounds</b> /m/ in monkey, moon		
<b>5. Identify sounds</b> /sh/ in ship		
<b>6. Match sounds to actions</b> /m/ /sh/ /r/ /s/ /ch/ /l/		
<b>7. Count sounds</b> /m/ clap hands /sh/ /s/		

**End of Term Assessment – Class overview**  
Year: EP  
Term: 1

Name	Test 1	Test 2	Test 3	Test 4	Test 5	Test 6	Test 7	Comment
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## TERM 2 OVERVIEW

WEEK	THEME	OVERVIEW
WEEK 2	Food	<ul style="list-style-type: none"> <li>• Ordering sounds with actions</li> <li>• Identifying sounds from mouth shapes</li> <li>• Saying the number words for 1 to 10</li> <li>• Blending sounds to read a word</li> </ul>
WEEK 3	Transport	<p>Sounds: /c/t/a/</p> <ul style="list-style-type: none"> <li>• Reordering words in a sequence</li> <li>• Repeating word sequences forwards and backwards</li> <li>• Forming the letters: c, t, a</li> <li>• Writing the word 'cat'</li> </ul>
WEEK 4	Water	<p>Sounds: /c/t/a/d/g/o/</p> <ul style="list-style-type: none"> <li>• Repeating an action sequence</li> <li>• Reversing an action sequence</li> <li>• Identifying words with the same middle sound</li> <li>• Forming the letters: d, g, o</li> <li>• Writing the word 'dog'</li> </ul>
WEEK 5	Health	<p>Sounds: /c/t/a/d/g/o/s/m/</p> <ul style="list-style-type: none"> <li>• Identifying sounds from actions</li> <li>• Identifying words with the same beginning sound</li> <li>• Identifying start, middle and end sounds within a word</li> <li>• Identifying misspelt words</li> <li>• Forming the letters: s, m</li> <li>• Writing words from known letters</li> </ul>
WEEK 6	Sky	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/</p> <ul style="list-style-type: none"> <li>• Identifying a letter from a sound</li> <li>• Listening to a sound and writing the letter</li> <li>• Forming the letters: i, n</li> </ul>
WEEK 7	Communication	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/</p> <ul style="list-style-type: none"> <li>• Blending three words to make a phrase</li> <li>• Identifying changing middle sounds in similar words</li> <li>• Writing a short phrase</li> <li>• Knowing to use capital letters for names</li> </ul>
WEEK 8	Stories	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/</p> <ul style="list-style-type: none"> <li>• Identifying rhyming words</li> <li>• Identifying changing end sounds in similar words</li> <li>• Forming the letter: r</li> </ul>
WEEK 9	-	Assessment
WEEK 10	-	Feedback and review

## 1 SPEAKING & LISTENING

⌚ 10 min

### Five ripe mangoes

*Five ripe mangoes hanging on the tree.*

*Five ripe mangoes hanging on the tree.*

*And if one ripe mango should accidentally fall*

*There'll be four ripe mangoes hanging on the tree.*

(Repeat for 4, 3, 2, 1)

**What colour are mangoes?**

**What would you do if you wanted to grow a mango tree in your garden?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Get the children to act out the song, holding up fingers for the number of mangoes in the song.



## 3 PHONICS & LANGUAGE

⌚ 20 min

Make 3 actions. Move your arm like a snake, rub your stomach and growl like a dog with a bone. Repeat the set of actions.

Ask the children to join in. Repeat the order, saying **'first'** (snake movement), **'second'** (rub stomach) and **'last'** (dog action). Do this 3 times. Choose 3 children to make a set on their own. Say **'first'** (snake movement), **'second'** (rub stomach) and **'last'** (dog action). Choose another group to do the same.

**Now we will make the sounds that go with the actions. Can anyone remember the sound that goes with this action?** Make the snake movement. Choose a child to make the /s/ sound. Do the same with the other 2 actions.

Now make these sounds in order /s/ /m/ /r/. Ask the children to join in and do the actions.

**What is the first sound we are making?** Repeat the sound order to help them. **What is the last sound we are making? What is the middle sound we are making?** Repeat the sounds in order.



## 4 SOUND SONG

⌚ 10 min

### Sing the /s/ song

*The snail is fast asleep.*

*The snail is fast asleep.*

*S, s.*

*The snail is fast asleep.*

### Sing the /m/ song

*My mum made me some little cakes.*

*Mmmm, mmmm.*

*My mum made me some little cakes.*

*For my hungry tummy.*

### Sing the /r/ song

*Run away from the angry dog.*

*Rrrr, rrrr.*

*Run away from the angry dog.*

*It's running very fast.*



## 5 CONCLUSION

⌚ 10 min

**What sounds and actions did we do today?**

## 1 SPEAKING & LISTENING

⌚ 10 min

Ten fat sausages frying in the pan  
Ten fat sausages frying in the pan.  
One went pop and the other went bang.  
(Repeat for)  
Eight fat sausages...  
Six fat sausages...  
Four... Two...  
No fat sausages...

**What other food can you fry?**  
**What is your favourite fried food?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Write the numbers 1 to 10 on the board. Repeat the song with the whole group, showing them the appropriate number when singing the song (for example 'When 2 sausages go bang', rub off 10 and 9 so the number 8 is showing).



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Listen: /s/ /sh/. Which sound is at the start of 'snake'?** Make the two sounds again. **Which sound has this action?** Make the snake movement with your arm. **/s/. What is the action for /sh/?** Put your finger on your lips. **/sh/.**

**Listen carefully to these two sounds: /r/ /l/. Make the two sounds 3 times. Who can say the sound I made first?** Choose a child to make the /r/ sound. Ask all the children to make this sound. Ask them to look at each other's mouth shape as they make the sound /r/.

**Which sound did I make second?** Make the 2 sounds again: /r/ and /l/. Ask the children to make the second sound /l/. They should look at each other's mouth shape as they do this.

**Now I will make my mouth into a shape, and you try to guess which sound I am going to make.** Make your mouth into the /r/ shape. Repeat this, making your mouth into the /l/ shape.

Make both sounds /r/ and /l/ and match them to their actions.



## 4 SOUND SONG

⌚ 10 min

Sing the /s/ song  
The snail is fast asleep.  
The snail is fast asleep.  
S, s.  
The snail is fast asleep.



## 5 CONCLUSION

⌚ 10 min

**What sounds and actions did we do today?**

## 1 SPEAKING & LISTENING

⌚ 10 min

Food, food

*Food, food, healthy fresh food.*

*Eat veggies and nuts,*

*some greens and some fruits.*

*It's really quite good.*

*Food, food, healthy fresh food,*

*straight from the garden, the bush and the sea.*

*They are good for you and me.*

**What food do we get from the garden?**

**What food do we get from the sea?**

**What is your favourite health food?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

In small groups, get the children to make some cakes out of clay/mud (you will need to have prepared this before).



## 3 PHONICS & LANGUAGE

⌚ 20 min

Make the following sounds in order: **/s/ /a/ /m/**.

Ask the children to copy you. Repeat 3 times.

**Now we are going to count the sounds. You**

**make the sounds and I will count them.** Ask the children to make the sounds **/s/ /a/ /m/** in order and hold up one finger for each sound made.

**Now I will make the sounds and I want you to count them.** Ask the children to hold up one finger for each sound. **How many sounds? Look at the fingers. Three fingers. There are three sounds.**

Ask the class. **Which sound comes first? Which sound do I make next? This sound is in the middle. Which sound is last?** Repeat the sounds in order.

Repeat again and blend sounds into each other. **/s/ /a/ /m/**. **Can you hear how these three sounds make a boy's name? /s/ /a/ /m/. If we put these three sounds together we get 'Sam'.**



## 4 SOUND SONG

⌚ 10 min

Sing the /s/ song

*The snail is fast asleep.*

*The snail is fast asleep.*

*S, s.*

*The snail is fast asleep.*

Sing the /a/ song

*Annie has an a, a, arrow.*

*Annie has an a, a, arrow.*

*Annie has an a, a, arrow.*

*An arrow for her bow.*

Sing the /m/ song

*My mum made me some little cakes.*

*Mmmm, mmmm.*

*My mum made me some little cakes.*

*For my hungry tummy.*



## 5 CONCLUSION

⌚ 10 min

**What sounds and actions did we do today?**



## 1 SPEAKING & LISTENING

⌚ 10 min

Five ripe mangoes  
Five ripe mangoes  
hanging on the tree.  
Five ripe mangoes  
hanging on the tree.  
And if one ripe mango  
should accidentally fall  
There'll be four ripe  
mangoes hanging on  
the tree.  
(Repeat for 4, 3, 2, 1)

Ten fat sausages frying  
in the pan  
Ten fat sausages frying  
in the pan.  
One went pop and the  
other went bang.  
(Repeat for)  
Eight fat sausages...  
Six fat sausages...  
Four... Two...  
No fat sausages...

Food, food  
Food, food, healthy  
fresh food.  
Eat veggies and nuts,  
some greens and some  
fruits.  
It's really quite good.  
Food, food, healthy  
fresh food,  
straight from the garden,  
the bush and the sea.  
They are good for you  
and me.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Listen carefully:** /r/ /s/ /m/ /ch/. Repeat and ask children to count each sound by holding up one finger for each sound you make. Ask the children to copy you as you make the sounds and hold up one finger for each sound. **Four fingers. I gave us four sounds.**

**Now I want you all to copy me:** /r/ /s/ /m/ /ch/. Repeat. Say /r/ and put up the rat picture. Say /s/ and put up the snail picture. Say /m/ and put up the monkey picture. Say /ch/ and put up the chicken picture. Repeat the sounds in order, pointing at each picture as you say the sound.

**I am going to listen to you children very carefully.** Ask the children to make the /r/ /s/ /m/ /ch/ sounds in order again.

Say /ch/. **Am I making the right sound first? No, the first sound is not /ch/. What is the first sound?** Choose a child to say /r/.

Make the sounds in order again. **Which comes first? Which comes last?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

In small groups, role play at selling the cakes the children made yesterday. Use stones as money.



## 4 SOUND SONG

⌚ 10 min

Sing the /r/ song  
Run away from the angry dog. Rrrr, rrrr.  
Run away from the angry dog. It's running very fast.

Sing the /s/ song  
The snail is fast asleep. The snail is fast asleep. S, s. The snail is fast asleep.

Sing the /m/ song  
My mum made me some little cakes. Mmmm, mmmm. My mum made me some little cakes. For my hungry tummy.

Sing the /ch/ song  
Charlie chicken ate some chips. Ch, ch, ch, ch, ch, ch. Charlie chicken ate some chips. Ch, ch, ch, ch, ch.



## 5 CONCLUSION

⌚ 10 min

**What sounds and actions did we do today?**

## 1 SPEAKING & LISTENING

⌚ 10 min

Five ripe mangoes  
Five ripe mangoes  
hanging on the tree.  
Five ripe mangoes  
hanging on the tree.  
And if one ripe mango  
should accidentally fall  
There'll be four ripe  
mangoes hanging on  
the tree.  
(Repeat for 4, 3, 2, 1)

Ten fat sausages frying  
in the pan  
Ten fat sausages frying  
in the pan.  
One went pop and the  
other went bang.  
(Repeat for)  
Eight fat sausages...  
Six fat sausages...  
Four... Two...  
No fat sausages...

Food, food  
Food, food, healthy  
fresh food.  
Eat veggies and nuts,  
some greens and some  
fruits.  
It's really quite good.  
Food, food, healthy  
fresh food,  
straight from the garden,  
the bush and the sea.  
They are good for you  
and me.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**I am going to show you a game.** Show the children the 'licking an ice block' action. **What sound is this? Good, this is the // sound.**

**Now I shall choose a child to come and make an action to match one of our sounds. Everyone else has to watch and make the sound that matches the action.** Suggest an action for the child to make, for example moving their arm like a snake. Ask the class to start making the sound very softly and then gradually get louder. They can all make the sound and do the action. Repeat this, choosing another child to make the action. The rest of the class again tries to match the action to the sound. Repeat 3 times.

**Listen to these sounds: /s/ /sh/ /ch/. How many sounds have I made?** Ask the children to count the sounds, using their fingers. Repeat the sounds in order /s/ /sh/ /ch/. Choose a child to say 3.

**Which sound comes first? Which sound comes last?** Repeat the sounds in order together.



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Use 2 coconut shells to make a rhythm. 2 clashes followed by 1 clash. Children repeat this rhythm tapping their hands on their thighs. You do a new rhythm: 3 clashes followed by 2 clashes. Children repeat this rhythm.



## 4 SOUND SONG

⌚ 10 min

Sing the /s/ song  
The snail is fast asleep. The snail is fast asleep. S, s. The snail is fast asleep.

Sing the /sh/ song  
Rush, rush, rush, rush through the bush.  
It looks like it's going to rain. The wind is pushing its way through the bush. Sh, sh, sh, sh, sh.

Sing the /ch/ song  
Charlie chicken ate some chips. Ch, ch, ch, ch, ch, ch. Charlie chicken ate some chips.  
Ch, ch, ch, ch, ch.



## 5 CONCLUSION

⌚ 10 min

**What sounds and actions did we do today?**



## 1 SPEAKING & LISTENING

⌚ 10 min

The wheels on the bus  
The wheels on the bus  
go round and round,  
round and round.

The wheels on the bus  
go round and round,  
all the way to town.

The wipers on the bus  
go swish, swish, swish,  
swish, swish, swish,  
swish, swish, swish.

The wipers on the bus go  
swish, swish, swish,  
all the way to town.

The horn on the bus  
goes peep, peep, peep,  
peep, peep, peep, peep,  
peep, peep.

The horn on the bus  
goes peep, peep, peep,  
all the way to town.

The people on the bus  
bounce up and down, up  
and down, up and down.

The people on the bus  
bounce up and down,  
all the way to town.



**Why do vehicles have wipers on them?**  
**What would happen if the bus didn't have a horn?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

In small groups, children sing the song again with the actions.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Which animal makes the sound "prrrr"? [Cat]**  
**Can you hear the sound at the beginning of the word 'cat'? Listen again: 'cat'. It starts with the /c/ sound. I have some pictures to show you. Put your hand up when you see a picture that starts with the /c/ sound?**

Show these pictures and say their names: **bird, cow, butterfly, feather, cat, sun, cup, fire**. Stress the beginning sound of each word. The children only put their hand up when they hear /c/ at the start.

**Can you think of any words that start with the /c/ sound?** Use three flashcards: cat, cow, cup. Show them to the children in that order. The children say the words 'cat' 'cow' 'cup'. Arrange the pictures in order along the board.

Now choose a child to come and put them backwards. Say the words in the new order: 'cup' 'cow' 'cat'. Repeat the words backwards a couple of times. Now ask the children to say them forwards again: 'cat' 'cow' 'cup'. Choose different children to say the words in order forwards or backwards.



## 4 SOUND SONG

⌚ 10 min

Sing the /c/ song

We are cutting coconuts, c, c, c.

We are cutting coconuts, c, c, c.

We are cutting coconuts, cutting coconuts.

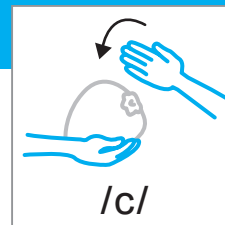
We are cutting coconuts, c, c, c.



## 5 CONCLUSION

⌚ 10 min

**What sound and action did we do today?**



## 1 SPEAKING & LISTENING

⌚ 10 min

Up in the air, I fly  
Up in the air, I fly,  
zoom, zoom-a, zoom-a, zoom zoom.  
Up in the clear, blue sky,  
zoom, zoom-a, zoom-a, zoom zoom.  
Zoom, zoom, zoom, zoom-a,  
zoom, zoom, zoom, zoom.  
Zoom, zoom, zoom, zoom-a, zoom, zoom.  
(Repeat 1 more time)



**If you had wings, where would you like to fly to? Why?**  
**How does an aeroplane fly in the sky?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Divide the class into 3 groups and sit each group in a circle. Whisper the sentence 'I fly in the sky' to the first child in each group. Children pass the sentence by whispering into their friend's ear.



## 3 PHONICS & LANGUAGE

⌚ 20 min

Ask the children to say 'cat' and then say /c/ /c/. Make the /c/ sound again. Pretend you are cutting a coconut and make the sound that comes at the beginning of coconut /c/. Do the action and make the sound.

**Look at my mouth as I make this sound: /c/. Say the sound to your friend and look at their mouth. We are going to write this sound.** Write c on the blackboard, showing the children how to form the letter. The children copy in their books and make the sound /c/ as they do this. **Now we can write the first sound in cat.** Draw a picture of a cat above the c on the blackboard.

Show the rat and the duck pictures. Say both words, stressing the end sound: 'rat' 'duck'. **One of these words ends in the sound /c/. Talk to your partner and tell them which one ends with the /c/ sound. 'Duck' ends with the /c/ sound.**



## 4 SOUND SONG

⌚ 10 min

Sing the /c/ song  
We are cutting coconuts, c, c, c.  
We are cutting coconuts, c, c, c.  
We are cutting coconuts, cutting coconuts.  
We are cutting coconuts, c, c, c.



## 5 CONCLUSION

⌚ 10 min

Read the sound story 'Climb the coconut tree'  
**Clive climbed the coconut tree. Clever Clive cut the coconut. Clive climbed down the coconut tree. Clive shared the coconut with Cathy.**

**Who climbed the coconut tree?**  
**Who did Clive share the coconut with?**





/t/

## 1 SPEAKING & LISTENING

⌚ 10 min

Lo bikpla solwara

*Lo bikpla solwara, yu ken pull lo canoe.*

*Lo hiway rot, yu ken ron lo PMV.*

*Lo sky antap yu ken fly lo balus tu na go long olgeta hap.*

*On the ocean, vast and blue, you can paddle in your canoe.*

*On the road, for a little fee, you can ride a PMV.*

*And in the sky you can fly in an aeroplane way up high.*

**Where would you like to go in your canoe, your PMV or aeroplane?**

**Why do you have to pay a fee on the PMV?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Divide the children into 3 groups. Children sit behind each other as if in a bus or a canoe, with a driver and boss crew. Get the children to pretend to go on a journey, with the boss crew collecting money.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**We are going to look at three pictures. What is this?** [A tiger] **What is this?** [A table] **What is this?** [A tractor] Show the pictures again in the same order. Ask the children to say the names in order **'tiger' 'table' 'tractor'**. Put the pictures in order along the blackboard.

**All these pictures begin with the same sound.**

Say /t/ together several times. Make the /t/ sound again. Tap your hand with your finger like drops from a tap /t/ /t/ /t/. Do the action and make the sound.

**Look at my mouth as I make this sound: /t/.**

**Say the sound to your friend and look at their mouth.**

Write t on the blackboard showing the children how to form the letter. The children copy the letter and make the sound /t/ as they do this.

**Who can think of some other words that begin with this sound /t/?** Write words beginning with /t/ on the blackboard.



## 4 SOUND SONG

⌚ 10 min

Sing the /t/ song

*When I tap my hands together.*

*T, t, t, t, t, t.*

*When I tap my hands together.*

*My hands go up and down.*



## 5 CONCLUSION

⌚ 10 min

Read the sound story 'The talking turtle'

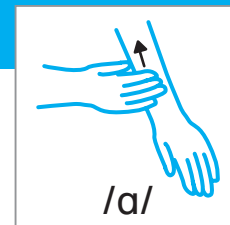
**The tiny turtle talks a lot. He talks all day and even into the night. The tiny turtle took his terrible truck to town on Tuesday. It toppled and turned and burst its tyres. The tiny turtle couldn't talk any more.**

**Who talks a lot?**

**When did turtle go into town?**

**What happened to turtle's truck?**





## 1 SPEAKING & LISTENING

⌚ 10 min

Sing the songs 'The wheels on the bus', 'Up in the air, I fly' and 'Lo bikpla solwara'.



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Divide the children into 3 groups. Children sit behind each other as if in an aeroplane, with a pilot and crew. Get the children to pretend to go on a journey.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Today we are going to write the word 'cat'.** Say 'cat'. **We know the sound at the beginning of 'cat', /c/. How can we write this sound?** Choose a child to write c on the blackboard. The others write c on the floor with their fingers, saying /c/ as they do this. Say 'cat' slowly. Sound out 'cat' for them /c/ /a/ /t/. Help the children to sound out 'cat', listening to the 3 sounds as you draw 3 sound dots on the blackboard.

• • •

'cat'. **The first sound is /c/. We can write this sound.** Write c above the first sound dot.

c • • •

Point to the last sound dot. **We know the last sound. Listen very carefully: /c/ /a/ /t/.** Stress the /t/ sound. **This was the sound that started 'tiger' and 'tractor'.** **How we can write /t/?** Choose a child to write t on the blackboard. Remind the others how we write t. They can all practise on the floor with a finger. Write t on the last sound dot.

c • t

Point to the middle sound dot. Sound out the word 'cat' again, /c/ /a/ /t/. **What sound can you hear in the middle of 'cat'?** Stress the middle sound. /c/ /a/ /t/, **we can hear /a/.** Make the sound 3 times: /a/ /a/ /a/. **This is how we can write /a/.** Write a on the blackboard showing the children how to form the letter. Make the action for /a/ using your fingers as ants crawling on your arm. Write a above the middle sound dot.

c a t

Run your finger under the word and read 'cat'. Repeat this 3 times.

## 4 SOUND SONG

⌚ 10 min

Sing the /a/ song  
Annie has an a, a, arrow.  
Annie has an a, a, arrow.  
Annie has an a, a, arrow.  
An arrow for her bow.



## 5 CONCLUSION

⌚ 10 min

Read the sound story 'The fat cat'  
**The fat cat with a hat sat on the mat eating an apple. An ant was on the apple. The cat almost ate the ant. But a rat ran past the cat. The angry cat threw the apple and chased the rat. The rat ran as fast as he could under the mat. The cat was mad at the rat.**

**Who is fat?  
Why did the cat chase the rat?  
Where did the rat run to?**





## 1 SPEAKING & LISTENING

🕒 10 min

Sing the songs 'The wheels on the bus', 'Up in the air, I fly' and 'Lo bikpla solwara'.



## 2 FOLLOW-UP ACTIVITY

🕒 10 min

Sing the songs again with the actions.



## 3 PHONICS & LANGUAGE

🕒 20 min

**How many sounds can you hear in 'cat'?** /c/ /a/ /t/. **Three, /c/ /a/ /t/.** Draw 3 sound dots on the blackboard. The children draw 3 sound dots in their books.

**What is the first sound? Listen carefully: 'cat'.** /c/ is the first sound. **Can anyone remember how to write this sound?** Write c on the blackboard on the first sound dot. The children write c in their books.

**What is the last sound? Listen carefully: 'cat'.** We can hear /t/ at the end, /t/ is the last sound. **Can you remember how we write this sound?** Write t on the blackboard on the last sound dot. Children write t in their books.

**What is the middle sound? Listen carefully: 'cat'.** The middle sound is /a/, 'cat', /a/. **This is how we can write the sound.** Write a on the blackboard. Children practise with a finger on the floor and then write it on the middle sound dot in their books. Write a on the middle sound dot on the blackboard. **We have written 'cat'.** Run your finger under the three sounds: /c/ /a/ /t/ and sound out as 'cat'.

c a t  
• • •



## 4 SOUND SONG

🕒 10 min

Sing the /c/ song

We are cutting coconuts, c, c, c. [x2]

We are cutting coconuts, cutting coconuts.

We are cutting coconuts, c, c, c.

Sing the /a/ song

Annie has an a, a, arrow. [x3]

An arrow for her bow.

Sing the /t/ song

When I tap my hands together.

T, t, t, t, t, t.

When I tap my hands together.

My hands go up and down.



## 5 CONCLUSION

🕒 10 min

**Show me the actions for /c/ /a/ and /t/.** Show flashcards and get the children to make the sounds and actions for /c/ /a/ /t/.

## 1 SPEAKING & LISTENING

⌚ 10 min

Water, water everywhere  
*Water, water everywhere.*  
*Water from the rain to drink.*  
*Water draining from the sink.*  
*Wonderful water.*

**Why do we need to drink water?**  
**Why shouldn't you throw rubbish into the ocean or in the river?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Ask the children to say as many things as they can that they can do with water in 30 seconds. (You count while children share with their friends.) Children report back to class and you repeat in English what the children say.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**We are going to do a little dance.** Do the actions 'stretch' (hands up), 'crouch' (go down to the floor), 'jump' (jump up), saying the words as you do each action. **Copy me.** Say the words as you do the actions: '**stretch**' '**crouch**' '**jump**'. Repeat this 3 times. Choose 3 or 4 children to do the little dance. The rest watch and then clap. Repeat this 3 times with different children.

**Now I want you to do the dance backwards.** The children work in pairs to do the dance backwards.

**Now we are going to practise our sounds.** Do the snake action with your hand. **Can you remember this sound? /s/.** Make the sound and do the action. Do the dog action. **Can you remember this sound? /r/.** Make the sound, do the action. Repeat this for the coconut /c/, finger at the mouth /sh/, tap /t/, licking the ice block /l/ and rubbing the stomach /m/.



## 4 SOUND SONG

⌚ 10 min

Choose two of the sounds songs from /s/ /r/ /c/ /sh/ t/ /l/ /m/.



## 5 CONCLUSION

⌚ 10 min

**Let's sing our new song again**

Water, water everywhere  
*Water, water everywhere.*  
*Water from the rain to drink.*  
*Water draining from the sink.*  
*Wonderful water.*





/d/

## 1 SPEAKING & LISTENING

⌚ 10 min

Water in the river  
Water in the river.  
Rushing over rocks.  
Water in the drop of rain.  
Streaming down the window.  
Water in the ocean blue.  
Swimming and drinking for me and you.  
(Repeat 1 more time)



**What lives in the ocean or the river or the lake?**  
**How would you catch a fish?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Mix sand or ground or tea leaves with some water. Talk about what happens and how it feels. Children can play with the mixture. Ask the children to speak to each other about what they can see and feel.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**I have an animal at home. Can you guess what it is?** Make the sound of a dog barking. **Today we are going to learn how to write the first sound in the word 'dog'.** Say 'dog'. **How many sounds can we hear in 'dog'?** **Listen carefully.** Ask the children to say 'dog' slowly and count the sounds. **'Dog',** say it slowly, /d/ /o/ /g/. **Three sounds.** Draw 3 sound dots on the blackboard.

**What sound comes first? Listen carefully.** /d/ /o/ /g/. **/d/ comes first.** Do a digging action. Do the action and make the /d/ sound. **Look at my mouth as I make this sound: /d/. Say the sound to your friend and look at their mouth.**

Write d on the blackboard, showing the children how to form the letter. They copy in their books and make the sound /d/. **Now we can write the first sound in dog.** Write d on the first sound dot. Say 'dog' stressing the first sound. Draw a picture of a dog. **Tomorrow we will write the rest of the word dog.**

Pin up 5 pictures (duck, dog, chicken, pig, tiger). **Two of these start with /d/. Discuss with your partner which two start with the /d/ sound.** Check if the children have identified 'duck' and 'dog'.

d  
• • •



## 4 SOUND SONG

⌚ 10 min

Sing the /d/ song  
See me dig with my spade.  
Digging ground is lots of fun.  
With a dig, dig, dig, dig, digga, digga, dig.  
See me digging with my spade.



## 5 CONCLUSION

⌚ 10 min

Read the sound story 'Teddy'  
**Teddy paddled down the dirty river with his old dog. Suddenly the dog dived into the deep water. The old dog couldn't swim and it died that day. Teddy dug a deep hole and buried the old dog.**

**Who paddled down the river?**  
**Why did the dog die?**  
**What did Teddy do?**





## 1 SPEAKING & LISTENING

⌚ 10 min

Rain is falling down  
Rain is falling down. [x2]  
Pitter patter, pitter patter.  
Rain is falling down.  
(Repeat 1 more time)

**If you were walking to school and it started to rain, what would you do?**  
**Why do you think it rains?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Go outside to role play being the rain, flowing into a river. Move fingers to be like raindrops and go from above your head down to the floor, then come together to form a long line that moves like a winding river.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Today we are going to write the word 'dog'.** Say 'dog' slowly. Allow the children time to try sounding out 'dog'. /d/ /o/ /g/, **there are three sounds.** Draw 3 sound dots on the blackboard.

**We know the /d/ sound that starts 'dog'. Can you remember how we write this sound?**

Choose a child to write d on the blackboard. The others write d on the floor with their fingers. **The first sound in 'dog' is /d/. We can write this sound.** Write d on the first sound dot.

Point to the last sound dot. **Listen to the last sound: /d/ /o/ /g/.** Stress the /g/ sound. **This is a new sound.** Repeat /g/ several times. Ask the children to look at each other's mouths as they make the sound /g/. Write g on the blackboard, showing children how it is formed, children copy you, writing g in their books several times. Write g on the last sound dot. **This is the action for /g/, copy me.** Show the action for /g/ with your hand waving, 'go away'.

Point to the middle sound dot. Sound out 'dog' as /d/ /o/ /g/. **What sound can you hear in the middle of 'dog'?** Stress the middle sound /o/. **This is how we write /o/.** Write o on the blackboard, showing how to form the letter. Write o above the middle sound dot. Run your finger under the word and read 'dog'. Repeat this 3 times.

d o g  
• • •



## 4 SOUND SONG

⌚ 10 min

Sing the /g/ song  
The baby on the bus says g, g, g.  
The baby on the bus says g, g, g.  
The baby on the bus says g, g, g.  
G, g, g, g, g.



## 5 CONCLUSION

⌚ 10 min

Read the sound story 'Giggling Gloria's goat'  
**There was a giggling girl called Gloria. She had a goggle-eyed goat. Gloria was glad to have a goat that grazed every day in the garden to keep the grass short. But the greedy goat began gobbling up more than just the grass. It gobbled the greens too. Gloria was angry with the goat for gobbling up the greens. Gloria was not giggling any more. She gave the goat a big bag of green grass and put a gate around the greens. The goat was happy and Gloria had a great big grin again.**

**What did the goat eat?**  
**Why was Gloria angry at her goat?**  
**What did Gloria do to make herself and her goat happy again?**





/o/

## 1 SPEAKING & LISTENING

⌚ 10 min

Water, water everywhere  
Water, water everywhere.  
Water from the rain  
to drink.  
Water draining from  
the sink.  
Wonderful water.

Water in the river  
Water in the river.  
Rushing over rocks.  
Water in the drop of rain.  
Streaming down the  
window.  
Water in the ocean blue.  
Swimming and drinking  
for me and you.  
(Repeat 1 more time)

Rain is falling down  
Rain is falling down.  
[x2]  
Pitter patter, pitter patter.  
Rain is falling down.  
(Repeat 1 more time)



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Can you remember how many sounds there were in 'dog'?** Get the children to sound out the 3 sounds /d/ /o/ /g/. /g/ is the last sound. Ask the class. **Can anyone remember how we can write this sound?** Choose a child to write g on the blackboard. The others write g in their books, and say /g/. **Can you think of any words that start with this sound?** Write a list of words starting with /g/.

Show the children the following pictures: rat, pig, flying fox. **One of these pictures ends with the /g/ sound.** The children work in pairs to choose which picture this is. **Yes, 'pig' ends in /g/.**

Draw 3 sound dots on the blackboard. Write d on the first and g on the last. Sound each sound, /d/ /g/. Point to the middle sound dot. Sound out the word 'dog', /d/ /o/ /g/. **Listen to the middle sound, /o/.** Say it 3 times.

Write o on the blackboard slowly, showing the children where to start and end the letter. Children practise writing it in their books, saying /o/ as they write it. Write o above the middle sound dot. Run your finger under the whole word and read 'dog'. Repeat this 3 times.

End by making the action for 'o', turning a mobile phone on and off, and making the sound /o/.

d o g  
• • •



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Talk about the use of water for washing hands. Why do we wash our hands? Demonstrate how to wash hands with water and soap. Children show each other how to wash hands well.



## 4 SOUND SONG

⌚ 10 min

Sing the /o/ song  
Now it's cold put on your hat. O, o, o, o, o.  
It got so hot so take it off. O, o, o, o, o.



## 5 CONCLUSION

⌚ 10 min

Read the sound story 'Oliver'  
**Oliver was a tropical frog from Oro. Oliver lived in the opening of a forest. Onto a log hopped Oliver's friend Ole. Ole had orange skin and only ate orange food. Oliver often drank coffee. How odd! They hopped off the top of the log and into a pond.**

**Why do you think that Oliver and Ole are friends?**  
**Why is it odd for frogs to drink coffee?**  
**What do you think that they did in the pond?**



## 1 SPEAKING & LISTENING

⌚ 10 min

Water, water everywhere  
Water, water everywhere.  
Water from the rain  
to drink.  
Water draining from  
the sink.  
Wonderful water.

Water in the river  
Water in the river.  
Rushing over rocks.  
Water in the drop of rain.  
Streaming down the  
window.  
Water in the ocean blue.  
Swimming and drinking  
for me and you.  
(Repeat 1 more time)

Rain is falling down  
Rain is falling down.  
[x2]  
Pitter patter, pitter patter.  
Rain is falling down.  
(Repeat 1 more time)



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Today we are going to write 'dog' in our books.** Say 'dog'. **How many sounds in 'dog'?** Help the children to sound out the word, /d/ /o/ /g/. **How many sounds can we hear? Three, /d/ /o/ /g/.** Draw 3 sound dots on the blackboard. The children draw 3 sound dots in their books.

**What is the first sound?** [d] **How do we write this sound?** Write d on the blackboard above the first sound dot. The children do the same in their books.

**What is the last sound? Listen carefully, 'dog'.** /g/ is the last sound. **How do we write this sound?** Write g on the blackboard on the last sound dot. Children write g in their books.

**What is the middle sound? Listen carefully, 'dog'.** The middle sound is /o/. Write o on the blackboard on the middle sound dot. The children write o in their books. **Good, we have all written 'dog'.**

Show the children the flashcards: flying fox, fish, pig. **Which picture has the /o/ sound in the middle?** The children work in pairs to decide which picture this is.

Take suggestions. **Yes, 'fox' has /o/ in the middle. Can we think of any other words with o in the middle?** End by making the action for 'o', turning a mobile phone on and off, and making the sound /o/.

d o g  
• • •



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Place some bowls with soap and water in them, at least 4 bowls for 4 groups. Ask children to blow bubbles in the water through straws. The straws can be pit pit or hollow grass.



## 4 SOUND SONG

⌚ 10 min

Sing the /g/ song  
The baby on the bus says g, g, g.  
The baby on the bus says g, g, g.  
The baby on the bus says g, g, g.  
G, g, g, g, g.

Sing the /o/ song  
Now it's cold put on your hat.  
O, o, o, o, o.  
It got so hot so take it off.  
O, o, o, o, o.



## 5 CONCLUSION

⌚ 10 min

Do the actions for /d/ /o/ /g/.

## 1 SPEAKING & LISTENING

⌚ 10 min

Can you run as fast as me?  
Can you run as fast as me?  
Can you jump as high as me?  
Can you hop as much as me?  
Can you skip as long as me?  
Run and jump and hop and skip.  
Keeps you healthy.  
One, two, three.



**Why is it important for children to exercise every day?**

**What are some things you need to do to keep healthy?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

In small groups, ask children to talk about their favourite game they play outside. Ask them to describe and demonstrate how they move their bodies for each game.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**We are going to play a game.** Write the letters c, a, t, d, o, g on the blackboard. Point to each one in turn, say the sound and make the action.



Choose a child to come to the front of the class. Write one of the letters on a piece of paper and stick it on the child's back. Turn the child round so the others can see the letter.

**S/he has a letter on her/his back. We are going to help her/him guess what sound this is.** Ask children to make the sound and the action of the letter.

The child listens hard to the sound. **Can you write the sound you have heard the children make?** The child writes the letter on the blackboard.

Ask the class. **Has s/he written the sound correctly? Is this the sound s/he has on her/his back?** Turn the child round and remove the letter and give it to the child.

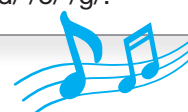
Repeat with a new child, writing a different letter and sticking it on her/his back.



## 4 SOUND SONG

⌚ 10 min

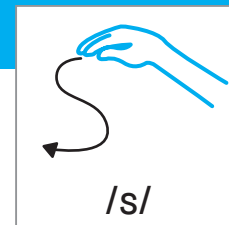
Play some of the songs for /c/ /a/ /t/ /d/ /o/ /g/.



## 5 CONCLUSION

⌚ 10 min

Do the actions for /c/ /a/ /t/ /d/ /o/ /g/.



## 1 SPEAKING & LISTENING

⌚ 10 min

Eating healthy food  
Eat your fish and yam and kumu.  
Drink lots of water too.  
Don't eat sweets except for treats  
but be sure to brush your teeth.  
(Repeat 1 more time)

**Why do you think lollies and sugary drinks are not healthy for your body?**  
**Why should you brush your teeth after you eat sugary food?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

In pairs, get the children to tell each other what they like to eat and why. Pairs feed back to the rest of the class.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**There were no greens left at the market. I love my greens, so I am sad. Say 'sad'. How many sounds can we hear in 'sad'? Listen carefully.** Ask the children to say 'sad' very slowly to count the sounds. Let them try to sound out the word and count the sounds, then do it with them. Sound /s/ /a/ /d/ and then blend as '**sad**'.

Draw 3 sound dots on the blackboard. The children draw 3 sound dots in their books. **Which sound comes at the beginning? Listen carefully, /s/ /a/ /d/. /s/ comes at the beginning.** Do the snake action and make the /s/ sound. **Look at my mouth as I make this sound: /s/.** Ask the children to say the sound to a partner and look at their mouth. Write s on the blackboard, showing the children how to form the letter. The children copy in their books and make the sound /s/ as they do this. **Now we can write the first sound in 'sad'.** **Everyone write s on their first sound dot.**

Say '**sad**'. **What sound can we hear at the end? 'sad'.** Stress the last sound: /d/. **The last sound is /d/. Who can remember how we write this?**

Write d on the last sound dot. The children do the same. Repeat this process, helping children to write the middle sound /a/. Read the word 'sad' together.

s a d  
• • •



## 4 SOUND SONG

⌚ 10 min

Sing the /s/ song  
The snail is fast asleep.  
The snail is fast asleep.  
S, s.  
The snail is fast asleep.



## 5 CONCLUSION

⌚ 10 min

Read the sound story 'Samson'  
**Samson the silly snake swam the Sepik River on a sunny day. Serah from Sandaun said, "Are you from Sepik?"**  
**"Yessss," Samson the silly snake said.**  
**Steven from Simbu asked, "Are you from Samarai?"**  
**"Yessss," said the silly snake.**  
**Susan from Manus said, "Sepik and Samarai? You are confused, silly snake."**

**Who is Samson?**  
**Where is Serah from?**  
**Where is Steven from?**  
**Why does Susan think Samson is confused?**







### 1 SPEAKING & LISTENING

⌚ 10 min

Ms Polly had a dolly  
Ms Polly had a dolly who was sick sick sick.  
So she called for the doctor to come  
quick quick quick.  
The doctor came with his bag and his hat.  
And he knocked on the door with a rat a tat tat.  
He looked at the dolly and he shook his head.  
He said, "Ms Polly put her straight to bed."  
He wrote on the paper for a pill pill pill.  
I'll be back in the morning with my bill bill bill.

**Why do you think Ms Polly's dolly was sick?**  
**Why did the doctor say that he would come back with a bill?**



### 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Divide the class in 2. In both groups ask a child to be Ms Polly, another to be the doctor and get the other children to sing the song again while the 2 children act it out.



### 3 PHONICS & LANGUAGE

⌚ 20 min

**Today I am going to buy a new mat. I want to write the word 'mat'.** Say 'mat' slowly. Ask the children to sound out 'mat', listening to each of the sounds as they say it: /m/ /a/ /t/. **There are three sounds.** Draw 3 sound dots on the blackboard.

**We know the /m/ sound which starts 'mat' /m/.** Rub your stomach and make the sound /m/.

**This is how we write this sound.** Write m on the blackboard. Each child writes m on the floor with their finger, saying /m/. **The first sound in 'mat' is /m/.** Write m on the first sound dot.

Point to the last sound dot. **Listen to the last sound: /m/ /a/ /t/.** Stress the /t/ sound. **We know this sound. It's also the last sound in 'cat', /t/.** **Can you remember how we write it?** Choose a child to write t on the last sound dot on the blackboard. Everyone else writes t on the floor with their finger, saying /t/.

Point to the middle sound dot. Sound 'mat' as /m/ /a/ /t/. **What sound can you hear in the middle of 'mat'?** Stress the middle sound. 'mat', we can hear /a/. Repeat /a/. **Can you remember how we write /a/?** Write a above the middle sound dot slowly, showing the children where to start and end the letter. The children practise writing a on the floor with their fingers. Point to 'mat'. Run your finger under the word and read 'mat'. Repeat this 3 times.

m a t  
• • •



### 4 SOUND SONG

⌚ 10 min

Sing the /m/ song  
My mum made me some little cakes.  
Mmmm, mmmm.  
My mum made me some little cakes.  
For my hungry tummy.



### 5 CONCLUSION

⌚ 10 min

Read the sound story 'Mother's day'  
**The time is mine. It's Monday morning. Martin climbs a mountain but me and my mummy sat on a mat. I am smiling at the man who climbs the mango tree full of mangoes. There are baskets full for many who want more for mother's day.**

**Name the day of the week you hear.**  
**Who climbs the mountain?**  
**What tree is the man climbing?**



## 1 SPEAKING & LISTENING

⌚ 10 min

Can you run as fast as me?  
Can you run as fast as me?  
Can you jump as high as me?  
Can you hop as much as me?  
Can you skip as long as me?  
Run and jump and hop and skip.  
Keeps you healthy.  
One, two, three.

Eating healthy food  
Eat your fish and yam and kumu.  
Drink lots of water too.  
Don't eat sweets except for treats  
but be sure to brush your teeth.  
(Repeat 1 more time)

Ms Polly had a dolly  
Ms Polly had a dolly who was sick sick sick.  
So she called for the doctor to come quick quick quick.  
The doctor came with his bag and his hat.  
And he knocked on the door with a rat a tat tat.  
He looked at the dolly and he shook his head.

He said, "Ms Polly put her straight to bed."  
He wrote on the paper for a pill pill pill.  
I'll be back in the morning with my bill bill bill.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**My cat at home is a boy cat. In English there is a special name for boy cats. We call them 'tom cats'. Today, we will write the word 'tom'. Say 'tom'. How many sounds are there in 'tom'? Say it slowly and encourage the children to sound out 'tom' into its 3 sounds, /t/ /o/ /m/. Draw 3 sound dots on the blackboard. Children draw 3 sound dots in their books.**

Ask the class **Which sound comes first? Listen carefully: 'tom'. /t/ comes first. Can anyone remember how we can write this sound?** Choose a child to write t on the first sound dot. The others write t in their books and say the sound /t/. **Can you think of any other words that start with /t/?** Write a list of words starting with /t/.

Point to the middle sound dot. Sound out the word 'tom' as /t/ /o/ /m/. **What is the middle sound?** Choose a child to say /o/. Make the sound several times. Write o on the middle sound dot, showing the children where to start and end the letter. The children write o in their books. Point to the last sound dot. **What is the last sound? /t/ /o/ /m/.** Choose a child to say /m/. This is the sound we learned to write yesterday. Write m on the last sound dot, showing the children where to start and end the letter. They write it in their books. Point to the word. **We have written 'tom'.** Read it together: 'tom'.

t o m  
• • •

## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Bring in different foods from home. Sit in a circle and ask the children to choose which one to say something about. If you have enough foods you can do the same again in 4 circles, which gives more children the chance to say something.



## 4 SOUND SONG

⌚ 10 min

**Sing the /t/ song**  
When I tap my hands together. T, t, t, t, t, t.  
When I tap my hands together. My hands go up and down.

**Sing the /o/ song**  
Now it's cold put on your hat. O, o, o, o, o.  
It's got so hot so take it off. O, o, o, o, o.

**Sing the /m/ song**  
My mum made me some little cakes. Mmmm, mmmm. My mum made me some little cakes. For my hungry tummy.



## 5 CONCLUSION

⌚ 10 min

Children do the actions as you make the sounds for /t/ /o/ /m/. Children do the sounds as you do the actions for /t/ /o/ /m/.



## 1 SPEAKING & LISTENING

⌚ 10 min

Can you run as fast as me?  
Can you run as fast as me?  
Can you jump as high as me?  
Can you hop as much as me?  
Can you skip as long as me?  
Run and jump and hop and skip.  
Keeps you healthy.  
One, two, three.

Eating healthy food  
Eat your fish and yam and kumu.  
Drink lots of water too.  
Don't eat sweets except for treats  
but be sure to brush your teeth.  
(Repeat 1 more time)

Ms Polly had a dolly  
Ms Polly had a dolly who was sick sick sick.  
So she called for the doctor to come quick quick quick.  
The doctor came with his bag and his hat.  
And he knocked on the door with a rat a tat tat.  
He looked at the dolly and he shook his head.

He said, "Ms Polly put her straight to bed."  
He wrote on the paper for a pill pill pill.  
I'll be back in the morning with my bill bill bill.



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Do the same as yesterday but change the foods. Sit in a circle and ask the children to choose which one to say something about. If you have enough foods you can do the same again in 4 circles, which gives more children the chance to say something.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Yesterday my cat ate the fish I was going to have for my dinner. I was mad** (meaning angry). Say the word 'mad'. **How many sounds in 'mad'?** Help the children to sound out the word, using their hands /m/ /a/ /d/. **How many sounds can we hear? Three /m/ /a/ /d/.** Draw 3 sound dots on the blackboard. Children copy in their books.

**What is the first sound? /m/. How do we write this sound?** Write m on the first sound dot. The children copy in their books.

**What is the middle sound? Listen carefully: 'mad'. /a/ is the middle sound. How do we write this sound?** Write a on the middle sound dot. Children write a in their books.

**What is the last sound? Listen carefully, it is /d/. Write d on the last sound dot. Children write d in their books. Read the word together. We have written 'mad'.**

Write 'mda' on the blackboard. **Have I written the same word as you? No, oh dear what have I done wrong?** Ask the children to tell you what you have done wrong. Write up the word 'mad' again correctly.

m a d  
• • •

## 4 SOUND SONG

⌚ 10 min

Sing the /m/ song  
My mum made me some little cakes. Mmmm, mmmm. My mum made me some little cakes.  
For my hungry tummy.

Sing the /a/ song  
Annie has an a, a, arrow. [x3]  
An arrow for her bow.

Sing the /d/ song  
See me dig with my spade. Digging ground is lots of fun. With a dig, dig, dig, dig, digga, digga, dig.  
See me digging with my spade.



## 5 CONCLUSION

⌚ 10 min

Children do the actions for /m/ /a/ /d/ as you make the sounds. Children make the sounds as you do the actions for /m/ /a/ /d/.

## 1 SPEAKING & LISTENING

⌚ 10 min

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.  
Twinkle, twinkle little star.  
How I wonder what you are.



**What do you think stars are made of?**  
**Why can't you see the stars in the day time?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Sit in a circle. Place a jar, a picture of a car or a toy car and a picture of a star in the middle. Ask the children to close their eyes. Take one away and hide it behind your back. Ask the children to tell you which one you took away.



## 3 PHONICS & LANGUAGE

⌚ 20 min

### FLASHCARD WORDS

Give out flashcards for /s/ /a/ /d/. Ask the children with the flashcards to come to the front of the class. How can we put these sounds in order to make 'sad'?

Children can come up and move the children holding the flashcards around until the word is made. The rest of the class can help.



## 4 SOUND SONG

⌚ 10 min

Sing the /o/ song  
Now it's cold put on your hat.  
O, o, o, o, o.  
It's got so hot so take it off.  
O, o, o, o, o.

Sing the /t/ song  
When I tap my hands together.  
T, t, t, t, t, t.  
When I tap my hands together.  
My hands go up and down.



## 5 CONCLUSION

⌚ 10 min

Children do the actions for /o/ /t/ as you make the sounds. Children make the sounds as you do the actions for /o/ /t/.



/i/

### 1 SPEAKING & LISTENING

⌚ 10 min

Five little girls in a space rocket  
Five little girls in a space rocket.  
Flew round the world one day.  
They looked left and right.  
But they didn't like the sight.  
So one girl flew away.  
(Repeat for 4, 3, 2, 1)

**Why do rockets go up to space?**  
**What do you think it would be like to go up to space in a rocket?**



### 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Show children which way to look left and which way to look right. Choose 5 children to sing the song and do actions in front of the class.



### 3 PHONICS & LANGUAGE

⌚ 20 min

**I like to sit under the tree outside my house. I think we could write the word 'sit'. Say 'sit' slowly. How many sounds in 'sit'? There are three sounds, /s/ /i/ /t/. Draw 3 sound dots on the board. Which sound starts 'sit'? /s/. How do we write this sound?** Choose a child to write s on the first sound dot on the board. Everyone writes s on the floor with their fingers, saying /s/.

Point to the last sound dot. **Listen to the last sound very carefully: /s/ /i/ /t/. Stress the /t/ sound. We know this sound, /t/. It is also the last sound in 'cat', /t/. How do we write it?** Choose a child to write t on the last sound dot on the board. Everyone else writes t on the floor with their fingers, saying /t/.

Point to the middle sound dot. **What sound can you hear in the middle of 'sit'? /s/ /i/ /t/. Stress the middle sound, /i/. We can hear /i/. Make your hand into an insect and wiggle your fingers like an insect crawling and say /i/ insect. This is how we write this sound.** Show how to write i on the board. The children practise writing i on the floor with their fingers. **The middle sound is /i/.** Point to 'sit'. Run your finger under the word and read /s/ /i/ /t/, 'sit'. Repeat this 3 times. **We like to sit down.**

s i t  
• • •



### 4 SOUND SONG

⌚ 10 min

Sing the /i/ song  
In the house is a mouse.  
It runs all over the house.  
i, i, i, i, i, i.  
It runs all over the house.



### 5 CONCLUSION

⌚ 10 min

Read the sound story 'Isabel'  
**Isabel is a pretty pig. Ismael, the insect, invited Isabel inside his house. "It is impossible," Isabel said. "Is it?" asked Ismael. "It is," insisted Isabel, the pretty pig. "I am big. I will build a house and invite you inside."**

**Who is Isabel?**  
**Who is Ismael?**  
**Why can't Isabel enter Ismael's house?**  
**What will Isabel build?**



## 1 SPEAKING & LISTENING

⌚ 10 min

### The sky song

*I see the trees bending, woa, woa, woa,  
I see the clouds moving, woa, woa, woa,  
I see kites flying, woa, woa, woa,  
The wind is blowing strong.  
I see the sun shining in the sky.  
I see the clouds drifting slowly by.  
I see the birds flying way up high.  
The plane is zooming by.*



**Why are some clouds white and some clouds grey?**

**Can you think of any words that rhyme with sky?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Get the children to go outside, look at the clouds and talk about them. Encourage the children to look for familiar shapes in the clouds [some children might say that a cloud looks like a crocodile, a man, a dog, a tree and so on].



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Today we are going to learn how to write a little word that we use a lot, 'it'.** Say 'it'. **How many sounds are there in 'it'?** Say 'it' slowly and ask the children to sound out 'it' into its two sounds /i/ /t/. **Two sounds.** Draw 2 sound dots on the board. Children draw 2 sound dots in their books.

Ask the class. **Which sound comes first? Listen carefully: 'it', /i/ comes first. We have an action to remind us of this sound.** Do the insect action and say /i/. **How can we write this sound?** Choose a child to write i on the first sound dot. The others write i in their books, saying /i/.

**Can you think of any other words that start with /i/?** Make a list of words that start with /i/: in, ink, insect, ill, into, inside, important, itch, inch, iguana.

Point to the second sound dot. Sound out the word 'it' as /i/ /t/. **What is the last sound?** Choose a child to say /t/. Make the sound 3 times. Write t on the last sound dot, showing the children where to start and end the letter. The children write t in their books. Point to the word 'it'. Read it together, 'it'.

i t  
• •



## 4 SOUND SONG

⌚ 10 min

### Sing the /i/ song

*In the house is a mouse.  
It runs all over the house.  
I, i, i, i, i, i.  
It runs all over the house.*



## 5 CONCLUSION

⌚ 10 min

Do the sounds and actions for /i/ /t/ /i/.

## 1 SPEAKING & LISTENING

⌚ 10 min

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.  
Twinkle, twinkle little star.  
How I wonder what  
you are.

Five little girls  
in a space rocket  
Five little girls in a  
space rocket.  
Flew round the world  
one day.  
They looked left and right.  
But they didn't like  
the sight.  
So one girl flew away.  
(Repeat for 4, 3, 2, 1)

The sky song  
I see the trees bending,  
woa, woa, woa,  
I see the clouds moving,  
woa, woa, woa,  
I see kites flying,  
woa, woa, woa,  
The wind is blowing  
strong.  
I see the sun shining  
in the sky.

*I see the clouds  
drifting slowly by.  
I see the birds  
flying way up high.  
The plane is zooming by.*



## 3 PHONICS & LANGUAGE

⌚ 20 min

**We are going to learn a new sound today.** Write the word 'tin'. Say 'tin'. **How many sounds in 'tin'?** Help the children to sound out the word. **How many sounds can we hear? Three, /t/ /i/ /n/. Draw 3 sound dots on the board. The children draw 3 sound dots in their books.**

**What is the first sound?** [t] **How do we write this sound?** Write t on the first sound dot. Children write t in their books. **What is the next sound?** **Listen carefully: 'tin', /i/ is the middle sound.** **How do we write this sound?** Write i on the middle sound dot. The children write i in their books. **What is the last sound? Listen carefully, it is /n/. This is a new sound. /n/. Repeat 3 times doing the action with your arms out like the wings of an aeroplane.**

Show the pictures: pig, needle, cup. **One of these starts with /n/. Which one? That's right, the needle. This is how we write /n/. Write n on the board, showing the children where you start and end the letter. The children practise writing n on the floor with their fingers. Then write n on the last sound dot on the board. The children write n in their books. **We have written 'tin'. Point to 'tin' and say 'tin'.****

t i n  
• • •



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Sit in a circle. Place a picture of a star, an aeroplane, a moon and a bird in the middle. Tell children these are all things we see in the sky. Ask the children to close their eyes. Take one away and hide it behind your back. Ask the children to tell you which one you took away.



## 4 SOUND SONG

⌚ 10 min

Sing the /n/ song  
Noisy aeroplane, nnnn.  
Noisy aeroplane, nnnn.  
Noisy aeroplane, nnnn.  
Coming down to land.



## 5 CONCLUSION

⌚ 10 min

Read the sound story 'Nancy'  
**No one is as nice as Nancy. She can clean alone a lawn full of tins and pins. She often lends a hand to anyone in need. She is never unkind for she knows it's a sin. Everyone is a friend to Nancy.**

## 1 SPEAKING & LISTENING

⌚ 10 min

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.  
Twinkle, twinkle little star.  
How I wonder what  
you are.

Five little girls  
in a space rocket  
Five little girls in a  
space rocket.  
Flew round the world  
one day.  
They looked left and right.  
But they didn't like  
the sight.  
So one girl flew away.  
(Repeat for 4, 3, 2, 1)

The sky song  
I see the trees bending,  
woa, woa, woa,  
I see the clouds moving,  
woa, woa, woa,  
I see kites flying,  
woa, woa, woa,  
The wind is blowing  
strong.  
I see the sun shining  
in the sky.

I see the clouds  
drifting slowly by.  
I see the birds  
flying way up high.  
The plane is zooming by.



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Get the children to sit with a friend and tell them all the things they have seen or talked about from the sky. Ask some pairs to share with the class.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Look at the flashcard and write down the beginning sound.** Show the duck picture. **What sound does 'duck' begin with? Whisper to your friend. /d/. How can we write this sound?**

Choose a child to write d on the blackboard. Choose another child to do the same. Point to each d and say the sound /d/.

Show the children the octopus picture. **What sound does octopus begin with? /o/. How can we write the sound /o/?**

Ask children to write the letter on the blackboard. Do the same thing again with the goat, the sun, the ant, the orange, the nail, the cow, the ant and the table pictures one at a time.



## 4 SOUND SONG

⌚ 10 min

Choose sound songs from /c/ /a/ /t/ /d/ /o/ /g/ /s/ /m/ /i/ /n/.



## 5 CONCLUSION

⌚ 10 min

Do the action and the children make the sound, make the sound and the children do the action for /c/ /a/ /t/ /d/ /o/ /g/ /s/ /m/ /i/ /n/.



## 1 SPEAKING & LISTENING

⌚ 10 min

### Communication song

Communication, sharing information.

You and me talking.

On the phone or on the road.

You and me writing.

Letters on some paper.

Communication is the word.

**What does communication mean?**

**How can a mobile phone help you stay in touch with people?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Get children to work in pairs. They tell each other their name, where they are from and things they like to do at school and at home. Choose 3 children to tell the class what their friend has said to them.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Today we are going to play a game called 'sound bingo'!**

Place all the sounds we have used so far on the board. c, a, t, d, g, o, m, s, i, n. Point to each one in turn, make the sound and do its action.

Ask the children to choose 3 of the sounds and write them in their books. They can choose any 3.

Take the 10 flashcards and mix them. Place them in a pile face down. Choose a child to take the top picture and show it to the class, for example orange. The children have to say the word. **What sound does this start with?** The children say the sound /o/. If any child has the letter o in their book, they can put a line through it.

Do this again, choosing a child to show the children each picture in turn. **The first child to put a line through all three of their letters wins the game.**

SOUND BINGO

s	r	m
c	l	sh

## 4 SOUND SONG

⌚ 10 min

Sing the sound songs for /c/ /a/.



## 5 CONCLUSION

⌚ 10 min

Give out flashcards for /c/ /a/ /t/. Ask the children with the flashcards to come to the front of the class. **How can we put these sounds in order to make 'cat'?**

Children can come up and move the children holding the flashcards around until the word is made. The rest of the class can help.



## 1 SPEAKING & LISTENING

⌚ 10 min

Tell me

*Tell me what you're doing,  
tell me how you're doing,  
tell me how you're doing,  
tell me what you're doing.*

(Say a child's name) ..... **how are you today?**  
(Say another child's name) ..... **what are you doing today?**



## 3 PHONICS & LANGUAGE

⌚ 20 min

**I call my cat Sid. I would like you to write his name.** Say 'Sid'. **How many sounds can we hear in 'Sid'?** Ask the children to say 'Sid' slowly to count the sounds. Sound out /s/ /i/ /d/. **There are three sounds.** Draw 3 sound dots on the board. The children draw 3 sound dots in their books.

**What sound comes first? Listen carefully: /s/ /i/ /d/. /s/ comes first.** Do the action (snake movement) and make the /s/ sound. **'Sid', /s/ is the first sound.** Write s on the board. The children copy in their books. Say 'Sid'. **What sound can we hear at the end? 'Sid', stress the last sound, /d/. The last sound is /d/. How can we write /d/?** Show how to write d on the last sound dot. Do the same with the middle sound /i/ as i. Run your finger under the word and read it together, sounding out /s/ /i/ /d/ as 'Sid'. Read the word 'Sid'.

**What do we need to do to this word if it is a name? That's right, we need a capital S.**

S i d  
• • •



## 5 CONCLUSION

⌚ 10 min

Give out flashcards for /s/ /i/ /d/ and mix them up. Ask the children with the flashcards to come to the front of the class. **How can we put these sounds in order to make 'sid'?** Children can come up and move the children holding the flashcards around until the words are made. The rest of the class can help.



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

**Today we are going to play 'pass the words'.** The children sit in a circle, or 2 or 3 circles if you have a lot of children.

**I am going to whisper a sound in your ear.**

**I want you to whisper the same sound to the person next to you. Then they will whisper the same sound to the next person.** Whisper 'How are you today?' into the first child's ear.

That child turns to the next child and whispers the sound to them. The children continue to pass the sound round the circle. Ask them to listen carefully.

**Try to pass on the exact same words.** Give the children new words to pass. Whisper 'How are you feeling today?' in the next child's ear. Now that child whispers 'mmm' to the next child and they pass that sound on. After the sound comes round, change the sound being passed to 'What are you doing?'.

The fun part of this is that the words that return are not usually the same.



## 4 SOUND SONG

⌚ 10 min

Sing the sound songs for /s/ /i/ /d/.





## 1 SPEAKING & LISTENING

⌚ 10 min

I'm sending you a message  
 I'm sending you a message  
 I'm sending you a note.  
 I'll write it in a letter or text you on the phone.  
 I'll shout it from the treetops or whisper it in your ear.  
 I'm sending you a message of blessings for the year.



**How would you send a message to your friend?**  
**What might your message say?**



## 3 PHONICS & LANGUAGE

⌚ 20 min

**My dog is very clever. If you say 'sit', he sits down! We can sit down too!** Write 'I can sit.' on the board.

Point to the first word. **This says 'I'.**

Point to the second word. Run your finger under it. **There are three letters. In this word each of these is a sound written down.** Draw 3 sound dots under the word. Point to the c. **Can anyone remember what sound we can write this way?** Choose a child to say /c/.

Point to the middle sound dot. Do the same thing with /a/. Put the two sounds together: /c/ /a/. Point to the third letter and say the sound /n/.

Run your finger under each letter in turn and make the 3 sounds, /c/ /a/ /n/. **What is the word?** Do not do this for them. Read the sentence so far, pointing to each word, **'I can'.**

Do the same as for the second word with 'sit'. Read the whole sentence **'I can sit.'**

I c a n s i t.  
 • • • • •



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Divide the class into 2 or 3 groups. Pass a message to the first child in each group. The children pass this message around and the last child repeats the message.

Message 1 – I love going to school.  
 Message 2 – I like singing songs.



## 4 SOUND SONG

⌚ 10 min

Sing the sound songs for /n/ /t/.



## 5 CONCLUSION

⌚ 10 min

Give out flashcards for /c/ /a/ /t/ /s/ /i/ /d/ /n/ /t/ and mix them up. Ask the children with the flashcards to come to the front of the class. **How can we put these sounds in order to make 'can'?**

Children can come up and move the children holding the flashcards around until the words are made. The rest of the class can help.



## 1 SPEAKING & LISTENING

⌚ 10 min

Communication song  
Communication, sharing  
information.  
You and me talking.  
On the phone or on the  
road.  
You and me writing.  
Letters on some paper.  
Communication is the  
word.

Tell me  
Tell me what you're  
doing,  
tell me how you're doing,  
tell me how you're doing,  
tell me what you're doing.  
I'm sending you a  
message  
I'm sending you a  
message

I'm sending you  
a note.  
I'll write it in a letter  
or text you on the phone.  
I'll shout it from the  
treetops or whisper it  
in your ear.  
I'm sending you a  
message of blessings for  
the year.



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Give one child your phone and ask him/her to pretend to speak to their mum on the phone, telling her where they are and what they are doing. In pairs, get the children to pretend to have phone conversations with each other.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Sid is a cat not a dog, we can write 'cat not dog'.** Say the word '**cat**'. **How many sounds are there in 'cat'?** Ask the children to sound out 'cat' into its 3 sounds /c/ /a/ /t/. **There are three sounds.** Place 3 sound dots on the board. Ask the class: **Which sound comes first? Listen carefully, 'cat'.** /c/ comes first. **Can you remember how we write this sound?** Choose a child to write c on the first sound dot.

Point to the second sound dot. Sound out the word 'cat' as /c/ /a/ /t/. **What is the second sound?** Choose a child to say /a/. Make the sound 3 times. Choose a child to write a on the second sound dot. Repeat the word and help the children to sound t as /t/. Write t on the third sound dot. Point to the word. Read it together, running your finger under it and sound out /c/ /a/ /t/ as '**cat**'.

Repeat this process to sound out the words '**not**' and '**dog**'. Ask the children to sound out each word, counting the sounds. When you have sounded out each one, run your finger under the letters and blend the sounds.

c a t   n o t   d o g  
• • •   • • •   • • •



## 4 SOUND SONG

⌚ 10 min

Sing the sound songs for /o/ /g/.



## 5 CONCLUSION

⌚ 10 min

Give out flashcards for for /c/ /a/ /t/ /d/ /o/ /g/ /s/ /m/ /i/ /n/ and mix them up. Ask the children with the flashcards to come to the front of the class. **How can we put these sounds in order to make 'cat', 'dog', 'sit', 'dig' and 'man'?**

Children can come up and move the children holding the flashcards around until the words are made. The rest of the class can help.



## 1 SPEAKING & LISTENING

⌚ 10 min

Communication song  
Communication, sharing  
information.  
You and me talking.  
On the phone or on the  
road.  
You and me writing.  
Letters on some paper.  
Communication is the  
word.

Tell me  
Tell me what you're  
doing,  
tell me how you're doing,  
tell me how you're doing,  
tell me what you're doing.  
I'm sending you a  
message  
I'm sending you a  
message

I'm sending you  
a note.  
I'll write it in a letter  
or text you on the phone.  
I'll shout it from the  
treetops or whisper it  
in your ear.  
I'm sending you a  
message of blessings for  
the year.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**We are going to say two words that are almost the same. I want you to listen carefully to see if you can tell the difference.** Say 'dog', then say 'dig', being very careful to articulate the middle sound in each word. The children say the 2 words. **What is different about the words?** Help children to listen to the difference. **We will write each word. How many sounds can we hear in 'dig'? Three, /d/ /i/ /g/. Draw 3 sound dots on the board. The children draw 3 sound dots in their books.**

**What is the first sound? /d/. How can we write this sound?** Write d on the first sound dot. Children write d in their books. **What is the next sound? Listen carefully, 'dig'. /i/ is the middle sound. How can we write this sound?** Write i on the middle sound dot. Children write i in their books. **What is the last sound? Listen carefully /g/. Write g on the last sound dot on the board. The children write g in their books on the last sound dot.**

**We have written 'dig'.** Say 'dig' carefully. **What is different about 'dog'? The middle sound is not /i/ but /o/. What letter will we need to change?** Choose a child to point to the middle letter. **We need to change this sound from /i/ to /o/. Rub out the i. What letter do we need?** Choose a child to write an o in its place. Read the new word together, 'dog'. **We changed 'dig' into 'dog'.**

d i g      d o g  
• • •      • • •



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

On a message in an envelope write the sounds s, c, g, m, i, n. Pass the message around in a circle. Play the 'I'm sending you a message' song. When the song stops the child opens the message and reads one sound you have written on it. Do this again.



## 4 SOUND SONG

⌚ 10 min

Sing the sound songs for /d/ /i/ /g/.



## 5 CONCLUSION

⌚ 10 min

Give out flashcards for /c/ /a/ /t/ /d/ /o/ /g/ /s/ /m/ /i/ /n/ and mix them up. Ask the children with the flashcards to come to the front of the class. **How can we put these sounds in order to make some words you know?** Children can come up and move the children holding the flashcards around until the words are made. The rest of the class can help.



## 1 SPEAKING & LISTENING

⌚ 10 min

*Old stories, new stories  
Old stories, new stories,  
Stories from near and far.  
Stories of the land,  
Stories of the sea,  
Just for you and me.  
(Repeat 1 more time)*

**Who tells you stories?  
What is your favourite story?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

In pairs, get the children to tell each other their favourite story.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Today we are going to play 'sound bingo' again!**

Write all the sounds we have used so far on the board c, a, t, d, g, o, m, s, i, n. Point to each one in turn, say the sound and make the action.

**Choose three of these sounds and write the letters in your book. You can choose any three.** Take 10 flashcards and shuffle them: duck, octopus, goat, snake, insect, moon, ant, table, nails and cat. Place them in a pile face down.

Choose a child to take the top picture and show it to the class. The children have to say the word. **What sound does this start with?** The children identify the starting sound. If the children have that letter in their book, they can put a line through it.

**The first child to put a line through all three of their letters wins the game.**

SOUND BINGO

s	r	m
c	l	sh

## 4 SOUND SONG

⌚ 10 min

Choose a song from the sounds /c/ /a/ /t/ /d/ /o/ /g/ /m/ /s/ /i/ /n/ which you feel needs practise.



## 5 CONCLUSION

⌚ 10 min

Sing the song 'Old stories, new stories' again.





/r/

## 1 SPEAKING & LISTENING

⌚ 10 min

Sitting by the fire  
Sitting by the fire,  
Sitting by the fire.  
Listening to a story,  
Listening to a story.  
A tumbuna story  
Full of mysteries.  
A funny story full of jokes and laughs.

**Do you know anyone who tells good stories?**  
**What kind of stories do you like listening to?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Get children into pairs and get them to pretend they are sitting at the fire telling stories. Ask them to tell each other funny stories or jokes they know.



## 3 PHONICS & LANGUAGE

⌚ 20 min

Write the word 'rat' on the blackboard. Say the word '**rat**'. **How many sounds can we hear in 'rat'?** Ask the children to say 'rat', sound out the word and count the sounds. Sound out /r/ /a/ /t/. **There are three sounds.** Draw 3 sound dots on the board. The children draw 3 sound dots in their books.

**What sound comes first? Listen carefully.** /r/ /a/ /t/, /r/ comes at the beginning. **This is a new sound, /r/.** Ask children to look at their partner's mouth shape as they make the sound /r/. **Remember the action for /r/** (make the dog with a bone action). Repeat the sound and action several times.

**/r/ is the first sound in 'rat'. This is one way we can write this new sound.** Write r on the board, showing how to form the letter. Children copy r in their books.

Say '**rat**'. **What sound can we hear at the end? 'rat'. The last sound is /t/. How do we write /t/?** Show how to write t on the last sound dot, helping children to do the same.

Do the same with the middle sound /a/ as a.

Run your finger under the word and read it, '**rat**', blending the sounds /r/ /a/ /t/ as '**rat**'.

r a t  
• • •



## 4 SOUND SONG

⌚ 10 min

Sing the /r/ song  
Run away from the angry dog.  
Rrrr, rrrr.  
Run away from the angry dog.  
It's running very fast.



## 5 CONCLUSION

⌚ 10 min

Read the sound story 'Red truck'  
**A red truck roared down the road carrying carrot and taro in the terrible rain. Hungry rat and rooster ran beside the red truck as it rattled along the rough road. Carrots and taro rolled off the truck. Rat and rooster raced to get the carrots and taro. Rat won the race and ran off with the carrots. Rooster ran off with the taro.**

**What roared down the road?**  
**Who was hungry?**



## 1 SPEAKING & LISTENING

⌚ 10 min

Stories by the fire  
*Stories by the fire,*  
*Stories in the bed,*  
*Stories that are told*  
*And stories that are read.*  
 (Repeat 1 more time)



**Why do you like being able to tell stories?**  
**Why do you like being able to read stories?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Divide the children into 4 groups. Give one child in each group a book with pictures in it. Ask the child to tell the story to the others by looking at the pictures.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**A rag is an old piece of material.** Write rag. Point to the word. Run your finger under it. **There are three letters. In this word each of these is a sound written down.** Draw 3 sound dots under the word.

Point to the first sound dot. **Can you remember what sound we can write using this letter?** Choose a child to say /r/. Point to the a. **What sound does this letter make?** Choose a child to say /a/.

Do the same with the letter g. Put the sounds together, /r/ /a/ /g/.

Run your finger under each letter in turn and make the 3 sounds, /r/ /a/ /g/. Ask the children to blend these sounds to make the word 'rag'. Do not do this for them. Read the word 'rag' together.

Point to the word. **This word has the same sound in it as 'rat', /r/. This is the new sound we learned yesterday. Can you think of another word beginning with this sound?** Make a list of words on the board.

r a g  
 • • •



## 4 SOUND SONG

⌚ 10 min

Sing the /r/ song  
*Run away from the angry dog.*  
*Rrrr, rrrr.*  
*Run away from the angry dog.*  
*It's running very fast.*

Sing the /a/ song  
*Annie has an a, a, arrow. [x3]*  
*An arrow for her bow.*

Sing the /g/ song  
*The baby on the bus says g, g, g. [x3]*  
*G, g, g, g, g.*



## 5 CONCLUSION

⌚ 10 min

Draw a picture of one of the /r/ words like river or ring.



## 1 SPEAKING & LISTENING

⌚ 10 min

Old stories, new stories  
Old stories, new stories,  
Stories from near and far.  
Stories of the land,  
Stories of the sea,  
Just for you and me.  
(Repeat 1 more time)

Sitting by the fire  
Sitting by the fire,  
Sitting by the fire.  
Listening to a story,  
Listening to a story.  
A tumbuna story  
Full of mysteries.  
A funny story full of jokes  
and laughs.

Stories by the fire  
Stories by the fire,  
Stories in the bed,  
Stories that are told  
And stories that are read.  
(Repeat 1 more time)



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Which animal's name rhymes with rat? That's right 'cat'. Let's write 'rat and cat'. How many sounds are there in 'rat'?** Ask children to sound out 'rat' into its 3 sounds /r/ /a/ /t/. Do not do this for them. Count the sounds and place 3 sound dots on the board.

**Which sound comes first? /r/ comes first. How can we write this sound?** Ask a child to write r on the first sound dot. **What is the second sound?** Ask a child to write a on the second sound dot.

**What is the third sound? Listen hard, 'rat'.** Ask a child to write t on the third sound dot. Read rat together, running your finger under the word and blending the sounds /r/ /a/ /t/ as 'rat'.

**How many sounds are there in 'and'?** Ask children to sound out 'and' into its 3 sounds /a/ /n/ /d/. Do not do this for them. Count the sounds and place 3 sound dots on the board. **Which sound comes first? /a/ comes first. How can we write this sound?** Ask a child to write a on the first sound dot. **What is the second sound?** Ask a child to write n on the second sound dot. **What is the third sound? Listen hard, 'and'. /d/ is the third sound.** Ask a child to write d on the third sound dot. Read 'and' together, running your finger under the word and blending the sounds /a/ /n/ /d/ as 'and'.

Do the same with the word 'cat'. Ask the children to sound out the word and count the sounds. Sound out each one in turn, /c/ /a/ /t/. Run your finger under the letters and blend /c/ /a/ /t/ as 'cat'.

r a t   a n d   c a t  
• • •   • • •   • • •

## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Divide the children into 4 groups again. Give them a different book with pictures in it. Ask one of the children to tell the story to the others by looking at the pictures.



## 4 SOUND SONG

⌚ 10 min

Sing the sound songs for /r/ /a/ /t/.



## 5 CONCLUSION

⌚ 10 min

Give out flashcards for /r/ /a/ /t/ and mix them up. Ask the children with the flashcards to come to the front of the class. **How can we put these sounds in order to make 'rat'?**

Children can come up and move the children holding the flashcards around until the words are made. The rest of the class can help.



## 1 SPEAKING & LISTENING

⌚ 10 min

Old stories, new stories  
Old stories, new stories,  
Stories from near and far.  
Stories of the land,  
Stories of the sea,  
Just for you and me.  
(Repeat 1 more time)

Sitting by the fire  
Sitting by the fire,  
Sitting by the fire.  
Listening to a story,  
Listening to a story.  
A tumbuna story  
Full of mysteries.  
A funny story full of jokes  
and laughs.

Stories by the fire  
Stories by the fire,  
Stories in the bed,  
Stories that are told  
And stories that are read.  
(Repeat 1 more time)



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Read the children a short story that has pictures with it. Encourage the children to listen carefully and ask questions about the story when you have finished reading it.



## 3 PHONICS & LANGUAGE

⌚ 20 min

Play the 'sound alike' game. Say a word, and then say a word that is almost the same. Say **'rid'**. Say **'rim'**. The children say the 2 words, being very careful to say the last sound in each word correctly. **What is different about the two words?** Help children to listen to the difference. **Now we will write each word. How many sounds can we hear in 'rid'? Three, /r/ /i/ /d/. Draw 3 sound dots on the board. The children draw 3 sound dots in their books.**



**What is the first sound? /r/. How do we write this sound?** Write r on the first sound dot. Children write r in their books.

**What is the middle sound? Listen carefully, 'rid'. /i/ is the middle sound. How do we write this sound?** Write i on the middle sound dot. Children write i in their books.

**What is the last sound? Listen carefully 'rid' /d/. Write d on the last sound dot on the board. The children write d in their books. We have written 'rid'. Say 'rim' carefully. What is different about 'rim'? The last sound is not /d/ but /m/. What letter will we need to change? Choose a child to point at the last letter. We need to change this from /d/ to /m/. Rub out the d. What letter do we need? Choose a child to write m in its place. Read the new word together, 'rim'. We changed 'rid' into 'rim'. Say 'rid' 'rim' 'rip'. Can the children hear the difference?**

rid rim  
••• •••



## 4 SOUND SONG

⌚ 10 min

Sing the sound songs for /r/ /i/ /d/.



## 5 CONCLUSION

⌚ 10 min

Give out flashcards for /r/ /i/ /d/ /m/ and mix them up. Ask the children with the flashcards to come to the front of the class. **How can we put these sounds in order to make 'rim'? How can we put these sounds in order to make 'rid'?**

Children can come up and move the children holding the flashcards around until the words are made. The rest of the class can help.





## TERM 2 ASSESSMENT

We have reached the end of Term 2. This is the time to assess if the children have learned the pre-reading and pre-writing skills (recognising, counting and ordering sounds) and have learned the first reading and writing skills (reading and writing sounds).

This assessment sheet will give you 4 small tests to assess the children's skills. You should do them with each child individually. On the next page you will find 2 examples of how to keep a record of the children's progress: one for a class overview and one for the individual child.

### Assessment tests

**1. Ordering sounds** – To assess if a child is able to hear sounds and remember them in the right order. If they can do this, they will later be able to put sounds in an order to make words.

- Make 3 sounds: /c/ /d/ /n/.
- Ask the child which came in the middle? First? And last?
- Mark with a tick if the child gives the correct answers.

**2. Identifying sounds** – To assess if a child is able to recognise a single sound in words.

- Put 5 pictures on the table: chicken, rat, pig, ant, cow.
- Ask the child to pick the pictures that begin with /a/.
- Mark with a tick if the child picks the right picture [ant].

**3. Writing sounds** – To assess if a child can hear a sound and knows how to write it.

- Make the sound /c/.
- Ask the child to write it.
- Repeat this for the sounds: /a/ /g/ /t/ /d/ /o/ /r/ /s/ /m/ /i/ /n/.
- Write down how many sounds the child can write correctly.

**4. Matching sounds to actions** – To assess if a child knows the sound actions and can match them to the right sound.

- Make the sound /c/ and ask the child to do the action.
- Repeat this for the sounds: /a/ /g/ /t/ /d/ /o/ /r/ /s/ /m/ /i/ /n/.
- Write down how many sounds the child knew the right action for.

## TERM 2 ASSESSMENT

### Assessment record sheets

End of Term Assessment – Individual record		
Name: _____		
Year: EP		
Term: 2		
Test	Score/Outcome	Comments
<b>1. Order sounds</b> /c/ /d/ /n/		
<b>2. Identify sounds</b> /a/ in ant		
<b>3. Write sounds</b> /c/ /a/ /g/ /t/ /d/ /o/ /r/ /s/ /m/ /i/ /n/		
<b>4. Match sounds to actions</b> /c/ /a/ /g/ /t/ /d/ /o/ /r/ /s/ /m/ /i/ /n/		

## TERM 2 ASSESSMENT

**End of Term Assessment – Class overview**  
 Year: EP  
 Term: 2

Name	Test 1	Test 2	Test 3	Test 4	Comment
------	--------	--------	--------	--------	---------

[illegible][illegible]

## TERM 3 OVERVIEW

WEEK	THEME	OVERVIEW
WEEK 2	Games	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/</p> <ul style="list-style-type: none"> <li>Identifying sounds from letters</li> <li>Identifying beginning sounds from a picture</li> <li>Blending sounds to read a four-letter word</li> <li>Identifying differences between words</li> <li>Identifying missing sounds in a word</li> <li>Writing a letter from hearing a sound</li> <li>Writing words by building up sounds</li> </ul> <p>Spelling: rat, rag, cat, and, rid, rim, rip, dog, dig, Sid</p>
WEEK 3	Market	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/</p> <ul style="list-style-type: none"> <li>Creating a new word by changing a letter</li> <li>Differentiating between beginning sounds</li> <li>Identifying words that begin and end with the same letter</li> <li>Forming the grapheme: sh</li> </ul> <p>Spelling: car, sand, man, hat, sad, sat, mad, sit, it, tin</p>
WEEK 4	Feelings	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/</p> <ul style="list-style-type: none"> <li>Identifying the same end and middle sounds in similar words</li> <li>Reading a three-word phrase</li> <li>Forming the letter: l</li> <li>Writing a three-word phrase by building up words with sounds</li> </ul> <p>Spelling: rag, tag, dish, crash, shin, can, l, not, an, cash</p>
WEEK 5	Music	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/</p> <ul style="list-style-type: none"> <li>Identifying words with one sound different</li> <li>Writing words from known letters</li> </ul> <p>Spelling: list, lots, smash, dash, the, of, lad, land, got, log</p>
WEEK 6	Papua New Guinea	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/</p> <ul style="list-style-type: none"> <li>Reading a four-word sentence</li> <li>Forming the letter: h</li> <li>Writing a four-word sentence by building up words with sounds</li> </ul> <p>Spelling: rash, salad, lost, sits, dish, mat, nod, ash, Tom, Sam</p>
WEEK 7	Other countries	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/</p> <ul style="list-style-type: none"> <li>Reading a five-word sentence</li> <li>Forming the letter: e</li> </ul> <p>Spelling: you, had, hand, hit, lit, am, had, him, hot, hid</p>

## TERM 3 OVERVIEW

WEEK	THEME	OVERVIEW
WEEK 8	Jobs	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/ <b>/c/ as k, /s/ as ss</b></p> <ul style="list-style-type: none"><li>• Identifying changing end and beginning sounds in similar words</li><li>• Knowing the same sound can be written in different ways</li><li>• Forming the letters: b, k</li><li>• Forming the grapheme: ss</li><li>• Building up words from sounds</li><li>• Identifying the difference between writing b and d</li></ul> <p>Spelling: I, get, the, met, net, hen, men, ten, nest, of</p>
WEEK 9	-	Assessment
WEEK 10	-	Feedback and review

## SPELLING TEST WORDS

rat, rag, cat, and, rid, rim,  
rip, dog, dig, Sid

### 1 SPEAKING & LISTENING

⌚ 10 min

I can jump, skip and run  
I can jump, skip and run,  
Run, run, run.  
I can hop, kick and bat,  
Bat, bat, bat.  
I can score lots of goals.  
I can score lots of tries.  
Let's play together, you and I.  
(Repeat 1 more time)

**What is your favourite game?**  
**Why is it your favourite game?**



### 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Take the children outside. Show them how to hop, skip and jump. Get the children to hop, skip or jump when you call out an instruction. Finish by letting the children run as fast as they can all around the play area.



### 3 PHONICS & LANGUAGE

⌚ 20 min

Write all the sounds we have used so far on the board: c, a, t, d, g, o, m, s, i, n, r. Point to each one in turn. **What sound is this?**

Ask a child to hold up a flashcard. Each child has to decide on the first sound of the picture and write the letter for that sound in their book. **What is the first sound of this picture? What action do we do for this sound?**



### 4 CONCLUSION

⌚ 10 min

**Which song would you like to sing now?**

Let the children choose a song and do the action for one of the sounds: /c/ /a/ /t/ /d/ /g/ /o/ /m/ /s/ /i/ /n/ /r/.



## 1 SPEAKING & LISTENING

⌚ 10 min

Pass me the ball  
 Pass me the ball, the basket ball.  
 Kick me the ball, the soccer ball.  
 Throw me the ball, the rugby ball.  
 Lots of fun and games  
 For one and all.  
 Bat me the ball, the cricket ball.  
 Spike me the ball, the volley ball.  
 Roll me the ball, the bowling ball.  
 Lots of fun and games  
 For one and all.

**How would you feel if you were not allowed to play any games?**  
**What would you do if you found that your soccer ball had a hole in it?**



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Today we are going to write the word 'car'.**

Say the word '**car**'. **How many sounds can we hear in 'car'?** **Listen carefully.** Ask the children to sound out the word and count the sounds and then sound out together as /c/ /a/ /r/ and draw 3 sound dots on the board. Children do the same in their books.

**What sound comes at the end? Listen carefully.** /c/ /a/ /r/. /r/ comes at the end. **Do you remember how we can write this sound?** Write r on the board, reminding the children how to form the letter r. The children copy r into their books.

**This is the action** [doing the dog action]. Repeat the sound and the action together 3 times.

**What is the first sound?** Point to the first sound dot. **Listen hard, 'car'.** Write c on the first sound dot. The children do the same.

**What is the middle sound? /a/ is the middle sound.** Write a on the second sound dot. The children do the same.

Read '**car**' together, running your finger under the word and blending the sounds /c/ /a/ /r/ as '**car**'.

c a r  
 • • •



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Take the children outside. Take 2 large balls, a small ball and a bat with you. Put the children into 3 groups. Have one group kick a ball, one group throw a ball and one group bat with a small ball. Swap the groups over so each group does all 3 activities.



## 4 CONCLUSION

⌚ 10 min

**Which song would you like to sing now?**

Let the children choose a song and do the action for one of the sounds: /c/ /a/ /r/.



## 1 SPEAKING & LISTENING

⌚ 10 min

I love playing games  
 I love playing games,  
 Games are lots of fun.  
 Playing with my friends,  
 We can hop and skip and run.  
 Some games are fast,  
 Some games are slow,  
 Some games we catch and some games we throw.  
 I love playing games.  
 I'm sure that you do too.  
 Playing with my friends,  
 Like you and you and you and you.

**Do you like fast games or slow games?**  
**Why do you like fast games or slow games?**



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Go outside with enough small balls and get the children to practise throwing and catching in pairs. Get them to move further apart to make it more difficult.



## 3 PHONICS & LANGUAGE

⌚ 20 min

Write 'sand' and 'man' on the board. Point to the words and say them. Draw 7 sound dots under the words.

Point to the s. **What sound can we make using this letter?** Choose a child to say /s/. Ask the child to come and stand at the front of the class and hold the s card. Point to the child. **This is the sound /s/.**

Point to the next sound dot. Do the same to sound out the a. The children say /a/. Choose a second child to come and hold the a card. S/he stands next to the first child. **This is /s/ and this is /a/.** **We are building up the words.**

Point to the third letter and sound it out as /n/. Choose a child to hold the n card and be the /n/ sound. Keep going until you have sounded out all the letters.

The children out in front say their sounds in turn. Get them to blend these sounds to make the words. Do not do this for them, but help them by breaking the word into /s/ /a/ /n/ /d/ and /m/ /a/ /n/ if necessary.

s a n      m a n  
 • • • •      • • • •



## 4 CONCLUSION

⌚ 10 min

**Which song would you like to sing now?**

Let the children choose a song and do the action for one of the sounds: /s/ /a/ /n/ /d/.





## 1 SPEAKING & LISTENING

⌚ 10 min

Sing the songs 'I can jump, skip and run', 'Pass me the ball' and 'I love playing games'.

**Why do you like playing games?**  
**How do you feel when it's time to play?**



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Take the children outside. Set up goal posts. Bring a few large balls. Show the children how to kick the ball into the goal. Encourage all the children to have a turn at scoring a goal.



## 3 PHONICS & LANGUAGE

⌚ 20 min

Tell the children you want to write 'cat on the mat'.

Say '**cat**'. **Can you remember how to write 'cat'?** If not, sound it out in the usual way. Ask the children to sound out 'cat' into its 3 sounds, /c/ /a/ /t/. Place 3 sound dots on the board. Sound out each sound in turn. Then run your finger under the letters and blend the 3 sounds as '**cat**'.

Sound out the word 'on' in the usual way. Give the children the word 'the'. Do not try to sound it out.

Say '**mat**'. Ask the children to sound out the word and count the sounds, /m/ /a/ /t/. Place 3 sound dots on the board. **Which sound comes first? /m/ comes first. Can you remember how we can write this sound?** Choose a child write m on the first sound dot.

Point to the second sound dot. Say '**mat**' again. **Listen to the second sound, /a/. Can you remember how we can write this sound?** Choose a child to write a on the second sound dot.

**What letter comes at the end of mat?** Choose a child to write /t/. Read the words together, blending the sounds.

c a t   o n   t h e   m a t  
• • •   • •   • • •



## 4 CONCLUSION

⌚ 10 min

**Let's sing the sound songs and do the actions for the sounds /c/ /a/ /t/ /m/.**



## 1 SPEAKING & LISTENING

⌚ 10 min

Sing the songs 'I can jump, skip and run', 'Pass me the ball' and 'I love playing games'.

**Why do you feel thirsty when you run around and play?**

**Why is it important for you to drink water after you play?**



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Show the children a basket ball, a soccer ball, a rugby ball, a cricket ball, a volley ball and a bowling ball (use pictures if you don't have enough real balls). In pairs, get the children to talk about the different balls for the different games that were sung in the song: 'Pass me the ball'.



## 3 PHONICS & LANGUAGE

⌚ 20 min

Play the 'sound alike' game. Say a word, and then say a word that is almost the same.



Say **'sand'**. Say **'sad'**. Get the children to say the 2 words, being very careful with the last part of each word. **What is different about the two words?** Help children to listen to the difference.

**We will write each word. 'sand', how many sounds can we hear? Four, /s/ /a/ /n/ /d/. Draw 4 sound dots on the board. The children draw 4 sound dots in their books. What is the first sound? /s/ How can we write this sound? Write s on the first sound dot. Children write s in their books. What is the next sound? Listen carefully, 'sand'. /a/ is the next sound. How do we write this sound? Write a on the second sound dot. Children write a in their books. Do the same with the next sounds, writing n and d on the next two sound dots on the board. Children write both letters in their books. We have written 'sand'.**

Say **'sad'** carefully. **How many sounds? Three. What is different about 'sad'? 'sand' has a /n/ sound but 'sad' does not. What will we need to do to 'sand' to turn it into 'sad'? Choose a child to point to the n. We need to take this away to leave 'sad'. Rub out the n. Now we have 'sad'. Read the new word together 'sad'.**

Say **'sand' 'sad' 'sat'**. Can the children hear the difference? Try sounding out the word 'sat' too.

s a n d      s a d      s a t  
• • • •      • • •      • • •



## 4 CONCLUSION

⌚ 10 min

**Let's sing the sound songs and do the actions for the sounds /s/ /a/ /n/ /d/.**



## SPELLING TEST WORDS

car, sand, man, hat, sad,  
sat, mad, sit, it, tin

### 1 SPEAKING & LISTENING

⌚ 10 min

Mama's going to the market  
*To the market, to the market,*  
*Mama's going to the market.*  
*To the market, to the market,*  
*Papa's going to the market.*  
*Buying kaukau, buying kumu,*  
*Mama's buying in the market.*  
*Selling taro, selling fish too,*  
*Papa's selling in the market.*



**Why do you think people like going to the market?**

**What do you do when you go to the market?**



### 3 PHONICS & LANGUAGE

⌚ 20 min

Write all the sounds we have used so far on the board: c, a, t, d, g, o, m, s, i, n, r.

Point to each one in turn, say the sound and do the action. **What sound is this? What action do we do for this sound?**

Ask a child to hold up a flashcard. Each child has to decide on the first sound of the picture and write the letter for that sound in their book. **What is the first sound of this picture?** Repeat with other pictures.



### 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Bring in some kaukau, taro, some kumu and 2 or 3 other fruits or vegetables. Set up 2 small markets in the classroom or outside if there is not much space. Give half the children a bag to go shopping with to each market. Ask two children to be the market sellers. Get the children to pretend to buy something. Encourage them to ask for the food in English.



### 4 CONCLUSION

⌚ 10 min

**Which song would you like to sing now?**

Let the children choose a song and do the action for one of the sounds: /c/ /a/ /t/ /d/ /g/ /o/ /m/ /s/ /i/ /n/ /r/.



## 1 SPEAKING & LISTENING

⌚ 10 min

To market, to market

To market, to market to buy some fresh fish.  
There are big ones and small ones and some  
in a dish.

Some kumu and carrots and onions too.

The market has healthy food  
for me and you.

**Where do you think most of the food in the  
market comes from?**

**Why can it be better for you to eat food from  
the market than from the shops?**



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Repeat the activity from the previous day but with  
different children as the market sellers.



## 3 PHONICS & LANGUAGE

⌚ 20 min

Play the 'sound alike' game. Say a word,  
and then another word which is almost the  
same. Say **'rag'**. Say **'tag'**. The children  
say the 2 words, being very careful with  
the first part of each word. **What is different about  
the two words?** Help children to listen to the  
difference.



**We will write each word. How many sounds  
can we hear in 'rag'? Three, /r/ /a/ /g/. Draw 3  
sound dots on the board. Children draw 3 sound  
dots in their books. What is the first sound? /r/.  
How can we write this sound? Write r on the first  
sound dot. Children write r in their books. What is  
the next sound? Listen carefully, 'rag'. /a/ is the  
next sound. How do we write this sound? Write  
a on the next sound dot. The children write a in  
their books. What is the last sound? Do the same  
thing, writing g on the last sound dot. Children do  
the same in their books.**

**We have written 'rag'. Say 'tag' carefully. What is  
different? 'rag' starts with a /r/ sound, but 'tag'  
starts with a /t/ sound. What will we need to  
do to 'rag' to turn it into 'tag'? Choose a child to  
point at the first letter r. We need to change this  
and put t in its place. Rub out the r and write a t in  
its place. Now we have 'tag'. Read the new word  
together, 'tag'. We changed 'rag' into 'tag'.**

r a g      t a g  
• • •      • • •



## 4 CONCLUSION

⌚ 10 min

**Let's sing the sound songs and do the actions  
for the sounds /r/ /a/ /g/ /t/.**





/sh/

## 1 SPEAKING & LISTENING

⌚ 10 min

Today is market day  
Today is market day.  
There's much to do today.  
Pack all the food to sell.  
I'm feeling very well.  
Let's all be on our way.  
There's no need for us to stay.  
We're going to the market  
to buy and sell today.  
(Repeat 1 more time)

**How does it make you feel when you see children selling food in the market?**  
**Why is it important that you do not go to the market on your own?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Give all the children a small piece of paper and ask them to write down what they want to buy from the market (this is 'emergent' writing and does not need to be spelled correctly). Repeat the activity from the previous day but the shoppers need to read from their list what they want to buy.



## 3 PHONICS & LANGUAGE

⌚ 20 min

Tell the children you want to write the word 'dish'. Say '**dish**'. **How many sounds can we hear in 'dish'?** Ask the children to sound out the word and count the sounds, then do it together. Sound out /d/ /i/ /sh/. Draw 3 sound dots on the board. The children do the same in their books.

**What sound comes at the beginning? Listen carefully, 'dish' /d/. How can we write this sound?** Write d on the board. The children copy d in their books.

Say '**dish**'. **What sound can we hear at the end? The last sound is /sh/. This is a new sound to write.** Ask the children to look at the shape of each other's mouths and make the sound /sh/. **Can anyone remember the action we do for this sound? We put a finger on our lips as if 'shushing'.** Make the action and match it to the sound, /sh/.

Show how to write sh, showing the children that we use two letters to represent this sound. Children practise writing sh on the floor with their fingers. Write sh on the last sound dot. Help the children to do the same.

Repeat, helping children to write the middle sound, /i/. Run your finger under the word and read it together, blending the sounds /d/ /i/ /sh/ as '**dish**'.

d i sh  
• • •



## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to start reading a story now. Listen for the sound /sh/. Try to remember some of the words you hear with the /sh/ sound.**

Shirley sells shells

**Shirley sells shells in a shack on the seashore. Sometimes she sits in the sunshine. Sometimes she sits in the shadow of a big coconut tree on the shore. She shows off the shiny shells. A short, shy boy buys some shiny shells of different shapes.**

**Who sells shells?**

**Where does Shirley sit?**

**Who buys the shiny shells?**



## 5 CONCLUSION

⌚ 10 min

Sing the /sh/ song, with the action for the sound.

*Rush, rush, rush, rush through the bush.*

*It looks like it's going to rain.*

*The wind is pushing its way through the bush.*

*Sh, sh, sh, sh, sh.*



## 1 SPEAKING & LISTENING

⌚ 10 min

Sing the songs 'Mama's going to the market', 'To market, to market' and 'Today is market day'.



**What type of food do you like from the market? Why?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

In small groups, ask the children to pretend they are driving a bus to the market (they will need to have a driver and the rest sat behind). Ask them to think of and make all the different sounds that they hear at the market. (For example, peeping cars, sellers shouting, PMV fee collectors (boss crew) calling.)



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Let's find more words with our new sound /sh/ in them.**

Make a list of /sh/ words. Ask children for some which start with /sh/ and some which end with /sh/, for example sheep, shop, fish, brush.

Write 'crash' on the board. Point to the word. **This word has our new /sh/ sound.** Point to the sh in crash and underline these 2 letters. **We can use these letters to write the /sh/ sound. This word ends in /sh/.**

Point to the rest of the word and draw 3 sound dots, 1 under each letter. **These letters each stand for one sound.**

Point to the first letter. **What sound does this letter make?** Choose a child to say the sound /c/.

Point to the next letter. Do the same to sound out the /r/ and ask the children to say /r/. Point to the third letter and sound this out as /a/. Ask the children to say the /a/ sound.

Point to each letter in turn and make its sound /c/ /r/ /a/ /sh/. The children say the sounds /c/ /r/ /a/ /sh/ and then blend them to make the word 'crash'. Do not do this for them.

c r a sh  
• • • •



## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to read more of the story now. Listen for the sound /sh/. Try to remember some of the words you hear with the /sh/ sound.**

Shirley sells shells

**When Shirley is not selling shells on the shore, she helps a shopkeeper to sell fish. He sells big fish, small fish and shellfish. His shop is shabby but the fish is fresh. People rush to buy the fish.**



**Where does Shirley work?  
What does the shop sell?  
Why is the shop popular?**



## 5 CONCLUSION

⌚ 10 min

Sing the /sh/ song, with the action for the sound.

*Rush, rush, rush, rush through the bush.  
It looks like it's going to rain.*

*The wind is pushing its way through the bush.  
Sh, sh, sh, sh, sh.*





## 1 SPEAKING & LISTENING

⌚ 10 min

Sing the songs 'Mama's going to the market', 'To market, to market' and 'Today is market day'.

**What food did your family buy last time you were at the market?**  
**How did you cook it?**



## 3 PHONICS & LANGUAGE

⌚ 20 min

**If you crash your leg into something you might hurt your shin. This is the shin on your leg.** Point to the front of your leg between your knee and your foot. Say '**shin**'. **How many sounds are there in 'shin'?** Ask children to sound out 'shin' into its 3 sounds /sh/ /i/ /n/. **There are three sounds in 'shin'**. Place 3 sound dots on the board.

**Which sound comes first? 'shin' /sh/ comes first. This is the new sound we learned this week.** Say the sound, /sh/, and do the action (finger on lips). **How do we write this sound?** Choose a child to write the sh letters on the first sound dot. Point to the second sound dot. **Listen to the second sound, 'shin', /i/.** **How can we write this sound?** Choose a child to write i on the second sound dot. Repeat the word. Help the children to sound out the last sound, /n/. Place n on the third sound dot. Read '**shin**' together, running your finger under the word shin and blending the sounds /sh/ /i/ /n/ as '**shin**'.

Show the children 6 flashcards: cat, shark, pig, fish, dog, ship, but do not say any of the words. **Stand up when you see a picture with the /sh/ sound in it.** Ask children to tell you why they jumped up for 'fish', 'ship' 'shark'.

sh i n  
• • •



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Put the children into groups of 6. Give each group a bag with 6 different fruits or vegetables. Tell them to sit in a circle, empty the bag on to the floor and look at all the items. Give them a few minutes to talk about the different foods. Then tell them to put the items back in the bag. One at a time, each member of the group then says one item that was in the bag without repeating what has already been named.



## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to read the end of the story now. Listen for the sound /sh/. Try to remember some of the words you hear with the /sh/ sound.**

Shirley sells shells

**The short, shy boy who bought the shells comes into the shop. He wants to buy some fresh fish. Shirley shows him the freshest fish. He chooses a very big fish. It is so big that Shirley has to push to put it into the dish the boy has brought.**

**Who buys the big fish?**

**Which words with the /sh/ sound can you remember from this week's story?**



## 5 CONCLUSION

⌚ 10 min

Sing the /sh/ song, with the action for the sound.

*Rush, rush, rush, rush through the bush.*

*It looks like it's going to rain.*

*The wind is pushing its way through the bush.*

*Sh, sh, sh, sh, sh.*





## SPELLING TEST WORDS

rag, tag, dish, crash, shin,  
can, I, not, an, cash

### 1 SPEAKING & LISTENING

⌚ 10 min

What makes you feel glad?  
What makes you feel glad?  
What makes you feel shy?  
What makes you feel sad?  
What makes you feel worried?  
What makes you feel scared?  
What makes you feel brave?  
I feel all these things  
and I'm sure that you do too.  
(Repeat 1 more time)

**What makes you cry?**  
**Why is it not good to make someone cry?**



### 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Ask children to sit in pairs and make faces that are happy, sad, angry and scared. Ask them to tell the other child what makes them happy, what makes them sad, what makes them angry and what makes them scared.



### 3 PHONICS & LANGUAGE

⌚ 20 min

**We are going to play a game called 'name that sound'. First let's go over all the sounds we have learned.**

Show putting your finger on your mouth for the /sh/ action. Children say /sh/. Write sh on the board. Do the same for /m/ /s/ /c/ /a/ /t/ /d/ /n/ /o/ /i/ /g/ and /r/, placing the matching letter on the board as the children make the sound.

Choose a child and send him/her out of the classroom. Write one of the letters on the board for the rest of the class to see. Rub out or hide the letter and call the child back into the classroom. Ask children to make the sound that they have just seen. Encourage them to make the action as well.

The child listens hard to the sound and writes out the letter of the sound s/he has heard. Ask the class. **Has s/he written the sound correctly? Is this the sound that was written?** Uncover the sound or write it on the board for the child to see.

Repeat this, choosing a new child and a new sound.



### 4 CONCLUSION

⌚ 10 min

**Which song would you like to sing now?**

Let the children choose a song and do the action for one of the sounds: /c/ /a/ /t/ /d/ /g/ /o/ /m/ /s/ /i/ /n/ /r/ /sh/.





## 1 SPEAKING & LISTENING

⌚ 10 min

If you're happy and you know it  
*If you're happy and you know it clap your hands.*  
*If you're happy and you know it clap your hands.*  
*If you're happy and you know it and you really have to show it.*  
*If you're happy and you know it clap your hands.*  
*If you're happy and you know it stamp your feet.*  
*If you're happy and you know it stamp your feet.*  
*If you're happy and you know it and you really have to show it,*  
*If you're happy and you know it stamp your feet.*

**What are some things that make you feel happy?**  
**What can you do to make your friends happy?**

## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Take the children outside. Draw 4 big circles on the ground. In one of them draw a happy face, in the second one a sad face, in the third an angry face and in the last a scared face. Play some music or sing a song as the children walk around all the circles. When you stop the music or stop singing, the children have to step into the nearest circle and make the face that is in the circle. Repeat this 2 or 3 more times.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**I am going shopping later on today. I want you to help me write the word 'list'.**

**Listen carefully to the word 'list'. How many sounds can you hear?**

Ask the children to sound out the word and count the sounds for themselves. Then do it with them.  
**/l/ /i/ /s/ /t/, four sounds.** Draw 4 sound dots on the board. The children draw 4 sound dots in their books.

**What sound comes at the beginning? 'list'.** Encourage the children to say /l/ 'list'. **/l/ is the first sound.** Make the sound again /l/. **Can anyone remember the action we do for this sound? We lick an ice block.** Make the action and match it to the sound /l/. **Look at your friend's mouth as you make this sound, /l/. What shape does our mouth make? We can write the sound like this.** Demonstrate how to write l on the board. The children write l in their books. Write l on the first sound dot.

**What sound can we hear next? 'list'.** Ask the children to listen carefully and to say the next sound /i/. Sound out /ii/ as i on the board. The children write i above the second sound dot in their book. Do the same to sound out /s/ as s, and /t/ as t.

Run your finger along the whole word, /l/ /i/ /s/ /t/ and then blend the sounds as 'list'.

l i s t  
 • • • •

## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to read a story now. Listen for the sound /l/. Try to remember some of the words you hear with the /l/ sound.**

Larry the little dog  
**Larry was a little dog but he had long legs. He loved to leap about, bark loudly and wag his tail. He felt lucky because he lived on a beautiful large island with his owner, Lucy.**

**Who is Larry?**  
**What does he love to do?**  
**Where does he live?**



## 5 CONCLUSION

⌚ 10 min

Sing the /l/ song, with the action for the sound.

*Lucy lit her little lamp.*  
*Lucy lit her little lamp.*  
*L, l, l, l.*  
*She lit her little lamp.*



## 1 SPEAKING & LISTENING

⌚ 10 min

How do you feel today?  
How do you feel today?  
How do you feel today?  
If you're feeling sad then say boo hoo,  
feeling sad then say boo hoo,  
feeling sad then say boo hoo.  
How do you feel today?  
How do you feel today?  
If you're feeling happy then say hello,  
feeling happy then say hello,  
feeling happy then say hello.  
How do you feel today?

**What are some things you do when you are happy?**  
**What are some things you do when you are sad?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Play the circle and face game again. Take the children outside. Draw 4 big circles on the ground. In one of them draw a happy face, in the second one a sad face, in the third an angry face and in the last a scared face. Play some music or sing a song as the children walk around all the circles. When you stop the music or stop singing, the children have to step into the nearest circle and make the face that is in the circle. Ask the children to imagine why they might have that face and to tell their friends. Repeat this 2 or 3 times.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**I went shopping yesterday and I bought lots of tins.** Write 'lots of tins' on the board.

Point to the first word, lots. **How many sounds are there in this word?** Count the sounds. **Four sounds.**

Point to the first letter. **This word begins with the new sound we learned yesterday.** Point to the l. **Can you remember this sound?** If the children need help, do the licking ice block action as a clue. **The sound // can be written like this.** Point to the letter l.

Point to the second letter, o. **Can you remember what sound we can write using this letter? Yes, /o/. We can write /o/ with this letter. So the word begins // /o/.**

Do the same again to sound out the last two sounds, /t/ and /s/. Point to each letter in turn and sound out the sounds // /o/ /t/ /s/. Ask the children to blend these sounds. Read the word as 'lots'.

Give the word 'of'. Do not sound it out. Read 'lots of'.

Point to the last word and count the sounds. **How many sounds? Four.** Help the children to sound out each one in turn /t/ /l/ /n/ /s/. Blend these sounds to read 'tins'. Read the 3 words, 'lots of tins'. **Well done everyone.**

lots of tins  
● ● ● ● ● ● ● ●



## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to read a story now. Listen for the sound //. Try to remember some of the words you hear with the // sound.**

Larry the little dog

**Larry planned to have a lazy day, lying on his belly in the sun. Lucy had other plans. She wanted Larry to play ball with her on the top of the hill. "Lazy Larry!" said Lucy. "Come and play with me." Larry loved Lucy, so he wagged his tail and followed her.**

**What had Larry planned to do?**  
**Why did Larry do what Lucy wanted?**  
**Which words with the // sound can you remember from this week's story?**



## 5 CONCLUSION

⌚ 10 min

Sing the // song, with the action for the sound.

Lucy lit her little lamp.  
Lucy lit her little lamp.  
L, l, l, l.  
She lit her little lamp.



## 1 SPEAKING & LISTENING

⌚ 10 min

Sing the songs 'What makes you feel glad?', 'If you're happy and you know it' and 'How do you feel today?'.



**Why should you always say you are sorry if you have upset someone?**

**How can you make someone feel better if you have upset them?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Take the children outside. Use the 4 circles on the ground or redraw them. Ask the children to choose one of the circles to sit in. Choose a child from each circle to tell the whole class why they have chosen that circle. Encourage children to describe their feelings.



## 3 PHONICS & LANGUAGE

⌚ 20 min

Say '**smash**' very slowly. **How many sounds can you hear?** Ask the children to sound out the word and count the sounds. **Four sounds /s/ /m/ /a/ /sh/**. Draw 4 sound dots on the board. The children do the same in their books.

Point to the first sound dot. **What sound starts the word 'smash'?** Ask the children to listen and say /s/. **How can we write this sound?** Choose a child to write s on the board. The children write s in their books.

Point to the last sound dot. **What sound does 'smash' end with?** Encourage the children to listen to the /sh/ ending. **How can we write the /sh/ sound?** Choose a child to write sh on the last sound dot on the board. The children do the same in their books.

Point to the second sound dot and sound out /m/ as m on the board with the children doing the same in their books. Do the same, sounding out /a/ as a.

Run your finger under the whole word and say the sounds /s/ /m/ /a/ /sh/. Ask the children to blend these sounds as '**smash**'.

**What do we have to change to make 'dash'?**

Point out that the last two sounds in 'dash' are the same as 'smash'. Read back the two words. '**smash**' '**dash**'.

s m a sh      d a sh  
• • • •      • • •



## 4 SOUND STORY

⌚ 10 min

**Which sounds did we practise today? I am going to read a story now. Listen for the sounds /s/ /m/ /a/ /sh/. Try to remember some of the words you hear with those sounds.**

Sally

**Sally had a small shop. It was very popular and she sold many items. Lots of men and women spent time in her shop. The men bought mainly tools. The women bought seeds as well as mangoes and other fruit and vegetables.**



**What did the men buy from Sally's shop?**  
**What did the women buy?**



## 5 CONCLUSION

⌚ 10 min

**Which song would you like to sing now?**

Let the children choose a song and do the action for one of the sounds: /s/ /m/ /a/ /sh/.



## 1 SPEAKING & LISTENING

⌚ 10 min

Sing the songs 'What makes you feel glad?', 'If you're happy and you know it' and 'How do you feel today?'.



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Sing to the children 'What makes you feel ...?'. You make an appropriate face to look glad, shy, sad, scared, worried and brave. Get the children to join in with you, making their faces look glad, shy, sad, scared, worried and brave when they sing that word.



## 3 PHONICS & LANGUAGE

⌚ 20 min

Place all the sounds learned so far on the board: c, a, t, d, g, o, m, s, i, n, r, l, sh. Point to each one in turn, say the sound and make the action.



Choose a child and send him/her out of the classroom. Write one of the letters on the board for the rest of the class to see. Rub out or hide the letter and call the child back into the classroom. Ask children to make the sound that they have just seen. Encourage them to make the action as well.

The child listens hard to the sound and writes out the letter of the sound s/he has heard. Ask the class. **Has s/he written the sound correctly? Is this the sound that was written?** Uncover the sound or write it on the board for the child to see.

Repeat this, choosing a new child and a new sound.



## 4 CONCLUSION

⌚ 10 min

**Which song would you like to sing now?**

Let the children choose a song and do the action for one of the sounds: /c/ /a/ /t/ /d/ /g/ /o/ /m/ /s/ /i/ /n/ /r/ /l/ /sh/.



list, lots, smash, dash, the,  
of, lad, land, got, log

### 1 SPEAKING & LISTENING

⌚ 10 min

I am the music man  
I am the music man.  
I come from far away and  
I can play.  
What can you play?  
I play the piano.  
Pia pia piano, piano,  
piano.  
Pia pia piano, pia, piano.  
I am the music man.  
I come from far away and  
I can play.  
What can you play?  
I play the garamut.

Gara gara garamut,  
garamut, garamut.  
Gara gara garamut, gara  
gara mut.  
I am the music man.  
I come from far away and  
I can play.  
What can you play?  
I play the kundu drum.  
Kundu kundu kundu  
drum.  
Kundu drum kundu drum.  
Kundu kundu kundu  
drum, kundu kundu drum.

I am the music man.  
I come from far away  
and I can play.  
What can you play?  
I play the panpipe.  
Lutu lutu lutu tu, lutu tu,  
lutu tu.  
Lutu lutu lutu tu, lutu  
lutu tu.

**Why do you think people  
play music?**  
**Why do you think people  
have different types of  
musical instruments?**



### 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Play the song 'I am the music man'. Do actions for the songs, pretending to play a piano, garamut, kundu drum and panpipe (use the real instruments if possible). Ask the children to copy you and make the actions.



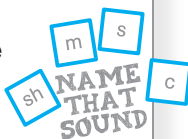
### 3 PHONICS & LANGUAGE

⌚ 20 min

**We are going to practise our sounds.**

Place all the sounds learned so far on the board: c, a, t, d, g, o, m, s, i, n, r, l, sh.

Point to each one in turn, say the sound and make the action.



Choose a child and send him/her out of the classroom. Write one of the letters on the board for the rest of the class to see. Rub out or hide the letter and call the child back into the classroom. Ask children to make the sound that they have just seen. Encourage them to make the action as well.

The child listens hard to the sound and writes out the letter of the sound s/he has heard. Ask the class. **Has s/he written the sound correctly? Is this the sound that was written?** Uncover the sound or write it on the board for the child to see.

Repeat this, choosing a new child and a new sound.

### 4 CONCLUSION

⌚ 10 min

**Which four songs would you like to sing now?**

Let the children choose songs and do the actions for 4 of the sounds: /c/ /a/ /t/ /d/ /g/ /o/ /m/ /s/ /i/ /n/ /r/ /l/ /sh/.





## 1 SPEAKING & LISTENING

⌚ 10 min

Can you hear the music playing?  
Can you hear the music playing?  
Beating drums and guitars strumming.  
Voices singing, voices humming.  
Can you hear the music playing?  
Can you hear the music playing?  
Loudly, softly, fast or slowly.  
Dancing to the beat while singing.  
Can you hear the music playing?



**How do you feel when you listen to music?**  
**What are some things in your house you can use to make music?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Go outside and find things to make sounds with. In pairs, ask the children to collect them and practise making some sounds and rhythms banging sticks, knocking stones, etc.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Sometimes you can get spots on your skin and it can itch and make you feel ill. This is a rash. Let's write it.**

Say the word '**rash**'. **How many sounds can we hear in 'rash'?** Ask the children to sound out the word and count the sounds. Sound out as /r/ /a/ /sh/ and draw 3 sound dots on the board. The children do the same in their books.

**What sound comes at the beginning? Listen carefully: /r/ /a/ /sh/. /r/ comes at the beginning.** Do the action [dog with a bone] and make the /r/ sound. **/r/ is the first sound.** Write r on the board. Get the children to copy it into their books.

**What sound comes at the end? 'rash', the last sound is /sh/. How do we write this?** Show how to write sh on the last sound dot, helping the children to copy it into their books.

Repeat this process, helping them to write the middle sound /a/ as a.

Run your finger under the word and read it together, blending the sounds /r/ /a/ /sh/ as '**rash**'. Read the word together.

Point out to the children that, if we can write 'rash', it will be easy to write 'cash'. Choose a child to write 'cash' on the board. Write 'cash' on the board below 'rash'. Point out the difference.

r a sh      c a sh  
• • •      • • •



## 4 SOUND STORY

⌚ 10 min

**Which sounds did we practise today? I am going to read a story now. Listen for the sounds /r/ /a/ /sh/. Try to remember some of the words you hear with those sounds.**

Ray's good news

**Ray was in a rush. He wanted to share some good news with his father and mother. He ran along the road. He ran past the shop. He ran along the shore. "Mama! Papa!" he shouted. "I won the school prize!"**



**Name two of the places Ray ran. What was Ray's good news?**



## 5 CONCLUSION

⌚ 10 min

**Which four songs would you like to sing now?**

Let the children choose songs and do the actions for 4 of the sounds: /c/ /a/ /t/ /d/ /g/ /o/ /m/ /s/ /i/ /n/ /r/ /l/ /sh/.





## 1 SPEAKING & LISTENING

⌚ 10 min

I love to play some music  
I love to play some music,  
I love to play some tunes.  
I will strum the guitar,  
you will play the bass drum.  
Playing music together's lots of fun.  
I love to play some music,  
I love to play some tunes.  
I will shake the little tambourine,  
you will play the violin.  
Playing music together's lots of fun.



**What would you do if you found out that someone had broken the string on your guitar? How do you feel when you listen to music with a fast beat? Is that different to when you listen to music with a slow beat?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

In pairs, get the children to sing a song that makes them happy to their friend.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Today we are going to write two words that rhyme: 'land' and 'sand'.**

Say the word **'land'**. **How many sounds can we hear in 'land'?** Ask the children to sound out the word and count the sounds, then do it with them. Sound out as /l/ /a/ /n/ /d/. Draw 4 sound dots on the board. Get the children to do the same in their books.

**What sound comes at the beginning? Listen carefully /l/ /a/ /n/ /d/, /l/ comes at the beginning.** Write l on the board. Ask the children to copy in their books. **What sound comes at the end? 'land', the last sound is /d/. How do we write this?** Show how to write d on the last sound dot, helping them to do the same.

Repeat, helping them to write the middle sounds /a/ /n/ as a and n. Run your finger under the word and read it together, blending the sounds /l/ /a/ /n/ /d/ as **'land'**. Read the word **'land'**.

**If we can write 'land', it will be easy to write 'sand'.** Ask the children to draw 4 more sound dots in their books, then sound out as /s/ /a/ /n/ /d/.

Write 'sand' on the board under the word 'land'. Then ask the children to write the word in their books. Read the words **'land'** and **'sand'** together, encouraging the children to hear the rhyme.

l a n d      s a n d  
• • • •      • • • •



## 4 SOUND STORY

⌚ 10 min

**Which sounds did we practise today? I am going to read a story now. Listen for the sounds /l/ /a/ /n/ /d/ /s/. Try to remember some of the words you hear with those sounds.**

The farmer

**The farmer had land that was close to the sandy seashore. He grew fruit and vegetables on his land. His daughter said, "Dad, I love to live on the land by the sandy shore."**



**Where was the farmer's land?  
What did he grow on his land?**



## 5 CONCLUSION

⌚ 10 min

**Which four songs would you like to sing now?**

Let the children choose songs and do the actions for 4 of the sounds: /c/ /a/ /t/ /d/ /g/ /o/ /m/ /s/ /i/ /n/ /r/ /l/ /sh/.



## 1 SPEAKING & LISTENING

⌚ 10 min

Sing the songs 'I am the music man', 'Can you hear the music playing?' and 'I love to play some music'.



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Prepare a large chart with pictures of musical instruments in a column down the left-hand side. In pairs, get the children to tell each other what type of instrument they would like to learn to play and why. Record the children's chosen instrument on the chart. Next to each picture write the number of children who would like to play that instrument and discuss the findings.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**We are doing music this week. I want to get fit to sing loudly and play the drums. I will need to get healthy, I will eat a big dish of salad.**

Write 'dish of salad' on the board. **This is what I am having for my dinner. Can you read it?**

Point to the first word and run your finger underneath it. **There are three sounds in this word.** Draw 3 sound dots under the word, matching the letters d i sh. Get the children to say each sound as you point to the letters, then blend the sounds together: /d/ /i/ /sh/.

Give the word 'of', don't sound it out.

Point to the word 'salad'. Run your finger under the word. **There are five letters and five sounds in this word.** Draw 5 sound dots under the word and help the children to say each sound. Blend the sounds to make the word 'salad'.

Read the word '**salad**' together 3 times, then read the phrase '**dish of salad**'.

d i s h   o f   s a l a d  
• • •   • • • • •



## 4 CONCLUSION

⌚ 10 min

**Which four songs would you like to sing now?**

Let the children choose songs and do the actions for 4 of the sounds: /c/ /a/ /t/ /d/ /g/ /o/ /m/ /s/ /i/ /n/ /r/ /l/ /sh/.



## 1 SPEAKING & LISTENING

⌚ 10 min

Sing the songs 'I am the music man', 'Can you hear the music playing?' and 'I love to play some music'.



**Why do you think we have different musical instruments in different parts of Papua New Guinea?**

**How can you make music with different parts of your body?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Collect empty plastic bottles and cans and show the children how to make a shaker by filling the bottle/can with dried peas/beans or small stones. Sing the song 'I am the music man', getting the children to use their shakers to accompany the song.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**I think I lost my favourite hat. Have you ever lost anything? What was it? Do you think we can write 'lost'?** Say 'lost' very slowly. **How many sounds can you hear?**

Ask the children to sound out the word and count the sounds. **Four, /l/ /o/ /s/ /t/.** Draw 4 sound dots on the board. Get the children to draw 4 sound dots in their books.

Point to the first sound dot. **What sound starts the word 'lost'?** Encourage the children to say /l/. **How can we write this sound?** Choose a child to write l on the board. Ask the children to write l in their books.

Do the same to sound out /o/ /s/ and /t/ as o, s and t. Ask the children to write o, s and t in their books.

Run your finger under the whole word and say the sounds /l/ /o/ /s/ /t/. Ask the children to blend these sounds as 'lost'.

l o s t  
• • • •



## 4 SOUND STORY

⌚ 10 min

**Which sounds did we practise today? I am going to read a story now. Listen for the sounds /l/ /o/ /s/ /t/. Try to remember some of the words you hear with those sounds.**

Sally

**Sally forgot to look first before she stepped off the boat. She fell into the sea and lost the key to the lock on her shop door. She looked and looked until it got dark. Then she had to stop. It would cost a lot to get a new key cut.**



**How did Sally lose her key?  
What was the key for?**



## 5 CONCLUSION

⌚ 10 min

**Which four songs would you like to sing now?**

Let the children choose songs and do the actions for 4 of the sounds: /c/ /a/ /t/ /d/ /g/ /o/ /m/ /s/ /i/ /n/ /r/ /l/ /sh/.



rash, salad, lost, sits, dish,  
mat, nod, ash, Tom, Sam

### 1 SPEAKING & LISTENING

⌚ 10 min

Papua New Guinea  
Papua New Guinea,  
My home and my country.  
From the highlands to the seas,  
Land of natural beauty.  
Papua New Guinea,  
Let's sing out clear and strong  
As we join our hands and work together  
To care for our PNG.

**How many provinces can you name in Papua New Guinea?**

**What are some ways we can care for PNG?**



### 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Draw a large outline of Papua New Guinea on the floor. Tell the children that this is the country where they live. Get as many of the children to sit inside the map as you can and sing the song 'Papua New Guinea' together.



### 3 PHONICS & LANGUAGE

⌚ 20 min

**Today we are going to play 'sound bingo'.**

Place all the letters we have used so far on the board: c, a, t, d, g, o, m, s, i, n, r, sh, l. Point to each one in turn, say the sound and make the action.

**Do you remember how we choose three of these letters and write them in our books? We can choose any three we like.**

Take the flashcards and shuffle them. Place them in a pile face down. Choose a child to take the top picture and show it to the class, for example nails. Get the children to say the word. **What sound does this start with?** The children say the starting sound /n/. If any child has the letter n in their book, they can cross it off.

**The first one to cross out all three of their letters wins the game.**

Repeat this, choosing a child to show each picture in turn.

**Let's play again!**

SOUND BINGO

s	r	m
c	l	sh



### 4 CONCLUSION

⌚ 10 min

**Which four songs would you like to sing now?**

Let the children choose songs and do the actions for 4 of the sounds: /c/ /a/ /t/ /d/ /g/ /o/ /m/ /s/ /i/ /n/ /r/ /l/ /sh/.





/h/

## 1 SPEAKING & LISTENING

⌚ 10 min

Our land is the land  
Our land is the land of high mountains  
Of swaying palms and coral seas.  
Where the people sing  
As the drums are beating.  
Our land is strong and free.  
Papua New Guinea,  
Papua New Guinea, our mother land.  
Every tribe and race  
Let us work together.  
United we shall stand.

**Why do you think Papua New Guinea is called a tropical country?**  
**Why do you think the song says PNG is our 'mother land'?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Sing the song 'Our land is the land' with actions of making high mountains by raising arms high in the shape of a mountain, of swaying arms like palm trees and of beating drums (using real drums if possible).



## 3 PHONICS & LANGUAGE

⌚ 20 min

**When it is very hot I wear my hat. We are going to write the word 'hat' together.**

Say 'hat' very slowly. **How many sounds can you hear?** Ask the children to sound out the word and count the sounds. **Three, /h/ /a/ /t/.** Draw 3 sound dots on the board. Ask the children to draw 3 sound dots in their books.

Point to the first sound dot. **What sound starts the word 'hat'?** Encourage the children to say /h/. **This is a new sound. Say it to your partner and look at their mouth shape, /h/.** Make a panting action, as if you are out of breath. This is the action we do to match the sound: /h/ /h/ /h/.

**How can we write this sound?** Show how to write h on the board. The children practise writing h in their books.

Say the word 'hat' again and sound out the second and third sounds /a/ and /t/ as a and t. The children write a and t in their books.

Run your finger under the whole word and say the sounds /h/ /a/ /t/. Ask the children to blend these sounds as 'hat'.

h a t  
• • •



## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to start reading a story now. Listen for the sound /h/. Try to remember some of the words you hear with the /h/ sound.**

Helen saves the hens  
**Helen was helping her mother look after the hens behind their house. She was humming because she was happy that they would have eggs to eat for dinner. Helen hoped that if she helped a lot, Mama would cook her favourite food.**



**What was Helen doing?**  
**Where were the hens?**  
**Why was Helen happy?**



## 5 CONCLUSION

⌚ 10 min

Sing the /h/ song, with the action for the sound.

*This stone is hot, hot, hot in the ground.  
This stone is hot, hot, hot that I have found.  
This stone is h, h, hot in my hand.  
H, h, h, h, h.*



### 1 SPEAKING & LISTENING

⌚ 10 min

Children of Papua New Guinea  
*Children of Papua New Guinea*  
*You are the future of our country.*  
*You are unique and so very special*  
*To all your parents, your aunties and uncles.*  
*So, children of Papua New Guinea,*  
*Strive to be the best that you can be.*  
*As you work and as you all play*  
*In your school and your homes each day.*  
 (Repeat 1 more time)

**Why are you children the future of our country?**  
**Why do you think your parents, aunties, uncles**  
**and grandparents (bubus) care for you?**



### 2 FOLLOW-UP ACTIVITY

⌚ 10 min

In pairs, ask children to tell each other how their families care for them. Ask a few of the children to tell the rest of the class what they have been talking about.



### 3 PHONICS & LANGUAGE

⌚ 20 min

**Yesterday I was looking for a dish to put my bananas in, but I couldn't find it. Later my friend brought the dish to me and I said, 'You had the dish!'**

Write 'You had the dish.' on the board.

Point to the first word. **This says 'you'.** **This is a common word. We need to remember it.**

Point to the next word. Run your finger under it. **In this word there are three sounds.** Draw 3 sound dots under the word. Point to the h. **This is our new sound we learned yesterday.** Ask the children to say /h/. Let them practise writing h in their books and saying /h/.

Point to the a. **What sound can we write using this letter?** Ask the children to say /a/.

Do this again to sound out d. Put the 3 sounds together and say /h/ /a/ /d/. Ask the children to blend the sounds to make /had/. Read the sentence so far **'You had'**. Give the children the word 'the'.

Point to the next word and sound it out. Draw 3 sound dots and sound out each sound in turn /d/ /i/ /sh/ and then encourage the children to blend the sounds to make the word 'dish'.

Read the whole sentence together.

You h a d the d i s h.



### 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to read more of the story now. Listen for the sound /h/. Try to remember some of the words you hear with the /h/ sound.**

Helen saves the hens

**The hens were hopping about behind the house. It was a hot day, so Helen hid in the shade of the big tree. She had been working hard all day and she was tired. Her head felt heavy and she fell asleep and dreamed about her next holiday.**



**Why did Helen hide in the shade?**  
**Why was she tired?**  
**What did she dream about?**



### 5 CONCLUSION

⌚ 10 min

Sing the /h/ song, with the action for the sound.

*This stone is hot, hot, hot in the ground.*  
*This stone is hot, hot, hot that I have found.*  
*This stone is h, h, hot in my hand.*  
*H, h, h, h, h.*





### 1 SPEAKING & LISTENING

⌚ 10 min

Sing the songs 'Papua New Guinea', 'Our land is the land' and 'Children of Papua New Guinea'.

**Why is it not good to make fun of or tease other children?**

**What are some ways that we can encourage our friends to be kind to one another?**



### 2 FOLLOW-UP ACTIVITY

⌚ 10 min

In pairs, get children to talk about 3 ways that they can be kind to one another. Ask a few of the children to tell the rest of the class the 3 things they have talked about.



### 3 PHONICS & LANGUAGE

⌚ 20 min

**Can you remember the new sound we learnt this week? Yes that's right 'h'.** Do the action and make the sound /h/, /h/, /h/. Now ask the children to write h with their finger on the floor in front of them, saying the sound /h/ as they do this. Remind them how to write this sound.

Show the children the flashcards in turn for goat, hen, pig, snail, horse. Ask them to jump up when they see a picture of an animal that begins with the /h/ sound.

**I think we can use our new sound to write the word 'hand'.** Place 4 sound dots on board. **Which sound comes first? 'hand'.** **How can we write this sound?** Sound out /h/ as h, choosing a child to write the letter h on the first sound dot.

Do the same to sound out the next 3 sounds, /a/ as a, /n/ as n and /d/ as d.

Run your finger under the word. Make all four sounds /h/ /a/ /n/ /d/ and then blend as 'hand'.

**We can use our hands to give ourselves a big clap.**

h a n d  
• • • •



### 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to read more of the story now. Listen for the sound /h/. Try to remember some of the words you hear with the /h/ sound.**

Helen saves the hens

**Helen woke up. She had heard a noise. A huge dog was barking as it ran down the hill and hunted the hens! The hens were trying to hide. They were hopping and hurrying to the right and to the left. Helen's heart was beating fast.**



**What woke Helen up?  
What were the hens doing?  
How did Helen feel?**



### 5 CONCLUSION

⌚ 10 min

Sing the /h/ song, with the action for the sound.

*This stone is hot, hot, hot in the ground.*

*This stone is hot, hot, hot that I have found.*

*This stone is h, h, hot in my hand.*

*H, h, h, h, h.*

Also sing the sound songs for: /a/ /n/ /d/.





## 1 SPEAKING & LISTENING

⌚ 10 min

Sing the songs 'Papua New Guinea', 'Our land is the land' and 'Children of Papua New Guinea'.

**Why do you think our country is called Papua New Guinea?**

**What are some things that make you different from other children?**



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Today we are going to write some more words that rhyme. What do we use chairs for? To sit down.** Say 'sit' slowly, **How many sounds can you hear?** Ask the children to sound out the word and count the sounds. **Three /s/ /i/ /t/.**

**Let's write 'sit'.** Draw 3 sound dots on the board. Ask the children to draw 3 sound dots in their books. Point to the first sound dot. **What sound starts the word 'sit'?** Choose a child to write s on the board. The children write s on the first sound dot in their books. Repeat to sound out /i/ and /t/, choosing a child to write each letter on the board and then asking the children to write the letters in their books.

Say 'hit'. **We have written 'sit'. How can we change it to write 'hit'?** Show that we only need to change the first sound. Draw 3 sound dots and write the last 2 sounds the same as in 'sit'. **What is the first sound in 'hit'?** /h/. Write h on the first sound dot. Run your finger under the whole word, saying /h/ /i/ /t/. Ask the children to blend these sounds as 'hit'.

Then say 'lit'. **Lit, like 'I lit matches for the candles'. Who can tell me what I need to do to change 'hit' into 'lit'?** Draw 3 sound dots and write the last 2 sounds the same as in 'hit'. **What is the first sound in 'lit'?** /l/. Write l on the first sound dot. Run your finger under the whole word, saying /l/ /i/ /t/. Ask the children to blend these sounds as 'lit'.

Get the children to write 'hit' and 'lit' in their books. **We have written three words that rhyme!**

s i t      h i t      l i t  
• • •      • • •      • • •



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Show the children the PNG flag. Discuss what is on the flag. Put the flag away so the children cannot see it. **Who can remember what is on the PNG flag?**



## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise this week? I am going to read the end of the story now. Listen for the sound /h/. Try to remember some of the words you hear with the /h/ sound.**

Helen saves the hens

**Helen hid behind a hut. The dog was huge, but she had to help her hens. Helen threw a handful of stones at the dog. Most of the stones hit the dog. It was hurt and turned and ran away back up the hill. Helen's mother was happy that Helen had saved the hens and gave her a big hug.**



**What did Helen do to scare away the dog?**  
**What did Helen's mother do?**

**How many words with /h/ can you remember from this week's story?**



## 5 CONCLUSION

⌚ 10 min

Sing the /h/ song, with the action for the sound.

*This stone is hot, hot, hot in the ground.*

*This stone is hot, hot, hot that I have found.*

*This stone is h, h, hot in my hand.*

*H, h, h, h, h.*

Also sing the sound songs for: /s/ /i/ /t/ /l/.



you, had, hand, hit, lit, am,  
had, him, hot, hid

### 1 SPEAKING & LISTENING

⌚ 10 min

Across the oceans  
Across the oceans,  
over the mountains,  
there are many countries  
for you and me to see.  
There are China and Malaysia,  
Japan and Indonesia,  
Palau, Nauru and Tuvalu,  
Samoa and there's Tonga too.  
Across the oceans,  
over the mountains,  
we'll visit these countries,  
away across the seas.



**How many countries do you think there are in the world?**

**How would you feel if you were to live in another country?**



### 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Show the children a map of the world (or a globe if possible). In pairs, ask children to tell each other about another country that they would like to visit and why. Ask some of the children to tell the rest of the class what they have discussed.



### 3 PHONICS & LANGUAGE

⌚ 20 min

**We are going to play 'sound bingo'.**

Place all the letters we have used so far on the board: c, a, t, d, g, o, m, s, i, n, r, sh, l, h. Point to each one in turn, say the sound and make the action. Show how to form the letters if necessary.

SOUND BINGO

s	r	m
c	l	sh

**Do you remember how we choose three of these letters and write them in our books? We can choose any three we like.**

Take the flashcards and shuffle them. Place them in a pile face down. Choose a child to take the top picture and show it to the class, for example 'horse'. Get the children to say the word. **What sound does this start with?** Ask the children to say the starting sound /h/. If any child has the letter h in their books they can cross it off. **The first child to cross out all three of their letters wins the game!**

Do the same again, choosing a different child to show the class each picture.

**Let's play again!**



### 4 CONCLUSION

⌚ 10 min

**Which four songs would you like to sing now?**

Let the children choose songs and do the actions for 4 of the sounds: /c/ /a/ /t/ /d/ /g/ /o/ /m/ /s/ /i/ /n/ /r/ /l/ /sh/ /h/.





/e/

### 1 SPEAKING & LISTENING

⌚ 10 min

Sailing across the sea  
Sailing across the sea  
To visit a new country.  
It will be nice to see  
Another land that's new to me.  
I'll make new friends  
In foreign lands.  
Across the sea  
In another country.

**Would you like to meet children from another country?  
Why or why not?**



### 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Make a large boat out of blocks, cardboard, sticks or whatever you can find. Ask the children in groups of 4 or 5 to discuss where they would like to sail to. Each group then gets into the pretend boat and sails off to that country singing the song 'Sailing across the sea'. Repeat the activity until all the groups have had a turn.



### 3 PHONICS & LANGUAGE

⌚ 20 min

**I want to get some fruit at the market on my way home, I wonder if we can write the word 'get'?**

Say 'get' very slowly. **How many sounds can you hear?** Ask the children to sound out the word and count the sounds /g/ /e/ /t/, **3 sounds**. Draw 3 sound dots on the board. Ask the children to draw 3 sound dots in their books.

Point to the first sound dot. **Which sound starts the word 'get'?** Ask the children to say /g/ 3 times and look at each other's mouths. Make the 'go away' action to match the sound /g/. Demonstrate how to write g on the board. Get the children to practise writing g in their books and then write g on the first sound dot.

Say the word 'get' again. **Listen to the second sound, /e/. This is a new sound. Say it to your partner and look at their mouth shape. Look at each other's mouths.** Pretend you are breaking an egg and say /e/ /e/ 'egg'. **This is the action for the sound /e/.**

**How can we write this sound?** Show how to write e on the board. The children write e in their books. When they have practised, they write it on the second sound dot.

Say the word 'get' again and sound out the third sound /t/ as t. Run your finger under the word and say the sounds. Ask children to blend the sounds as 'get'.

g e t  
• • •



### 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to start reading a story now. Listen for the sound /e/. Try to remember some of the words you hear with the /e/ sound.**

Ben goes hunting.

**"Is everyone ready?" said Ben. Eleven men set out to hunt. Ben led the group into the forest. They went deep into the forest to see what they could find. The men met many other men, but no-one could tell them the best place to hunt.**

**How many men went hunting?  
Where did they go?  
What did they ask the men they met?**



### 5 CONCLUSION

⌚ 10 min

Sing the /e/ song, with the action for the sound.

*My little hen it laid an egg.*

*E, e, e, e, e, e.*

*My little hen it laid an egg.*

*I ate it for my breakfast.*

Also sing the sound song for: /g/.



## 1 SPEAKING & LISTENING

⌚ 10 min

From PNG to Africa  
From PNG to Africa,  
From Asia to America.  
That's where many countries are,  
Some are nearer and some are far.  
From Europe to Australia,  
From the UK to Arabia.  
That's where many countries are,  
Some are nearer and some are far.

**How would you greet a child from another country that came to pay a visit to our class? What are some of the countries that are close to PNG and what are some of the countries that are far away?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

In pairs, get the children to tell each other how they would get to another country from PNG. Which country would they go to? Ask a few of the children to tell the rest of the class where they would go and how they would get there.



## 3 PHONICS & LANGUAGE

⌚ 20 min

Write 'The dog met the cat.' on the board.

**Today we are going to read the sentence I have written on the board.**

Point to the first word and read it for them **'the'**. Do not try to sound it out.

Point to the next word. Run your finger under it. **In this word there are three sounds.** Draw 3 sound dots under the word d o g and point to the d. **What sound can we write this way?** Ask the children to say /d/. Point to the o. **What sound can we write this way?** Ask the children to say /o/. Point to the g. **What sound can we write this way?** Ask the children to say /g/. Read the sentence so far **'The dog'**.

Point to the next word. Run your finger under it. **In this word there are three sounds.** Draw 3 sound dots under the word, m e t. Point to the m. **What sound can we write this way?** Ask the children to say /m/. Point to the e. **This is our new sound we learned yesterday.** Ask the children to say /e/. Let them practise writing the e in the air, saying /e/. Do the same again to sound out t. Put the 3 sounds together **/m/ /e/ /t/**. Ask the children to blend the sounds to make 'met'. Read the sentence so far **'The dog met'**.

Give the children the word 'the' if they do not recognise it. Do not try to sound it out. Then sound out **'cat'**.

Read the whole sentence together.

The d o g m e t t h e c a t.



## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to read more of the story now. Listen for the sound /e/. Try to remember some of the words you hear with the /e/ sound.**

Ben goes hunting

**Then one of Ben's men fell. His leg was so painful he could not take another step. "I think your leg is broken," said Ben. "We need to get you some help." Ben chose two of the men to carry him back to the village.**

**What happened to one of the men?  
What did Ben decide to do?  
How many men did he send?**



## 5 CONCLUSION

⌚ 10 min

Sing the /e/ song, with the action for the sound.

*My little hen it laid an egg.*

*E, e, e, e, e, e.*

*My little hen it laid an egg.*

*I ate it for my breakfast.*

Also sing the sound songs for: /d/ /o/ /m/ /g/ /t/.



## 1 SPEAKING & LISTENING

⌚ 10 min

Sing the songs 'Across the oceans', 'Sailing across the sea' and 'From PNG to Africa'.



**Why do you think some countries are fighting or at war with each other?**  
**What are some ways we can be nice to other countries?**



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Today we are going to play a game using our new sound.** Demonstrate the breaking egg action that goes with /e/. Make the sound three times /e/, /e/, /e/. Now encourage the children to write e with their finger on the floor in front of them, saying the sound /e/ as they do this. Remind them how to write this letter.

Show the children the flashcards in turn for frog, elephant, horse, egg. Ask them to stand up when they see a picture that begins with the /e/ sound.

**Can you think of any words that have the /e/ sound in them?** Make a list, writing any words the children offer that are written with e.

**Now let's use this sound to write 'hen'.** Say 'hen' slowly. **How many sounds can you hear? Count them: h e n, three.** Draw 3 sound dots on the board.

**Which sound comes first? 'hen'.** Encourage them to listen to the /h/ and write h on the first sound dot on the board. **Which sound comes next?** Ask the children to listen and say /e/. **How can we write this sound?** Choose a child to write /e/ as e on the second sound dot. Write the last sound /n/ as n. Run your finger under the word and make all 3 sounds /h/ /e/ /n/. Blend them as 'hen'.

h e n  
• • •



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

In pairs, ask the children to take turns naming as many countries as they can. When you shake a rattle, the first child says a country name. Give the children a few moments to think and then shake your rattle again. The second child now needs to say the name of another country. Keep going until the children cannot think of any more.



## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to read more of the story now. Listen for the sound /e/. Try to remember some of the words you hear with the /e/ sound.**

Ben goes hunting

**Ben was left in the forest with seven men. Now it was very late. The men were tired and hungry. They begged Ben to let them go to the nearest village to eat and sleep. Ben led the men to the village.**



**How many men were left in the forest, including Ben?**

**How did the men feel?**

**What did they ask Ben if they could do?**



## 5 CONCLUSION

⌚ 10 min

Sing the /e/ song, with the action for the sound.

*My little hen it laid an egg.*

*E, e, e, e, e, e.*

*My little hen it laid an egg.*

*I ate it for my breakfast.*

Also sing the sound songs for: /h/ /n/.





## 1 SPEAKING & LISTENING

⌚ 10 min

Sing the songs 'Across the oceans', 'Sailing across the sea' and 'From PNG to Africa'.

**Name three countries in the Pacific region.**  
**Name three countries in Africa.**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Draw a large line down the middle of the classroom floor. Tell the children one side is for cold places and the other side is for hot places. Ask them to decide where they would like to visit and whether it is cold or hot. Get them to sit on the correct side of the line and take turns to tell the other children why they would like to visit a cold place or a hot place.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Today we are going to write some words that rhyme.**

Say 'hen' very slowly. **How many sounds can you hear?** Ask the children to sound out the word and count the sounds. /h/ /e/ /n/, **three sounds**. Draw 3 sound dots on the board. Ask the children to do the same in their books.

Point to the first sound dot. **What sound starts the word 'hen'?** /h/. **How can we write this sound?**

Choose a child to write h on the board. Get the children to write h in their books. Do the same again to sound out /e/ and /n/ as e and n. Have the children write e and n in their books. Run your finger under the whole word. Ask the children to blend these sounds as 'hen'.

Say 'men'. **We have written 'hen'. How can we change it to write 'men'?** Show that we only need to change the first sound. Draw 3 sound dots and write the last 2 sounds the same as in 'hen'. **What is the first sound in 'men'?** /m/. **How can we write it?** Write m on the first sound dot. Run your finger under the whole word. Ask the children to blend the sounds as 'men'.

In the same way, write 'ten'

**We have written three words that rhyme. Well done!**

h e n      m e n      t e n  
• • •      • • •      • • •



## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to read the end of the story now. Listen for the sound /e/. Try to remember some of the words you hear with the /e/ sound.**

Ben goes hunting

**The next day, the men set off very early and went hunting. They hunted all day and caught ten wild pigs. The men were very excited. 'We will sell seven. We will get a lot of money for them,' said Ben. 'We will share the rest with our wantoks.'**

**How many wild pigs did the men catch?**

**How many were they going to keep?**

**How many words with the /e/ sound can you remember from this week's story?**



## 5 CONCLUSION

⌚ 10 min

Sing the /e/ song, with the action for the sound.

*My little hen it laid an egg.*

*E, e, e, e, e, e.*

*My little hen it laid an egg.*

*I ate it for my breakfast.*

Also sing the sound songs for: /h/ /m/ /n/.



## SPELLING TEST WORDS

I, get, the, met, net, hen,  
men, ten, nest, of

### 1 SPEAKING & LISTENING

⌚ 10 min

Do you want to be a teacher?  
*Do you want to be a teacher?*  
*In a classroom by the sea.*  
*Do you want to be a doctor?*  
*Helping patients who are sick.*  
*Do you want to be a pilot?*  
*Flying planes up in the sky.*  
*Do you want to be a mechanic?*  
*Fixing cars for us to drive.*  
*Whatever you may want to be,*  
*You can do it if you try.*  
*From a teacher to a doctor,*  
*Or a pilot in the sky.*

**What do you want to be when you grow up?**  
**Why?**



### 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Take the children outside and draw 5 large circles on the ground. In one circle draw a teacher, in the second a doctor, in the third a pilot and in the fourth a mechanic. Leave the fifth one empty for other choices. Ask the children to stand in the circle that corresponds to what they want to be when they grow up. Ask a child from each circle to tell the class why they have chosen that job.



### 3 PHONICS & LANGUAGE

⌚ 20 min

Place all the graphemes we have used so far on the board: c, a, t, d, g, o, m, s, i, n, r, sh, l, h, e. Point to each one in turn, say the sound and make the action.



Choose a child and send him/her out of the classroom. Write one of the letters on the board for the rest of the class to see. Rub out or hide the letter and call the child back into the classroom. Ask children to make the sound that they have just seen. Encourage them to make the action as well.

The child listens hard to the sound and writes out the letter of the sound s/he has heard. Ask the class. **Has s/he written the sound correctly? Is this the sound that was written?** Uncover the sound or write it on the board for the child to see.

Repeat this, choosing a new child and a new sound.



### 4 CONCLUSION

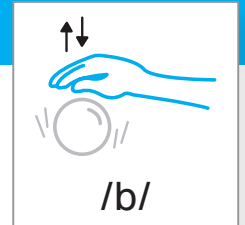
⌚ 10 min

**Which four songs would you like to sing now?**

Let the children choose songs and do the actions for 4 of the sounds: /c/ /a/ /t/ /d/ /g/ /o/ /m/ /s/ /i/ /n/ /r/ /l/ /sh/ /h/ /e/.







## 1 SPEAKING & LISTENING

⌚ 10 min

Working on a farm

When I grow up, I want to work on a farm,  
Keep the ducks in a pond and the pigs in a pen.

I'll do some digging and some planting in the garden as well,

And I'll sell them to the people from miles away.

(Repeat 1 more time)

**Would you like to work on a farm?**

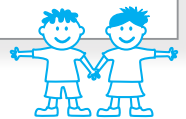
**Why? Why not?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Sing the song again. This time ask children to make the sound of the animals when they are mentioned



## 3 PHONICS & LANGUAGE

⌚ 20 min

**My cat is afraid of rats, she is a bad cat. Can you help me to write 'bad cat'?**

Say '**bad**' very slowly. **How many sounds can you hear?** Ask the children to sound out the word and count the sounds. **Three sounds, /b/ /a/ /d/.** Draw sound dots on the board. Have the children draw 3 sound dots in their books. Point to the first sound dot. **What sound starts the word 'bad'?** Ask the children to say /b/, and to look at each other's mouths.

Pretend to bounce a ball /b/ '**ball**'. **This is the action that matches the sound /b/.** Demonstrate how to write b on the board. Get the children to practise writing b in their books, and then write b on the first sound dot. **Make the /b/ sound several times to each other. Look at each other's mouths as you make the sound.**

Say the word, '**bad**' again. **Listen to the second sound, /a/. How can we write this sound?** Demonstrate how to write a on the board. Get the children to write a on the second sound dot in their books. Say the word '**bad**' again and write the third sound, d. **Look at the difference between how we write this letter and the letter b.** Run your finger under the word and ask children to blend these sounds as 'bad'.

Do the sounding out again for 'cat', unless children remember it.

**Well done writing a new sound!**

b a d c a t  
• • • • •



## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to start reading a story now. Listen for the sound /b/. Try to remember some of the words you hear with the /b/ sound.**

Bill and Kevin

**Bill and Kevin were brothers. They were also best friends. Bill was brave and Kevin was clever. Every day they travelled on the bus to school together and they always played football together.**

**Who are Bill and Kevin?**

**What is Bill like?**

**What is Kevin like?**



## 5 CONCLUSION

⌚ 10 min

Sing the /b/ song, with the action for the sound.

*The big red bus went to the town, b, b.*

*The big red bus stops in the town.*

*And everyone got off.*

Also sing the sound songs for: /a/ /d/.



## 1 SPEAKING & LISTENING

⌚ 10 min

When I grow up  
When I grow up I will fly a plane,  
fly a plane, fly a plane.  
When I grow up I will fly a plane,  
I will go to see the world.  
I'll go to Lae or to Madang,  
I'll go wherever I please.  
To Kavieng or Namatanai,  
I'll go to see the world.  
(Repeat for 'Drive a car' and 'Sail a ship')

**How do you think planes can fly so high?**  
**Would you like to travel in a plane, or a ship**  
**or a big truck? Why?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

In pairs, get the children to tell each other what they want to be when they grow up and why. Ask a few of the children to tell the whole class what they have decided and why.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**I went to the market and got a big rice bag for my fruits and greens.** Write 'I got a big bag.' on the board.

Point to the first word. **Remember, this says 'I'.** Encourage them to remember it.

Point to the next word. Run your finger under it. **In this word there are three sounds.** Draw 3 sound dots under the word g o t. Point to the g. **What sound can we write using this letter?** Encourage the children to say /g/. Point to the o and do the same again. Do the same for t. Blend the 3 sounds /g/ /o/ /t/ as 'got'.

Give the children the next word, 'a'. Encourage them to remember it. Read the sentence so far 'I got a'.

Run your finger under the next word. **In this word there are three sounds.** Draw 3 sound dots under the word b i g. Point at the b. **This is the new sound that we learned yesterday.** Ask the children to say /b/. Get them to practise writing it in the air and saying /b/. Point to the i and sound it and write it in the air. Do the same for g. Blend the three sounds /b/ /i/ /g/ as 'big'. Read the sentence so far 'I got a big'. Point to the last word 'big'. **Which sound is different?** Sound out the word 'bag' and read it together.

Read the whole sentence together.

I g o t a b i g b a g.



## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to read more of the story now. Listen for the sound /b/. Try to remember some of the words you hear with the /b/ sound.**

Bill and Kevin

**Tomorrow it will be Bill's birthday. He will have a big party for all the boys in the village. It will be the best day. Bill and Kevin go to bed early the night before.**

**When is Bill's birthday?**

**What will he do?**

**Why do you think Bill and Kevin go to bed early?**



## 5 CONCLUSION

⌚ 10 min

Sing the /b/ song, with the action for the sound.

*The big red bus went to the town, b, b.  
The big red bus stops in the town.  
And everyone got off.*

Also sing the sound songs for: /i/ /g/.



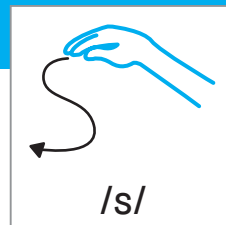
## 1 SPEAKING & LISTENING

⌚ 10 min

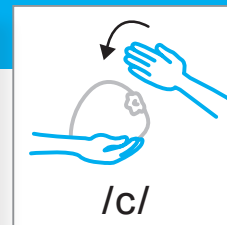
Sing the songs 'Do you want to be a teacher?', 'Working on a farm' and 'When I grow up'.

**Why do you think different people do different jobs?**

**What do you think would happen if everybody was a doctor and nobody was a cleaner or a gardener?**



/s/



/c/

## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Ask the children to sit in groups of 5 or 6 on the floor in a circle. Use a piece of chalk, a bottle of medicine, a small paper plane and a screwdriver. Ask the children one at a time to select an item from the floor and tell the others who would use it and what they do in their job. Repeat so each child gets a chance to select an item and discuss the job.



## 3 PHONICS & LANGUAGE

⌚ 20 min

Demonstrate the /b/ action. Make the sound several times **/b/**, **/b/**, **/b/**. Ask the children to write b with their finger in the air, saying the sound /b/ as they do this. Remind them how to write this sound. Ask the children to look at each other's mouths as they make the sound /b/.

Show the children the flashcards in turn for dog, bird, tiger, butterfly. Ask them to stand up when they see a picture that begins with the /b/ sound.

**Now we are going to learn a new way of writing a sound we know very well.** Say /c/. **How have we learned to write this sound?** Ask the children to write the sound /c/ as c. Write cat to remind them.

**Let's write another word beginning with /c/.** **I want to write the word 'kiss'.** Say the word and ask the children to count the sounds. **Three sounds.** Draw 3 sound dots on the board. Ask the children to do the same in their books. **What sound comes first?** Encourage the children to listen to the /c/. This time we write /c/ in a different way. Show how to write k on the board. The children practise, then write k on the first sound dot in their books.

Do the same to encode the next 2 sounds, /i/ and /s/ as i and ss, writing these on the board and in books.

**If you see a double letter like ss, it is the same sound as a single s. We can put it on one sound dot.** Blend the sounds as 'kiss'.

k i ss  
• • •



## 4 SOUND STORY

⌚ 10 min

**Which sounds did we practise today? I am going to read the end of the story now. Listen for the sounds /b/ and /c/. Try to remember some of the words you hear with the /b/ and /c/ sounds.**

Bill and Kevin

**Bill's Mama gives him a kiss. "Happy Birthday!" she cries. She gives him a book about football. At the big party all the boys eat bananas, coconut and cake.**



**What two things does Bill's mother give him for his birthday?**

**What do the boys eat at the party?**

**Which words with the /b/ and the /c/ sound can you remember from this week's story?**



## 5 CONCLUSION

⌚ 10 min

Sing the /b/ and /c/ as k songs, with the actions for the sounds.

*The big red bus went to the town, b, b.  
The big red bus stops in the town.  
And everyone got off.*

*Kicking balls in the air, k, k, k.  
Kicking balls in the air, k, k, k.  
Kicking balls in the air, balls in the air.  
Kicking balls in the air, k, k, k.*

Also sing the sound songs for: /i/ /s/ /g/.



## 1 SPEAKING & LISTENING

⌚ 10 min

Sing the songs 'Do you want to be a teacher?', 'Working on a farm' and 'When I grow up'.

**What are some jobs that people do or have in a village?**

**Why do you think jobs that we have in a village are just as important as those that are in towns or cities?**



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Get the children to remember the circle game they played yesterday. Invite a few children to name one job and talk about what people do in that job. (For example: A doctor cares for sick people. The doctor gives medicine and checks the sick person to see what type of illness he or she has.)



## 3 PHONICS & LANGUAGE

⌚ 20 min

Place all the graphemes we have used so far on the board: c, a, t, d, g, o, m, s, i, n, r, sh, l, h, e, b, k. Point to each one in turn and say the usual sound. Practise how to form the letters correctly.

SOUND BINGO

s	r	m
c	l	sh

**In pairs, choose three sounds and write them in your books. You can choose any three you like.**

Take the flashcards and shuffle them. Place them in a pile face down. Secretly, put the kettle picture on the top.

Choose a child to take the top picture and show it to the class. The children say the word 'kettle'.

**What sound does this start with?** The children try identifying the starting sound /c/. **This /c/ is written in the new way, using k.** If any pair of children has the letter k in their book they can cross it off.

**The first pair to cross out all three of their letters wins the game.**

Do this again, choosing a different child to show the children each picture in turn.



## 4 CONCLUSION

⌚ 10 min

Sing the /b/ and /c/ as k songs, with the actions for the sounds.

*The big red bus went to the town, b, b.  
The big red bus stops in the town.  
And everyone got off.*

*Kicking balls in the air, k, k, k.  
Kicking balls in the air, k, k, k.  
Kicking balls in the air, balls in the air.  
Kicking balls in the air, k, k, k.*

Also sing the sound songs for 2 other sounds.



## TERM 3 ASSESSMENT

We have reached the end of Term 3. This is the time to assess again if the children have learned the pre-reading and pre-writing skills (recognising, counting and ordering sounds) and have learned the first reading and writing skills (reading and writing sounds and some sight words).

This assessment sheet will give you 5 small tests to assess the children's skills. You should do them with each child individually. On the next page you will find 2 examples of how to keep a record of the children's progress: one for a class overview and one for the individual child.

### Assessment tests

**1. Ordering sounds** – To assess if a child is able to hear sounds and remember them in the right order. If they can do this, they will later be able to put sounds in an order to make words.

- Make the sounds: /b/ /e/ /sh/ /h/.
- Ask the child which came first ? Next? Next? And last?
- Mark with a tick if the child gives 4 correct answers.

**2. Identifying sounds** – To assess if a child is able to recognise a single sound in words.

- Put 6 pictures on the table: horse, snail, bird, hen, duck, rat.
- Ask the child to pick the pictures that begin with /h/.
- Mark with a tick if the child picks the right pictures [hen, horse].

**3. Writing sounds** – To assess if a child can hear a sound and knows how to write it.

- Make the sound /sh/.
- Ask the child to write it.
- Repeat this for the sounds: /l/ /h/ /e/ /b/ /c/.
- Write down how many sounds the child can write correctly.

**4. Matching sounds to actions** – To assess if a child knows the sound actions and can match them to the right sound.

- Make the sound /sh/ and ask the child to do the action.
- Repeat this for the sounds: /l/ /h/ /e/ /b/ /c/.
- Write down how many sounds the child knew the right action for.

**5. Reading sight words** – To assess if a child can recognise common words by sight.

- Write down the following words: you, the, I, of.
- Ask the child to say the words.
- Write down how many words the child knows.

## TERM 3 ASSESSMENT

### Assessment record sheets

<b>End of Term Assessment – Individual record</b> Name: _____ Year: EP Term: 3		
Test	Score/Outcome	Comments
<b>1. Order sounds</b> /b/ /e/ /sh/ /h/		
<b>2. Identify sounds</b> /h/ in hen, horse		
<b>3. Write sounds</b> /sh/ /l/ /h/ /e/ /b/ /c/		
<b>4. Match sounds to actions</b> /sh/ /l/ /h/ /e/ /b/ /c/		
<b>5. Read sight words</b> you, the, I, of		

## End of Term Assessment – Class overview

Year: EP

Term: 3

[illegible]



## TERM 4 OVERVIEW

WEEK	THEME	OVERVIEW
WEEK 2	Co-operation	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/c/f/</p> <ul style="list-style-type: none"> <li>Identifying differences between similar sounds: /p/ /f/</li> <li>Forming the letter: f</li> </ul> <p>Spelling: a, bad, tent, big, got, bat, kiss, mama, on, bash</p>
WEEK 3	Environment	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/</p> <ul style="list-style-type: none"> <li>Forming the letter: u</li> </ul> <p>Spelling: fit, fat, fan, from, can, fed, fish, fin, and, soft</p>
WEEK 4	Friends	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/</p> <ul style="list-style-type: none"> <li>Reading a five-word sentence</li> <li>Recognising an exclamation mark</li> <li>Changing the first letter of a word to make rhyming words</li> <li>Forming the letter: p</li> <li>Writing a letter from hearing a sound</li> <li>Writing a three-word sentence with an exclamation mark</li> <li>Writing a six-word sentence</li> </ul> <p>Spelling: fun, shut, hug, mug, rug, bug, dug, of, sun, hum</p>
WEEK 5	Tolerance	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/</p> <ul style="list-style-type: none"> <li>Identifying words with one sound different</li> <li>Identifying new words with the same beginning but different end sounds</li> <li>Recognising the sight words 'I' and 'the'</li> <li>Forming the letter: w</li> <li>Writing a five-word sentence by building up words with sounds</li> </ul> <p>Spelling: pen, pet, help, pig, papa, pit, pots, and, bump, lump</p>
WEEK 6	Values	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/</p> <ul style="list-style-type: none"> <li>Recognising the difference between /sh/ and /ch/</li> <li>Forming the grapheme: ch</li> <li>Using sight words in a sentence</li> </ul> <p>Spelling: wet, wind, went, shops, wit, swim, wish, fish, dish</p>
WEEK 7	Biodiversity	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/</p> <ul style="list-style-type: none"> <li>Forming the grapheme: th</li> </ul> <p>Spelling: chips, lots, of, my, is, chin, cut, chop, much, chimp</p>

## TERM 4 OVERVIEW

WEEK	THEME	OVERVIEW
WEEK 8	Farewell	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/<b>ng</b>/</p> <ul style="list-style-type: none"><li>• Blending five sounds to read longer words</li><li>• Reading longer words using /ng/</li><li>• Identifying words that rhyme</li><li>• Forming the grapheme: ng</li><li>• Building up words from five sounds</li><li>• Writing longer words using -ing</li></ul> <p>Spelling: thump, much, thin, too, maths, chips, wish, hum, of, you</p>
WEEK 9	-	Assessments
WEEK 10	-	Feedback and review

## SPELLING TEST WORDS

a, bad, tent, big, got, bat,  
kiss, mama, on, bash

### 1 SPEAKING & LISTENING

⌚ 10 min

#### Co-operation

*Co-operation is a big word.*

*It means to help each other.*

*When you help someone else at school  
or help someone in the home,  
you really make a big difference.*

**Is it important to help your family?  
Why or why not?**



### 2 FOLLOW-UP ACTIVITY

⌚ 20 min

In pairs, ask the children to tell each other about  
when they helped someone or someone helped  
them.



### 3 PHONICS & LANGUAGE

⌚ 20 min

**Today we are going to play 'sound  
bingo'.**

Place all the graphemes we have used  
so far on the board: c, a, t, d, g, o, m,  
s, i, n, r, sh, l, h, e, b, k. Point to the letters in turn,  
say the usual sound and have the children do the  
action.

**Do you remember how we choose three of  
these letters and write them in our books? We  
can choose any three we like.**

Take the flashcards and shuffle them. Place them  
in a pile face down. Choose a child to take the top  
picture and show it to the class. Get the children to  
say the word. **What sound does this start with?**  
The children say the starting sound. If any child has  
the letter in their book, they can cross it off.

**The first one to cross out all three of their  
letters wins the game.**

Repeat this, choosing a child to show each picture  
in turn.

**Let's play again!**

SOUND BINGO

s	r	m
c	l	sh

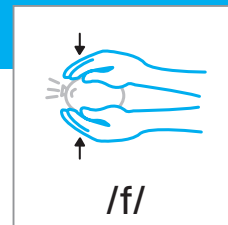
### 4 CONCLUSION

⌚ 10 min

**Which sound song would you like to sing now?**

Let the children choose a song and do the action  
for one of the sounds: /c/ /a/ /t/ /d/ /g/ /o/ /m/ /s/  
/i/ /n/ /r/ /sh/ /l/ /h/ /e/ /b/ /k/.





## 1 SPEAKING & LISTENING

⌚ 10 min

You help me and I help you  
You help me and I help you.  
Working together is so much fun  
because together we get the job done.  
You help me and I help you.  
(Repeat 1 more time)

**How do you feel when you help a friend?**  
**How do you feel when a friend helps you?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

In pairs, ask the children to discuss why work can be done faster when they work together.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**I think my cat is getting too fat. Can you help me to write 'fat cat'?**

Say 'fat' very slowly. **How many sounds can you hear?** Ask the children to segment the word and count the sounds. **Three, /f/ /a/ /t/.** Draw 3 sound dots on the board. Ask the children to do the same in their books.

Point to the first sound dot. **What sound starts the word 'fat'?** Ask the children to say /f/, and to look at each other's mouths. Show children the action for /f/, holding your hands as if squeezing a ball and letting the air come out /f/ /f/ /f/. **This is the action that matches the sound /f/.** Make the /f/ sound several times to each other. Look at each other's mouths as you make the sound. Check that children are not using the /p/ sound. Ask the children to suggest more words that start with /f/. Demonstrate how to write f on the board. Get the children to practise writing the letter in their books and then to write f on the first sound dot.

Say the word 'fat' again. **Listen to the second sound /a/. How can we write this sound?** Have the children write a in their books. Say the word 'fat' again and sound the third sound /t/ as t. Run your finger under the word. Encourage children to blend these sounds as 'fat'.

Do this again for 'cat', unless the children remember it. Read 'fat cat' together.

f a t c a t  
• • • • •



## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to start reading a story now. Listen for the sound /f/. Try to remember some of the words you hear with the /f/ sound.**

Football fan

**Frank was fed up. He'd got a little fat after feasting on too much fatty, fried food at festivals. He asked his friend Fiona for advice. "Give away your frying pan, eat more fruit and get fit," she suggested. Frank's family offered their support. "Why don't you learn to play football? You've always been a fan," said his father.**

**Why was Frank fed up?**  
**How had he got fat?**  
**What advice did Fiona give him?**



## 5 CONCLUSION

⌚ 10 min

Sing the /f/ song, with the action for the sound.

*Fred the fish swam in the sea,  
with his funny friends.  
A shark swam by and scared the fish.  
Ffff.*

Also sing the sound songs for: /a/ /t/ /c/.

## 1 SPEAKING & LISTENING

⌚ 10 min

When we all help together  
When we all help together, together, together.  
When we all help together, that's co-operation.  
We'll dig so much faster, we'll clean so much better.  
When we all help together, that's co-operation.

**What do you do to help your family?**  
**What do you do to help your friends?**



## 3 PHONICS & LANGUAGE

⌚ 20 min

Write 'big fish' on the board. Point to the first word. Run your finger under it. **In the first word there are three sounds.** Draw 3 sound dots under the word b i g.

Point to the b. **What sound do we usually write using this letter?** Ask the children to say /b/. Make the action for /b/.

Point to the i and repeat. Do the same for g. Blend the three sounds /b/ /i/ /g/ as 'big'.

Run your finger under fish. **In this word there are three sounds.** Draw 3 sound dots under the word.

Point to the f. **This is our new sound that we learned yesterday.** Ask the children to say /f/. Get them to practise writing f in the air and saying /f/. They can also do the action, squeezing the air out of a ball.

Point to the i, do the action (insect crawling) and sound out. Do the same for sh. Blend the sounds /f/ /i/ /sh/ as 'fish'. Read the 2 words 'big fish'.

**Do you like fish to eat?**

b i g   f i s h  
• • •   • • •



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Take the children outside. Put them into 2 teams. Get each team to stand in a line, one behind the other. Give the front child of each team a ball. Get the children to pass the ball back down the line, between the first child's legs, over the second child's head, between the third child's legs and so on. The team that gets the ball to the last child first wins.



## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to read more of the story now. Listen for the sound /f/. Try to remember some of the words you hear with the /f/ sound.**

Football fan

**First Frank followed Fiona's advice about his food. Already he started to feel better. Next he found a football team that played on a field near his home. "I can afford it because it is free and I'll be out in the fresh air!" said Frank happily. He found it fairly hard at first. He wasn't very fast and he often failed to kick the ball, but he was having lots of fun and the other footballers were very friendly.**



**What did Frank do first?**  
**Why was football a good choice for Frank?**  
**Did he find it easy?**



## 5 CONCLUSION

⌚ 10 min

Sing the /f/ song, with the action for the sound.

*Fred the fish swam in the sea,  
with his funny friends.  
A shark swam by and scared the fish.  
Ffff.*

Also sing the sound songs for: /b/ /i/ /g/ /sh/.

## 1 SPEAKING & LISTENING

⌚ 10 min

Sing the songs 'Co-operation', 'You help me and I help you' and 'When we all help together'.

**How do we help dogs and dogs help us?**  
**How do we help cats and cats help us?**



## 3 PHONICS & LANGUAGE

⌚ 20 min

**We learnt a new sound this week. Can you do the action and make the sound?** Revise the sound and the action for /f/. Make the sound several times. Ask the children to look at each other's mouths as they make the sound, /f/. Help them to write f with their finger on the floor, saying /f/ as they do it.

Show the children the flashcards for duck, fish, fire, horse, frog. Ask them to stand up when they see a picture that begins with the /f/ sound.

**Now we are going to write three words using this new sound.** Say the word 'fin' and tell the children it is part of a fish. You could show them on the fish picture. Ask the children to count the sounds. **Three sounds, /f/ /i/ /n/.** Draw 3 sound dots on the board. Ask the children to do the same in their books.

**What sound comes first? 'fin'.** Encourage the children to listen to the /f/. **This is our new sound.** Write f on the board. The children write f in their books.

Do this again to sound out the next 2 sounds /i/ and /n/ as i and n, writing these on the board and getting the children to write them in their books. Blend the sounds /f/ /i/ /n/ as 'fin'.

Do this again to make 'from' [four sounds] and then 'fish' [three sounds]. Read all 3 words together.

fin      from      fish  
•••      •••••      •••



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Take the children outside. Put them in pairs and tie the left leg of one child and the right leg of the other child in each pair together around the ankle with whatever you have available. Mark out a start and finish line and organise three-legged running races for the pairs of children – either one race or several, depending on how many children you have.



## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to read more of the story now. Listen for the sound /f/. Try to remember some of the words you hear with the /f/ sound.**

Football fan

**Frank played more and more football. And he started to feel better and better. Now he always had a smile on his face. Not only that. He started to get faster and faster on the football field. "This is fantastic," he told Fiona on the phone. "I feel so fit. I will definitely keep playing. In fact, I'm playing in the final on Friday."**



**How did Frank start to feel?**  
**What did he tell Fiona?**  
**When is the football final?**



## 5 CONCLUSION

⌚ 10 min

Sing the /f/ song, with the action for the sound.

*Fred the fish swam in the sea,  
with his funny friends.  
A shark swam by and scared the fish.  
Ffff.*

Also sing the sound songs for: /i/ /n/.

## 1 SPEAKING & LISTENING

⌚ 10 min

Sing the songs 'Co-operation', 'You help me and I help you' and 'When we all help together'.

**What jobs involve helping people?**

**Who do you think is the most helpful person you know? Why?**



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Today we are going to play the 'sound alike' game.** Say 'fin' and then say 'fit'.

Get the children to say the 2 words, being very careful to say the last part of the words. **What is different about the two words?**

**We will write each word. 'fit'** How many sounds can we hear? Three, /f/ /i/ /t/. Draw 3 sound dots on the board. Ask the children to draw 3 dots in their books.

**What is the first sound? /f/ How can we write this sound?** Write f on the first sound dot. Ask children to write f in their books. **What is the next sound? Listen carefully, 'fit', /i/ is the next sound. How can we write this sound?** Write i on the next sound dot. Get the children to write i in their books. **What is the next sound?** Repeat the process, writing t on the last sound dot. Ask children to do the same in their books. Read the word you have written 'fit'.

Say the word 'fin' carefully. **What is different? 'fit' ends with a /t/ sound, but 'fin' ends with a /n/ sound. What will we need to do to 'fit' to turn it into 'fin'? We need to change the last sound. We need to change /t/ to /n/. Rub out the t and put n in its place. Now we have 'fin'. Read the new word together, 'fin'.**

Say 'fit' 'fin' 'fish'. What is the difference? What would we need to change to write 'fish'? Write 'fin' and 'fish' on the board and let the children write the words in their books.

fit      fin  
•••      •••



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Take the children outside. Put them into groups of 4 and number them 1 to 4. Give each group a short stick. Mark out a circular running route. Organise a relay race in which child 1 of each team runs round the route and then hands the stick to child 2, and so on. The fastest team wins.



## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to read the end of the story now. Listen for the sound /f/. Try to remember some of the words you hear with the /f/ sound.**

Football fan

**Fiona and Frank's family came to watch the football final on Friday. Frank was the fastest player on the field. He flew down the pitch. "They can't fail to win with Frank playing," said Fiona. She was right. Frank scored five goals and his team won. "You were fabulous, Frank!" she told him afterwards. Frank felt happier than he had felt in a very long time.**

**Who came to watch the match?  
How many goals did Frank score?  
How many word with the /f/ sound can you remember from this week?**



## 5 CONCLUSION

⌚ 10 min

Sing the /f/ song, with the action for the sound.

*Fred the fish swam in the sea,  
with his funny friends.  
A shark swam by and scared the fish.  
Ffff.*

Also sing the sound songs for: /i/ /t/.



## SPELLING TEST WORDS

fit, fat, fan, from, can, fed,  
fish, fin, and, soft

### 1 SPEAKING & LISTENING

⌚ 10 min

Our environment

*Let's care for our oceans*

*Let's care for our forests*

*Let's look after our animals*

*In our environment.*

*Don't throw your rubbish on the ground*

*Don't throw your rubbish in the rivers.*

*Let's care for our environment*

*For now and for our future.*

**What happens if we throw rubbish on the ground?**

**What happens if we throw rubbish into the river or sea?**



### 2 FOLLOW-UP ACTIVITY

⌚ 20 min

Take the children outside and get them to close their eyes and stand in silence for a few minutes. Ask them to remember all the birds and animals they hear. Take them back inside and together list on the board all the birds and animals they heard.



### 2 PHONICS & LANGUAGE

⌚ 20 min

**Today we are going to play the sound on the back game.**

Place all the graphemes we have used so far on the board: c, a, t, d, g, o, m, s, i, n, r, sh, l, h, e, b, k and f. Point to the letters in turn, say the usual sound and have the children do the action.

Choose a child to come up to the front. Secretly write one of the graphemes on a piece of paper and stick it on the child's back. Turn the child round so the other children can see the letter.

**We are going to help her/him guess the letter on her/his back. We are going to make the sound that is usually written using this letter.** The children should all make the sound. Ask the children to do the action as well. Get the child to listen hard to the sound. **Can you write the sound you have just heard the children make? How do we usually write this sound?** Help the child if necessary, making the sound or writing it on the board.

Ask the class. **Has s/he written the sound correctly? Is this the sound s/he has on her/his back?** Turn the child round and remove the piece of paper and show it.

Repeat this process, choosing a new child, writing a sound on a piece of paper and sticking it on her/his back.



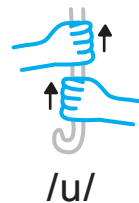
### 4 CONCLUSION

⌚ 10 min

**Which sound song would you like to sing now?**

Let the children choose a song and do the action for one of the sounds: /c/ /a/ /t/ /d/ /g/ /o/ /m/ /s/ /i/ /n/ /r/ /sh/ /l/ /h/ /e/ /b/ /k/ /f/.





## 1 SPEAKING & LISTENING

⌚ 10 min

Clean around your homes

Let's work together to clean around our homes. [x2]

Sweeping, dusting, washing dirt away.

Let's work together to clean around our homes. [x2]

It makes the place look good each day

Because that's where we stay.

Let's work together to clean around our homes.

**What happens if we do not keep our homes clean?**

**What do you do to help keep your home clean?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

In groups of 4, get children to list all the jobs that have to be done to keep their home clean.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Lots of people like to play rugby. They think it is lots of fun. Today we are going to write the word 'fun'.** Say 'fun' very slowly. **How many sounds can you hear?** Ask the children to sound the word and count the sounds. **Three sounds**

/f/ /u/ /n/. Draw 3 sound dots on the board. Have children draw the same in their books.

Point to the first sound dot. **What sound starts the word 'fun'?** Listen to the sound. That's right /f/. **How can we write this sound?** Show how to write f on the board and get the children to write f on the second sound dot in their books.

Point to the second sound dot and repeat the word 'fun'. **What sound is next?** 'fun'. **The second sound is /u/.** Ask the children to say /u/, and to look at each other's mouths. Put up an imaginary umbrella. /u/ 'umbrella'. **This is the action that matches the sound /u/. Make the /u/ sound several times to each other.** Ask the children to say some words that start with /u/.

Demonstrate how to write u on the board correctly. Get the children to practise the letter in their books and then write u on the second sound dot.

Say the word 'fun' again and make the third sound /n/ as **n**. Run your finger under the word and blend these sounds as 'fun'.

f u n  
• • •



## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to start reading a story now. Listen for the sound /u/. Try to remember some of the words you hear with the /u/ sound.**

Doug visits his uncle

**One sunny Sunday in July, Doug and his mother had lunch. After lunch, Doug's mother suggested, "Let's go up the hill to visit your uncle." Doug jumped for joy. What luck! He loved his uncle. He was always such fun! He would unlock his box of stuff from his time at Lake Kutubu in the Southern Highlands. He would tell funny stories too.**

**What day of the week was it?  
Where does Doug's mother suggest they go?  
Why is Doug so happy?**



## 5 CONCLUSION

⌚ 10 min

Sing the /u/ song, with the action for the sound.

U, u, unpack your bilum.

U, u, unpack your bag.

U, u, unpack your bilum.

When you get home from school.

Also sing the sound songs for: /f/ /n/.



## 1 SPEAKING & LISTENING

⌚ 10 min

Care for your school

How can I care for my school?  
I'll follow some very simple rules,  
I'll plant some flowers and I'll plant some trees  
And I'll sweep and I'll pull some weeds.  
I'll help pick up all the rubbish,  
Because there's really no place for garbage.  
That's how I can care for my school.

**What should you do if you see another child dropping rubbish at school?**  
**How can we keep our school clean and tidy?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Put the children into groups of 4 and give each group a large bag in which they can collect rubbish. Take the children round the school to pick up any rubbish they find. Back in the classroom, discuss how much rubbish they found. Was it a lot or a little? Do they think their school is clean or dirty?



## 3 PHONICS & LANGUAGE

⌚ 20 min

**We can close the door to shut us in the class or our home.** Write 'shut us in' on the board.

Point to the first word, sound it out in the usual way. Run your finger under the word. **In this word there are three sounds.** Draw 3 sound dots under the word sh u t.

Point to the sh. **What sound can we hear using these letters?** Encourage the children to say /sh/. Point to the u. **This is our new sound that we learned yesterday.** Then sound out t. Blend the three sounds: /sh/ /u/ /t/ as 'shut'.

Point to the second word. **There are two sounds in this word.** Draw 2 sound dots under the word us. Point to the first letter. **This is our new sound that we learned yesterday.** Ask the children to say /u/. Get them to practise writing the u in the air and saying /u/. They can also do the action, saying /u/ 'umbrella'. Point to the s and do the sound and action.

Sound out 'in' in the usual way.

Read the whole phrase 'shut us in'. **If you close the door you will shut us in.**

sh u t u s i n  
• • • • •



## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to read more of the story now. Listen for the sound /u/. Try to remember some of the words you hear with the /u/ sound.**

Doug visits his uncle

**"Can my puppy come with us to visit uncle?" asked Doug. "Not today," said Mum. "We will shut him in the house while we are up the hill." Unlucky puppy! Doug gave the puppy a hug and off he went with Mum. The puppy was unhappy because it was sunny and he wanted to be outside. He pushed himself under the door and went for a run to the lake. He had a cool swim and went running and jumping in the mud.**

**What do Doug and Mum do with the puppy?  
Why is the puppy unhappy?  
What does the puppy do?**



## 5 CONCLUSION

⌚ 10 min

Sing the /u/ song, with the action for the sound.

U, u, unpack your bilum.  
U, u, unpack your bag.  
U, u, unpack your bilum.  
When you get home from school.

Also sing the sound songs for: /sh/ /t/.



## 1 SPEAKING & LISTENING

⌚ 10 min

Sing the songs 'Our environment', 'Clean around your homes' and 'Care for your school'.

**Do you know what the environment is like in another part of Papua New Guinea? How is it the same as here? How is it different?**



## 3 PHONICS & LANGUAGE

⌚ 20 min

Demonstrate the /u/ action and practise the sound looking at each other's mouths. Children write u with their fingers. Show the children the flashcards in turn for pig, duck, insect, peanut, sun, car, butterfly. Ask them to put their hand up when they see a picture that has the /u/ sound in it.

**Now we are going to write some rhyming words that have this sound in them. We are going to write 'hug', 'mug', 'rug', 'bug' and 'dug'.**

Say the word '**hug**' and ask the children to count the sounds. **Three sounds.** Draw 3 sound dots on the board. The children do the same in their books.

**Which sound comes first? 'hug' /h/. How can we write it?** Write h on the first sound dot. Have children do the same in their books.

Do the same again to sound out the next 2 sounds /u/ and /g/ as **u** and **g**, writing these on the board and in books. Remind children that /u/ is our new sound. Model writing it again. Blend the sounds as '**hug**'.

Say the words '**mug**' and '**hug**'. **What is different about 'mug'?** Ask them to listen to the starting sound. Point at hug on the board. **What letter will we need to change to write 'mug'?** **The first letter.** Sound out the word '**mug**' below hug. Let the children write 'mug' in their books. Read both words. Do the same to encode 'rug' 'bug' and 'dug'. Revise that it is just the first sound that changes. **Well done, you are good at rhyming words!**

h u g   m u g   r u g   b u g   d u g



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Put the children into pairs. Ask one to describe to the other a beautiful place they know. Ask the other child to describe a place they know that is not beautiful. Ask them to explain what makes the places beautiful or not.



## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to read the end of the story now. Listen for the sound /u/. Try to remember some of the words you hear with the /u/ sound.**

Doug visits his uncle

**The puppy ran home and squeezed back under the door. He was still full of fun and he ran around the house and rubbed himself on the rug. When Mum and Doug came home they could not understand what had happened. There was mud on the rug. There was mud everywhere! Doug got a bucket of water and they scrubbed and scrubbed. "Next time we will take the puppy with us!" said Mum.**



**What did Doug and Mum find when they got home?**

**What did they have to do?**

**How many words with the /u/ sound can you remember from the story this week?**



## 5 CONCLUSION

⌚ 10 min

Sing the /u/ song, with the action for the sound.

U, u, unpack your bilum.

U, u, unpack your bag.

U, u, unpack your bilum.

When you get home from school.

Also sing the sound songs for: /h/ /m/ /r/ /b/ /d/.



## 1 SPEAKING & LISTENING

⌚ 10 min

Sing the songs 'Our environment', 'Clean around your homes' and 'Care for your school'.

**Can you think of a country where the environment is very different to Papua New Guinea?**  
**How is it different?**



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

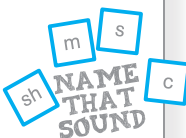
Take the children outside. Ask them to collect feathers, stones, leaves and so on and to use them to draw a picture on the ground of a beautiful place.



## 3 PHONICS & LANGUAGE

⌚ 20 min

Place all the graphemes learned so far on the board: a, e, i, o, u, and b, c, d, f, g, h, k, l, m, n, r, s, t, sh. Point to the letters in turn, say the usual sound and have the children do the action.



Choose a child and send him/her out of the classroom. Write one of the letters on the board for the rest of the class to see. Rub out or hide the letter and call the child back into the classroom. Ask children to make the sound that they have just seen. Encourage them to make the action as well. Get the child to listen hard to the sound and write out the letter of the sound s/he has heard. Ask the class. **Has s/he written the sound correctly? Is this the sound that was written?** Uncover the sound or write it on the board for the child to see.

Repeat this, choosing a new child and a new sound.



## 4 CONCLUSION

⌚ 10 min

**Which sound song would you like to sing now?**

Let the children choose a song and do the action for one of the sounds: /c/ /a/ /t/ /d/ /g/ /o/ /m/ /s/ /i/ /n/ /r/ /sh/ /l/ /h/ /e/ /b/ /k/ /f/ /u/.



## SPELLING TEST WORDS

fun, shut, hug, mug, rug,  
bug, dug, of, sun, hum

### 1 SPEAKING & LISTENING

⌚ 10 min

Hello my friend  
Hello my friend  
Hello my friend  
I'm glad to see you once again.  
We've games to play and lots to learn.  
Hello my friend  
Hello my friend.

**Why do you call someone your friend?**  
**What games do you play with your friends?**



### 2 FOLLOW-UP ACTIVITY

⌚ 20 min

In pairs, ask children to face their friends and say:  
"Hello my friend. I'm happy that you are my friend."



### 3 PHONICS & LANGUAGE

⌚ 20 min

**Today I want to play 'sound bingo'.**

Place all the graphemes we have used so far on the board: a, e, i, o, u, and b, c, d, f, g, h, k, l, m, n, r, s, t, sh. Point to the letters in turn, say the usual sound and have the children do the action.

Give each pair of children their books and pencils.

**Do you remember how we choose three of these letters and write them in our books?**

**We can choose any three we like.** Help them to choose three letters each and write them in their books.

Take the flashcards and shuffle them. Place them in a pile face down. Choose a child to take the top picture and show it to the class, for example 'duck'. Get the children to say the word. **Which sound does this start with?** The children should call out the starting sound /d/. **If any pair has this sound in their book they can cross it off. The first pair to cross out all their letters wins the game.**

**What sound comes in the middle? /u/. If any pair has this sound in their book they can cross it off.**

Do this again, choosing a different child to show the class each picture in turn. Look at the first sound, or, where appropriate, the middle sound.

**Let's play again!**

SOUND BINGO

s	r	m
c	l	sh

### 4 CONCLUSION

⌚ 10 min

**Which sound song would you like to sing now?**

Let the children choose a song and do the action for one of the sounds: /c/ /a/ /t/ /d/ /g/ /o/ /m/ /s/ /i/ /n/ /r/ /sh/ /l/ /h/ /e/ /b/ /k/ /f/ /u/.







/p/

## 1 SPEAKING & LISTENING

⌚ 10 min

I'm happy that you are my friend  
This is my friend.  
My very best friend.  
We share our lunch. We share our books.  
We share our toys and share our blocks.  
That's why you are my friend.  
My very best friend.

**How do you feel when you get upset with your friend?**

**Why do we say sorry to our friends when we upset them?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Ask children in groups of 4 to describe how they feel when they see their friends again after they have been apart?



## 3 PHONICS & LANGUAGE

⌚ 20 min

**I saw a little boy get chased by a pig, it was very funny. He was shouting 'Help! Big pig!'** Write 'Help! Big pig!' on the board. **We use exclamation marks because the boy was shouting.**

Say the word 'help' very slowly. **How many sounds can you hear?** Ask the children to count the sounds: /h/ /e/ /l/ /p/, **four sounds**. Draw 4 sound dots on the board. Get the children to do the same in their books.

Point to the first sound dot. **What is the first sound? /h/.** **How can we write this sound?** Show how to write h on the board and help the children to write h in their books. Repeat this for the next two sounds /e/ and /l/.

Point to the last sound dot. **Which sound comes last? 'help'.** Stress the /p/. **This is a new sound, /p/.** Ask the children to say /p/, and to look at each other's mouths. **Puff a candle out, p. This is the action for the sound /p/.** Show how to write p on the board. Have the children practise it in their books and then write p on the last sound dot.

Read the word together 'Help!'.

Do the same to write 'Big'.

Say the word 'pig'. **Listen to the first sound /p/.** Point at big. **If this is 'big', how can we write 'pig'?** Show that 'pig' is the same as 'big' except for the first sound. Help the children to write 'pig' in their books.

Help! Big pig!



## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to start reading a story now. Listen for the sound /p/. Try to remember some of the words you hear with the /p/ sound.**

Polly's party

**Polly was happy. It was her seventh birthday and she was planning a party. Polly's friends Peter, Pam and Dan were coming. Polly went with Papa to the shop to buy pawpaw, pineapple and passion fruit to eat at the party. Papa paid and dropped the fruit into his bag. When they got home he puffed up pink and purple balloons and put them on top of a pole by the pond.**

**How old is Polly?**

**What fruit did Papa buy for the party?**

**What colour were the balloons?**



## 5 CONCLUSION

⌚ 10 min

Sing the /p/ song, with the action for the sound.

*Plant all the peanuts in the peanut patch.  
P, p, p, p, p, p.*

*Plant all the peanuts in the peanut patch.  
P, p, p.*

Also sing the sound songs for: /h/ /e/ /l/ /b/ /i/ /g/.





## 1 SPEAKING & LISTENING

⌚ 10 min

I've got a friend  
 I've got a friend  
 Just sitting next to me.  
 Do you know who it is?  
 Is it Mary, Fred or Chris?  
 I've got a friend  
 Who's always kind and true  
 Who's sitting next to me  
 And I think that it just could be you.  
 (Repeat 1 more time)



**How do you feel when you get upset with your friend?**

**Why do we say sorry to our friends when we upset them?**

## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

In groups of 4, get children to try to make the sound (and the action if they know it) at the start of their names.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**We cook food with pots and pans.** Write 'pots and pans' on the board.

Point to the first word. Run your finger under it. **There are four sounds in this word.** Draw 4 sound dots under the word p o t s.

Point to the p. **What sound do we write using this letter? This is our new sound that we learned yesterday.** Ask the children to say /p/. Get them to practise writing the p in the air and saying /p/.

Point to the o and repeat this process. Do the same for t and for s. Blend the sounds /p/ /o/ /t/ /s/ as 'pots'.

Ask the children if they know the next word, and, if not, draw 3 sound dots and sound each sound /a/ /n/ /d/. Help the children to blend these to make 'and'. Read the sentence so far 'pots and'.

Run your finger under the next word. **In this word there are also four sounds.** Draw 4 sound dots under the word 'pans'.

Point to the p. **Can you remember this?** Encourage the children to say /p/. Point to the a and repeat the sounding out process. Do the same for t and s. Blend the four sounds /p/ /a/ /n/ /s/ as 'pans'. Read the whole thing together 'pots and pans'.

**Well done, we cook with pots and pans and you can write those words now.**

p o t s   a n d   p a n s  
 • • • •   • • •   • • • •



## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to read more of the story now. Listen for the sound /p/. Try to remember some of the words you hear with the /d/ sound.**

Polly's party

**"Happy birthday," sang Dan and the others. They gave Polly a red dress that Dan's mother had made. "How kind of you!" said Polly. After they had eaten the delicious fruit they decided to drive down to the sea to paddle. Dan's dog came too. His name was Dusty and he was a good dog. He lay down by the door of the PMV, near the driver.**



**What present was Polly given?  
 Where did the friends decide to go?  
 Who went with them?**



## 5 CONCLUSION

⌚ 10 min

Sing the /d/ song, with the action for the sound.

See me dig with my spade.  
 Digging ground is lots of fun.  
 With a dig, dig, dig, dig, digga, digga, dig.  
 See me digging with my spade.

Also sing the sound songs for: /a/ /n/ /p/ /o/ /t/ /s/.



## 1 SPEAKING & LISTENING

⌚ 10 min

Sing the songs 'Hello my friend', 'I'm happy that you are my friend' and 'I've got a friend'.

**Why is it good to share your toys with your friend?**

**If you had only one banana and your friend asked you for some, what would you do and why?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Get children to sit in pairs and tell each other why they like each other. They can begin by saying, 'I like you because ...'.



## 3 PHONICS & LANGUAGE

⌚ 20 min

Make the /p/ sound several times and demonstrate the action. Remind the children how to write the letter p. Ask the children to practise in their books and say the sound /p/ as they do this.

Show the children the flashcards in turn for elephant, parrot, fire, pig, pencil. Ask them to stand up when they see a picture beginning with the /p/ sound.

**Now I want us to write three words that all start with our new sound.** Say the words 'pit', 'pat' and 'pot'. **What sound do all three words start with?** Encourage the children to listen to the /p/ sound.

**How many sounds in the first word 'pit'? Three.** Draw 3 sound dots on the board. Have children copy it into their books. Say 'pit'. Sound it as /p/ /i/ /t/.

**Which sound comes first? 'pit'.** Ask the children to listen to the sound /p/. **How do we write /p/?** Write p on the first sound dot. Ask the children to copy. Repeat this to sound out the next 2 sounds, /i/ and /t/ as i and t. Blend the sounds /p/ /i/ /t/ as 'pit'.

Say the next word, 'pat'. **How is this word different from 'pit'?** Encourage the children to listen to the change from /i/ to /a/. **Which letter will change when we write 'pat'?** Sound out 'pat' below pit on the board. Sound out 'pot' as pot.

pit pat pot  
... ..



## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to read more of the story now. Listen for the sounds /p/ and /d/. Try to remember some of the words you hear with those sounds.**

Polly's party

"Look," pointed Polly, "that sandy spot is where we will stop and paddle." The four friends paddled and played while Dusty dug in the sand. "Dusty has found something!" said Polly. Dusty dropped what he had in his paws. Dan picked it up. It was a dark pink purse. It had a doorway inside. "What should we do?" asked Dan. "We must deliver the purse to the police," said Polly.

**What did Dusty do while the children paddled? What did he find? What did the children decide to do with it?**



## 5 CONCLUSION

⌚ 10 min

Sing the /p/ and /d/ songs, with the actions for the sounds.

Plant all the peanuts in the peanut patch.  
P, p, p, p, p.

Plant all the peanuts in the peanut patch.  
P, p, p.

See me dig with my spade.  
Digging ground is lots of fun.  
With a dig, dig, dig, dig, digga, digga, dig.  
See me digging with my spade.

Also sing the sound songs for: /i/ /t/ /a/ /o/.



## 1 SPEAKING & LISTENING

⌚ 10 min

Sing the songs 'Hello my friend', 'I'm happy that you are my friend' and 'I've got a friend'.

**Why is it important to say please and thank you to your friends?**

**How do you make new friends?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

In groups of 4, get the children to tell the others how they became friends with someone. Then ask some children to tell the whole class their story.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Today I have made up a little rhyme. It goes like this: 'big bump, big lump'. I want us to write this rhyme. Can you help me?**

Say the word **'big'** slowly. **How many sounds can you hear?** Ask the children to count the sounds. **Three, /b/ /i/ /g/.** Draw 3 sound dots on the board. Ask the children to draw 3 sound dots in their books.

Point to the first sound dot. **What sound starts the word 'big'?** /b/ **How can we write this sound?**

Choose a child to write b on the board. Get the children to write b in their books. Repeat this to sound /i/ and /g/ as i and g. Have the children write i and g in their books. Blend as **'big'**.

Do the same to write 'bump'. Sound **'bump'** into four sounds, draw 4 sound dots and blend each sound: /b/ as **b**, /u/ as **u**, /m/ as **m** and /p/ as **p**.

Say the word **'big'** again. Ask the children to write big again, just as they did the first time.

Say **'lump'**. **We have just written 'bump'. How can we change it to write 'lump'?** Show that we only need to change the first sound. Draw 4 sound dots and write the last 3 sounds the same as in 'bump'. **What is the first sound in 'lump'?** /l/ **How can we write this sound?** Write l on the first sound dot.

Read back the rhyme.

**b i g   b u m p ,   b i g   l u m p**  
•••   •••••   •••••



## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to read the end of the story now. Listen for the sounds /p/ and /d/. Try to remember some of the words you hear with those sounds.**

Polly's party

**Polly and her friends walked to the port and handed the purse in at the police station. "Well done, children! You did a good deed today," praised the policeman. "You deserve a special reward." The policeman drove Polly and her friends all the way home in his police car. They were all tired after their exciting day and were soon in bed asleep.**



**Where did the children take the purse?  
What was their reward?**

**How many words with the /p/ and /d/ sounds can you remember from the story this week?**



## 5 CONCLUSION

⌚ 10 min

Sing the /p/ and /d/ songs, with the actions for the sounds.

*Plant all the peanuts in the peanut patch.  
P, p, p, p, p, p.*

*Plant all the peanuts in the peanut patch.  
P, p, p.*

*See me dig with my spade.  
Digging ground is lots of fun.  
With a dig, dig, dig, dig, digga, digga, dig.  
See me digging with my spade.*

Also sing the sound songs for: /i/ /b/ /g/ /u/.



## SPELLING TEST WORDS

pen, pet, help, pig, papa,  
pit, pots, and, bump, lump

### 1 SPEAKING & LISTENING

⌚ 10 min

I may be short, you may be tall  
*I may be short. You may be tall.*  
*We may be very different.*  
*But we are still much the same.*  
*We both live under the same blue sky.*  
*And breathe in the same fresh air.*  
*So let's be kind and respectful friends.*  
*To show how much we care.*  
*I may be from the Highlands.*  
*You may be from the coast.*  
*We may be very different.*  
*But we are still much the same.*  
*We both live under the same blue sky.*  
*And breathe in the same fresh air.*  
*So let's be kind and respectful friends.*  
*To show how much we care.*



**Why do you think some of us are short and some of us are tall?**

**How would you feel if all the children in the class had the same face?**



### 2 FOLLOW-UP ACTIVITY

⌚ 20 min

In groups of 4, get the children to discuss what makes them the same as each other.



### 3 PHONICS & LANGUAGE

⌚ 20 min

#### SOUND ON THE BACK

***I want to play a game. I am going to show us how to play.***



Place all the graphemes we have used so far on the board: a, e, i, o, u, and b, c, d, f, g, h, k, l, m, n, p, r, s, t, sh. Point to the letters in turn, say the usual sound and have the children do the action. Choose a child to come out to the front. Write one of the graphemes on a piece of paper and put it on the child's back. Turn the child round so the others can see the grapheme.

***S/he has a letter on her/his back. We are going to help her/him guess what letter this is. We shall make the sound that is usually written using this letter.*** Have the children all make the sound usually written using the letter on the child's back. Encourage the children to make the action as well. Ask the child to listen hard to the sound.  
***Can you write the sound you have just heard the children make? How do we usually write this sound?*** Ask the class: ***Has s/he written the sound correctly? Is this the sound s/he has on her/his back?***

Do this again, choosing a new child, writing a grapheme on a piece of paper and putting it on the child's back.



### 4 CONCLUSION

⌚ 10 min

***Which sound song would you like to sing now?***

Let the children choose a song and do the action for one of the sounds: /c/ /a/ /t/ /d/ /g/ /o/ /m/ /s/ /i/ /n/ /r/ /sh/ /l/ /h/ /e/ /b/ /k/ /f/ /u/ /p/ /b/.





/w/

## 1 SPEAKING & LISTENING

⌚ 10 min

It's OK to be different  
It's OK to be different,  
It's just fine to be you.  
You're special because you're different,  
That's how God has made you.  
(Repeat 1 more time)

**Do you think it is good to be different?  
Why or why not?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

In groups of 4, get the children to discuss what makes them different from each other.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**If it is raining and there is a strong wind it will be a 'wet wind'.**

Say '**wet**' very slowly. **How many sounds can you hear?** Have the children count the sounds /w/ /e/ /t/. Draw 3 sound dots on the board. Ask the children to do the same in their books.

Point to the first sound dot. **What is the first sound?** Stress the /w/. **This is a new sound, /w/.** Ask the children to say /w/, and to look at each other's mouths. Make sure that the children are saying this sound rather than the /v/ sound. Say '**w**' blowing over your hand /w/ '**wind**'. **This is the action for the sound /w/.** Show how to write w on the board. Get the children to practise writing w in their books, and then write w on the first sound dot.

Point to the second sound dot. **What sound comes next? /e/.** **How can we write this sound?** Show how to write e on the board and help the children to write e in their books.

Do this again for the last sound. Point to the word 'wet'. Read it together, blending the sounds.

Say the second word '**wind**'. **How many sounds can you hear in 'wind'?** Ask the children to count, but do not do this for them. **Four sounds.** Draw 4 sound dots on the board. Point to the first sound dot. **What sound comes first in 'wind'?** **It is the new sound /w/.** Write w on the board. Continue to sound out the other sounds in 'wind'.

w e t   w i n d  
• • •   • • • •



## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to start reading a story now. Listen for the sound /w/. Try to remember some of the words you hear with the /w/ sound.**

Wendy goes to Wewak

**It was a wet and windy Wednesday. As Wendy went home from work she wondered what to do tomorrow. Tomorrow was a holiday. Then she saw her friend Willy waving. "Hello Wendy," he called. "What are you doing tomorrow? Would you like to come with me to Wewak to visit my wantoks?" "Why not," said Wendy.**

**What day of the week was it?  
Why was Wendy wondering what to do?  
What did Willy suggest?**



## 5 CONCLUSION

⌚ 10 min

Sing the /w/ song, with the action for the sound.

*I hear the wind calling.*

*W, w, w.*

*I hear the birds flying.*

*W, w, w.*

*I hear the sea moving.*

*W, w, w.*

*The moon is very bright.*

Also sing the sound songs for: /e/ /i/ /n/ /d/.





## 1 SPEAKING & LISTENING

⌚ 10 min

Care and respect

*Learning to show one another  
Care and respect for each other,  
Helping to build trust through friendship,  
Are lessons to value through our lives.*  
(Repeat 1 more time)

**Who do you care for most and why?  
Who cares for you the most?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

In pairs, get the children to tell each other whether they have ever looked after a younger person, maybe a baby brother or sister. What did they have to do for them?



## 3 PHONICS & LANGUAGE

⌚ 20 min

***I was looking for my sister. She sent me a text message. It said 'I went to the shops.'*** Write 'I went to the shops.' on the board.

Point to the first word, I. **Do you recognise this word? Yes, it's 'I'.** Encourage the children to remember it.

Point to the next word. **There are four sounds in this word.** Draw 4 sound dots under the word w e n t. Point to the w. **What sound do we write using this letter? This is our new sound.** Ask the children to say /w/ and to practise writing w in their books. Point to the e, sound it and write it. Do the same for n and t. Blend the sounds /w/ /e/ /n/ /t/ as **'went'**.

Ask the children if they know the next word 'to'. Give them the word if they have trouble remembering it. Do not decode it. Repeat for the next word 'the'. Read the sentence so far, pointing to each word as you say it **'I went to the'**.

Run your finger under the last word. **In this word there are also four sounds.** Draw 4 sound dots under the word 'shops'.

Point to the sh. **Can we remember this?** Point to the o and repeat the sounding out. Do the same for p and s. Blend the four sounds /sh/ /o/ /p/ /s/ as **'shops'**.

Read the note, pointing to each word.

I   w   e   n   t   t   o   t   h   e   s   h   o   p   s .  
•   •   •   •   •   •   •   •   •   •   •   •   •



## 4 SOUND STORY

⌚ 10 min

***Which sound did we practise today? I am going to read more of the story now. Listen for the sound /w/. Try to remember some of the words you hear with the /w/ sound.***

Wendy goes to Wewak

***Willy, his wife and Wendy walked to the PMV stop and went to Wewak. On the way, Wendy watched people through the window of the PMV. When they arrived, Willy said, "Welcome to Wewak, Wendy. What would you like to do?" "I would like to visit the war memorial at Cape Wom and then go for a swim," said Wendy.***

**How did Wendy go to Wewak?  
What two things did Wendy want to do?**



## 5 CONCLUSION

⌚ 10 min

Sing the /w/ song, with the action for the sound.

*I hear the wind calling.*

W, w, w.

*I hear the birds flying.*

W, w, w.

*I hear the sea moving.*

W, w, w.

*The moon is very bright.*

Also sing the sound songs for: /n/ /sh/ /o/ /p/ /s/ /t/.



## 1 SPEAKING & LISTENING

⌚ 10 min

Sing the songs 'I may be short, you may be tall', 'It's OK to be different' and 'Care and respect'.

**What are some things that make you special?**  
**How do you feel when your friend is nice to you?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

In pairs, ask children to tell each other how they can be kind to each other. Then ask some of the children to share their ideas with the class.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**I know that we learned a new sound this week, but I have forgotten what it is. Can you remind me?** Make the /w/ sound several times and make the action. Revise how to write /w/ as w. Ask the children to say the sound /w/ as they do this.

Show the children the flashcards in turn for worm, moon, watch, spider, flower. Ask them to jump up when they see a picture that begins with the /w/ sound.

**Now I want us to write three words that all start with our new sound.** Say 'wit', 'win' and 'wig'. **What sound do all three words start with?** Encourage the children to listen to the /w/ sound. Place 3 sound dots on the board for the first word.

Say the first word 'wit'. Sound it as /w/ /i/ /t/. **'What sound comes first? 'wit'.** Encourage the children to listen to the /w/. **How do we write /w/?** Choose a child to come and write it on the board. Do this again for the next 2 sounds /i/ and /t/. Blend the sounds /w/ /i/ /t/ as 'wit'.

Say the next word 'win'. **How is this word different from 'wit'?** Encourage the children to hear the change from /t/ to /n/. **Which letter will change to write 'win'?** Encode 'win' as win below wit on the board.

Do the same again to encode 'wig'.

wit   win   wig  
...   ...   ...



## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to read more of the story now. Listen for the sound /w/. Try to remember some of the words you hear with the /w/ sound.**

Wendy goes to Wewak  
Willy went to visit his wantoks, while Wendy and Willy's wife went west to Cape Wom.  
"Wow!" said Wendy, "What a wonderful view!"  
They saw the war memorial and went for a swim in the warm water as well. The waves were strong. Wendy knew it was best to stay close to the shore, but Willy's wife went further into the water.



**Where did Willy go?**  
**What did Wendy and Willy's wife do?**  
**Why did Wendy stay close to the shore?**



## 5 CONCLUSION

⌚ 10 min

Sing the /w/ song, with the action for the sound.

*I hear the wind calling.*

W, w, w.

*I hear the birds flying.*

W, w, w.

*I hear the sea moving.*

W, w, w.

*The moon is very bright.*

Also sing the sound songs for: /n/ /i/ /t/.





## 1 SPEAKING & LISTENING

⌚ 10 min

Sing the songs 'I may be short, you may be tall', 'It's OK to be different' and 'Care and respect'.

**How would you feel if your friend was mean to you?**  
**Why?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

In groups of 4, get children to tell each other what they would do if a new student from China came to their class. How would they help them to feel at home. Then ask some children to share their ideas with the class.



## 3 PHONICS & LANGUAGE

⌚ 20 min

Play the 'sound alike' game. **I will say a word, then you say one that is nearly the same.**



Say '**wish**'. Then get the children to try to say 'fish'. Ask the children to say the two words, being very careful to sound the first part of each word. **What is different about the two words?** Help the children to listen to the difference.

**We will write each word. 'wish'** How many sounds can we hear? Three, /w/ /i/ /sh/. Draw 3 sound dots on the board. Ask the children to draw 3 sound dots in their books.

**What is the first sound? /w/ How can we write this sound?** Write w on the first sound dot. Get the children to write w in their books. **What is the next sound? Listen carefully, 'wish'. /i/ is the next sound. How can we write this sound?** Write i on the next sound dot. Have the children write i in their books. **What is the next sound?** Do the same again, writing sh on the last sound dot. Have the children do the same in their books.

**We have written 'wish'.** Say '**fish**' carefully. **What is different? 'wish' starts with a /w/ sound, but 'fish' starts with a /f/ sound. What will we need to do to turn 'wish' into 'fish'?** Choose a child to point at the w. We need to change this and put /f/ in its place. Rub out the w and write f in its place. **Now we have 'fish'.**

Read the new word together '**fish**'. **We changed 'wish' into 'fish'.** Say '**wish**', '**fish**', '**dish**'. Can the children hear the difference? **What letter would we need to change to write 'dish'?**

wish fish dish  
••• ••• •••

## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to read the end of the story now. Listen for the sound /w/. Try to remember some of the words you hear with the /w/ sound.**

Wendy goes to Wewak  
**Wendy saw Willy's wife being drawn under the waves. Wendy was a good swimmer. She swam to Willy's wife and helped her towards the shore. "Thank you, Wendy. You swam well!" said Willy's wife. "You are welcome," replied Wendy. What a day! Wendy's was asleep as soon as her head was on the pillow.**



**What happened to Willy's wife?**  
**What did Wendy do?**  
**How many words with the /w/ sound can you remember from the story this week?**



## 5 CONCLUSION

⌚ 10 min

Sing the /w/ song, with the action for the sound.

*I hear the wind calling.*

W, w, w.

*I hear the birds flying.*

W, w, w.

*I hear the sea moving.*

W, w, w.

*The moon is very bright.*

Also sing the sound songs for: /f/ /i/ /sh/.



## SPELLING TEST WORDS

wet, wind, went, shops,  
wit, swim, wish, fish, dish

### 1 SPEAKING & LISTENING

⌚ 10 min

Honesty

**H O N E S T Y**

*That spells honesty.*

*It means don't fib or tell a lie*

**H O N E S T Y.**

**What does the word 'honesty' mean?**

**Why should you not tell lies?**



### 2 FOLLOW-UP ACTIVITY

⌚ 20 min

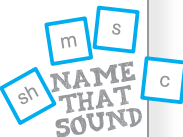
In pairs, ask children to tell each other a short story about what happened to them when they told a lie.



### 3 PHONICS & LANGUAGE

⌚ 20 min

Place all the sounds learned so far on the board: a, e, i, o, u, and b, c, d, f, g, h, k, l, m, n, p, r, s, t, w, sh. Point to the letters in turn, say the usual sound and have the children do the action.



Choose a child and send him/her out of the classroom. Write one of the letters on the board for the rest of the class to see. Rub out or hide the letter and call the child back into the classroom. Ask the children to make the sound that they have just seen. Encourage them to make the action as well.

Get the child to listen hard to the sound and write out the letter of the sound s/he has heard. Ask the class: **Has s/he written the sound correctly? Is this the sound that was written?** Uncover the sound or write it on the board for the child to see.

Do this again, choosing a new child and a new sound.



### 4 CONCLUSION

⌚ 10 min

**Which sound song would you like to sing now?**

Let the children choose a song and do the action for one of the sounds: /e/ /b/ /k/ /f/ /u/ /p/ /b/ /w/.





/ch/

## 1 SPEAKING & LISTENING

⌚ 10 min

It's OK to say "I'm sorry"

When you're hurt and when you're angry  
There are times when we all get grumpy.  
But my friend don't you really worry  
Because it's OK to say "I'm sorry".

**How do you feel when your friend upsets you?**  
**Why should you say sorry after you have hurt or upset someone?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Ask children to get into pairs and to make some sentences starting with 'I am sorry that ...'. [For example, 'I am sorry that I laughed when you fell over.']



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Do you like chips? Kaukau, banana or potato chips? I like 'lots of chips'.**

Say 'lots' very slowly. **How many sounds can you hear?** Have the children count the sounds. **Four, /l/ /o/ /t/ /s/.** Draw 4 sound dots on the board. Ask the children to do the same in their books.

Point to the first sound dot. **What is the first sound? /l/ How can we write this sound?** Show how to write l on the board and help the children to write l in their books.

Do the same for the next three sounds. Point to the word 'lots'. Read it together, blending the sounds /l/ /o/ /t/ /s/ as 'lots'.

**We need to write 'of'.** Show the children how to write 'of' on the board. Do not sound it out, just give it as a sight word.

Say 'chips'. **How many sounds? Four.** Draw 4 sound dots on the board. Have the children do the same in their books. **/ch/. This is a new sound to write /ch/.** Ask the children to say /ch/ and to look at each other's mouths. **This sound is different from the /sh/ sound. Move arms like chicken wings, /ch/ /ch/ chicken. This is the action for the sound /ch/.** Show how to write ch on the board. **We know how to write both of the letters that make /ch/.** Get a child to write ch on the first sound dot.

Sound out the next three sounds /i/ /p/ and /s/ as **i p s**. Read the phrase 'lots of chips'.

lots of chips  
•••• ••••



## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to start reading a story now. Listen for the sound /ch/. Try to remember some of the words you hear with the /ch/ sound.**

Chasing the ball

**It was the day of the big football match. Mama and Papa were coming to watch. Richard fetched his football kit and checked he had his boots, shirt and shorts. He got changed. He stretched and touched his toes. He wanted so much to score the winning goal of the match that he could hardly sit still on the bench by the side of the pitch!**

**Who was coming to watch the football match? How did Richard get ready for the match? What did he want to do?**



## 5 CONCLUSION

⌚ 10 min

Sing the /ch/ song, with the action for the sound.

Charlie chicken ate some chips.

Ch, ch, ch, ch, ch, ch.

Charlie chicken ate some chips.

Ch, ch, ch, ch, ch.

Also sing the sound songs for: /f/ /i/ /sh/.



## 1 SPEAKING & LISTENING

⌚ 10 min

### Sharing

Sharing is caring, caring is loving  
Loving is caring, caring is sharing.  
When your friend's plate is bare  
When you share, you show you care.  
Share your toys or your fruits too  
And the blessings will come back to you.

**Why is it good to share?**

**What are some times that you do not like to share?**



## 3 PHONICS & LANGUAGE

⌚ 20 min

**If you got a cut on the chin, how could we write that?** Write 'My chin is cut.' on the board.

Point to the first word and read the word '**my**'. Do not sound it out, this is a sight word.

Point to the second word. **There are three sounds in this word.** Draw 3 sound dots under the word 'chin'.

Point at the ch. **What sound can we write using these letters? This is our new sound.** Ask the children to practise saying /ch/ and writing ch.

Point to the i and do the same. Do the same again for n. Blend the sounds /ch/ /i/ /n/ as '**chin**'.

Point to the next word 'is'. Children may recognise this word but, if not, sound it out. **It has two sounds.** Draw 2 sound dots. Point to each letter and blend these together as '**is**'.

Run your finger under the next word. **In this word there are also three sounds.** Draw 3 sound dots under the word.

Point to the c. **Can we remember this?** Ask the children to say /c/. Point to the u and repeat the sounding out. Do the same for t. Blend the three sounds /c/ /u/ /t/ as '**cut**'.

Read the note, pointing at each word.

My chin is cut.  
• • • • •



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

In pairs, get children to talk about how they feel when they share. Then ask some pairs to tell the whole class.



## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to read more of the story now. Listen for the sound /ch/. Try to remember some of the words you hear with the /ch/ sound.**

### Chasing the ball

**All the local children came to watch the match before lunch. They chatted at the side of the pitch. Richard ran on to the pitch. He chased the ball, watching the other players closely. Then he saw his chance! He reached his leg out for the ball but he stretched too far and fell hard on his chin. He was in so much pain that tears ran down his cheeks.**

**What were the local children doing?  
What happened to Richard?  
How did he feel?**



## 5 CONCLUSION

⌚ 10 min

Sing the /ch/ song, with the action for the sound.

Charlie chicken ate some chips.

Ch, ch, ch, ch, ch, ch.

Charlie chicken ate some chips.

Ch, ch, ch, ch, ch.

Also sing the sound songs for: /s/ /i/ /n/ /u/.



## 1 SPEAKING & LISTENING

⌚ 10 min

Sing the songs 'Honesty', 'It's OK to say "I'm sorry"' and 'Sharing'.

**Are there ways of showing that you are sorry, rather than just saying sorry?**  
**Have you ever shown someone you are sorry, rather than just saying sorry?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

In pairs, ask the children to talk about more times when they might need to say sorry and why.



## 3 PHONICS & LANGUAGE

⌚ 20 min

Make the 'ch' sound several times and show the action. Remind the children how to write this sound, using c and h. Say the sound /ch/ as they do this.

**Can you think of a word that has the /ch/ sound in it?** Make a list on the board. Encourage the children to think of some words with the /ch/ sound at the end, for example 'much'.

**Now I want us to write three words that all start with our new sound.** Say 'chop', 'chap' [which means 'man'] and 'chip'. **What sound do all three words start with?** Encourage the children to listen to the /ch/ sound.

Say 'chop'. **How many sounds? Three.** Draw 3 sound dots on the board. Ask the children to draw 3 sound dots in their books.

**What sound comes first? 'chop'.** Encourage the children to listen to the sound /ch/. **How do we write /ch/?** Write ch on the board. Get the children to write ch on the first sound dot in their books.

Do this again for the next two sounds, /o/ and /p/ as o and p, writing these on the board and in their books. Blend the sounds /ch/ /o/ /p/ as 'chop'.

Say the next word 'chap'. **How is this word different from 'chop'?** Encourage the children to listen to the change from /o/ to /a/. **Which letter will change when we write 'chap'?** Encode 'chap' below 'chop' on the board.

Do the same to encode 'chip'. Discuss what all three words mean.

ch o p   ch a p   ch i p



## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to read the end of the story now. Listen for the sound /ch/. Try to remember some of the words you hear with the /ch/ sound.**

Chasing the ball

**"We must take you to the first-aid post to check your chin," said the teacher. Richard sat on a chair at the first-aid post while his chin was checked. It hurt so much when it was touched! He did get back to see the end of the match, but only from the bench. It was such a shame that he had missed his chance, but he cheered the loudest when his team won!**



**Where does the teacher take Richard?**  
**Who won the match?**

**How many words with the /ch/ sound can you remember from the story this week?**



## 5 CONCLUSION

⌚ 10 min

Sing the /ch/ song, with the action for the sound.

Charlie chicken ate some chips.

Ch, ch, ch, ch, ch, ch.

Charlie chicken ate some chips.

Ch, ch, ch, ch, ch.

Also sing the sound songs for: /a/ /i/ /o/ /p/.





## 1 SPEAKING & LISTENING

⌚ 10 min

Sing the songs 'Honesty', 'It's OK to say "I'm sorry"' and 'Sharing'.

**Why do you get angry or upset with your friends?**

**Afterwards, how do you become friends again?**



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

In groups, children can sing the song 'Honesty' but instead of spelling the word H O N E S T Y, they must do the actions for all the sounds in the word.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Today I have some rhyming words for you: 'wimp' [malomalo], 'chimp', 'limp' [leknogut]. I want to write these words. Can you help me?**

Say the word **'wimp'** slowly. **How many sounds can you hear?** Ask the children to count the sounds. **Four sounds, /w/ /i/ /m/ /p/.** Draw 4 sound dots on the board. Ask the children to draw 4 sound dots in their books.

Point to the first sound dot. **What sound starts 'wimp'? /w/. How can we write this sound?** Choose a child to write w on the board. Ask the children to write w in their books.

Do the same to encode /i/ /m/ and /p/ as i m and p. Get the children to write i and m and p in their books. Blend /w/ /i/ /m/ /p/ as **'wimp'**.

Say **'chimp'**. **We have written 'wimp'. How can we change it to write 'chimp'?** Ask the children to listen carefully to 'wimp' and 'chimp'. Show that we only need to change the first sound. Draw 4 sound dots and write the last 3 letters the same as in 'wimp'.

**What is the first sound in 'chimp'? /ch/. Write ch on the first sound dot. Blend the word /ch/ /i/ /m/ /p/ as 'chimp'. Read back the 2 rhyming words 'wimp' and 'chimp'.**

Say the third word **'limp'**. **What letter will we need to change to write 'limp'?** Stress that it is only the first sound that has changed. Point to the ch. **We need to change this. What sound starts the word 'limp'?** Choose a child to write the new first sound. Finish writing 'limp' below 'chimp' on the board.

Discuss what all three words mean.

w i m p    c h i m p    l i m p



## 4 CONCLUSION

⌚ 10 min

Sing the /ch/ song, with the action for the sound.

*Charlie chicken ate some chips.*

*Ch, ch, ch, ch, ch, ch.*

*Charlie chicken ate some chips.*

*Ch, ch, ch, ch, ch.*

Also sing the sound songs for /w/ /i/ /l/ /m/ /p/.



## SPELLING TEST WORDS

chips, lots, of, my, is, chin,  
cut, chop, much, chimp

### 1 SPEAKING & LISTENING

⌚ 10 min

#### Biodiversity

*From the kumul to the kokomo  
From the mumut to the birdwing  
From the guria to the tilapia.  
We are a rich and a blessed country,  
With such biodiversity.  
From the smallest, tiniest insect,  
To the largest, tallest tree.  
From creeping vines to bright coloured birds.  
We are a rich and a blessed country,  
With such biodiversity.*

**How many birds can you name?**

**Which bird is on the flag of Papua New Guinea?**



### 3 PHONICS & LANGUAGE

⌚ 20 min

Place all the sounds learned so far on the board: a, e, i, o, u, and b, c, d, f, g, h, k, l, m, n, p, r, s, t, w, sh, ch. Point to the letters in turn, say the usual sound and have the children do the action.



Choose a child and send him/her out of the classroom. Write one of the letters on the board for the rest of the class to see. Rub out or hide the letter and call the child back into the classroom. Ask the children to make the sound that they have just seen. Encourage them to make the action as well.

Get the child to listen hard to the sound and write the letter of the sound s/he has heard. Ask the class: **Has s/he written the sound correctly? Is this the sound that was written?** Uncover the sound or write it on the board for the child to see.

Do this again, choosing a new child and a new sound.



### 2 FOLLOW-UP ACTIVITY

⌚ 20 min

In groups of 4, ask each child to think of an animal or bird that they know and to describe it to their group. Then ask some groups to describe their animals or birds to the whole class.



### 4 CONCLUSION

⌚ 10 min

**Which sound song would you like to sing now?**

Let the children choose a song and do the action for one of the sounds: /e/ /b/ /k/ /f/ /u/ /p/ /b/ /w/ /ch/.







/th/

### 1 SPEAKING & LISTENING

⌚ 10 min

In our oceans

*In our rivers, lakes and oceans  
There are sharks and whales and seals.  
There are turtles, crabs and shellfish  
Prawns and crayfish swim so free.  
In our rivers, lakes and seas.*

**Name some other creatures that live in rivers, lakes or the sea.**

**Which of them have you seen?**



### 2 FOLLOW-UP ACTIVITY

⌚ 10 min

In the same groups as yesterday, ask the children to describe where the animals they talked about yesterday live and what they eat. Then ask some groups to tell the whole class.



### 3 PHONICS & LANGUAGE

⌚ 20 min

**To thump something means you hit it. We don't thump each other, it's not nice.**

Say **'thump'** slowly. **How many sounds can you hear? Count the sounds /th/ /u/ /m/ /p/, four.**

Draw 4 sound dots on the board. Get the children to do the same in their books

Point to the first sound dot. **What is the first sound? This is a new sound /th/.** Say /th/ and make the thumbs up action. Ask the children to say /th/ and to look at each other's mouths. **This sound is different from the /f/ sound.** Get the children to practise saying /f/ and then saying /th/, looking at the different mouth shapes. **With /th/ we have to stick out our tongues! Stick out your tongue at each other and blow air over it and say /th/.**

Show how to write th on the board. **We use two letters that we can already write: t and h.** Get the children to practise writing th in their books and then write th on the first sound dot.

Point to the second sound dot. **What sound comes next? /u/. How can we write this sound?** Model writing u on the board and help children to write u in their books

Do this again for the last two sounds /m/ and /p/. Point at the whole word. Read it together, blending the sounds /th/ /u/ /m/ /p/ as **'thump'**.

th u m p  
• • • •



### 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to start reading a story now. Listen for the sound /th/. Try to remember some of the words you hear with the /th/ sound.**

Thursday

**Every Thursday, mother gathered all the family's clothes together to wash. Theo and his brother both helped. "Thank you," said mother. "That is very thoughtful." They washed the thickest clothes first, so that they could dry. Then they washed the thinner clothes. There were rather a lot of clothes!**

**What does Theo's mother do on a Thursday? Who helps her?**

**Which clothes do they wash first?**



### 5 CONCLUSION

⌚ 10 min

Sing the /th/ song, with the action for the sound.

*Have you ever heard a thin boy,  
make this sound and that sound?*

*Have you ever heard a thin boy say th, th, th, th?*

Also sing the sound songs for: /u/ /m/ /p/.



## 1 SPEAKING & LISTENING

⌚ 10 min

Jungles, rivers and rolling plains  
 Jungles, rivers and rolling plains  
 Housing creatures great and small.  
 Bright green beetles, creeping bugs,  
 Gentle turtles, flying cranes.  
 Our land is rich with plants, trees and so many  
 animals.  
 Jungles, rivers and rolling plains  
 Housing creatures great and small.

**What animals and birds live in the forest?**  
**What food and materials do we get from the forest?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

In groups of 4, ask each child to think of a tree or plant that they know and to describe it to their group. Then ask some groups to describe their tree or plant to the whole class.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**If a pig is 'much too thin' then it needs more food to get fatter.** Write 'much too thin' on the board.

Point to the first word. **There are three sounds in this word.** Draw 3 sound dots under the word. Point to the m. **What sound can we write this way?** Use the action for /m/. Point to the u and do the same. Do the same for ch. Blend the sounds /m/ /u/ /ch/ as '**much**'.

Ask the children if they know the next word, '**too**'. Give them the word, do not decode it. Add it to your list of common sight words. Read the words, pointing to each one '**much too**'.

Run your finger under the next word. **In this word there are also three sounds.** Draw 3 sound dots under the word. Point to the th. **Can we remember this? This is our new sound.** Ask the children to say /th/. Get them to practise writing th in their books and saying /th/. Point to the i and sound it out. Do the same for n. Blend the sounds /th/ /i/ /n/ as '**thin**'.

Read the note, pointing at each word.

much too thin  
 • • • • •



## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to read more of the story now. Listen for the sound /th/. Try to remember some of the words you hear with the /th/ sound.**

Thursday

**Theo and his brother hung the clothes on the washing line in the sun. They were thirsty after all their hard work, so they went with mother and father to the shop to buy lemonade. They were only away for thirty minutes, but when they came back along the path to the house, they saw that all the washing had gone from the washing line!**



**Where did Theo and his brother hang the washing?**

**What did they do then?**

**What happened while they were at the shop?**



## 5 CONCLUSION

⌚ 10 min

Sing the /ch/ song, with the action for the sound.

Charlie chicken ate some chips.

Ch, ch, ch, ch, ch, ch.

Charlie chicken ate some chips.

Ch, ch, ch, ch, ch, ch.

Also sing the sound songs for: /u/ /m/ /th/.



## 1 SPEAKING & LISTENING

⌚ 10 min

Sing the songs 'Biodiversity', 'In our oceans' and 'Jungles, rivers and rolling plains'.

**What trees live in the forest?**  
**What plants live in the forest?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

Ask children to draw a picture of one of the creatures from the songs. In pairs, get them to tell each other about their pictures. Then ask some children to tell the whole class.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**Can you remember the new sound we learned this week?** Choose some children to make the sound several times, /th/, and do the action. Revise how we write this sound, using the letters t and h together.

Show the children the flashcards in turn for bird, thumb, tree, frog, three, fire. Ask them to stand up when they see a picture that begins with the /th/ sound. Warn them not to be caught out by pictures that begin with /t/.

**How many sounds can we hear in the word 'maths'?** Ask the children to count and to draw the number of sound dots they think they will need in their books. Draw 4 sound dots on the board.

**What sound does 'maths' start with?** Encourage the children to listen to the /m/ sound. **How do we write /m/?** Write m on the board. Ask the children to write m on the first sound dot in their books. Do this again for the next sound /a/. Say the word again, 'maths'. **What is the next sound?** Encourage the children to listen to the /th/ sound.

**How do we write this sound?** Write th on the fourth sound dot. **What sound does 'maths' end with?** Write s on the last sound dot.

m a t h s  
• • • •



## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to read the end of the story now. Listen for the sound /th/. Try to remember some of the words you hear with the /th/ sound.**

Thursday

**Then they saw a thin man running down the path. "Stop, thief!" shouted father. He threw him to the ground. "If I see you here again, I will take you to the police," father threatened. The thin man ran away without saying a word. "I don't think he will do that again!" said father.**



**Who had taken the clothes?**

**What did father do?**

**How many words with the /th/ sound can you remember from the story this week?**



## 5 CONCLUSION

⌚ 10 min

Sing the /th/ song, with the action for the sound.

*Have you ever heard a thin boy,  
make this sound and that sound?  
Have you ever heard a thin boy say th, th, th, th?*

Also sing the sound songs for: /a/ /i/ /o/ /p/.



## 1 SPEAKING & LISTENING

⌚ 10 min

Sing the songs 'Biodiversity', 'In our oceans' and 'Jungles, rivers and rolling plains'.

**How many animals can you name that do not live in Papua New Guinea? Where do they live?**



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

In groups of 4, ask the children to think of all the animals that they have talked about this week. Get the children to make the sound of one of the animals and act out how the animal behaves. (For example, how it eats, sleeps, crawls or flies.)

Selected groups can report back to class.

Ensure that groups that report back to class are not the same groups from previous activities.

Give everyone a fair chance to speak in front of the class.



## 3 PHONICS & LANGUAGE

⌚ 20 min

Place all the sounds learned so far on the board: a, e, i, o, u, and b, c, d, f, g, h, k, l, m, n, p, r, s, t, w, sh, ch, th. Point to the letters in turn, say the usual sound and have the children do the action.



Choose a child and send him/her out of the classroom. Write one of the letters on the board for the rest of the class to see. Rub out or hide the letter and call the child back into the classroom. Ask children to make the sound that they have just seen. Encourage them to make the action as well.

Ask the child to listen hard to the sound and write out the letter of the sound s/he has heard. Ask the class: **Has s/he written the sound correctly? Is this the sound that was written?** Uncover the sound or write it on the board for the child to see.

Do the same again, choosing a new child and a new sound.



## 5 CONCLUSION

⌚ 10 min

Sing the /th/ song, with the action for the sound.

*Have you ever heard a thin boy,  
make this sound and that sound?  
Have you ever heard a thin boy say th, th, th, th?*

Also sing the sound songs for: /p/ /w/ /ch/.



## SPELLING TEST WORDS

thump, much, thin,  
too, maths, chips, wish,  
hum, of, you

### 1 SPEAKING & LISTENING

⌚ 10 min

The time has come to say goodbye  
The time has come to say goodbye  
The time has come to say goodbye  
The year has been long  
The year has been good  
We have sung new songs  
We have shared our food  
We have learnt new things  
We have.

**Say goodbye in English, Tok Pisin and your Tok Ples.**  
**How can you say goodbye without speaking?**



### 2 FOLLOW-UP ACTIVITY

⌚ 20 min

In pairs, ask children to talk about all the things that they have enjoyed at school this term. Ask some pairs to report to the whole class.



### 3 PHONICS & LANGUAGE

⌚ 20 min

**Let's play 'sound bingo'.**

Place all the flashcards (graphemes) we have used so far on the board: a, e, i, o, u and b, c, d, f, g, h, l, m, n, p, r, s, t, w, sh, ch, th. Point to the letters in turn, say the usual sound and have the children do the action.

Put the children into pairs. **Do you remember how we choose three of these sounds and write the letters in our book? We can choose any three sounds we like.**

Take the flashcards and shuffle them. Place them in a pile face down. Choose a child to take the top picture and show it to the class, for example thumb. Get the children to say the word. **What sound does this start with?** Ask the children to tell you the starting sound /th/. If any pair of children has the grapheme th in their book they can cross it off. **The first pair to cross out all three letters wins the game.**

Do this again, choosing a different child to show the children each picture in turn. **Play using the first sound, and, if you feel confident, the end sound.**

SOUND BINGO

s	r	m
c	l	sh

### 5 CONCLUSION

⌚ 10 min

**Which sound song would you like to sing now?**

Let the children choose a song and do the action for one of the sounds: /c/ /a/ /t/ /d/ /g/ /o/ /m/ /s/ /i/ /n/ /r/ /sh/ /l/ /h/ /e/ /b/ /k/ /f/ /u/ /p/ /b/ /w/ /ch/ /th/.







/ng/

## 1 SPEAKING & LISTENING

⌚ 10 min

Farewell my friends  
 Farewell my friends, farewell my friends.  
 Finally, the term has come to an end.  
 I'll go back home and so will you.  
 We won't meet again until the holiday's through.  
 Take care my friends, take care my friends.  
 I'll see you when the term begins again.

**How do you feel when term holidays are over?**  
**What is the first thing you will do when you arrive and meet your friends next term?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

In pairs, ask children to tell each other what they will miss about school while they are on holiday. (For example, they might miss playing with their friends, learning new things or their teacher.)



## 3 PHONICS & LANGUAGE

⌚ 20 min

**I want you to help me to write the words 'sing song'.**

Say 'sing song' very slowly. **To write this, we need to learn a new sound /ng/.** Ask the children to say /ng/ and to look at each other's mouths. **This sound is different from the /n/ sound.** Lift your head and stroke your throat /ng/. **This is the action for the sound /ng/.** Demonstrate how to write ng on the board. **We already know how to write both the letters that we use to write this sound.** Get the children to write ng on the first sound dot.

**Now we can write 'sing song'.** Say 'sing' carefully. **How many sounds can you hear?** Get the children to count the sounds /s/ /i/ /ng/. Draw 3 sound dots on the board. Ask the children to draw 3 sound dots in their books.

Point to the first sound dot. **What is the first sound? /s/. How can we write this sound?** Model writing s on the board and help the children to write s in their books. Repeat this process for the next sound, writing /i/ as i. Say 'sing'. Say /ng/. **This is our new sound.** Help the children to write ng on the last sound dot.

Repeat the process to blend the sounds to make 'song', pointing out that only the middle sound is different.

Read the words 'sing song'.

s i n g   s o n g  
 • • •   • • •



## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to start reading a story now. Listen for the sound /ng/. Try to remember some of the words you hear with the /ng/ sound.**

**Singing bird**

**The baby bird of paradise loved to hear her mother singing. Her songs sounded so beautiful as they rang out in the forest. The baby bird could listen to her mother's singing for a long time. Everything seemed better when her mother was singing. All the other birds said that nothing was better than listening to her mother's song.**

**What did the baby bird of paradise love to do? Why did she love to hear her mother singing? What did the other birds think of the mother's singing?**



## 5 CONCLUSION

⌚ 10 min

Sing the /ng/ song, with the action for the sound.

*Snake is long and it is strong saying ng.  
 Snake is long and it is strong saying ng.  
 Snake is very, very long and so very, very strong.  
 Snake is long and it is strong, saying ng.*

Also sing the sound songs for: /s/ /i/ /n/ /g/.



## 1 SPEAKING & LISTENING

⌚ 10 min

It's time to go home  
It's time to go,  
But don't be sad  
We've learnt new things  
We've made new friends.  
Don't cry, don't fret  
O just be glad  
We'll come back soon.

**What was the best thing you learned at school this term?**  
**What do you want to learn at school next term?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

In pairs, ask students to remember 5 important things they have learned this term. Get some pairs to share their lists with the whole class.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**If you eat your greens, you will be big and strong.** Write 'big and strong' on the board.

Point to the first word. **There are three sounds in this word.** Draw 3 sound dots under the word b i g. Point to the b. **What sound do we write using this letter?** Remind the children with the action for /b/. Point to the i and do the same again. Do the same for g. Blend the sounds /b/ /i/ /g/ as '**big**'.

Point to the next word 'and'. Children may recognise this word but, if not, sound it out. **It has three sounds.** Draw 3 sound dots. Point to each letter in turn and encourage the children to remember what sound we can write with each letter /a/ /n/ /d/. Blend these as '**and**'. Read the phrase so far together '**big and**'.

Run your finger under the next word. **In this word there are five sounds.** Draw 5 sound dots under the word. Point to the s. **Can we remember this?** Ask the children to say /s/. Point to the t and repeat the sounding out. Do the same for r, o and ng. Remind the children that /ng/ is the new sound we learned yesterday. Blend the sounds /s/ /t/ /r/ /o/ /ng/ as '**strong**'.

Read the phrase, pointing to each word, '**big and strong**'.

b i g   a n d   s t r o n g  
• • •   • • •   • • • • •



## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to read more of the story now. Listen for the sound /ng/. Try to remember some of the words you hear with the /ng/ sound.**

*Singing bird*

**The baby bird of paradise loved flying with her friends, hopping and jumping between the branches of the big trees. "When are you going to sing like your Mama?" everyone asked the baby bird. She tried and tried to sing, but nothing came out of her mouth. "I must be doing something wrong," she cried to her mother.**

**What did the other birds ask the baby bird of paradise?**

**What happened when the baby bird tried to sing?**

**What did the baby bird say to her mother?**



## 5 CONCLUSION

⌚ 10 min

Sing the /ng/ song, with the action for the sound.

Snake is long and it is strong saying ng.  
Snake is long and it is strong saying ng.  
Snake is very, very long and so very, very strong.  
Snake is long and it is strong, saying ng.

Also sing the sound songs for: /b/ /i/ /g/.





## 1 SPEAKING & LISTENING

⌚ 10 min

Sing the songs 'The time has come to say goodbye', 'Farewell my friends' and 'It's time to go home'.



**What do you like about school holidays?**  
**What is the first thing you will do during the holiday?**



## 2 FOLLOW-UP ACTIVITY

⌚ 10 min

In groups of 4, ask the children to talk about what they would like to do while they are on holiday or away from school. Get some groups to share their plans with the whole class.



## 3 PHONICS & LANGUAGE

⌚ 20 min

**What is the new sound we learned this week?**

**Can you help me?** Make the sound several times /ng/ and demonstrate the action (fingers on your throat). Remind the children how to write this sound, using n and g. Get children to say the sound /ng/ as they write it.

**Can you can think of words that have the /ng/ sound?** Make a list on the board. Encourage the children to think of words with '-ing' endings [walking, running, working].

**Now I want us to write two very big words that both have our new sound in them.** Say 'hanging' and 'banging'. **What sounds do both words have in them? Listen for the /ng/ sound at the end and in the middle.**

Say 'hanging'. **How many sounds?** Help the children to count the sounds using their fingers. Place 5 sound dots on the board.

**What sound comes first? 'hanging'.** Ask the children to listen to the /h/ sound. **How do we write /h/?** Ask a child to select h and put it on the first sound dot.

Do this again to blend the rest of the sounds: /a/ as **a**, /ng/ as **ng**, /i/ as **i** and /ng/ as **ng** again. Put these on the board. Blend to read the word.

Say the next word 'banging'. **How is this word different from 'hanging'?** Encourage the children to hear the change from /h/ to /b/. **Which letter will change?** Sound out 'banging' as /b/ /a/ /ng/ /i/ /ng/ below 'hanging' on the board.

h a n g i n g    b a n g i n g  
• • • • •    • • • • •



## 4 SOUND STORY

⌚ 10 min

**Which sound did we practise today? I am going to read the end of the story now. Listen for the sound /ng/. Try to remember some of the words you hear with the /ng/ sound.**

Singing bird

"You are not doing anything wrong," said the bird of paradise's mother. "You are just trying too hard. Stop trying and the singing will come." The baby bird flapped her wings and flew away on her own, where there was nothing and no-one to hear her. Today she was sure she was going to sing. She opened her mouth and her song rang out, loud and strong. **Mama had been right!**



**What advice did the baby bird's mother give her?**  
**What happened when the baby bird tried to sing on her own?**  
**How many words with the /ng/ sound can you remember from the story this week?**



## 5 CONCLUSION

⌚ 10 min

Sing the /ng/ song, with the action for the sound.

Snake is long and it is strong saying ng.  
Snake is long and it is strong saying ng.  
Snake is very, very long and so very, very strong.  
Snake is long and it is strong, saying ng.

Also sing the sound songs for: /h/ /a/ /b/.



## 1 SPEAKING & LISTENING

⌚ 10 min

Sing the songs 'The time has come to say goodbye', 'Farewell my friends' and 'It's time to go home'.

**How will you feel if you see your classmates during the term holiday? Why?**



## 2 FOLLOW-UP ACTIVITY

⌚ 20 min

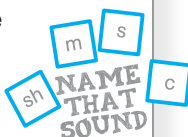
In groups of 4, ask children to make up and then act out a story of friends saying goodbye when it is time for term holidays. Ask some groups to present to the whole class.



## 3 PHONICS & LANGUAGE

⌚ 20 min

Place all the sounds learned so far on the board: a, e, i, o, u, and b, c, d, f, g, h, k, l, m, n, p, r, s, t, w, sh, ch, th, ng. Point to the letters in turn, say the usual sound and have the children do the action.



Choose a child and send him/her out of the classroom. Write one of the letters on the board for the rest of the class to see. Rub out or hide the letter and call the child back into the classroom. Ask children to make the sound that they have just seen. Encourage them to make the action as well.

Get the child to listen hard to the sound and write out the letter of the sound s/he has heard. Ask the class: **Has s/he written the sound correctly? Is this the sound that was written?** Uncover the sound or write it on the board for the child to see.

Do the same again, choosing a new child and a new sound.



## 5 CONCLUSION

⌚ 10 min

Sing the /ng/ song, with the action for the sound.

*Snake is long and it is strong saying ng.  
Snake is long and it is strong saying ng.  
Snake is very, very long and so very, very strong.  
Snake is long and it is strong, saying ng.*

Also sing the sound songs for: /h/ /k/ /p/.



## TERM 4 ASSESSMENT

We have reached the end of Term 4. This is the time to assess again if the children have learned the pre-reading and pre-writing skills (recognising, counting and ordering sounds), and have learned the first reading and writing skills (reading and writing sounds and some sight words).

This assessment sheet will give you 7 small tests to assess the children's skills. You should do them with each child individually. On the next page you will find 2 examples of how to keep a record of the children's progress: one for a class overview and one for the individual child.

### Assessment tests

#### 1. Identifying sounds – To assess if a child is able to recognise a single sound in words.

- Tell the child you will show him/her a series of pictures. The child has to clap his/her hands when s/he sees a picture that contains the sound /u/.
- Show the pictures: shark, duck, puppy, fish, cup.
- Mark with a tick if the child gets duck, puppy and cup.

#### 2. Sounding out words – To assess if a child can identify and count the sounds in a word by reading the word.

- Write down the words: dog, dish.
- Ask the child to count the sounds in the words and then to draw a sound dot under each sound. Watch the children counting the sounds and using their fingers. See if they can draw the sound dots.
- Mark with a tick if the child draws the right number of sound dots [3 and 4].

#### 3. Writing a sound – To assess if a child can write a sound after hearing it.

- Tell the child you are going to make some sounds and that you would like him/her to write the sound.
- Make these sounds: /c/ /b/ /u/ /th/ /l/ /i/ /w/ /d/.
- Write down how many sounds the child can write.

#### 4. Reading a sound – To assess if a child can say the right sound if it sees its grapheme.

- Write the grapheme 'n' and ask the child to make the sound.
- Repeat this for the following graphemes: p, ch, f, a, k, o, r.
- Write down how many sounds the child can read.

#### 5. Writing a word – To assess if a child can hear the sounds in a word, count them and write them down.

- Say the word 'sun', and count the sounds together with the child.
- Draw three sound dots.
- Tell the child to write the three sounds on the dots and then blend them to make the word.
- Mark with a tick if the child writes the word correctly.

#### 6. Reading a word – To assess if a child can say the sounds s/he reads and blend them into a word.

- Write the word 'cat' and draw three sound dots, one under each sound.
- Ask the child to make the sounds and to blend them to read the word.
- Mark with a tick if the child writes the word correctly.

#### 7. Reading sight words – To assess if a child can recognise common words by sight.

- Write down the words: you, my, the, too.
- Ask the child to say the words.
- Write down how many words the child knows.

# TERM 4 ASSESSMENT

## Assessment record sheets

End of Term Assessment – Individual record		
Name: _____		
Year: EP		
Term: 4		
Test	Score/Outcome	Comments
<b>1. Identify sounds</b> /u/ in duck, puppy, cup		
<b>2. Sound out words</b> dog dish ... ..		
<b>3. Write sounds</b> /c/ /b/ /u/ /th/ /l/ /i/ /w/ /d/		
<b>4. Read sounds</b> p, ch, f, a, k, o, r		
<b>5. Write a word</b> sun		
<b>6. Read a word</b> cat		
<b>7. Read sight words</b> you, my, the, too		

## TERM 4 ASSESSMENT

**End of Term Assessment – Class overview**  
 Year: EP  
 Term: 4

Name	Test 1	Test 2	Test 3	Test 4	Test 5	Test 6	Test 7	Comment
------	--------	--------	--------	--------	--------	--------	--------	---------

[illegible]

EP ENGLISH TEACHER GUIDE 2015

# EP END-YEAR ASSESSMENT

We have completed the first year of Elementary. This is the time to assess what the children have learned during the whole year. This assessment sheet will give you some tests to assess if the children can sound out sounds, know the actions for the sounds and write sounds. You can also test if the child can read and write decodable words, as well as sight words.

You should do this assessment with each child individually. Below you will find the tests and some examples of how to keep a record of the children's progress.

## 1. Saying and writing sounds, doing sound actions

- Show the child the sounds in the table.
- Tell the child to first say the sound and then do the sound action.
- Mark with a tick if the child does it right.
- Say the sounds in the table.
- Ask the child to write the sound down.
- Mark with a tick if the child writes the sound correctly.

End of Year Assessment – Saying, writing sounds and doing sound actions							
Name: _____							
Year: EP							
	You show it		You say it		You show it		You say it
	Child sounds it	Child does the action	Child writes it		Child sounds it	Child does the action	Child writes it
c				l			
a				h			
t				e			
d				b			
o				f			
g				u			
s				p			
m				w			
n				ch			
i				th			
r				ng			
sh							

# EP END-YEAR ASSESSMENT

## 2. Writing and reading decodable words and blending sounds into words

- Say the words in the first column of the table.
- Ask the child to write them.
- Mark with a tick if the child writes the word correctly.
- Say the sounds in the second column of the table. Just say the sounds, do not blend them into a word.
- Ask the child to blend the sounds and make the word.
- Mark with a tick if the child says the word correctly.
- Write down the words in the third column of the table.
- Ask the child to say the word.
- Mark with a tick if the child says the word correctly.

### End of Year Assessment – Writing, blending and reading decodable words

Name: \_\_\_\_\_

Year: EP

Writing		Blending		Reading	
You say the word	Child writes the word	You say the sounds	Child says the word	You show the word	Child reads the word
ant		/c/ /a/ /n/		rat	
dig		/p/ /i/ /t/		sit	
top		/l/ /o/ /t/		hop	
mum		/s/ /u/ /n/		fun	
rash		/ch/ /o/ /p/		thin	

### End of Year Assessment – Writing and reading sight words

Name: \_\_\_\_\_

Year: EP

Writing		Reading	
You say the word	Child writes the word	You show the word	Child reads the word
I		of	
the		is	
my		to	
you		a	
too			



## **SD-card**

- Speaking and listening songs (mp3)
- Sound songs (mp3)
- Sound action videos (mp4)
- Sound action videos (3gpp)
- Teacher training videos (mp4)
- Teacher training videos (3gpp)
- Singing na stori tambuna CD (mp4)

## **3 booklets**

- Speaking and listening song texts
- Sound song texts and sound story texts
- Decodable texts

## **Set of 142 flashcards**

## **3 A1 posters**

- Phoneme example words
- Sight words
- Nouns, adjective and verbs

## **23 readers**

Shell Books, E1

- Butterfly story
- I am a bird
- I am a butterfly
- I'm bigger than you are
- My rooster
- My turtle
- Party time
- Sun and flower
- The runaway pig
- What am I?
- Who sank the boat?

Shell Books, E2

- Art of Papua New Guinea
- Duck and Rooster
- Stone boy
- The crane
- Vagi and Tatoi at home

School Journals, E2

- Bridge 6
- Bridge 7
- Bridge 8
- Bridge 9

Our English series for Melanesia, E2

- Something for me
- Something for you
- Something for them



