

English Teacher Guide

Primary Grade 4



Standards Based



Papua New Guinea
Department of Education

**'FREE ISSUE
NOT FOR SALE'**

English

Teacher Guide

Primary

Grade 4

Standards Based



Papua New Guinea
Department of Education

Issued free to schools by the Department of Education

First Edition

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Secretary's Message

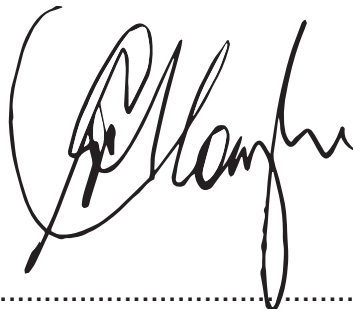
This English Teacher Guide for Grade 4 was developed as a support document for the implementation of English syllabus for Grades 3, 4 and 5. The document provides guidelines for teachers on how to plan and program teaching and learning activities. It also contains sample guided lessons and assessments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

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

The English subject contains eight lessons: Talking, Oral expression, Listening, Handwriting, Written sentences, Written expression, Spelling and Reading. The Content Standards have been expanded in the Yearly Overview to help teachers identify key knowledge, skills, attitudes and values for teaching and learning when developing activities for students. It is important that teachers cover all Content Standards prescribed for students in Grade 4. The lessons in the Teacher Guide are not teaching lessons; rather they are guided lessons to be used as samples for teachers to develop teaching and learning activities.

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

I commend and approve this Grade 4 English Teacher Guide to be used in all Primary Schools throughout Papua New Guinea.



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

Introduction

Purpose

This Teacher Guide must be used in conjunction with the Junior Primary Syllabus. The main purpose is to help implement the syllabus in the classroom.

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

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

How to use this book

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

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

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

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

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

Content Standards

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

Strand 1: Speaking and Listening

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

Strand 2: Reading

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

Strand 3: Writing

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

Yearly English Overview Grades 3-5

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

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

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

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

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

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

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

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

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

Strand 1: Speaking and Listening

Listening Weekly Program

The Listening program has three lesson topics that practice the knowledge, skills and attitudes expected in Grade 4. Sample daily lesson plans (for one week) have been developed to assist in your lesson planning. Many of the texts, games and rhymes are in the resource section of this book. You may also use stories from the School Journals, or others books, for listening.

Week	Term 1	Term 2	Term 3	Term 4
1	Game: Alphabetical Sequences Text: Uncle Haro's New Guinea Stories Part 1 Game: Rhyme time	Activity: Pack a picnic Text: Ali Baba "Part 1" Game: What's the Time Mr Wolf?	Activity: Name a word that starts with st- Text: Rumpelstiltskin Part 1 Game: Using Opposites	Activity: Words that end with the sound /t/ Text: The Legend of the Frogs Part 1 Rhyme: Distinguish Sounds
2	Game: Simon Says Text: Uncle Haro's Stories Part 2 Activity: Doesn't belong (classify)	Game: Knock! Knock! (distinguishing voices) Text: Ali Baba Part 2 Game: Animal Sounds	Game: Action, Please! (listen and draw) Text: Rumpelstiltskin Part 2 Game: What's the Time Mr Wolf?	Game: Rhyme Time Text: The Legend of the Frogs Part 2 Game: Using Opposites
3	Game: Action, Please! Text: Uncle Haro's Stories Part 3 Game: What's the Time Mr Wolf?	Activity: Listen to distinguish sounds Game: Jack-in-the-Box Text: Alexander Selkirk	Activity: Name a word that ends with the sound /ay/ Text: The Dreamtime Game: Using Opposites	Game: Alphabetical sequences Text: The Tiger and the Rabbit Game: Rhyme Time
4	Game: How Many Bounces? Text: Uncle Haro's Stories Part 4 Game: Alphabetical Sequences	Activity: Doesn't belong (classify) Text: Sinbad the Sailor Part 1 Game: Hockey Pokey	Game: Come to the Circle. Text: Uncle Bouki and the Horse Part 1 Activity: Name words that start with sound /t/	Game: Rhyme Time Text: Why the Hill is Red Activity: Similar and different sounds
5	Game: Jack-in-the-Box Text: The Greedy Giant Game: Simon Says	Activity: Using tenses Activity: Doesn't belong Text: Sinbad the Sailor Part 2	Game: Simon Says Text: Uncle Bouki and the Horse Part 2 Activity: Distinguish sounds	Rhyme: Fun with Words Text: Rajapala Game: Hokey Pokey
6	Game: Spy the Word Text: The Monkey Prince and the Witch Game: Simon Says	Game: Simon Says Text: Why Mosquitoes Buzz Before They Bite Game: Using Opposites	Game: Come to the Circle Text: Anansi, Turtle and Pigeon Activity: Words that end with sound /t/	Game: Simon Says Text: The Place for Old People Activity: Words that start with sound /c/

Week	Term 1	Term 2	Term 3	Term 4
7	Activity: Who was what Text: A Storm Game: Told and Retold	Game: Memory Game Text: Two Naughty Animals Game: Guess What It Is?	Game: Using Opposites Text: The Magic Pot Game: Simon Says	Game: Rhyme Time Text: Mrs Poor and Mrs Rich Activity: Similar and different sounds
8	Activity: Sounds - What makes the sound? Text: A Goddess of the Mountain Game: Hokey Pokey	Game: Knock! Knock! Text: Auta the Giant Killer Part 1 Game: I Spy	Activity: Similar and different sounds Text: Una, the dragon, and the red Cross Knight Activity: Distinguish sounds	Game: How Many Bounces? Text: The Queen Who Became a Mouse Game: Using Opposites
9	Game: Alphabetical Sequences Text: Silly Sione Game: Chinese Whispers	Activity: Doesn't belong Text: Auta the Giant Killer Part 2 Activity: Name a word that starts with sound / sh/	Game: Hens and Chickens Text: One Good Turn Deserves Another Activity: Words that starts with the sound /m/	Game: Come to the Circle Text: The Clever Bird Activity: Finding questions
10	Game: Simon Says Text: The Bad Dog and the Pond Activity: Identifying the odd word out.	Activity: Remembering sounds in order Text: The Wishing Book Game: Chinese Whispers	Game: Fun with Words Text: Too Long or Too Short Game: Chinese Whispers	Game: Using Opposites Text: How Lizard Fought the Leopard Game: Come to the Circle

Listening Sample Lesson Plans

Week 1, Lesson 1

Subject: English

Lesson: Listening

Strand: Speaking and listening

Content Standard: 4.1.1b

Objective: Students listen and follow instructions.

Content

Knowledge: Alphabetical order.

Skills: Arrange letters in alphabetical order.

Attitudes: Think logically.

Materials

Game rules: Alphabetical Sequences
(refer to the Resources section of this book).

Introduction

Say the letter **d**.

Ask what letter comes after this letter in the alphabet? (**e**)

What letter comes before **d**? (**c**)

Repeat with other letters to prepare students for the game.

Body

1. Explain the game rules for Alphabetical Sequences.
2. Play the game as a class activity.
3. Start the game by saying: *My truck is loaded with axes.*
4. Next a student says the same sentence using a word that begins with the letter **b**, for example: *My truck is loaded with books.*
5. The game continues though the alphabet. Students see how far they can get without stopping. If they have trouble, you should help.

Conclusion

Play the game again using the names of birds and animals.

Assessment

Assessment Method: Observation.

Assessment Task: Students say words for given letters of the alphabet in sequence.

Assessment Criteria: Correct match of words to the letter and alphabetical sequence.

Recording Method: Checklist.

Week 1, Lesson 2**Subject:** English**Lesson:** Listening**Strand:** Speaking and listening**Content Standard:** 4.1.1a**Objective:** Students listen to a story for meaning and enjoyment.**Content****Knowledge:** Becoming familiar with a story.**Skills:** Listening for meaning and answering questions.**Attitudes:** Appreciate and learn the moral of the story.**Materials**

The story "Uncle Haro's New Guinea Stories Part 1"

(refer to the Resources section of this book)

Questions to ask students after reading:

1. Where did Tali live?
2. Describe the village.
3. What did father drop when Tali jumped out at him?
4. Who was the letter from?
5. How was Uncle Haro coming to meet them?
6. Why was Tali excited about seeing Uncle Haro?
7. What did the family do after dinner?
8. Why did they go to sit outside?

Introduction

1. Do you tell stories with your family?
2. Who is the best story teller in your family?

Body

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

Conclusion

Discuss the moral of the story.

Assessment**Assessment Method:** Oral comprehension test.**Assessment Task:** Answering questions correctly.**Assessment Criteria:** Correct answer.**Recording Method:** Checklist.

Week 1, Lesson 3**Subject:** English**Lesson:** Listening**Strand:** Speaking and listening**Content Standard:** 4.1.1a, 4.1.1b, 4.1.2a**Objective:** Students identify and use words that rhyme.**Content****Knowledge:** Recognising words that rhyme.**Skills:** Listening for rhyme and finding words that rhyme.**Attitudes:** Appreciate the sounds of English.**Materials**

Preparations on the board: Write some two line rhymes on the board, for example:

Look, Oh look
At my new _____

Or

Hop, hop, hop
I just can't _____**Introduction**Say: *Look at that fat cat. Sitting on the mat.*Ask: *Which two words sound the same? (cat and mat)*

Explain that these two words rhyme.

Ask students to say other words that rhyme with cat and mat. (*sat, fat, bat, hat, pat, rat*)**Body**

1. Read a two line rhyme on the board: *Look, oh look at my new _____*. Ask: *What could be the missing word?*
2. Ask students to say words that rhyme with look. (*book, cook, hook....*)
3. Say the two line rhyme filling in the missing word. Try the rhyme with different words that rhyme.

Conclusion

Students make up their own two line rhyme and say it to the class.

Assessment**Assessment Method:** Listening to oral responses.**Assessment Task:** Creating and saying a two line rhyme.**Assessment Criteria:** Correctly identifying words that rhyme. Speaking clearly.**Recording Method:** Checklist.

Oral Expression Weekly Program

Oral expression program has two lesson topics outlined in the program. Discussion on the theme with knowledge, skills and attitudes are appropriate to Grade 4. The first lesson is an introduction to the theme. Students talk in general terms about the theme drawing on their own experiences. This introduces key vocabulary and develops confidence in oral expression. In the second lesson students talk about more specific aspects of the theme in preparation for their Written Expression activities later in the week.

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

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

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

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

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

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

Oral Expression Sample Lesson Plans

Week 1, Lesson 1

Subject: English

Lesson: Oral Expression

Strand: Speaking and Listening

Content standard: 4.1.3a

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

Content

Knowledge: How to talk to a teacher

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

Attitudes: Use of good manners and politeness when greeting a teacher.

Materials

Prepare the blackboard by writing the following dialogue.

Head Teacher: Good morning Mary

Mary: Good morning Mr Tom.

Head Teacher: Mary, can you ring the bell please.

Mary: Yes. Is there anything else I can do?

Head Teacher: Oh, yes Mary. Can you also take this broom to the office, please?

Introduction

Read the dialogue to your students.

Choose two students to demonstrate the dialogue to the class.

Body

Students practice the dialogue in class with students in pairs.

Conclusion

Students perform the dialogue to the class.

Assessment

Assessment Method: Observation

Assessment Task: Students say the dialogue in the correct sequence

Assessment Criteria: Use of correct and fluent English – clearly and confidently spoken

Recording Method: Checklist

Week 1, Lesson 2

Subject: English

Lesson: Oral Expression

Strand Speaking and Listening

Content standard:4.1.3b

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

Content

Knowledge: How to interpret a picture

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

Attitudes: Sharing and listening with respect

Materials

Pictures for interpretation



Introduction

Show pictures of interesting places students may want to visit during the school holidays. Ask questions about the pictures using 'wh' questions.

Where do you think might be?

Why would you like to go there?

What would you like to do there?

Body

1. Divide the class into small groups.
2. Choose a leader for each group.
3. Each group prepares an oral report telling where they would like to spend their next Christmas holidays.
4. Students organize their presentation by stating: where they want to go; why they want to go there; and what they want to do there.

Conclusion

Each group leader gives a summary report to the class.

Assessment

Assessment Method: Observation

Assessment Task: Students prepare an oral report

Assessment Criteria: Use of correct and fluent English – clearly and confidently spoken

Recording Method: Checklist

Talking Weekly Program

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

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

Term 1	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 Indefinite pronouns: something, someone, nothing, nobody anything	There's something in my bilum. There's nothing in my bilum. There's nobody in the village.	She gave me something to drink. He gave me nothing to drink. I'm so thirsty, I will drink anything.	My Dad gave me something to do. Bubu gave me nothing to do. I will do anything for my Mum.	Will anyone listen to me? Nobody will listen to me. They never listen to anything I say.	Revision
Week 2 Indefinite pronouns	We are so hungry, we will eat anything. Mama went to the market to buy something for dinner.	Mama said, "I haven't got anything in my bilum". But we knew she had something from the market.	She hasn't got anything to drink. We haven't got anything to drink.	I know nothing about Kiunga. My Bubu knows everything about Kiunga.	Revision
Week 3 Indefinite pronouns	Is there someone behind that house? There is somebody behind that house. I can't see anybody behind that house.	Yesterday, somebody found my bilum. Someone found my bilum. Somebody left my bilum on my desk.	Nobody was at school last Sunday. Nobody was in the garden on Sunday. Nobody was at the market on Sunday.	I asked somebody to help me with my homework. Did someone help you with your homework? I asked, but no one helped me.	Revision
Week 4 Indefinite pronouns	Is there anything in the cupboard? Is there anything on the shelf? Is there anything behind the cupboard?	Have you anything to eat? Sorry, I have nothing to eat. Do you have anything to share with me?	Did they give you anything to eat? Yes, they gave me something to eat. But they gave me nothing to drink.	Did you say anything to them? I wanted to say something but I said nothing.	Revision

Term 1	Day 1	Day 2	Day 3	Day 4	Day 5
Week 5 Questions and indefinite pronouns	Did you see anybody at the game? Did you talk to anybody at the game? Nobody talked to me at the game.	Did anyone tell you the score? Nobody told me the score. Did anybody walk home with you? Nobody walked home with me.	Did you tell anybody your name? No, I told nobody my name. Did anyone know you?	Did somebody play with you yesterday? Will someone play with you today? I will play with anyone today.	Revision
Week 6 Questions: How far?	How far can you walk? How far can you run? How far can you hop?	How far is it from your house to school? How far is it from your house to Rabaul?	How far can you kick the ball? How far can he kick the ball? How far can your Dad kick the ball?	How far is the aid post from your house? How far is it from the aid post to the airport? How far is it from your house to the sea?	Revision
Week 7 Questions: How long?	How long did you play netball? How long did you do your homework? How long did you sleep?	How long did you stay in the village? How long have you been in this school?	How long does it take you to get dressed? How long does it take to walk to school?	How long did you sleep last night? How long did your mother sleep last night?	Revision
Week 8 Questions: How often?	How often do you see your bubu? How often does your bubu visit you? How often does your family go to Church?	How often do you go fishing? How often to you go swimming? How often do you go to the market?	How often do you get sick? How often do you visit the aid post? How often do you visit the doctor?	How often do the Blues win the State of Origin? How often do the Maroons win the State of Origin?	Revision
Week 9 Questions: How many?	How many boys in your family? How many girls in your family? How many altogether in your family?	How much can you eat? How much can your brother eat? How much can your father eat?	How many potatoes can you eat? How many bananas can you eat?	How much water can you drink? How many glasses of water can you drink?	Revision
Week 10 Revision	Revision Term 1 Weeks 1- 9	Revision Term 1 Weeks 1- 9	Revision Term1 Weeks 1- 9	Revision Term 1 Weeks 1- 9	Revision Term1 Weeks 1- 9

Term 2	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 do/don't, does/doesn't, did/didn't	Do you play netball? Yes, I do. Do you play rugby? No, I don't	Does your sister play netball? Yes, she does. Does your brother play netball? No he doesn't.	Your Mum played netball, didn't she? Yes, she did. Did your bubu play netball? No, she didn't play netball.	Your cousin visited you last week, didn't she? Yes, she did. Did your aunty visit you? No, she didn't.	Revision
Week 2 do/don't/does can/can't able/not able	Do you swim in the river? Yes, I do. No I don't. Does your auntie swim in the river? No she doesn't.	Can you swim in the sea? Yes, I can swim in the river. Can your cat swim in the river? No, she can't.	Are you able to swim in the river? Yes, I am able to swim in the river. Is your aunty able to swim in the river? No she isn't able to swim in the river.	Will your baby sister be able to swim in the river? No, she will not be able to swim in the river. My dog will be able to swim in the river.	Revision
Week 3 Expressions of ability - can/can't, able/not able	My bubu was able to run fast, but now he can't. My brother was not able to swim, but now he is able to swim.	Will you be able to teach me to swim? Yes, I am able to teach you to swim. Are you able to teach me to fly? No, I am not able to teach you to fly.	Can you teach me to swim? Yes, I can teach you to swim. Can you teach me to fly? No, I can't teach you to fly.	Will you be able to teach me to drive? No I can't teach you to drive. Are you able to teach me to sing? Yes, I can.	Revision
Week 4 Expressions of ability can/can't, was/wasn't,	Can you fly like a bird? No I can't. Can you run like your sister? Yes, I can.	Will you be able to play soccer next Saturday? Yes, I can play soccer next Saturday. Can you play rugby next Saturday? No I can't.	Were you able to read in Prep? No, I wasn't. Were you able to read in E1? Yes, I was.	Was your sister able to read in Prep? Yes, she was able to read in Prep. Was your brother able to read in Prep? No he wasn't.	Revision
Week 5 Intention – future tense will/won't, can/can't	Will you be able to go fishing on Saturday? Yes, I will be able to go fishing on Saturday. No, I won't be able to go fishing on Saturday.	What can you do? I can run. I can swim. I can run fast. What can you not do? I can't swim fast. I can't fly like a bird.	Will you be able to go to High School next year? No I won't be able to go to High School next year. My sister will be able to go to High School next year.	Can a frog swim? Yes, it can. Can a frog fly? No, it can't. Will you be able to leave school next year? No I won't be able to leave school next year.	Revision

Term 2	Day 1	Day 2	Day 3	Day 4	Day 5
Week 6 Intention can/can't, will/won't	Can you speak your mother's tokples? Yes, I can. Can you speak your father's tokples? No, I can't.	Will you visit your mother's village? Yes, I will. Will you visit your father's village? No, I won't.	You can run all the way home, can't you? Yes, I can. You can hop all the way home, can't you? No, I can't.	Will your sister finish high school next year? Yes, she will. Will your brother finish high school next year? No he won't.	Revision
Week 7 Intention - 'going to'	I'm going to go home after school. I'm going to help Mum. My family is going to eat dinner together.	I am going to do my homework at home tomorrow. I'm not going to do my homework at school. I'm going to finish my homework before I go to sleep.	He's going to school tomorrow. He's not going to school on Saturday. He's going to the market with his mother.	I'm going to the store to buy some rice. I'm not going to the market to buy some rice. I'm going to the market to buy some kaukau.	Revision
Week 8 Intention - 'going to'	They're going to drive to Wewak. They're going to buy food. Then they will go fishing.	They are not going to go fishing in Goroka. They're not going to drive to Lae.	Are you going to eat Ox and Palm tonight? Yes, I am going to eat Ox and Palm tonight.	Are you going to cook dinner tonight? No, I'm not.	Revision
Week 9 Questions of intention - 'going to'	Are you going to go swimming today? Yes I am. Are you going to go swimming tomorrow? No I'm not.	What are you going to do this evening? I am going to do my homework. Are you going to cook dinner? No I'm not going to cook dinner.	Who are you going to see in the village? I'm going to see my bubu in the village. Are you going to see your uncle in the village?	Who is going to look after the baby today? I'm going to look after the baby. Who's going to sweep the house today?	Revision
Week 10 Revision	Revision Term 2 Weeks 1-9	Revision Term 2 Weeks 1-9	Revision Term 2 Weeks 1-9	Revision Term 2 Weeks 1-9	Revision Term 2 Weeks 1-9
Term 3	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 Questions of intention - 'going to'	Who is going to go to the river today? My friend is going to go to the river. I am going to go with him.	Which vegetables are you going to plant in the garden? Which way are you going to go to the market?	Where are they going to go to school? Where are they going to go to high school?	Where is your mother going to buy food? Where is she going to catch the PMV? How is she going to get home?	Revision

Term 3	Day 1	Day 2	Day 3	Day 4	Day 5
Week 2 Questions - 'going to'	When are the police going to Lae? When is James going to Australia?	Why are you going to Hela? To meet my friends. Why are you going to the river? I am going to do my washing.	How much money are you going to earn? Not much. How much flour are they going to buy? They are going to buy one bag of flour.	How many books is our school going to buy? Many books. How many pawpaw are you going to buy?	Revision
Week 3 Questions of intention - 'going to'	How often are the girls going to play basketball? They are going to play twice a week.	Is your mother going to do the washing tomorrow? Yes she is.	Are you going to go camping next week? Yes I am. Are you going to go fishing next Monday? No I'm not.	Are my friends going to start working tonight? Is he going to go camping soon?	Revision
Week 4 Questions using the verb 'to have'	Do you have ten fingers? Yes I do have ten fingers. Does Mary have five pencils? No she doesn't have five pencils.	Have they got taro in their garden? Yes they have. Have we the money to buy a new truck? No we haven't the money to buy a new truck.	Josie has a book, hasn't she? Yes she has. The policeman has a gun, hasn't he? No he hasn't.	Mother's got a new dress, hasn't she? Yes she has. They've got five fish, haven't they? No they haven't.	Revision
Week 5 Conditional sentences	If I drop the cup, it will break. If I run fast, I will be tired. If it doesn't rain, we will play netball.	If Mary comes early, we'll go to town. We'll play rugby if the boys arrive soon. Mother will go to the market if the PMV come.	If the bus comes early, we'll go to Lae. If my mother comes home early, we will bake a cake.	If you go to the market, you'll see Josie. If your brother goes to the reef, he will see many fish.	Revision
Week 6 Conditional sentences	If Kila comes, we'll go to the market. If it rains, we'll play inside the house	If it rains, we won't play soccer. If the ship arrives, we won't go home. If a doctor comes, the baby won't die.	If it doesn't rain, we'll do the washing. He'll fail the test if he doesn't do his homework.	If a bus doesn't come, we won't go to town. We won't go to Madang if the bus doesn't arrive.	Revision

Term 3	Day 1	Day 2	Day 3	Day 4	Day 5
Week 7 Conditional questions	If I drop this cup, will it break? Yes it will break. Will this pencil break if I drop it? No, it won't break.	If the coach comes early, will we play basketball? Yes we will play basketball. If Peter arrives late to training, will he play in the next game?	If I go to town, will I see Mary? No you won't. If the man goes to Rabaul, will he see the volcano? Yes he will.	If it's fine tomorrow, will we work in the garden? Yes we will work in the garden. If it's wet on Monday, will we work in the garden? No we won't.	Revision
Week 8 Conditional questions	What will happen if I drop the ball? It will roll away. If I drop the pencil, what will happen? It will be on the ground.	What will we eat if our father doesn't get the rice? We'll eat taro. What will the students do if they can't find the rugby ball? They won't be able to play rugby.	Where will we go if Joe arrives early? To the market. Where will the students go if the bus arrives on time? To the singsing.	If the bus arrives on time, where will we go? We will go to town. If the bus doesn't arrive on time, where will we go? We will go back home.	Revision
Week 9 Asking permission using 'can' and 'may'	You can play rugby next week. Mary may play basketball next week. The men can fix the road tomorrow.	They may listen to the radio tonight. Your friends can listen to the radio tomorrow morning. Mary may play her guitar tonight.	If the truck arrives, the boys can go to town. If it's sunny, we can go swimming. We can't fly our kites if it is not windy.	May we do the cleaning today? Yes you can. Can our friends come to the meeting tonight? Yes, of course.	Revision
Week 10 Revision	Revision Term 3 Weeks 1-9	Revision Term 3 Weeks 1-9	Revision Term 3 Weeks 1-9	Revision Term 3 Weeks 1-9	Revision Term 3 Weeks 1-9
Term 4	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 Asking permission using 'can' and 'may'	Can I go to the store this afternoon? Yes you can go to the store this afternoon. May I go to town this afternoon? No you can't.	Can we buy some bananas for lunch? Yes we can. May I buy some lollies from the store? No you can't.	If it rains, may we play games inside the house? Yes you may. If the tuck arrives, can we go to the plantation? No you can't.	What can I do tonight? You can listen to the radio. What can the girls do after school? They can go swimming.	Revision

Term 4	Day 1	Day 2	Day 3	Day 4	Day 5
Week 2 Asking questions using 'can' and 'may'	Where can we buy some things? At the store. Where can the sick man get some medicine? At the Aid Post.	How much rice can we cook? 2 Kilograms. A lot. How much sugar may we have? Not much. How much taro may we buy? As much as you like.	Can she go tomorrow night? Yes she can. Can the old man hunt for pigs tomorrow? No he can't. He's too old.	Can Josie go to town tomorrow? Yes she can. The visitor can go to the river on the weekend, can't he? No, he can't.	Revision
Week 3 Questions using the negative form of the verb	Aren't they running? Yes, they are. Is the boy sleeping in class? No, he isn't.	Weren't there any flowers in the garden? Yes there were. Were there any pieces of paper on the floor? No there weren't.	Isn't Kila playing basketball? Yes she is. Is Joseph playing soccer? No he isn't. He's playing rugby.	Wasn't there enough wood to make a fire? Yes there was. Were there enough men to build the house? No, there weren't.	Revision
Week 4 Questions using the negative form of the verb	Will Mr Tau be in Port Moresby next week? No, he won't be there. Will your father be driving to Goroka tomorrow? No he won't be driving to Goroka tomorrow.	Weren't you walking to town at two o'clock? Yes I was. Was your bubu selling bananas at the market? No she wasn't selling bananas. She was selling mangoes.	Didn't you cook some kaukau last night? Yes I did. Didn't bubu wash the clothes yesterday? No, she didn't.	Do the children go swimming every evening? Yes they do. Do the students go gardening every day? No they don't.	Revision
Week 5 Questions using the negative form of the verb	Didn't anyone try to catch the pig? No, we were all too lazy. Did bubu try to climb the tree? No he didn't.	Can't Susan walk to the river? No, she is needed at home. Do your friends walk to the beach? No they don't.	Can't he touch his toes? No he is too fat. Can she lift the table? No she can't.	Can't you play rugby tomorrow? No, I have a sore leg. Can the students drive the trucks? No they can't.	Revision
Week 6 Answering questions in the negative	Can the students walk to town tomorrow? No they can't.	Have you cooked some food? No I haven't.	Have you caught the pig? No I haven't.	Can I have a cup of coffee? No you can't.	Revision

Term 4	Day 1	Day 2	Day 3	Day 4	Day 5
Week 7 Sentences using 'either'	What would you like to drink? Either tea or coffee will do. What should I wear? Either shorts or a skirt will do.	Can I have either money or food? Yes you can. Can I have either chicken or fish? No you can't. We only have fish.	Will either tea or coffee do? Yes it will. Will either a pencil or pen do? No it won't. I need both a pen and paper.	There is pineapple and pawpaw. She can have either. The farmer can buy either a tractor or a car.	Revision
Week 8 Expressions of time using 'for' 'till' and 'by'	I'll wait for ten minutes. Then I will go home. I'll wait till ten o'clock. Then I will go fishing.	They'll arrive in Lae by eleven o'clock. The fishermen will be here by sunset. The pilot will arrive at the airstrip soon.	Bubu cooked the kaukau for two hours. The tired fisherman fought the shark for one hour.	Did you wait there for half an hour? Yes I did. Did your uncle work in the factory for one year? No he didn't. He worked there for two years.	Revision
Week 9 Expressions of time using 'for' 'till' and 'by'	What did you do till seven o'clock last night? I worked in the garden. What did the policeman do till midday? He checked for speeding cars.	Who played football till six o'clock? Peter did. Who cleaned fish till sunrise? The fishermen did.	Where will my teacher be at one o'clock? In the staffroom. Where will the cook be at midday? In the kitchen.	Where did the policeman go? To the police station. Where did the bus driver go at ten o'clock? He went home.	Revision
Week 10 Revision	Revision Term 4 Weeks 1-9	Revision Term 4 Weeks 1-9	Revision Term 4 Weeks 1-9	Revision Term 4 Weeks 1-9	Revision Term 4 Weeks 1-9

Talking Sample Lesson Plans

Week 1, Lesson 1

Subject: English

Lesson: Talking

Strand: Speaking and Listening

Content Standard: 4.1.2b

Objective: By the end of the lesson students can use indefinite pronouns (something, nothing) correctly and with confidence.

Content

Knowledge: Use of indefinite pronouns in sentences.

Skills: Correct use of the pronouns *something, nothing*.

Attitudes: Appreciate and build self confidence in speaking.

Materials

Prepare the blackboard by writing the substitution table.

Introduction

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

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

Body

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

There is	something	in the bilum.
She has		in the house.
We have	nothing	in the box.

Conclusion

Students select words and say sentences in groups.

Assessment

Assessment Method: Observing students in groups.

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

Assessment Criteria: Correct sentence structure using indefinite pronouns *something, nothing*.

Manner of speaking.

Recording Method: Checklist

Week 1, Lesson 2

Subject: English

Lesson: Talking

Strand: Speaking and Listening

Content Standard: 4.1.2b

Objective: By the end of the lesson the students will use indefinite pronouns (something, nothing, anything) appropriately using declarative and interrogative sentences

Content

Knowledge: Use of indefinite pronouns

Skills: Correct use of infinite pronouns *something, nothing, anything* in sentences using declarative and interrogative sentences.

Attitudes: Confidence in talking

Materials

Prepare the blackboard by writing the substitution table.

Introduction

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

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

Body

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

Is there	anything	in the box?
	something	in your bag?
There is	nothing	to eat?

Conclusion

Students select words and say sentences in groups.

Assessment

Assessment Method: Observing students in groups.

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

Assessment Criteria: Correct sentence structure using indefinite pronouns *something, nothing, anything*. Manner of speaking.

Recording Method: Checklist

Week 1, Lesson 3

Subject: English**Lesson:** Talking**Strand:** Speaking and Listening**Content Standard:** 4.1.2b**Objective:** By the end of the lesson students will use indefinite pronouns (something, nothing, anything) appropriately in sentences.**Content****Knowledge:** Use of indefinite pronouns.**Skills:** Correct use of infinite pronouns *something, nothing, anything* in sentences.**Attitudes:** Confidence in talking**Materials**

Prepare blackboard by writing the substitution table

Introduction

Use the substitution table to demonstrate lessons.

Point to the table to practise forming correct sentences with students.

Body

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

I	will do	something	to help.
You		nothing	for the teacher.
He			
She		anything	

Conclusion

Students select words and say sentences in groups.

Assessment**Assessment Method:** Observing students in groups.**Assessment Task:** Students say correct sentences from the substitution table.**Assessment Criteria:** Correct sentence structure using indefinite pronouns *something, nothing, anything*. Manner of speaking.**Recording Method:** Checklist

Week 1, Lesson 4

Subject: English

Lesson: Talking

Strand: Speaking and Listening

Content Standard: 4.1.2b

Objective: By the end of the lesson students will use indefinite pronouns (someone, nobody, anything) appropriately in sentences as well as answering questions.

Content

Knowledge: Use of indefinite pronouns

Skills: Correct use of indefinite pronouns *someone, nobody, anything*.

Attitudes: Speak clearly and confidently

Materials

Prepare the blackboard by writing the substitution table/

Introduction

Use the substitution table to demonstrate lessons.

Point to table to practise correct sentence construction with the students.

Body

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

Will	someone	do	something	to help?
	anybody		anything	

Yes	I	will	be able to help.
	you		
No	he	won't	
	she		

Conclusion

Students select words and say sentences in groups.

Assessment

Assessment Method: Observing students in groups.

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

Assessment Criteria: Correct sentence structure using indefinite pronouns *something, nothing, anything*. Manner of speaking.

Recording Method: Checklist

Week 1, Lesson: 5**Subject:** English**Lesson:** Talking**Strand:** Speaking and Listening**Content Standard:** 4.1.2b

Objective: By the end of the lesson students will use indefinite pronouns (something, someone, nothing, nobody, anything) appropriately in asking and answering questions.

Content**Knowledge:** Use of indefinite pronouns.

Skills: Correct use of indefinite pronouns - *something, someone, nothing, nobody, anything*.

Attitudes: Speak confidently and correctly.**Materials**

Prepare the blackboard by writing the substitution table

Introduction

Use the substitution table to demonstrate lessons.

Point to the table and practise saying correctly formed sentences with the students.

Body

1. Students practice asking and answering questions using the substitution table
2. Students change the indefinite pronouns to create new questions and answers.

Can	somebody	do	something	to fix the car?
	anybody		anything	
	nobody			

Yes,	there is	someone	who can help fix the car.
No,		nobody	

Conclusion

Students select words and say sentences in groups.

Assessment

Assessment Method: Observing students in groups.

Assessment Task: Students ask and answer questions using the substitution tables.

Assessment Criteria: Correct sentence structure using indefinite pronouns *something, nothing, anything*. Manner of speaking.

Recording Method: Checklist

Strand 2: Reading

Reading Weekly Program

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

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

Term 1

Term 1	Day 1	Day 2	Day 3	Day 4	Day 5
<p>Week 1</p> <p>Theme: Greetings</p> <p>Text type: Narrative - personal recount</p> <p>Reading material Short reading text Short Information text Class Reader</p>	<p>Reading and comprehension Short reading text</p> <p>Phonics Sound /s/ <u>century</u>, <u>voice</u></p>	<p>Reading and comprehension Short reading text</p> <p>Vocabulary Prefix: 'un' happy/ <u>un</u>happy, lock/<u>un</u>lock</p>	<p>Reading and comprehension Grade reader</p> <p>Vocabulary Word meaning - from reading text</p>	<p>Reading and comprehension Short information text</p> <p>Phonics Sound /s/ <u>house</u></p>	<p>Reading for pleasure Poems Articles Stories Journals</p> <p>Library skills</p>
<p>Week 2</p> <p>Theme: Family</p> <p>Text type: Recount – personal experiences</p> <p>Reading material Short reading text Short Information text Class Reader</p>	<p>Reading and comprehension Short reading text</p> <p>Phonics Sound /c/ <u>kick</u></p>	<p>Reading and comprehension Short reading text</p> <p>Vocabulary Suffix 'ed' play/<u>played</u> walk/<u>walked</u></p>	<p>Reading and comprehension Grade reader</p> <p>Vocabulary Word meaning - from reading text</p>	<p>Reading and comprehension Short information text</p> <p>Phonics Sound /c/ <u>Christmas</u></p>	<p>Reading for pleasure Poems Articles Stories Journals</p> <p>Library skills</p>
<p>Week 3</p> <p>Theme: School</p> <p>Text type: Explanation - brochure</p> <p>Reading material Short reading text Short Information text Class Reader</p>	<p>Reading and comprehension Short reading text</p> <p>Phonics Sound /m/ <u>comb</u></p>	<p>Reading and comprehension Short reading text</p> <p>Vocabulary Silent letters</p>	<p>Reading and comprehension Grade reader</p> <p>Vocabulary Word meaning - from reading text</p>	<p>Reading and comprehension Short information text</p> <p>Phonics Sound /r/ <u>writer</u></p>	<p>Reading for pleasure Poems Articles Stories Journals</p> <p>Library skills</p>

Term 1	Day 1	Day 2	Day 3	Day 4	Day 5
<p>Week 4</p> <p>Theme: People</p> <p>Text type: Narrative – descriptive</p> <p>Reading material</p> <p>Short reading text Short Information text Class Reader</p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Phonics</p> <p>Sound /w/ <u>wh</u>at</p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Vocabulary</p> <p>Rhyming words: bread/spread/ read</p>	<p>Reading and comprehension</p> <p>Grade reader</p> <p>Vocabulary</p> <p>Word meaning – from reading text</p>	<p>Reading and comprehension</p> <p>Short information text</p> <p>Phonics</p> <p>Sound /o/ <u>O</u>ctober</p>	<p>Reading for pleasure</p> <p>Poems Articles Stories Journals</p> <p>Library skills</p>
<p>Week 5</p> <p>Theme: Home</p> <p>Text type: Recount</p> <p>Reading material</p> <p>Short reading text Short Information text Class Reader</p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Phonics</p> <p>Sound /l/ <u>l</u>itle</p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Vocabulary</p> <p>Compound words sun + set = sunset</p>	<p>Reading and comprehension</p> <p>Grade reader</p> <p>Vocabulary</p> <p>Word meaning – from reading text</p>	<p>Reading and comprehension</p> <p>Short information text</p> <p>Phonics</p> <p>Sound /x/ fo<u>x</u></p>	<p>Reading for pleasure</p> <p>Poems Articles Stories Journals</p> <p>Library skills</p>
<p>Week 6</p> <p>Theme: Church</p> <p>Text type: Recount – personal experience</p> <p>Reading material</p> <p>Short reading text Short Information text Class Reader</p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Phonics</p> <p>Sound /z/ drizz<u>l</u>e, pleas<u>e</u></p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Vocabulary</p> <p>Synonyms angry/mad</p>	<p>Reading and comprehension</p> <p>Grade reader</p> <p>Vocabulary</p> <p>Word meaning – from reading text</p>	<p>Reading and comprehension</p> <p>Short information text</p> <p>Phonics</p> <p>Sound /q/ <u>q</u>uiet</p>	<p>Reading for pleasure</p> <p>Poems Articles Stories Journals</p> <p>Library skills</p>
<p>Week 7</p> <p>Theme: Market</p> <p>Text type: Recount, Procedure</p> <p>Reading material</p> <p>Short reading text Short Information text Class Reader</p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Phonics</p> <p>Sound /sh/ <u>sh</u>ip br<u>sh</u></p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Vocabulary</p> <p>Antonyms hot/cold</p>	<p>Reading and comprehension</p> <p>Grade reader</p> <p>Vocabulary</p> <p>Word meaning – from reading text</p>	<p>Reading and comprehension</p> <p>Short information text</p> <p>Phonics</p> <p>Sound /sh/ st<u>sh</u>ion</p>	<p>Reading for pleasure</p> <p>Poems Articles Stories Journals</p> <p>Library skills</p>

Term 1	Day 1	Day 2	Day 3	Day 4	Day 5
Week 8 Theme: Environment Text type: Persuasive – posters and signs Reading material Short reading text Short Information text Class Reader	Reading and comprehension Short reading text Phonics Sound /j/ giant, strange	Reading and comprehension Short reading text Vocabulary Alphabetical order to 2 nd letter	Reading and comprehension Grade reader Vocabulary Word meaning – from reading text	Reading and comprehension Short information text Phonics Sound /j/ badge	Reading for pleasure Poems Articles Stories Journals Library skills
Week 9 Theme: Animals Text type: Narrative Reading material Short reading text Short Information text Class Reader	Reading and comprehension Short reading text Phonics Sound /ng/ ring	Reading and comprehension Short reading text Vocabulary Syllables	Reading and comprehension Grade reader Vocabulary Word meaning – from reading text	Reading and comprehension Short information text Phonics Sound /ng/ sank	Reading for pleasure Poems Articles Stories Journals Library skills
Week 10 Theme: Plants Text type: Information - report Reading material Short reading text Short Information text Class Reader	Reading and comprehension Short reading text Phonics Sound /f/ cliff	Reading and comprehension Short reading text Vocabulary Fun with rhyming words	Reading and comprehension Grade reader Vocabulary Word meaning – from reading text	Reading and comprehension Short information text Phonics Sound /f/ phone, rough	Reading for pleasure Poems Articles Stories Journals Library skills

Term 2

Term 2	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 Theme: Places Text type: Transaction - letter Reading material Short reading text Short Information text Class Reader	Reading and comprehension Short reading text Phonics Sound /ee/ meet	Reading and comprehension Short reading text Vocabulary Homophones night/knight	Reading and comprehension Grade reader Vocabulary Word meaning – from reading text	Reading and comprehension Short information text Phonics Sound /ee/ me	Reading for pleasure Poems Articles Stories Journals Library skills

Term 2	Day 1	Day 2	Day 3	Day 4	Day 5
<p>Week 2</p> <p>Theme: Harvesting</p> <p>Text type: Procedural</p> <p>Reading material</p> <p>Short reading text</p> <p>Short Information text</p> <p>Class Reader</p>	<p>Reading and comprehension</p> <p>Phonics</p> <p>Sound /ee/ puppy</p>	<p>Reading and comprehension</p> <p>Vocabulary</p> <p>Syllables</p>	<p>Reading and comprehension</p> <p>Grade reader</p> <p>Vocabulary</p> <p>Word meaning – from reading text</p>	<p>Reading and comprehension</p> <p>Short information text</p> <p>Phonics</p> <p>Sound /ee/ <u>team</u></p>	<p>Reading for pleasure</p> <p>Poems</p> <p>Articles</p> <p>Stories</p> <p>Journals</p> <p>Library skills</p>
<p>Week 3</p> <p>Theme: Feasting</p> <p>Text type: Narrative</p> <p>Reading material</p> <p>Short reading text</p> <p>Short Information text</p> <p>Class Reader</p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Phonics</p> <p>Sound /ee/ <u>honey</u></p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Vocabulary</p> <p>Alphabetical order to 2nd letter</p>	<p>Reading and comprehension</p> <p>Grade reader</p> <p>Vocabulary</p> <p>Word meaning – from reading text</p>	<p>Reading and comprehension</p> <p>Short information text</p> <p>Phonics</p> <p>Sound /ee/ <u>thief</u></p>	<p>Reading for pleasure</p> <p>Poems</p> <p>Articles</p> <p>Stories</p> <p>Journals</p> <p>Library skills</p>
<p>Week 4</p> <p>Theme: Customs</p> <p>Text type: Information narrative</p> <p>Reading material</p> <p>Short reading text</p> <p>Short Information text</p> <p>Class Reader</p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Phonics</p> <p>Sound /oa/ <u>flow</u></p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Vocabulary</p> <p>Compound words</p>	<p>Reading and comprehension</p> <p>Grade reader</p> <p>Vocabulary</p> <p>Word meaning – from reading text</p>	<p>Reading and comprehension</p> <p>Short information text</p> <p>Phonics</p> <p>Sound /oa/ <u>note</u></p>	<p>Reading for pleasure</p> <p>Poems</p> <p>Articles</p> <p>Stories</p> <p>Journals</p> <p>Library skills</p>
<p>Week 5</p> <p>Theme: Music</p> <p>Text type: Narrative - song lyrics</p> <p>Reading material</p> <p>Short reading text</p> <p>Short Information text</p> <p>Class Reader</p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Phonics</p> <p>Sound /oa/ <u>boat</u></p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Vocabulary</p> <p>Pairing words day/night</p>	<p>Reading and comprehension</p> <p>Grade reader</p> <p>Vocabulary</p> <p>Word meaning – from reading text</p>	<p>Reading and comprehension</p> <p>Short information text</p> <p>Phonics sound /oa/ <u>post, sew</u></p>	<p>Reading for pleasure</p> <p>Poems</p> <p>Articles</p> <p>Stories</p> <p>Journals</p> <p>Library skills</p>
<p>Week 6</p> <p>Theme: Celebrations</p> <p>Text type: Procedural</p> <p>Reading material</p> <p>Short reading text</p> <p>Short Information text</p> <p>Class Reader</p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Phonics</p> <p>Sound /ay/ <u>May</u></p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Vocabulary</p> <p>Prefix 'dis' appear/disappear</p>	<p>Reading and comprehension</p> <p>Grade reader</p> <p>Vocabulary</p> <p>Word meaning – from reading text</p>	<p>Reading and comprehension</p> <p>Short information text</p> <p>Phonics</p> <p>Sound /ay/ <u>nail</u></p>	<p>Reading for pleasure</p> <p>Poems</p> <p>Articles</p> <p>Stories</p> <p>Journals</p> <p>Library skills</p>

Term 2	Day 1	Day 2	Day 3	Day 4	Day 5
<p>Week 7</p> <p>Theme: Transport</p> <p>Text type: Narrative information</p> <p>Reading material</p> <p>Short reading text Short Information text Class Reader</p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Phonics</p> <p>Sound /ay/ s<u>a</u>me</p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Vocabulary</p> <p>Suffix 'ing' run/running</p>	<p>Reading and comprehension</p> <p>Grade reader</p> <p>Vocabulary</p> <p>Word meaning – from reading text</p>	<p>Reading and comprehension</p> <p>Short information text</p> <p>Phonics</p> <p>Sound /ay/ br<u>e</u>ak</p>	<p>Reading for pleasure</p> <p>Poems Articles Stories Journals</p> <p>Library skills</p>
<p>Week 8</p> <p>Theme: Colour</p> <p>Text type: Narrative - description</p> <p>Reading material</p> <p>Short reading text Short Information text Class Reader</p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Phonics</p> <p>Sound /ay/ th<u>e</u>y</p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Vocabulary</p> <p>Words within words mother – moth, her</p>	<p>Reading and comprehension</p> <p>Grade reader</p> <p>Vocabulary</p> <p>Word meaning – from reading text</p>	<p>Reading and comprehension</p> <p>Short information text</p> <p>Phonics</p> <p>Sound /ay/ e<u>i</u>ght</p>	<p>Reading for pleasure</p> <p>Poems Articles Stories Journals</p> <p>Library skills</p>
<p>Week 9</p> <p>Theme: Communication</p> <p>Text type: Persuasive - signs</p> <p>Reading material</p> <p>Short reading text Short Information text Class Reader</p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Phonics</p> <p>Sound /ie/ l<u>i</u>e</p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Vocabulary</p> <p>Synonyms</p>	<p>Reading and comprehension</p> <p>Grade reader</p> <p>Vocabulary</p> <p>Word meaning – from reading text</p>	<p>Reading and comprehension</p> <p>Short information text</p> <p>Phonics</p> <p>Sound /ie/ b<u>i</u>te</p>	<p>Reading for pleasure</p> <p>Poems Articles Stories Journals</p> <p>Library skills</p>
<p>Week 10</p> <p>Theme: Body parts</p> <p>Text type: Information</p> <p>Reading material</p> <p>Short reading text Short Information text Class Reader</p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Phonics</p> <p>Sound /ie/ sk<u>y</u></p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Vocabulary</p> <p>Antonyms</p>	<p>Reading and comprehension</p> <p>Grade reader</p> <p>Vocabulary</p> <p>Word meaning – from reading text</p>	<p>Reading and comprehension</p> <p>Short information text</p> <p>Phonics</p> <p>Sound /ie/ t<u>y</u>pe</p>	<p>Reading for pleasure</p> <p>Poems Articles Stories Journals</p> <p>Library skills</p>

Term 3

Term 3	Day 1	Day 2	Day 3	Day 4	Day 5
<p>Week 1</p> <p>Theme: Clothing</p> <p>Text type: Information/ Procedure</p> <p>Reading material</p> <p>Short reading text</p> <p>Short Information text</p> <p>Class Reader</p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Phonics</p> <p>Sound /ie/ <u>bye</u></p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Vocabulary</p> <p>Alphabetical order to 2nd letter</p>	<p>Reading and comprehension</p> <p>Grade reader</p> <p>Vocabulary</p> <p>Word meaning – from reading text</p>	<p>Reading and comprehension</p> <p>Short information text</p> <p>Phonics</p> <p>Sound /ie/ <u>guide</u></p>	<p>Reading for pleasure</p> <p>Poems</p> <p>Articles</p> <p>Stories</p> <p>Journals</p> <p>Library skills</p>
<p>Week 2</p> <p>Theme: Gardening</p> <p>Text type: Explanation</p> <p>Reading material</p> <p>Short reading text</p> <p>Short Information text</p> <p>Class Reader</p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Phonics</p> <p>Sound /ue/ <u>c<u>u</u>be</u></p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Vocabulary</p> <p>Compound words</p>	<p>Reading and comprehension</p> <p>Grade reader</p> <p>Vocabulary</p> <p>Word meaning – from reading text</p>	<p>Reading and comprehension</p> <p>Short information text</p> <p>Phonics</p> <p>Sound /ue/ <u>exc<u>u</u>se</u></p>	<p>Reading for pleasure</p> <p>Poems</p> <p>Articles</p> <p>Stories</p> <p>Journals</p> <p>Library skills</p>
<p>Week 3</p> <p>Theme: Fishing</p> <p>Text type: Poetry</p> <p>Reading material</p> <p>Short reading text</p> <p>Short Information text</p> <p>Class Reader</p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Phonics</p> <p>Sound /ue/ <u>new</u></p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Vocabulary</p> <p>Antonyms</p>	<p>Reading and comprehension</p> <p>Grade reader</p> <p>Vocabulary</p> <p>Word meaning – from reading text</p>	<p>Reading and comprehension</p> <p>Short information text</p> <p>Phonics</p> <p>Sound /ue/ <u>view</u></p>	<p>Reading for pleasure</p> <p>Poems</p> <p>Articles</p> <p>Stories</p> <p>Journals</p> <p>Library skills</p>
<p>Week 4</p> <p>Theme: Food</p> <p>Text type: Recount - diary</p> <p>Reading material</p> <p>Short reading text</p> <p>Short Information text</p> <p>Class Reader</p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Phonics</p> <p>Sound /oy/ <u>bo<u>y</u></u></p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Vocabulary</p> <p>Rhyming words</p>	<p>Reading and comprehension</p> <p>Grade reader</p> <p>Vocabulary</p> <p>Word meaning – from reading text</p>	<p>Reading and comprehension</p> <p>Short information text</p> <p>Phonics</p> <p>Sound /oy/ <u>bo<u>il</u></u></p>	<p>Reading for pleasure</p> <p>Poems</p> <p>Articles</p> <p>Stories</p> <p>Journals</p> <p>Library skills</p>

Term 3	Day 1	Day 2	Day 3	Day 4	Day 5
<p>Week 5</p> <p>Theme: Sports</p> <p>Text type: Report</p> <p>Reading material</p> <p>Short reading text</p> <p>Short Information text</p> <p>Class Reader</p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Phonics</p> <p>Sound /or/ <u>port</u></p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Vocabulary</p> <p>Pairing words</p>	<p>Reading and comprehension</p> <p>Grade reader</p> <p>Vocabulary</p> <p>Word meaning – from reading text</p>	<p>Reading and comprehension</p> <p>Short information text</p> <p>Phonics</p> <p>Sound /or/ <u>four</u></p>	<p>Reading for pleasure</p> <p>Poems</p> <p>Articles</p> <p>Stories</p> <p>Journals</p> <p>Library skills</p>
<p>Week 6</p> <p>Theme: Events</p> <p>Text type: Recount</p> <p>Reading material</p> <p>Short reading text</p> <p>Short Information text</p> <p>Class Reader</p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Phonics</p> <p>Sound /or/ <u>floor</u></p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Vocabulary</p> <p>Homophones</p>	<p>Reading and comprehension</p> <p>Grade reader</p> <p>Vocabulary</p> <p>Word meaning – from reading text</p>	<p>Reading and comprehension</p> <p>Short information text</p> <p>Phonics</p> <p>Sound /or/ <u>before</u></p>	<p>Reading for pleasure</p> <p>Poems</p> <p>Articles</p> <p>Stories</p> <p>Journals</p> <p>Library skills</p>
<p>Week 7</p> <p>Theme: Cooking</p> <p>Text type: Procedural</p> <p>Reading material</p> <p>Short reading text</p> <p>Short Information text</p> <p>Class Reader</p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Phonics</p> <p>Sound /oo/ <u>book</u></p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Vocabulary</p> <p>Prefix 'tri'</p> <p>tricycle, triangle</p>	<p>Reading and comprehension</p> <p>Grade reader</p> <p>Vocabulary</p> <p>Word meaning – from reading text</p>	<p>Reading and comprehension</p> <p>Short information text</p> <p>Phonics</p> <p>Sound /oo/ <u>could</u></p>	<p>Reading for pleasure</p> <p>Poems</p> <p>Articles</p> <p>Stories</p> <p>Journals</p> <p>Library skills</p>
<p>Week 8</p> <p>Theme: Safety</p> <p>Text type: Procedural</p> <p>Reading material</p> <p>Short reading text</p> <p>Short Information text</p> <p>Class Reader</p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Phonics</p> <p>Sound /er/ <u>sister</u></p>	<p>Reading and comprehension</p> <p>Short reading text</p> <p>Vocabulary</p> <p>Synonyms</p>	<p>Reading and comprehension</p> <p>Grade reader</p> <p>Vocabulary</p> <p>Word meaning – from reading text</p>	<p>Reading and comprehension</p> <p>Short information text</p> <p>Phonics</p> <p>Sound /er/ <u>early</u></p>	<p>Reading for pleasure</p> <p>Poems</p> <p>Articles</p> <p>Stories</p> <p>Journals</p> <p>Library skills</p>

Term 3	Day 1	Day 2	Day 3	Day 4	Day 5
Week 9 Theme: Furniture Text type: Information Reading material Short reading text Short Information text Class Reader	Reading and comprehension Short reading text Phonics Sound /er/ <u>fur</u>	Reading and comprehension Short reading text Vocabulary Commonly confused words fair, fare	Reading and comprehension Grade reader Vocabulary Word meaning – from reading text	Reading and comprehension Short information text Phonics sound /er/ <u>worm</u>	Reading for pleasure Poems Articles Stories Journals Library skills
Week 10 Theme: Disasters Text type: Narrative – story Reading material Short reading text Short Information text Class Reader	Reading and comprehension Short reading text Phonics Sound /ar/ <u>start</u>	Reading and comprehension Short reading text Vocabulary Prefix ‘air’ airport, airman, airway	Reading and comprehension Grade reader Vocabulary Word meaning – from reading text	Reading and comprehension Short information text Phonics Sound /ar/ <u>heart</u>	Reading for pleasure Poems Articles Stories Journals Library skills

Term 4

Term 4	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 Theme: Government Text type: Persuasive - discussion Reading material Short reading text Short Information text Class Reader	Reading and comprehension Short reading text Phonics Sound /ou/ <u>mouse</u>	Reading and comprehension Short reading text Vocabulary Alphabetical order to 2 nd letter	Reading and comprehension Grade reader Vocabulary Word meaning – from reading text	Reading and comprehension Short information text Phonics Sound /ou/ <u>cow</u>	Reading for pleasure Poems Articles Stories Journals Library skills
Week 2 Theme: Climate Text type: Report – information sheet Reading material Short reading text Short Information text Class Reader	Reading and comprehension Short reading text Phonics Sound middle / ooh/ <u>do</u>	Reading and comprehension Short reading text Vocabulary Contractions	Reading and comprehension Grade reader Vocabulary Word meaning – from reading text	Reading and comprehension Short information text Phonics Sound /ooh/ <u>rule, blew</u>	Reading for pleasure Poems Articles Stories Journals Library skills

Term 4	Day 1	Day 2	Day 3	Day 4	Day 5
<p>Week 3 Theme: Hospital Text type: Report Reading material Short reading text Short Information text Class Reader</p>	<p>Reading and comprehension Short reading text</p> <p>Phonics Sound middle /air/ <u>bea</u>r</p>	<p>Reading and comprehension Short reading text</p> <p>Vocabulary Abbreviations</p>	<p>Reading and comprehension Grade reader</p> <p>Vocabulary Word meaning – from reading text</p>	<p>Reading and comprehension Short information text</p> <p>Phonics Sound /air/ <u>the</u>re</p>	<p>Reading for pleasure Poems Articles Stories Journals</p> <p>Library skills</p>
<p>Week 4 Theme: Trading Text type: Information - map Reading material Short reading text Short Information text Class Reader</p>	<p>Reading and comprehension Short reading text</p> <p>Phonics Sound /air/ <u>sq</u>are</p>	<p>Reading and comprehension Short reading text</p> <p>Vocabulary Homophones</p>	<p>Reading and comprehension Grade reader</p> <p>Vocabulary Word meaning – from reading text</p>	<p>Reading and comprehension Short information text</p> <p>Phonics Sound /air/ <u>the</u>ir</p>	<p>Reading for pleasure Poems Articles Stories Journals</p> <p>Library skills</p>
<p>Week 5 Theme: Business Text type: Transactional - letter Reading material Short reading text Short Information text Class Reader</p>	<p>Reading and comprehension Short reading text</p> <p>Phonics Sound /eer/ <u>che</u>er</p>	<p>Reading and comprehension Short reading text</p> <p>Vocabulary Words with words</p>	<p>Reading and comprehension Grade reader</p> <p>Vocabulary Word meaning – from reading text</p>	<p>Reading and comprehension Short information text</p> <p>Phonics Sound /eer/ <u>fe</u>ar, <u>he</u>re</p>	<p>Reading for pleasure Poems Articles Stories Journals</p> <p>Library skills</p>
<p>Week 6 Theme: Space Text type: Narrative - imaginary Reading material Short reading text Short Information text Class Reader</p>	<p>Reading and comprehension Short reading text</p> <p>Phonics Sound /e/ <u>he</u>ad</p>	<p>Reading and comprehension Short reading text</p> <p>Vocabulary Pairing words</p>	<p>Reading and comprehension Grade reader</p> <p>Vocabulary Word meaning – from reading text</p>	<p>Reading and comprehension Short information text</p> <p>Phonics Sound /e/ <u>an</u>y</p>	<p>Reading for pleasure Poems Articles Stories Journals</p> <p>Library skills</p>

Term 4	Day 1	Day 2	Day 3	Day 4	Day 5
<p>Week 7 Theme: Health Text type: Procedural - plan Reading material Short reading text Short Information text Class Reader</p>	<p>Reading and comprehension Short reading text</p> <p>Phonics Sound /u/ <u>some</u></p>	<p>Reading and comprehension Short reading text</p> <p>Vocabulary Rhyming words</p>	<p>Reading and comprehension Grade reader</p> <p>Vocabulary Word meaning – from reading text</p>	<p>Reading and comprehension Short information text</p> <p>Phonics Sound /u/ <u>o</u>ther</p>	<p>Reading for pleasure Poems Articles Stories Journals</p> <p>Library skills</p>
<p>Week 8 Theme: Disease Text type: Report – newspaper article Reading material Short reading text Short Information text Class Reader</p>	<p>Reading and comprehension Short reading text</p> <p>Phonics Sound /o/ <u>w</u>ant</p>	<p>Reading and comprehension Short reading text</p> <p>Vocabulary Suffix 'less' hopeless, use- less</p>	<p>Reading and comprehension Grade reader</p> <p>Vocabulary Word meaning – from reading text</p>	<p>Reading and comprehension Short information text</p> <p>Phonics Sound /o/ <u>c</u>ough</p>	<p>Reading for pleasure Poems Articles Stories Journals</p> <p>Library skills</p>
<p>Week 9 Theme: Holiday Text type: Narrative information Reading material Short reading text Short Information text Class Reader</p>	<p>Reading and comprehension Short reading text</p> <p>Phonics Sound /th/ <u>t</u>his</p>	<p>Reading and comprehension Short reading text</p> <p>Vocabulary Commonly confused words allowed, aloud</p>	<p>Reading and comprehension Grade reader</p> <p>Vocabulary Word meaning – from reading text</p>	<p>Reading and comprehension Short information text</p> <p>Phonics Sound /th/ <u>t</u>hree</p>	<p>Reading for pleasure Poems Articles Stories Journals</p> <p>Library skills</p>
<p>Week 10 Theme: Media Text type: Report Reading material Short reading text Short Information text Class Reader</p>	<p>Reading and comprehension Short reading text</p> <p>Phonics Revision</p>	<p>Reading and comprehension Short reading text</p> <p>Vocabulary Words within words</p>	<p>Reading and comprehension Grade reader</p> <p>Vocabulary Word meaning – from reading text</p>	<p>Reading and comprehension Short information text</p> <p>Phonics Revision</p>	<p>Reading for pleasure Poems Articles Stories Journals</p> <p>Library skills</p>

Phonics Weekly Program

Note: All these sounds have been taught in previous years. Therefore, students are revising them in Grade 4.

Week	Term 1	Term 2	Term 3	Term 4
Week 1	/s/ <u>ceremony</u> , <u>voice</u> /s/ <u>house</u>	/ee/ <u>meet</u> /ee/ <u>me</u>	/ie/ <u>bye</u> /ie/ <u>guide</u>	ou/ <u>mouse</u> /ou/ <u>cow</u>
Week 2	/c/ <u>kick</u> /c/ <u>Christmas</u>	/ee/ <u>puppy</u> /ee/ <u>team</u>	/ue/ <u>cube</u> /ue/ <u>excuse</u>	/ooh/ <u>do</u> /ooh/ <u>blew</u> , <u>rule</u>
Week 3	/m/ <u>comb</u> /r/ <u>writer</u>	/ee/ <u>honey</u> /ee/ <u>thief</u>	/ue/ <u>new</u> /ue/ <u>view</u>	/air/ <u>bear</u> /air/ <u>there</u>
Week 4	/w/ <u>what</u> /o/ <u>October</u>	/oa/ <u>flow</u> /oa/ <u>note</u>	/oy/ <u>boy</u> /oy/ <u>boil</u>	/air/ <u>square</u> /air/ <u>their</u>
Week 5	/l/ <u>title</u> /x/ <u>fox</u>	/oa/ <u>boat</u> , /oa/ <u>post sew</u>	/or/ <u>port</u> /or/ <u>four</u>	/eer/ <u>cheer</u> , <u>fear</u> , <u>here</u>
Week 6	/z/ <u>dizzy</u> , <u>please</u> /q/ <u>quiet</u>	/ay/ <u>May</u> /ay/ <u>nail</u>	/or/ <u>floor</u> /or/ <u>before</u>	/e/ <u>head</u> , <u>any</u>
Week 7	/sh/ <u>shout</u> , /sh/ <u>station</u>	/ay/ <u>same</u> /ay/ <u>break</u>	/oo/ <u>book</u> /oo/ <u>could</u>	/u/ <u>some</u> , <u>other</u>
Week 8	/j/ <u>giant strange</u> /j/ <u>badge</u>	/ay/ <u>they</u> /ay/ <u>eight</u>	/er/ <u>sister</u> /er/ <u>early</u>	/o/ <u>want</u> , <u>cough</u>
Week 9	/ng/ <u>ring</u> /ng/ <u>sank</u>	/ie/ <u>lie</u> /ie/ <u>bite</u>	/er/ <u>fur</u> /er/ <u>worm</u>	/th/ <u>this</u> , /th/ <u>three</u>
Week 10	/f/ <u>cliff</u> /f/ <u>phone</u> , <u>laugh</u>	/ie/ <u>fight</u> /ie/ <u>sky</u> , <u>type</u>	/ar/ <u>start</u> /ar/ <u>heart</u>	Revision

Reading Sample Lesson Plans

Week 1, Lesson 1

Subject: English

Lesson: Reading – phonics

Strand: Reading

Content Standard: 4.2.1, 4.2.2, 4.2.3, 4.2.4a

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

Content

Knowledge: Reading and understanding a text

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

Attitudes: Self confidence in reading

Reading and Comprehension

Materials

Find a short text (around 12 sentences) that students can read together. It can be a poem, narrative or information text. It may relate to this week's theme but this is not essential.

The text can be chosen from a School Journal, class book, newspaper or create your own text. If you do not have a class set of books, write the reading text on the board. The following lesson can be adapted to any reading text.

Introduction

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

Body

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

Conclusion

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

responses to the story.

- Ask questions to check that students understand the story. Phonics

Materials

Write words with the sound /s/ and letter pattern 'c', 'ce' on the board, e.g. century, center, city, ceremony, face, voice

Introduction

Write two words on the board that begin with the sound /s/: sun, centre. Read the words aloud. Ask: *What sound do you hear at the beginning of these words?* (sound /s/)

Ask: *What letter is used to write the sound /s/ in sun?* (letter s)

What letter is used to write the sound /s/ in centre? (letter c)

Next, write three words that end with the sound /s/: this, miss, face.

Ask students to identify the sound and the letters used to write that sound. Underline the letters on the board: this, miss, face.

Body

1. Tell the class to listen carefully as you sound out and read the word 'city' (Draw a line or sound dots under each letter as you sound out words.)
Tell the class that the word city has four sounds: /s/ /i/ /t/ /ee/.
Ask: *Which letter is used to write the sound /s/ in city?* (letter c)
2. Write this sentence on the board: *The boy in the city had a sad face at the ceremony.*
3. Students identify all words that contain the sound /s/ and say the letters that are used to make this sound. (letter s – sad; letter c- city, ceremony, face)

Assessment

Assessment Method: Observing responses and correcting sentences

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

Assessment Criteria: Correct oral responses and correct spelling of the sound /s/ in words and sentences

Recording Method: Checklist/Portfolio

Week 1, Lesson 2

Subject: English

Lesson: Reading – vocabulary

Strand: Reading

Content Standard: 4.2.1, 4.2.2, 4.2.3, 4.2.4a

Objective: 1. To read and comprehend a short text. 2. To identify words with the prefix ‘un’

Content

Knowledge: Reading and understanding a text

Skills: Using a variety of reading strategies to read a text including identifying words with the prefix ‘un’

Attitudes: Self confidence in reading

Reading and Comprehension

Materials

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

Introduction

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

Body

1. Read the text again and ask comprehension questions to make sure that students understand the reading text. If reading a narrative text, ask questions about:
 - the setting.
 - characters.
 - the order of events in the story.
 - the meaning of difficult words in the story.
 If reading an information text ask questions about:
 - what the writing is about.
 - the main information or argument.
 - the meaning of difficult or subject-specific words.

Vocabulary

1. Write these words on the board: happy, well, do, fair, even, tidy, wrap.
2. Students say each of the words in sentences to show that they understand the word meaning.
3. Say: *If we add letters to the beginning of a word we can make a new word with a different meaning.* Write the letters ‘un’ in front of the word happy (unhappy). Students read the new word and say it in a sentence.
4. Explain that when put in front of a word, the letters ‘un’ change the word to the opposite meaning. Give examples: happy-unhappy; tidy-untidy; equal-unequal.
5. Students read the words on the board. They add the letters ‘un’ to each word and write the new word in a sentence to show its meaning.

Assessment

Assessment Method: Observing responses and correcting sentences

Assessment Task: 1. Correct answers to comprehension questions about the reading.
2. Writing words and sentences with the prefix ‘un’.

Assessment Criteria: Correct oral responses and correct usage of words with the prefix ‘un’ in written sentences.

Recording Method: Checklist/Portfolio

Week 1, Lesson 3**Subject:** English**Lesson:** Reading**Strand:** Reading**Content Standard:** 4.2.1, 4.2.2, 4.2.3, 4.2.4a**Objective:** To read a longer text for meaning with fluency and accuracy.**Content****Knowledge:** To read and comprehend a longer text.**Skills:** Reading for meaning with fluency and accuracy.**Attitudes:** Reading for enjoyment.**Materials**

Grade reader (e.g. The Rickshaw Men and other stories)

Introduction

Introduce the story.

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

Body

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

Conclusion**Vocabulary – word meaning**

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

Assessment**Assessment Method:** Listening to reading, comprehension answers and word meaning responses.**Assessment Task:** 1. Reading aloud. 2. Answering comprehension questions 3. Using words in sentences to show their meaning.**Assessment Criteria:** Accurate and fluent reading. Correct oral responses to questions.**Recording Method:** Checklist.

Week 1, Lesson 4

Subject: English

Lesson: Reading – phonics

Strand: Reading

Content Standard: 4.2.1, 4.2.2, 4.2.3, 4.2.4a

Objective: By the end of the lesson the students will be able to practise sound /s/ letter patterns ‘se’ and ‘ss’, and read a story and respond appropriately to what is read.

Content

Knowledge: 1. Recognise letter sounds 2. Read an information text.

Skills: 1. Identify the position of sounds in words and sound out and read words 2. Read and comprehend factual information.

Attitudes: Appreciate and take pride in developing reading and letter-sound skills.

Materials

Write the words with the sound /s/ and letter pattern ‘se’ or ‘ss’ on the board, e.g. house, mouse, geese, rinse, false, mess, hiss, kiss, dress, press, guess

Introduction

Play a game ‘frieze’. Randomly point at a frieze of letters (see example below). Ask students to tell you the sounds as you point to them. Make sure that students say the sound and not the letter name. (e.g. the sound ‘sssss’ not the letter name ‘s’) Speed up gradually – you could ask a student to be teacher! Increase or decrease the number of sounds, depending on your students.

s	i	c
b	v	d

Body

Phonics

1. Read the words that contain the sound /s/ and letter patterns ‘se’, ‘ss’ - on the board: *house, mouse, louse, mess, hiss, kiss, dress, press, guess*,
2. Students identify the letter pattern for the sound /s/. Underline the letters ‘se’ or ‘ss’ in each word.
3. Students say words in sentences to show word meaning.
4. Students choose three words and write them in sentences.

Reading and Comprehension

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

Conclusion

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

Assessment

Assessment Method: Observing responses and correcting sentences.

Assessment Task: 1. Writing and finding words in sentences with the sound /s/, letter pattern ‘se’, ‘ss’. 2. Correct answers to comprehension questions about the reading text.

Assessment Criteria: Correct oral responses and correct spelling of the sound /s/ letter pattern ‘se’, ‘ss’, in words and sentences.

Recording Method: Checklist.

Week 1, Lesson 5

Subject: English

Lesson: Reading – Library Skills

Strand: Reading

Content Standard: 4.2.1, 4.2.2, 4.2.3,

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

Content

Knowledge: How to use a dictionary.

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

Attitudes: Self confidence in reading and locating information.

Materials

Dictionaries

Introduction

Play the 'Opposites' game.

Say a word and students say its opposite, for example:

stand (sit)

laugh (cry)

happy (unhappy)

do (undo)

Body

1. Students do a range of activities to develop Library Skills. For example, they play games to practise alphabetical order.
2. Together, as a class, use the dictionary to find the following words and read their meanings.

century	
miss	
false	
voice	
centre	

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

happy	
well	
unhappy	
unwell	
uneven	

Conclusion

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

Assessment

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

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

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

Recording Method: Checklist/Portfolio.

Strand 3: Writing

Written Sentences/Grammar Weekly Program

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

Week	Term 1	Term 2	Term 3	Term 4
Week 1	Common nouns	Common and proper nouns	Collective nouns	Nouns and adjectives
	Writing sentences with capital letters, full stops and correct use of common nouns.	Writing sentences with capital letters, full stops and correct use of common and proper nouns.	Writing sentences with capital letters, full stops and correct use of collective nouns.	Writing sentences with capital letters, full stops and correct use of nouns and adjectives.
	Examples: <i>Mum went to <u>town</u>.</i> <i>Dad took <u>kaukau</u> to the <u>market</u>.</i> <i>The <u>dog</u> chased the <u>pig</u>.</i>	Examples: <i>Mrs Avosa has a <u>cat</u> and a <u>dog</u>.</i> <i>Wewak is a <u>town</u> in <u>Papua New Guinea</u>.</i>	Examples: <i>A <u>swarm of bees</u> buzzed around the <u>hive</u>.</i> <i>A <u>herd of sheep</u> ran onto the <u>road</u>.</i>	Examples: <i>Dad cut the <u>long, green grass</u>.</i> <i>The <u>lazy boy</u> was sleeping under the <u>tall, shady tree</u>.</i>
Week 2	Proper nouns	Pronouns: personal singular and plural	Possessive pronouns <i>mine, ours, yours, his, hers, theirs</i>	Nouns: regular and irregular plurals
	Writing sentences with correct punctuation and use of proper nouns.	Writing sentences with correct punctuation and use of pronouns.	Writing sentences with correct punctuation and use of possessive adjectives.	Writing sentences with capital letters, full stops and correct use of singular and irregular plural nouns.
	Examples: <i>I live in <u>Wewak</u>.</i> <i>I play sport on <u>Friday</u>.</i> <i>My birthday is in <u>May</u>.</i> <i>My house is near the <u>Fly River</u>.</i>	Examples: <i>Mary and Susan are <u>sisters</u>. <u>They</u> are good friends.</i> <i><u>Peter</u> and <u>I</u> are friends.</i> <i><u>We</u> go to school together.</i>	Examples: <i>This book belongs to <u>Mary</u>. It is <u>hers</u>.</i> <i>These balls belong to <u>Peter</u> and <u>Joe</u>. They are <u>theirs</u>.</i>	Examples: <i>The wild pig ran into the <u>bushes</u>.</i> <i>The <u>men</u> went fishing.</i> <i>The <u>women</u> did the cooking.</i>

Week	Term 1	Term 2	Term 3	Term 4
Week 3	Common nouns: singular and plural (adding s, es)	Verbs: present continuous tense	Verbs: present tense <i>have, has</i>	Verbs: past tense - irregular
	Writing sentences with capital letters, full stops and correct use of singular and plural nouns. (add s and es)	Writing sentences in the present continuous with correct punctuation and verb usage.	Writing sentences in the present tense with the correct use of the verb 'to have'.	Writing sentences in the past tense with the correct use irregular verbs.
	Examples: <i>Mary has three <u>books</u>.</i> <i>Dad has a box of <u>matches</u>.</i>	Examples <i>I <u>am playing</u> rugby.</i> <i>The dog <u>is digging</u>.</i> <i>We <u>are going</u> to town.</i>	Examples: <i>He <u>has</u> a new van.</i> <i>You <u>have</u> a fat pig.</i>	Examples: <i>Yesterday, I <u>ran</u> fast.</i> <i>Yesterday, I <u>wrote</u> a poem.</i>
Week 4	Pronouns: personal singular	Verbs: past continuous tense	Verbs: present, past future tense	Adverbs: Interrogative
	Writing sentences with correct punctuation and use of pronouns.	Writing sentences with correct punctuation and use of the past present continuous tense.	Writing sentences with correct punctuation and use of the present, past and future tense.	Writing sentences that correctly use interrogative adverbs.
	Examples: <i>This is Mary. <u>She</u> is my sister.</i> <i>That is a book. <u>It</u> is on the table.</i> <i>My name is Peter.</i> <i><u>I</u> am a boy.</i>	Examples: <i>You <u>were sleeping</u>.</i> <i>He <u>was hunting</u>.</i> <i>They <u>were walking</u> to school.</i> <i><u>I am riding</u> a bike.</i>	Examples: <i><u>I talk</u> to my friend every day.</i> <i><u>I talked</u> to my friend yesterday.</i> <i><u>I will talk</u> to my friend tomorrow.</i>	Examples: <i><u>Where</u> are the books?</i> <i><u>Why</u> are you crying?</i> <i><u>How</u> did you break the cup?</i>
Week 5	Verbs: present tense	Adverbs of manner	Adverbs: time and place	Adjectives and commas
	Writing sentences in the present tense with the correct conjugation of verbs.	Writing sentences that correctly use adverbs of manner	Writing sentences that correctly use adverbs of time.	Writing sentences that correctly use adjectives and commas.
	Examples <i><u>I talk</u> with my friend.</i> <i>She <u>talks</u> to Mary.</i> <i>They <u>talk</u> to Peter.</i>	Examples: <i>The baby was sleeping <u>quietly</u>.</i> <i>The band played <u>loudly</u> at the party.</i>	Examples: <i><u>I will get up early</u> to go fishing.</i> <i>Come <u>here</u> and show me your work.</i>	Examples: <i>The <u>big, wide, heavy</u> truck came up the hill.</i>

Week	Term 1	Term 2	Term 3	Term 4
Week 6	Verbs: past tense	Adjectives: qualities, feelings	Adjectives: number, size, shape	Prepositions and phrases
	Writing sentences in the past tense with the correct verb ending.	Writing sentences with capital letters, full stops and correct use of adjectives.	Writing sentences with capital letters, full stops and correct use of adjectives.	Writing sentences with the correct use of prepositions in phrases.
	Examples: <i>Last night, I <u>watched</u> the rugby.</i> <i>On the weekend, I <u>walked</u> to the river with my friends.</i>	Examples: <i>There are <u>dangerous</u> crocodiles in the river.</i> <i>The <u>kind</u> man stopped to help.</i>	Examples: <i>A cow has <u>four</u> legs.</i> <i>The <u>tall</u> man had <u>big</u> feet.</i> <i>The <u>fat</u> pig ate the <u>huge</u> taro.</i>	Examples: <i>The car went <u>up</u> the hill.</i> <i>The bus drove <u>over</u> the <u>bridge</u>.</i>
Week 7	Verbs: future tense	Prepositions: place and movement <i>on, behind, into, up...</i>	Adjectives: comparatives, superlatives	Conjunctions <i>and, but, because</i>
	Writing sentences in the future tense.	Writing sentences with the correct use of prepositions.	Writing sentences in the present tense with the correct use of comparative and superlative adjectives.	Writing sentences with conjunctions.
	Examples: <i>Next week, we <u>will go</u> to town.</i> <i>In October, our family <u>will fly</u> to Madang.</i>	Examples: <i>The plane flew <u>into</u> the clouds.</i> <i>The cat was <u>behind</u> the tree.</i>	Examples: <i>Sally is <u>tall</u>.</i> <i>Mary is <u>taller</u>.</i> <i>Josie is <u>tallest</u>.</i>	Examples: <i>Mary ate a mango <u>but</u> I ate a banana.</i> <i>I went home <u>because</u> I was sick.</i> <i>Peter likes eating mangoes <u>and</u> nuts.</i>
Week 8	Vocabulary: compound words	Vocabulary: contractions	Vocabulary: prefixes and suffixes	Vocabulary: antonyms
	Writing sentences with correct punctuation (capital letters, full stops) and compound words.	Writing sentences with correct punctuation (capital letters, full stops) and contractions.	Writing sentences with correct punctuation (capital letters, full stops) and correct use of prefixes and suffixes.	Writing sentences using antonyms with correct punctuation (capital letters, full stops).
	Examples: <i>We went to Port Moresby on the <u>weekend</u>.</i> <i>The <u>sunset</u> over the waster was spectacular.</i>	Examples: <i><u>She's</u> my friend. (she is)</i> <i><u>We're</u> all ten years old. (we are)</i>	Examples: <i>He was <u>unwell</u> when he got up.</i> <i>The frog <u>jumped</u> onto the rock.</i>	Examples: <i><u>Lela is a fast runner.</u></i> <i><u>Lela is a slow runner.</u></i>

Week	Term 1	Term 2	Term 3	Term 4
Week 9	Sentences and punctuation Types of sentences	Sentences and punctuation Talking marks	Sentences and punctuation Capital letters, commas	Sentences and punctuation Subject and predicate
	Writing different types of sentences with correct punctuation (capital letters, full stops, question and exclamation marks).	Writing sentences with correct punctuation (capital letters and talking marks).	Writing sentences with correct punctuation (capital letters question and explanation marks, commas and full stops).	Writing sentences identifying subject and predicates in sentences.
	Examples: <i>Peter is riding his bike.</i> <i>Can I come to your place to play?</i> <i>Come here now!</i>	Examples: <i>“Good morning everyone,” said the teacher.</i> <i>“How did you enjoy school today?” asked mum.</i>	<i>Examples:</i> <i>john michael and sara live in my village</i> <i>ê</i> <i>John, Michael and Sara live in my village.</i>	Examples: <i>Subject Predicate</i> <i>ê ê</i> <i>Kali <u>has two dogs</u></i>
Week 10	Assessment	Assessment	Assessment	Assessment

Written Sentences/Grammar Sample Lesson Plans

Week 1, Lesson 1

Subject: English

Lesson: Written Sentences/Grammar

Strand: Writing

Content Standard: 4.3.3a, 4.3.3b, 4.3.3c

Objective: By the end of the lesson students will identify the correct noun to complete a sentence.

Content

Knowledge: Nouns are words that name people, places, animals and things. Correct punctuation of a sentence.

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

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

Materials

Blackboard preparation:

- Write the following on the board.
A noun is a naming word. Nouns name:
people - *boy, girl*,
places - *school, house*,
animals - *dog, cat*,
things - *desk, hammer*.
- Pictures of nouns, with labels, e.g. *boy, girl, teacher, school, house, hut, dog, cat, pig, box, bus....*

Introduction

Common noun game

Teacher chooses a student and says: *Tell me a common noun that begins with the letter c.*

The student responds e.g. *car, cat, carrot, crown...*

The student then asks another student to say a common word that begins with another letter e.g. **h** (*house, hat, hen, helicopter...*).

Body

- Hold up pictures of nouns and ask students to read the word that names the picture: *boy, girl, teacher, school, house, hut...*
Tell students that each word is a noun because it names a person (*boy, girl, teacher*), place (*school, house, hut*), thing (*box bus*), or animal (*dog, cat, pig*).
- List the nouns on the board. Read the nouns together.
Write an incomplete sentence on the board e.g. *The ____ read the students a story.*
Ask: *Which noun from the list do we write in the space? (teacher)*
Students write the completed sentence in their books. Repeat for other incomplete sentences.

Conclusion

Students choose three nouns from the list and write them in sentences in their books. Remind students that a sentence begins with a capital letter and ends with a full stop.

Assessment

Assessment Method: Listening and correcting written sentences

Assessment Task: Identifying nouns to complete written sentences.

Assessment Criteria: Correct naming of nouns. Writing correctly punctuated sentences. Neat hand writing

Recording Method: Checklist/Portfolio

Week 1, Lesson 2

Subject: English

Lesson: Written Sentences/Grammar

Strand: Writing

Content Standard: 4.3.3a, 4.3.3b, 4.3.3c

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

Knowledge: Identify and correctly use common nouns in sentences.

Skills: Identify and classify nouns in groups. Write nouns in sentences.

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

Materials

Blackboard preparation:

- Write on the blackboard:
Nouns are words that name people, animals, places and things.
- Draw this table on the board.

People	Animals	Places	Things

Introduction

Remind students that nouns are naming words.

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

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

Body

- Write a sentence on the board: **The cassowary runs fast.**

Ask: *What is the noun in this sentence? (cassowary) What does the noun name? (an animal)*

Write other sentences and ask students to copy each sentence and underline the noun in the sentence and say if it is a person, animal, place or thing.

- The dog can run fast. (*animal*)
 - The boy is running. (*person*)
 - Pass the ball to me. (*thing*)
 - I like my school. (*place*)
- Write a list of nouns on the board. Students copy the table and write the nouns in the correct column in their table.

Conclusion

Play the game **I Spy** (*I spy with my little eye a noun that begins with 't'.*) Students name nouns in the classroom (or outside) and say if the noun is a person, animal, place or thing.

Assessment

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

Assessment Task: Writing five sentences and identifying the noun and the type of noun (person, animal, place or thing).

Assessment Criteria: Correctly identifying nouns. Writing sentences beginning with a capital letter and ending with a full stop. Neat hand writing.

Recording Method: Checklist/Portfolio.

Week 1, Lesson 3

Subject: English

Lesson: Written Sentences

Strand: Writing

Content Standard: 4.3.3a

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

Content:

Knowledge: Common nouns. Correct formation and punctuation of sentences.

Skills: Recognise common nouns in sentences and writing correctly punctuated sentences.

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

Materials:

Blackboard preparation. Write sentences for activity on board.

Introduction

1. Say the sentence: *We walk to the market.*
Ask: which word in the sentence is a common noun? (market) why? (*market is the name of a place*).
2. Say other sentences where the students have to identify the common noun in each sentence. Say sentences where there is more than one common noun e.g. We walked to town to buy some shoes.
3. Make sure students can identify all the common nouns in a sentence.

Body

1. Students copy and underline the noun in each sentence. Tell students that there is more than one common noun in each sentence.
 - a. There is a market in our village
 - b. The doctor helped the sick man.
 - c. The teacher dropped the chalk.
 - d. Anna is in the tree.
 - d. The truck drove up the hill.
2. Students copy the sentences. They put in the correct punctuation marks and underline each common noun.
 - a. the birds are in the trees
 - b. why are you late for class
 - c. my mother sells bilums at the market
 - d. the old man was very sick

Conclusion

Correct Activity 1 and 2 together as a class. Read each sentence and name all common nouns. Ask students to tell you if the noun names a person, place, animal or thing.

Assessment

Assessment Method: observing student responses to questions and correcting written sentences.

Assessment Task: Identifying common nouns in sentences. Using correct punctuation marks to complete sentences.

Assessment Criteria: Correctly identifying common nouns. Writing sentences beginning with a capital letter and ending with a full stop or a question mark.

Recording Method: Checklist/Portfolio.

Week 1, Lesson 4

Subject: English

Lesson: Written Sentences/Grammar

Strand: Writing

Content Standard: 4.3.3a, 4.3.3b, 4.3.3c

Objective: By the end of the lesson students will be able to identify common nouns in a story.

Content

Knowledge: Common nouns. Correct formation and punctuation of sentences.

Skills: Recognise common nouns in a story and write correctly punctuated sentences.

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

Materials

Blackboard preparation: Write this story on the board.

Our teacher carried a box into our classroom. She put the box on the table. She told us to draw what we thought was in the box.

I drew a book. Simon drew bananas.

Suddenly the box began to move.

Our teacher opened the box.

It was a little kitten. We all laughed and laughed.

Introduction

Revise yesterday's lesson.

A noun is a word that names a person, animal, place or thing.

Body

1. Read the story to the class. Students then read it with the teacher. Ask questions about the story, e.g. *What did the teacher bring to the classroom? Where did she put the box?*
2. Together, read the first sentence again. Ask: *Which words in this sentence are common nouns?* (teacher, box, classroom) Underline these words.
3. Students copy the story and underline all common nouns.

Conclusion

As a class read the story again and identify all the common nouns so that students can correct their own work.

Assessment

Assessment Method: Observing student responses to questions.

Assessment Task: Identifying common nouns in a story.

Assessment Criteria: Correctly identifying common nouns.

Recording Method: Checklist/Portfolio.

Week 1, Lesson 5

Subject: English

Lesson: Written Sentences/Grammar

Strand: Writing

Content Standard: 4.3.3a, 4.3.3b, 4.3.3c

Objective: To assess that students can identify nouns and write them in correctly punctuated sentences.

Content

Knowledge: Common nouns. Correct punctuation of sentences.

Skills: Correctly naming common nouns and understanding the rules for punctuating sentences.

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

Materials

Blackboard preparation: Write the five test sentences (without punctuation) on the board.

Assessment

A sample assessment to test students' understanding of common nouns

Assessment Method: Correctly identifying common nouns

Assessment Task: To correctly punctuate a sentence and identify the noun.

Test

Students correctly punctuate each sentence and then underline the common nouns.

1. *we went to town to buy some shoes*
2. *will I see you at the market tomorrow*
3. *the old man was sleeping under a tree*
4. *the pig got into our garden*
5. *the boys went swimming in the river*

Answers

1. We went to town to buy some shoes.
2. Will I see you at the market tomorrow?
3. The old man was sleeping under a tree.
4. The pig got into our garden.
5. The boys went swimming in the river.

Assessment Criteria: Correct identification of common nouns within a sentence. Correct punctuation of a sentence.

Recording Method: Checklist/Portfolio.

Spelling Weekly Program

The program is designed for teachers to plan daily lessons. There are three parts to the spelling and dictation activity in a week. Part 1 is called Vocabulary. These commonly used words may look simple (e.g. *said, real, above, buy*) but these words are easily misspelt and they are important words to know. Part 2 consists of Sound words. These words link the sounds with their spelling pattern. This consolidates phonemic awareness and knowledge of spelling patterns. Part 3 consists of family group words taken from the weekly themes. Spelling has two lessons per week. It is important to teach the spelling words throughout the week.

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

Week	Term 1	Term 2	Term 3	Term 4
1	Vocabulary said, one, two, three, with	Vocabulary eleven, twelve, thirteen, fourteen, made,	Vocabulary thirty, forty, fifty, sixty, seventy,	Vocabulary woman, should, which, write, real,
	Sound words /ay/ snake, game, spade, stage, awake	Sound words /c/ truck, clock, shock, snack, quick	Sound words /ou/ shouted, proud, round, ground, mouse	Sound words /er/ birthday, shirts, third, first, skirts
	Theme words: Meeting people happy, goodbye, welcome, greet, hello	Theme words: Seasons warm, humid, cold, sunny, cloudy,	Theme words: Forest shrubs, moss, gum tree, kangaroo	Theme words: Natural disaster volunteer aid damage affected caught
2	Vocabulary four, five, six, they, played	Vocabulary fifteen, sixteen, seventeen, eighteen, other	Vocabulary eighty, ninety, hundred, birthday, every,	Vocabulary answer, above, below, kind, buy
	Sound words /ie/ nice, strike, invite, twice, smile	Sound words /ie/ myself, shy, apply, dry, reply	Sound words /ar/ market, farmer, large, arm, carpet	Sound words /oy/ joint, toilet, noise, point, voice
	Theme words: Relationship father, mother, aunty, uncle, sister, brother	Theme words: Gardens food, spade, fork, bush knife, greens	Theme words: Vegetables pea, carrots, beans, cabbage, tomatoes	Theme words: Parts of the body tooth, mouth, head, elbow ankle, forehead, finger,

Week	Term 1	Term 2	Term 3	Term 4
3	Vocabulary seven, eight, nine, were, was	Vocabulary Nineteen, twenty, night, their, about	Vocabulary grandmother, grandfather, brother, sister, think	Vocabulary sometimes, sugar, before, here, each
	Sound words /oa/ smoke, those, stone, nose, close	Sound words /ay/ stayed, today, pray, always, away	Sound words /oa/ shower, towel, flower, crown, brown	Sound words /er/ burnt, purse, sunburn, surfing, nurse
	Theme words: Time clock, lunch, recess, after, night, morning	Theme words: The sea sharks, fish, whale, canoe, hook,	Theme words: Crocodile tattoo design, gather, new moon, dance	Theme words: Population birth, control, land, shelter, family number, planning
4	Vocabulary seven, eight, nine, Monday Tuesday,	Vocabulary coconut, banana, mango, fruit, friend	Vocabulary teacher, just, new, why, now	Vocabulary chicken, yesterday, large, years, high,
	Sound words /ue/ refuse, June, rude, use, amuse	Sound words /ee/ sleeping, sneeze, street, week, keep	Sound words /or/ morning, corner, score, horse explore	Sound words /ie/ midnight, right, fright, bright, tonight
	Theme words: Guests celebrate, invite, arrive, seat, front,	Theme words: Growth Food meat, egg, milk, peas, beans, fish,	Theme words: Marriage perfume, present, gown, bride, ring, maids	Theme words: Mining machine, bulldozer, crusher rocks, trucks, iron, gold
5	Vocabulary Wednesday, Thursday, Friday, went, but, that	Vocabulary neck, eat, water, found, ate	Vocabulary around, come, show, also, black	Vocabulary somebody, arrow, someone, these, people
	Sound words /sh/ shake, smash, splash, shark, brush	Sound words /ee/ teacher, please, beach, leaf, clean	Sound words /oa/ yellow, pillow, throw, shadow, snow	Sound words /ch/ scratch, witch, fetch, stitch, fetch
	Theme words: Village home, people, store church, pigs	Theme words: Athletics race, judge referee, target, starter, relay	Theme words: Theatre film, tickets, audience, actor, actress	Theme words: Supermarket teller, meat, fruits, baker freezer

Week	Term 1	Term 2	Term 3	Term 4
6	Vocabulary Saturday, Sunday, weekend, after, saw	Vocabulary finger, toe, eye, ear, could,	Vocabulary another, right, family, soft, hard	Vocabulary goodbye, almost, until, follow, hello
	Sound words /th / thunder, mouth, teeth, there, thei	Sound words /oo/ looked, shook, stood, wood, wool	Sound words /er/ monster, mother, number, father, spider	Sound words /l/ call, full, kill, stall, shell,
	Theme words: Choir singers, piano, guitar, musicians, harmony	Theme words: Independence paint, dance, music, flag game	Theme words: My birthday cake, candle, knife ice cream, wishes,	Theme words: Solar System: Sun, planet, Earth, Mars, moon, stars
7	Vocabulary because, came, liked, named, says	Vocabulary would, push, pull, wanted, done	Vocabulary asked, may, fire, or, sky	Vocabulary something, everything, must, than, rugby
	Sound words /ch/ cheese, much, branch, children, chest	Sound words /oa/ throat, float, soap, coach, toast	Sound words /or/ straw, hawk, prawn, raw, crawl	Double letters letter, shopping, funny, sorry, dinner
	Theme words: Radio Frequency broadcast, phone, news record, radio	Theme words: Kitchen pots, pan, knife, peeler, teapot,	Theme words: Sea transport sail, ship, ocean, waves, government	Theme words: Hygiene promotion table, fork, knife, towel, manners, plate
8	Vocabulary money, being, called, have, once	Vocabulary walking, picked, both, what, this	Vocabulary billum, them, where, great, wear	Vocabulary mountain, everywhere, everybody, everyone, animal
	Sound words /w/ where, wheat, which, what, wheel,	Sound words /oo/ balloon, school, broom, choose, moon	Sound words /air/ airport, repair, chair, stairs, dairy	Double letters rabbit, middle, ladder, bubble, pulling
	Theme words: Birds beaks, claws, nest, eyes, wings	Theme words: Fire station fire truck, masks, hose ,water, taps,	Theme words: Painting signs, paint, story, nature, sports, events	Theme words: Disease sores, cancer, diabetes, stroke, heart attack.

Week	Term 1	Term 2	Term 3	Term 4
9	Vocabulary school, never, love, ever, are	Vocabulary paddle, has, away, again, canoe	Sight & Sound words thongs, shorts, read, thing, dress	Vocabulary different, world, thumb, wrist, fast
	Sound words /st/ twist, start, stick, stand, star	Sound words /ay/ afraid, waist, chain, rain, paint	Sound words /ue/ threw, knew, jewel, grew, chew	Silent letters knee, knife, write, wrong, knot
	Theme words: Grassland trees, grass, frogs, swamp, snakes,	Theme words: Classroom table, desk, board, teacher, students	Theme words: Television desk, news, sports, headline, reporter	Theme words: Immunization Nurse, injection, weighing, weight, chart,
10	Revision: Vocabulary house, under, back, then, out	Revision: Vocabulary wanted, friend, night, raft, made	Revision: Vocabulary know, come, where, another, just	Revision: Vocabulary people, which, little, follow, drink
	Revision: Sound words train, goat, happy, blew, tie	Revision: Sound words team, road, tree, track, dry	Revision: Sound words pair, flower, mouse, throw, threw	Revision: Sound words oil, nurse, catch, knife, dinner
	Theme words: Cash crops coffee, cocoa, copra, tea, sales	Theme words: Natural hazards tsunamis, cyclone, draught, flood, volcano	Theme words: The river dam, bridge, current, stones, deep, flood	Theme words Exchange clothing, buying, selling services, trade

Spelling Sample Lesson Plans

Week 1, Lesson 1

Subject: English

Lesson: Spelling

Strand: Writing

Content Standard: 4.3.3d

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

Content

Knowledge: Vocabulary: said, one, two, three, with. Sound words: snake, game, spade, stage, awake.

Theme words: happy, goodbye, welcome, greet, hello.

Skills: Recognising vocabulary words, sounding out sound words and learning spelling strategies to solve unfamiliar words.

Attitudes: Good manners, respect

Materials

Flash cards

Introduction

List spelling words on the board. Talk about the words and their meanings. Use the words in sentences.

Body

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

Example: complete each sentence using these words.

with, three, game, goodbye, snake,

- There was a _____ in the garden.
- Yesterday she saw _____ snakes in the garden.
- I went to town _____ my friend.
- I waved _____ to my mother.
- My brother went to the rugby _____.

Conclusion

Spelling quiz: Mime to show one of this week's theme words: wave, smile, goodbye, hello or Hi.

Students say the word that best describes the action.

They then correctly spell the word.

Assessment

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

Assessment Task: Match a word to an action that shows greeting. Spelling the word correctly.

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

Recording Method: Checklist/Portfolio

Week 1, lesson 2

Subject: English

Lesson: Spelling

Strand: Writing

Content Standard: 4.3.3d

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

Content

Knowledge: Vocabulary: said, one, two, three, with.

Sound words: snake, game, spade, stage, awake.

Theme words: happy, goodbye, welcome, greet, hello.

Skills: Listening to words dictated and writing them with the correct spelling.

Attitudes: Appreciate the importance of correct spelling.

Materials

Papers for dictation.

Introduction

In preparation for the dictation test, revise each of the 15 words learnt this week. Ask students to say each word in a sentence to remind them of its use and meaning.

Body

All students are required to prepare for the dictation.

A total of fifteen words are to be tested.

Each word is said two times and clearly.

Students then write each word correctly.

1. said
2. one
3. two
4. three
5. with
6. snake
7. game
8. spade
9. stage
10. awake
11. happy
12. goodbye
13. welcome
14. greet
15. hello

Conclusion

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

All students' papers are collected for marking and recording.

Assessment

Assessment Method: Spelling test.

Assessment Task: To correctly spell words dictated by the teacher.

Assessment Criteria: Correct spelling of words.

Recording Method: Marked and recorded in SAPS.

Handwriting Weekly Program

Handwriting has been planned as a yearly program. The lesson topics are provided to assist you develop your daily lesson plans. A one sample lesson plan has been done to assist you.

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

Week	Term 1	Term 2	Term 3	Term 4
Week 1	Pre-hand writing, strokes, pencil grip, writing posture, mobility.	Fluency, regularity and consistency in letter formation and sentence writing.	Improve quality, speed and stamina of handwriting.	Cursive writing: improve quality, speed and stamina of penmanship.
	Writing between lines in cursive.	<i>lllll/i/l/ie/il/hi/bi/l died fill hid bin l'll</i>	<i>ttt/T/t/tt/at/th/tr/Ti hitting that this track Tired</i>	<i>Do not bump the lamp. We'll camp on the damp grass. She has mumps.</i>
Week 2	Rhythm pattern and legible upper and lower case between two lines.	Fluency, regularity and consistency in letter formation and sentence writing.	Improve quality, speed and stamina of handwriting.	Cursive writing: improve quality, speed and stamina of penmanship.
	<i>aaa/a/A/ai/ea/ay/ sa Al and late as at All</i>	<i>jjjj/jj/JJJ/ja/ju/jo/Ja jar jump job jet Jam</i>	<i>ststst/S/s/T/t Sell some sago at the singsing. Try to talk to the teacher.</i>	<i>He needs a scrap of paper. Mama splashed the girl. The bamboo split in two.</i>
Week 3	Rhythm pattern and legible upper and lower case between two lines.	Fluency, regularity and consistency in letter formation and sentence writing.	Improve quality, speed and stamina of handwriting.	Cursive writing: Improve quality, speed and stamina of penmanship.
	<i>Bblblbl/b/B/bi/be/bl/ ab/Bl Blue big grab bean Blew</i>	<i>jjj/JJJ/jj It isn't inside. Jump to the jam jar in the jungle.</i>	<i>I want to go to the main street. Has he seen your teeth? I have a stain on my coat.</i>	<i>Get the green grass. Hold her hats in each hand.</i>
Week 4	Rhythm pattern and legible upper and lower case between two lines.	Fluency, regularity and consistency in letter formation and sentence writing.	Improve quality, speed and stamina of handwriting.	Cursive writing: Improve quality, speed and stamina of penmanship.
	<i>Abababab/aA/bB An ant ate an apple. Buy big bananas/.</i>	<i>lklklk/llll/kkk/l/L/k/K/le/a/ Keep the key and the kaukau. Lay the kaukau on the eleven leaves.</i>	<i>I'm glad to get the glass. Set the frog free. Give me the glue on Friday.</i>	<i>You need a strong strap. Spray the street with water. I can sprint fast.</i>

Week	Term 1	Term 2	Term 3	Term 4
Week 5	Rhythm pattern and legible upper and lower case between two lines.	Fluency, regularity and consistency in letter formation and sentence writing.	Improve quality, speed and stamina of handwriting. <i>Try extra hard.</i>	Cursive writing: Improve quality, speed and stamina of penmanship.
	<i>ccc/CCC/c/ac/ce/ck/ca/Cl</i> <i>cat act ice luck Club</i>	<i>mmmm/m/M/em/am/mi/nn/N/ni/no/an</i> <i>My mother made many mats for him.</i> <i>No one knew the name of the nuts.</i>	<i>I agree to cut the grass.</i> <i>It's a great track to run on.</i>	<i>Don't faint in the rain.</i> <i>She has a stain on her dress.</i> <i>Put a nail in the box.</i>
Week 6	Rhythm pattern and legible upper and lower case between two lines	Fluency, regularity and consistency in letter formation and sentence writing.	Improve quality, speed and stamina of handwriting.	Cursive writing: improve quality, speed and stamina of penmanship.
	<i>cdcdcdcd/cC/dD</i> <i>Can a cat kick?</i> <i>Did a dog dig in the mud?</i>	<i>ooo/o/O/oo/so/ao/oe</i> <i>On good some boat goes Once</i>	<i>The spider will spin a web.</i> <i>The spear hit the spot.</i> <i>Spell the word spend.</i>	<i>I'll loan my boat to you.</i> <i>The goat is on the road.</i> <i>Can a toad float?</i>
Week 7	Rhythm pattern and legible upper and lower case between two lines.	Fluency, regularity and consistency in letter formation and sentence writing.	Improve quality, speed and stamina of handwriting.	Cursive writing: improve quality, speed and stamina of penmanship.
	<i>eee/e/E/ea/ie/ed/ee/E</i> <i>bead die ended bee</i> <i>End</i>	<i>opopopop/oO/pP/pi/pa/Pe</i> <i>Open the orange door.</i> <i>Put the pawpaw in the pot.</i>	<i>She skipped to get her skirt.</i> <i>The sky is blue.</i> <i>He saw a pig's skull.</i>	<i>I see a green tree.</i> <i>I feel a bee on my feet.</i> <i>He has been to meet Mama.</i>
Week 8	Rhythm pattern and legible upper and lower case between two lines.	Fluency, regularity and consistency in letter formation and sentence writing.	Improve quality, speed and stamina of handwriting.	Cursive writing: improve quality, speed and stamina of penmanship
	<i>ffff/f/F/fa/ff/fe/ff/Fi/</i> <i>fall if fee cliff Fin/</i>	<i>qqqq/q/Q/qu/squ/Qu</i> <i>quick quiet square quite Queen</i> <i>The Queen walked quietly to the square.</i>	<i>The queen was quiet.</i> <i>The quiz was quite hard.</i> <i>Can you hear the duck quack?</i>	<i>The beans are near the leaf.</i> <i>We read a book on bread.</i> <i>The flea is near his head.</i>

Week	Term 1	Term 2	Term 3	Term 4
Week 9	Rhythm pattern and legible upper and lower case between two lines	Fluency, regularity and consistency in letter formation and sentence writing.	Improve quality, speed and stamina of handwriting.	Cursive writing: improve quality, speed and stamina of penmanship.
	<i>agagagagag/g/G/ge/eg/ig/ug/Gi age egg big dug Give</i>	<i>rrrr/r/R/re/ar/rr/lir/Re Run around the rocks.</i>	<i>Try to find my glue. I trust her to play well. Please grab the grey spot.</i>	<i>I found a mouse in the house. That was a loud sound. Put it on the ground.</i>
Week 10	Rhythm pattern and legible upper and lower case between two lines	Fluency, regularity and consistency in letter formation and sentence writing.	Improve quality, speed and stamina of handwriting.	Cursive writing: Improve quality, speed and stamina of penmanship
	<i>lhhlh/h/H/ch/sh/hi/he/Hu each fish hide head Hug</i>	<i>ssss/S/s/se/ss/rs/su/ST/ see mess stars sun Stays</i>	<i>They went into the hut. I want to plant a tree. We sent the boy to the hut.</i>	<i>I want to go to the main street. Has he seen your teeth?</i>

Handwriting Sample Lesson Plan

Week 1, Lesson 1

Subject: English

Lesson: Written Expression

Strand: Writing

Content Standard: 4.3.1

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

Content

Knowledge: Handwriting practices

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

Attitudes: Appreciate and value the art of writing.

Materials

1. Blackboard preparation: Write the handwriting passage below.

Annie and Anthony are planting taros and tomatoes in the new garden.

Pre-writing-Patterns-Sample

e e e e e e e e e e e e e e e e
 m m m m m m m m m m m m m m m m

Introduction

Making patterns using cursive writing.

Body

1. Students draw the pre-writing pattern on the line in their exercise books.
2. Practise letter 'A a' cursive after the pre-writing activity.
3. Copy the paragraph from the board.

Conclusion

Teacher corrects student work.

Assessment

Assessment Method: Observation.

Assessment Task: Demonstrate efficient pencil grip, sitting posture, mobility and write the letters of the alphabet.

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

Recording Method: Checklist/Portfolio.

Written Expression Weekly Program

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

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

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

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

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

Written Expression Sample Lesson Plan

Week 1, Lesson 1

Subject: English

Lesson: Written Expression

Strand: Writing

Content Standard: 4.3.2a

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

Content

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

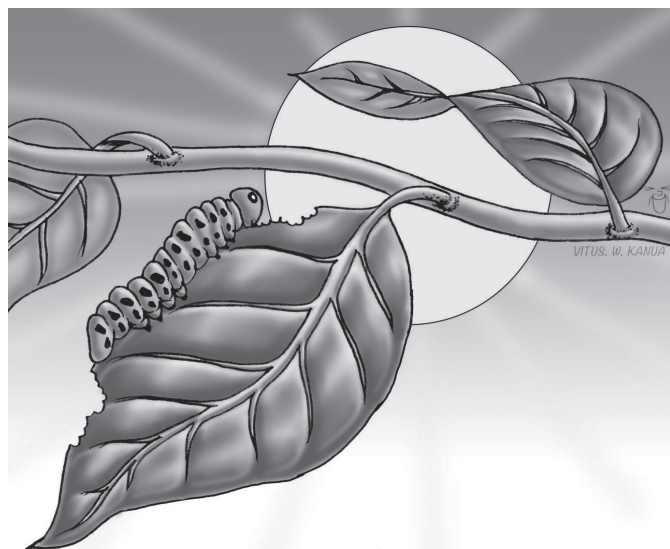
Skills: Writing processes including structuring a story and handwriting skills.

Attitudes Build confidence in writing a story in English.

Materials

Pictures that tell a story

Charts for group work



Introduction

Talk with students about what they did during their holidays.

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

Body

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

Conclusion

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

Assessment

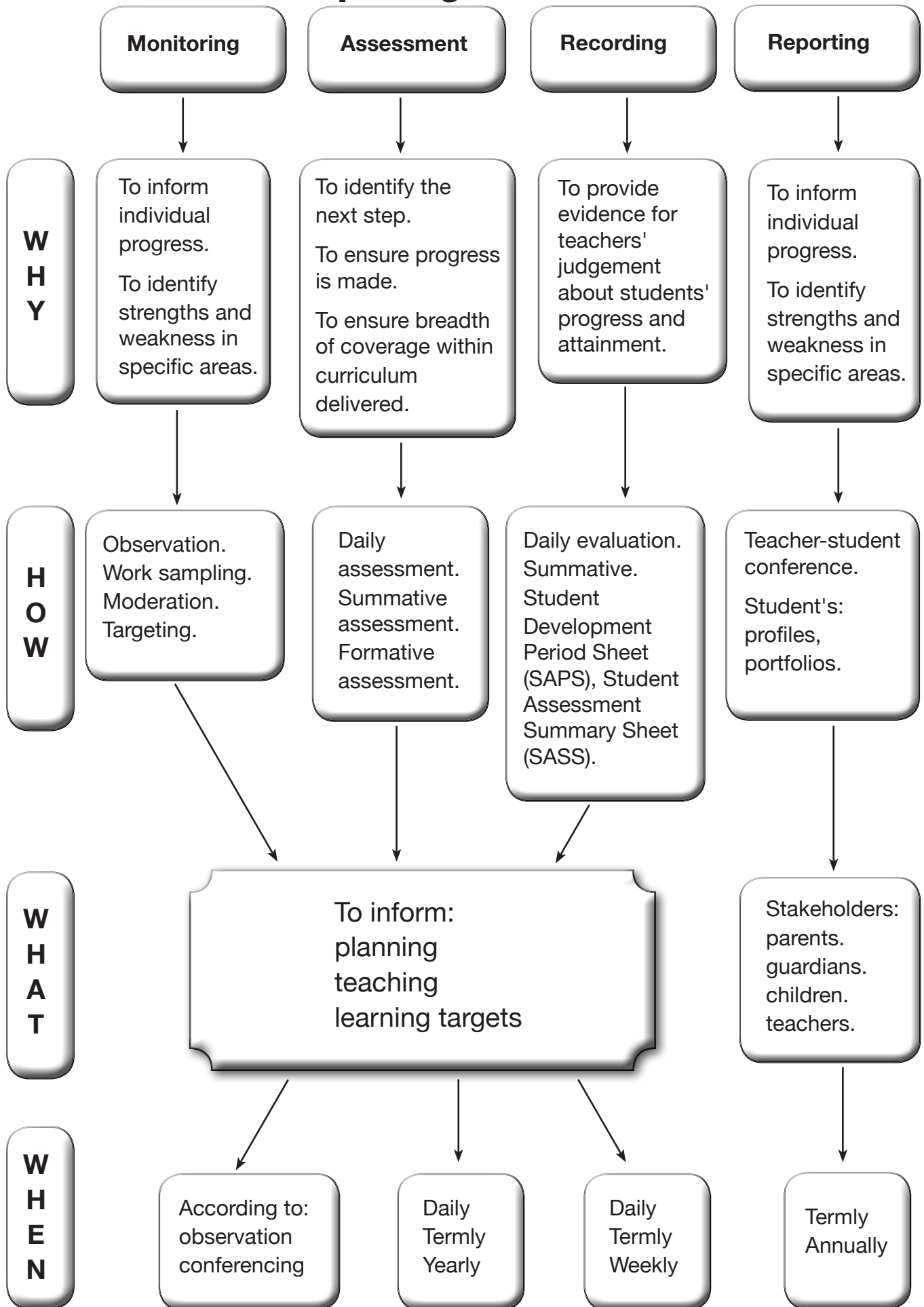
Assessment Method: Observations of a student's ability to follow the writing process. Marking the final written work.

Assessment Task: Write a text following the writing process.

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

Recording Method: Checklist/Portfolio

Assessment and Reporting



Assessment Overview: Grade 4

Strand	Unit	Content Standard	Assessment Tasks
1. Speaking and Listening	Listening Comprehension	4.1.1a	<ul style="list-style-type: none"> Do a summary of an oral presentation using correct text structures Answer questions on certain text types Recite poems Retell stories
		4.1.1b	<ul style="list-style-type: none"> Follow 4-step directions correctly to complete a task or a simple process
	Talking	4.1.2a	<ul style="list-style-type: none"> Give directions to peers to complete an activity using correct grammar and vocabulary
		4.1.2b	<ul style="list-style-type: none"> Create statements, questions, commands and exclamatory sentences using correct grammar Fill blank spaces in sentences with suitable words
	Oral Expression	4.1.3a	<ul style="list-style-type: none"> Plan and present a 3-minute narrative on a personal experience in a logical sequence using specific vocabulary and appropriate text structure
		4.1.3b	<ul style="list-style-type: none"> Present a 3-minutes talk on a class topic expressing a point of view using correct sentence structures and appropriate vocabulary

Strand	Unit	Content Standard	Assessment Tasks
2. Reading	Phonics	4.2.1	<ul style="list-style-type: none"> Read a list of familiar and unfamiliar words correctly within a given time
	Vocabulary	4.2.2	<ul style="list-style-type: none"> Read a vocabulary list correctly with a given time Use given vocabulary and other words in sentences correctly
	Fluency	4.2.3	<ul style="list-style-type: none"> Read a text aloud with fluency, at an appropriate speed and with expression
	Comprehension	4.2.4a	<ul style="list-style-type: none"> Answer who, what, where, when, why, and how questions correctly Engage in a reading conference with the teacher Use text types to outline meaning, purpose and audience
		4.2.4b	<ul style="list-style-type: none"> Create poems based on a theme using figurative language
		4.2.4c	<ul style="list-style-type: none"> Summarise a story read with a peer or the teacher using figurative language
3. Writing	Handwriting	4.3.1a	<ul style="list-style-type: none"> Write a short text in cursive script correctly with uniform space, size, and slope
	Written Expression	4.3.2a	<ul style="list-style-type: none"> Publish and share own writing with others
		4.3.2b	<ul style="list-style-type: none"> Write an invitation letter using appropriate structures
	Grammar and Spelling	4.3.3a	<ul style="list-style-type: none"> Identify nouns, adjective, adverbs, predicates and verbs in written sentences Change singular words to plural
		4.3.3b	<ul style="list-style-type: none"> Apply punctuation marks to a piece of text correctly
		4.3.3c	<ul style="list-style-type: none"> Fill in the gaps in sentences using appropriate preposition Use the four sentence types to construct sentences grammatically (...)
		4.3.3d	<ul style="list-style-type: none"> Write dictated spelling words correctly Write dictated sentences correctly Write sentences using spelling words

Assessment Criteria and Weighting

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

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

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

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

Strand 1: Speaking and Listening

Assessment Criteria and Weighting Sample

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

The Assessment Tasks are a guide to help you plan.

Unit	Assessment Task	Criteria
Listening Comprehension	4.1.1a Retell in sequence a teacher-read story, clearly and confidently using correct grammar and vocabulary.	Set Criteria Demonstrate understanding by knowing or using: <ol style="list-style-type: none"> 1. Sequence of events 2. Main ideas 3. Correct grammar 4. Correct vocabulary. <p style="text-align: right;">5 marks</p>
	4.1.1b Listen to, and relay, oral messages using four - step directions.	Demonstrated understanding by following instructions. <p style="text-align: right;">5 marks</p>
Talking	4.1.2a Give oral instructions to peers using correct grammar and vocabulary.	Set Criteria Demonstrate understanding of simple Instructions. <p style="text-align: right;">5 marks</p>
	4.1.2b Complete missing words in oral sentences with appropriate words.	Correct choice of words Use correct grammatical structures <p style="text-align: right;">5 marks</p>
Oral Expression	4.1.3a Present a 3 minute talk on a class topic using specific vocabulary for different audiences.	Set Criteria Short talk/personal experience / report <ol style="list-style-type: none"> 1. Clarity 2. Main ideas 3. Appropriate grammar 4. Confident 5. Visual aids <p style="text-align: right;">5 marks</p>
	4.1.3b Select a regular activity from the community and explain what they like or don't like about that event using appropriate vocabulary and body gestures.	Confidence in speaking Using correct oral sentence structure Logical talking order. <p style="text-align: right;">5 marks</p>

Unpacking an Assessment Task Sample

Strand 1: Speaking and Listening

Content Standard:

- 4.1.1a Listen for information from a range of oral text types for different purposes and audiences on familiar topics, and respond appropriately.

Performance Standard:

- Listen and interpret main ideas or view points from an oral or visual presentation and summarise the main ideas.
- Listen attentively to information from an oral presentation and respond appropriately.
- Listen to and respond appropriately to the what, when, where, who and how questions.
- Listen to stories and poems for meaning and pleasure and respond appropriately.

Assessment Task 1: Identifying main idea

- Read a short story to students.
- Students retell the main points of the story.
- Students summarise the story by identifying the main ideas of the story.

Assessment Task 2: Listen to the teacher read stories and respond correctly to what, when, where, who and how questions.

- Read a short story to the class.
- Ask factual questions to test listening comprehension using the words what, when, where, who, for example, *Who were the characters in the story?*
- Ask inferential questions using the word why, for example, *Why do you think the accident happened?*

Strand 2: Reading

Assessment - Reading

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

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

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

Assessment - Phonics

Letter Sound Knowledge

Write words for testing on the board.

Students copy the words from the board.

Students read the first word. (*miss*)

Ask: *What sound can you hear at the end of the word? (/s/).*

Ask: *What letters are used to write the sound /s/ in the word miss?*
(letters **ss**)

Repeat for all words.

Note: Record students' scores on a recording sheet.

Students say the word		Ask: What sound can you hear:	Ask: Which letters show the sound?	Correct response	Incorrect or no response
1.	miss	at the end of the word? (sound /s/)	ss		
2.	bigger	In the middle of the word? (/g/)	gg		
3.	full	at the end of the word? (/l/)	ll		
4.	what	at the beginning of the word? (/w/)	wh		
5.	Christmas	at the beginning of the word? (/c/)	ch		
6.	shell	at the beginning of the word? (/sh/)	sh		
7.	July	at the end of the word? (/ie/)	y		
8.	strange	at the end of the word? (/j/)	ge		
9.	phonics	at the beginning of the word? (/f/)	ph		
10.	rough	at the end of the word? (/f/)	gh		
11.	book	In the middle of the word? (/oo/)	oo		
12.	sky	at the end of the word? (/ie/)	y		

Assessment - Vocabulary

Teacher selects 10 words for assessing knowledge of vocabulary.

Students copy the words from the board.

Students read the words.

Students use each word in a sentence to show meaning.

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

Assessment – Reading Fluency

Oral Reading

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

Note for teachers:

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

A PMV Journey

Mum and I got to the bus stop just in time to catch the PMV.

We were going to visit my grandmother in Madang.

There were lots of people waiting for the bus so when we got on it was very crowded.

The trip was long because the road to Madang is a narrow winding road.

After 6 hours, we eventually arrived in Madang.

I was glad to get off that PMV!

Assessment – Comprehension

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

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

- *Where was the writer going?* (Madang)
- *Who was going with the writer?* (mother)
- *How were they getting to Madang?* (by PMV)
- *Why was the journey to Madang long?* (the bus was travelling on a narrow, winding road)

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

Reading Skills Checklist

Student name	Hear, recognise and use the most common English sounds	Identify beginning, middle and end sounds in spoken words	Use letter sound knowledge to sound out words	Recognise common English words by sight	Read simple texts with increasing speed, accuracy and expression	Respond to literal questions about stories read in class	Read and discuss a text with a partner	Comments
Mary	✓	✓	✓	✓	✓	✓	✓	Mary has made good progress and is able to read short stories in class.
John								

Strand 3: Writing

Assessment – Written Expression

Example

Text Type: Procedure

Purpose: A procedural text is a set of instructions telling how to do something. Recipes, game rules, manuals, spoken and written instructions are all procedural texts.

Structure

- Title identifies the purpose of the instructions.
- Two major sections:
 1. list of materials or required equipment
 2. numbered sequential steps to achieve goal.

Grammar Features

- Materials required written as a list NOT as a sentence
- Use short clear words so that instructions are clear
- Use time words to connect steps in sequence, for example: *first, next, then, last...*
- Each step begins with a present tense verb, for example: *cut the apple into 4 pieces.*

Text Structure	Reading Text	Grammar Features
Procedure	<p>How to make virgin coconut oil</p> <p>Ingredients</p> <ul style="list-style-type: none"> • 4 coconuts • strainer • dish • bottle <p>Instructions</p> <ol style="list-style-type: none"> 1. Grate four mature coconuts into a dish. 2. Squeeze grated coconuts with strainer. 3. Pour into dish. 4. Boil the solid cream. 5. Cool the cream. 6. Strain the oil into a bottle. 	<ul style="list-style-type: none"> • Use of word list to identify required equipment • Use imperative verbs in the present tense to begin each instruction • Adverbs of time can be used to connect steps, for example: <i>first, next, last</i> • Short sentences using correct technical words

Task 1: Students write a short procedure text about a familiar topic, for example: *How to make a flower necklace.* or *How to make a sandwich.*

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

Task 2: Students write a recount of what they did over the holidays. Students use the 5 stages of writing to complete the task. Assess students' writing by completing the table below.

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

Sample Report Card

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

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

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Speaking and Listening

1. Rhymes and Poems for Listening

Mary, Mary, Quite Contrary

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

Jack and Jill

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

Three Blind Mice

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

Pat-A-Cake

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

Little Jack Horner

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

Little Bo-Peep

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

Little Boy Blue

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

Robin Redbreast

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

Humpty Dumpty

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

One, Two, Three

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

Old Mother Hubbard

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

Jack Sprat

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

Two Pigeons

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

Baa, Baa, Black Sheep

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

The Cat and the Fiddle

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

Sing a Song of Sixpence

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

Jack

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

To Market

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

Hush-A-Bye

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

Christmas

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

Georgy Porgy

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

Hickory, Dickory Dock

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

Eencey Weency Spider

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

the spout again.

Little Miss Muffet

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

Mary Had a Little Lamb

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

Fears and Tears

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

One, Two, Buckle my Shoe

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

The Pumpkin-Eater

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

Pease Porridge

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

The Crooked Sixpence

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

Peter Piper

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

One to Ten

1, 2, 3, 4, 5!
 Once I caught a fish alive;
 6, 7, 8, 9, 10!
 Then I let it go again.
 Why did you let it go?
 Because it bit my finger so.
 Which finger did it bite?
 This little finger on the right.

Yankee Doodle

Yankee Doodle came to town,
 Riding on a pony;
 Stuck a feather in his cap
 And called it macaroni.

Twinkle, Twinkle, Little Star

Twinkle, twinkle, little star,
 How I wonder what you are!
 Up above the world so high,
 Like a diamond in the sky.

Bye, Baby Bunting

Bye, baby bunting,
 Daddy's gone a-hunting,
 Gone to get a rabbit skin
 To wrap a baby bunting in.

Five Little Monkeys

Five little monkeys, jumping on the bed.
 One fell off and broke his head.
 Mama called the doctor and the doctor said,
 No more monkeys jumping on the bed!

I'm a Little Teapot

I'm a little teapot short and stout,
 Here is my handle, here is my spout.
 When I get my steam up, hear me shout,
 Just tip me over, pour me out.

With my Little Broom

With my little broom I sweep, sweep, sweep;
 On my little toes I creep, creep, creep.
 With my little eyes I peep, peep, peep;

On my little bed I sleep, sleep, sleep.

Rain, Rain

Rain, rain, go away,
 Come again another day.
 Little Suzy wants to play.
 Rain, rain, go away.

Rub-A-Dub-Dub

Rub-a-dub-dub, three men in a tub,
 And who do you think were there?
 The butcher, the baker, the candlestick maker,
 And all had come from the fair.

Roses are Red

Roses are red,
 Violets are blue,
 Sugar is sweet,
 And so are you!

What are Little Boys made of?

What are little boys made of?
 What are little boys made of?
 Frogs and snails, and puppy-dogs' tails;
 That's what little boys are made of.

What are little girls made of?
 What are little girls made of?
 Sugar and spice, and all things nice;
 That's what little girls are made of.

There was an Old Woman

There was an old woman
 who lived in a shoe,
 She had so many children
 she didn't know what to do;
 She gave them some broth
 without any bread,
 And whipped them all soundly
 and put them to bed.

Old King Cole

Old King Cole was a merry old soul,
 And a merry old soul was he;
 He called for his pipe,
 And he called for his bowl,
 And he called for his fiddlers three.

Where, oh Where

Oh where, oh where has my little dog gone?
 O where, oh where can he be?
 With his ears cut short and his tail cut long,
 Oh where oh where can he be?

The Queen of Hearts

The queen of hearts, she made some tarts,
 All on a summer's day;
 The Knave of Hearts, he stole those tarts,
 And took them clean away.

This Little Pig went to Market

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

Star Light, Star Bright

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

Ring around a Rosie

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

Little Boy Blue

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

Once I saw a Little Bird

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

Hickety Pickety My Black Hen

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

Higglety, Pigglety, Pop!

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

It's Raining, it's Pouring

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

Hoddley, Poddley

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

As I was going Along, Long, Long

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

Go to Bed Late

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

Speaking and Listening

2. Stories for Listening

(Term 1, Week 1)

Uncle Haro's New Guinea Stories Part 1

Tali lived with his mother and father in a small village by the sea in New Guinea. The village was near a sandy beach. The houses of the village stood in rows on the side of a large clearing a little way from the beach.

It was a pretty village and the houses were well kept. They were made of bamboo and grass. The sides of the houses were made of bamboo and the roofs were made of the long, dry grass that grew on the side of a hill a little way from the village. Tali's was the third one from the beach.

Every afternoon after school, Tali would walk along the track to meet his father coming home from work. One day when Tali saw his father coming along the track, he hid behind a bamboo bush to give his father a surprise.

As his father walked by the bamboo bush, Tali jumped out in front of him. Tali's father stopped suddenly and dropped a letter that was in his hands. "You dropped something Dad," said Tali. His father looked down. "It's a letter." "What letter?" asked Tali. "It's a surprise. Wait and see and I'll tell you all about it when we get home."

When Tali and his father were nearly home, they could see Tali's mother at the side of the house working in the garden. They could see Tali's baby sister sleeping in a string bag that was tied to a branch of the tall rain tree growing near the house.

"Mum! Mum!" cried Tali, as they reached the front gate. "Dad says he's got a surprise for us. He's got a letter but he won't tell what's in it. You ask him, Mum. He'll tell you. I know."

Tali's mother and father laughed and sat down under the rain tree. "Come on Dad," said Tali. "What's in the letter? Who's the letter from?"

"It's a letter from Uncle Haro," said Dad. "He is starting his holidays soon and he wants to come and stay with us for a while. He says here in the letter, I'll be stopping

work on Friday afternoon. There's a small ship leaving Friday night and it will be at your village on Saturday morning."

"Saturday morning," said Tali. "Why that's only five days away. He'll soon be here. Then he can tell me lots of stories. Wait till I tell all my friends." With that, Tali ran off to the beach to find all his friends. They were playing on the sand.

On Saturday morning Tali was first to get up. He ran outside to get some firewood. Then he ran back inside the house and lit the fire. He made such a noise that very soon his mother and father were awake.

"Come on, Mum. Come on, Dad," called Tali. "Uncle Haro is here today. We don't want to be late getting down to the wharf. It's a long walk you know." In a while mum had the taro ready but Tali wasn't hungry. He didn't want much to eat. He wanted to get down to the wharf to meet his Uncle Haro.

By seven o'clock Tali and his father were on their way to the little wharf that was in the bay near the village. They walked along the beach, Tali in front and Dad behind. They saw some friends pushing a canoe out into the water. Tali looked at the canoe and saw the long fishing spears in it. He turned to his father and said, "We'll have to take Uncle Haro fishing tomorrow. We've got the new spears I made under the house. Uncle Haro likes fishing doesn't he Dad?"

"Yes he does," said Dad, "but we'll have to wait and see what he wants to do with his holiday. Look out there Tali. That's Uncle Haro's ship coming into the bay now." Soon they were at the little wharf in the bay where the ship could come in. There were lots of people there waiting for the ship.

As the ship came near the wharf, Tali suddenly shouted, "There he is! There he is! Look! He's standing near the engine." Tali ran to the front of the wharf and started to wave and call out. Soon the ship was beside the wharf and the people were getting off the boat. Uncle Haro put his big bag on the wharf and shook hands with Tali and his father.

As they walked back to the village along the beach, Tali didn't stop talking. He wanted to know all about the ship and he wanted to know all about the big town where

Uncle Haro worked. He wanted to know if Uncle Haro had any new stories to tell.

“Yes,” said Uncle Haro. “I’ll try to think of some stories to tell you after dinner tonight.”

“Good!” said Tali. “Try to think of some animal stories.”

That night after dinner Uncle Haro, Mum, Dad and Tali sat in the garden outside the house. It was hot inside the house, but outside it wasn’t hot at all.

“Would you like to hear a story now?” asked Uncle Haro. “Yes please,” said Tali. “Can you think of one about an animal? What about telling me a story about a cuscus?” “A cuscus?” said Uncle Haro. “Now then, can you tell me what a cuscus looks like and where you can find one?”

“Oh, that’s not hard,” said Tali. “There are lots of them in the jungle near our village. They live in the tops of trees but you can only see them at night when they go around looking for something to eat. In the daytime they stay up in the trees. They look like koalas but they have long tails and they don’t have big ears like koalas. They don’t have any ears at all.”

“That’s right,” said Uncle Haro. “The cuscus has no ears and I’ll tell you why. This is a story about why the cuscus has no ears.”

(Term 1, Week 2)

Uncle Haro’s New Guinea Stories Part 2

How the Cuscus Lost His Ears

Once upon a time, a long, long time ago, there was a strange village in the middle of the jungle. There weren’t any people living in this village. There were just animals but they lived in a house like us. There was a dog and a snake, a cuscus and a goat, a wolf and a pig and lots of other animals too.

They were happy in the village and they were all good friends. They had good houses and good gardens. In their gardens they had all the good food they wanted. They had bananas and beans and taro.

Now in the village, the dog and the

cuscus lived in the same house. They were good friends at that time. At that time too, the cuscus had very big ears. He liked his ears for they were the biggest ears in the village. They were bigger than the dog’s ears and they were bigger than the goat’s ears. They were bigger than the wolf’s ears and they were bigger than the pig’s ears too.

At first the dog and the cuscus worked hard in their garden but as they got older the cuscus became lazy. Sometimes in the morning the dog would say to his friend the cuscus. “Come on, friend. It’s time to get out of bed. Look, the sun is up. It’s time for us to go out and work in the garden.”

But the cuscus would look up from his bed and say. “You go on friend and I’ll come along later. I’m sick today and I think I’ll stay in bed for a while.” Then he would turn over on his side and go back to sleep.

The dog liked his friend, so he would go off to the garden and work hard by himself all day. But the cuscus was only playing a trick on the dog. He wasn’t sick at all. He just didn’t like working. He liked staying in bed. He was very lazy.

When the dog came home from working in the garden, he would have to light the fire, get the dinner ready and clean the house.

The lazy old cuscus didn’t do anything to help his friend. He just stayed in bed and sat in a chair all day long. How lazy he was!

One day while the dog was working in the garden, he suddenly said to himself, “I’ll fix that lazy friend of mine. I’ll play a trick on him. He likes his big ears very much. I’ll fix him.”

That afternoon he left the garden early and went home as fast as he could. When he got home, the lazy, old cuscus was still asleep in-bed.

The dog crept carefully into the house, being careful not to make any noise and got a long bit of string. Then he crept carefully out of the house again. He didn’t want to wake the cuscus.

At the back of the house there was a little river. The dog ran down to the river and stood by the water’s edge. Then he took the

string and tied it around his ears.

He tied the string very tight so that his ears were flat down his head. He looked as if he had no ears at all. Then he looked in the water of the river to see that he looked all right. He was very pleased with his work.

Quickly he ran back to the house where the lazy cuscus was still sleeping soundly. He shook his friend the cuscus and said to him, "Wake up, my friend. I've got something to tell you. Come on, wake up."

The cuscus sat up with a start. "What's up?" he said, looking at the dog. "Why, look at you! What's wrong with you? Where are your ears?"

"I've cut them off," said the dog. "You never go into the village to see other animals. They have all cut their ears off. They say only foolish animals have no ears. They say that when you have big ears they fall down and you cannot hear. When they see you they will laugh at you and say, 'What a shame! What a shame! Poor cuscus! He is a poor, foolish animal. Look at his ears. It's a great shame to see such a foolish animal. Yes that's what they'll say to you. "

"I am not a foolish animal," said the cuscus. "I am clever and I will cut my ears off too."

He jumped out of the bed and ran out the back to get a knife. He took the knife and cut off his ears. Then he came back to the dog and said, "There! I'm not foolish. I have cut off my ears too.

When the dog saw him, he laughed. "What a shame! What a shame!" he cried. "Look at this. I have just played a trick on you. You are a very foolish animal my friend."

The dog untied the string and his ears stood up on his head again. The cuscus was very surprised to see this. He was very ashamed of himself too.

He ran out of the door of the house and climbed up the trunk of the tallest tree in the jungle. He climbed right to the top.

"Do you know," said Uncle Haro, "The poor cuscus has always been very ashamed because he was foolish to cut off his ears. That is why the cuscus stays up in the tops of

trees today. He is afraid that all other animals will laugh at him. He only comes down from the trees to get his food when it is very dark. He knows then that no one will see him. "

Tali laughed. "That's a good story Uncle Haro. Can we hear another one tonight?"

"No," said Tali's mother. "Not tonight. It's getting very late and it's time for you to go to bed. Uncle Haro wants to go to bed too. He had a long trip on the ship last night and he will want to have a good sleep tonight."

"I'll tell you another one tomorrow night after dinner," said Uncle Haro.

(Term 1, Week 3)

Uncle Haro's New Guinea Stories Part 3

How the Turtle got its Shell

The next night there was a big storm. The rain crashed down on to the roof of the house. There was a strong wind blowing too and it was cold.

After dinner, they all sat down in the middle of the floor and started to talk. Tali was waiting to ask Uncle Haro to tell him a story, but the grownups kept talking on and on about fishing and building houses and lots of other things that grownups always talk about.

After a while Tali started to get sleepy. His mother saw him and said, "Tali you look very sleepy. I think you should go to bed now."

"Oh! No. I'm not sleepy," said Tali, quickly sitting up. "I'm wide awake but I'm just waiting to say something to Uncle Haro." He didn't wait for any grownups to say any more but quickly turned to Uncle Haro and said, "What about the story now Uncle Haro?"

Uncle Haro laughed. "Yes," he said "the grownups have been talking a lot haven't they? We'll stop having grownups' talk for a while and have some children's talk. What story would you like tonight Tali? "

"What about telling me a story about a turtle tonight," said Tali. " We caught a big turtle last week. There's the turtle shell over there. Dad wants to send it to town. There are lots of people in the town who would want a

big turtle shell like that. Some people say a turtle shell looks like a big dish, don't they?"

"Yes, it is like a big dish and I know a story about a turtle's shell. Do you know how the turtle got his shell Tali?" asked Uncle Haro.

"No, I don't," said Tali. "But I would like to hear about it." And so Uncle Haro started to tell his story.

A long time ago, in a small village in New Guinea there lived a turtle and a wallaby. They were good friends and they lived by the beach in a little house made of long, dry leaves. At that time the turtle had no shell on his back.

One fine day the wallaby said to his friend the turtle, "You know old Tini who lives up in the village. I saw him going fishing this morning. There is no-one in his garden now. I know that there is a lot of good food growing in the garden. Let's go there and get some of it. He will be away all morning so we have lots of time."

"That's good," said the turtle, "Let's go quickly so that we can eat a lot before Tini comes back.

So off they went, as fast as they could go, to Tini's garden. When they reached the garden, the wallaby jumped right over the high fence. The wallaby is a very good jumper but the poor turtle couldn't jump. He walked around looking for a space in the fence. He walked this way and that, but he couldn't see any space.

"Look," said the wallaby. "I'll go and get the long rope hanging from the branch of that rain tree over there. Then I can pull you over the fence." That is what he did.

The turtle tied the end of the bush rope around one of his legs and the wallaby pulled and pulled till the turtle was safely over the fence. Now they were inside the garden. They looked around at all the good food growing in long rows from one end of the garden to the other.

There were big bunches of fat, yellow bananas near the garden fence. There were rows of beans and rows of taro. The wallaby liked the taro and the beans best of all. The turtle liked the bananas best of all but he

was too small to reach them, so he asked his friend the wallaby to help him get them. The wallaby took the long spear he found near the fence and hit the bananas again and again till they fell down the ground.

Then the hungry turtle ate them one by one. "This is good," said the wallaby to the turtle after a while. "We don't have to do any work in the garden but we can eat all this food just the same."

"Yes, it is good," said the turtle. "I'm glad you said to come here. I'm glad Tini is out fishing, too. He won't come back for a long time, will he?"

"No, he won't," said the wallaby. But they weren't right.

The wallaby and the turtle were happy. They were eating as much food as they could. They weren't being careful. They didn't see Tini and some of his friends walking towards the garden. It was not till the men were right at the garden gate that the wallaby looked up and saw them.

"Quickly friend," he shouted. "Get out of here. Here comes Tini and his friends."

But it was too late. The wallaby jumped the garden fence and ran off into the jungle. It wasn't hard for him because he could jump fast and high.

But the poor, old turtle! He couldn't go anywhere. He couldn't run out through the gate. He just had to stand there and watch Tini and his friends coming nearer and nearer.

Soon the men were beside him. "So you have been taking the food from my garden, have you?" said Tini. "Now you will be my food. Come on friends. Let's take this big, fat turtle home with us. We'll have it for our dinner tomorrow." With that the men tied the turtle with a long bush rope and carried it back to Tini's house. When they reached Tini's house, they tied the bit of string to the turtle's leg. Then they tied the other end of the string to the house. The poor turtle was caught!

The men went back to the garden and the turtle was left beside the house. There were no grownups in the village. They were all out working in their gardens. But there some children playing near the house. They were Tini's children, Alu and Eki. The turtle could

hear them talking. "I'm sick of playing this," said Alu. "Let's try to think of something new to play." "What can we play?" asked Eki. "I would like to play cowboys but we haven't got a horse."

"We could use that old broken chair as a horse," said Alu. "No," said Eki. "It can't run. It will just stay in the same place and that won't be any fun. I want a horse that can run about. Cowboys always have fast horses when they ride around. Where can we find a good horse to play cowboys?"

The turtle was clever and said, "Boys, come over here. I'll be your horse. I can't run very fast but I will carry you around the village. You can sit on my back and be cowboys. I will make a good horse, but you will first of all have to untie this string. I can't run around while I am tied to the house like this."

"All right," said Alu. "You will make a good horse. But how can we sit on your back? Your back is soft and slippery and if we try to sit on it, we will slip off."

"Then go inside the house and get a big, wooden dish," said the turtle. You can put the dish on my back. Then you can sit there and not slip off. The dish will make a good seat. Have you got a big wooden dish in the house?" "Yes, we have," said Eki. "It's a very big one and it will go right over your back. I'll go and get it."

Soon Eki came back with a big, wooden dish. It was big and strong and it just went over turtle's back. When the boys put the dish on the turtle's back they untied the string from the turtle's leg and they climbed up on the dish.

The turtle ran around the village as fast as he could. The boy had a good time. They were cowboys and the turtle was their horse. The village was near the beach and after a while the turtle started to run up and down the beach. It was a clever turtle and it wanted to stay close to the water.

As the sun was starting to go down, the turtle saw some men walking along the beach towards the village.

It was Tini and his friends, coming back from their work in the garden. The turtle could see that they had spears in their hands.

"It's time for me to go," said the turtle to himself. "I don't want to end up being eaten; I will have to go away from here."

So he jumped up on his back legs suddenly. The boys fell off his back. They went crashing down on the sand. Then off he went, down the beach towards the sea as fast as he could run. The wooden dish stayed on his back. The boys called out to their father. "Father, Father, come quickly the turtle is getting away. Quickly! Look! He is running down into the sea."

The men ran down the beach towards the turtle but the turtle was running very fast and he was a long way in front of them. Some of the men started to throw spears at the turtle, but when they hit the wooden dish the spears flew off and fell into the sand. The wooden dish on the turtle's back saved him.

Soon the turtle was in the water. He went under the water and swam away from the beach as fast as he could. He was safe!

"And you know," said Uncle Haro, putting his hand on Tali's head, "To this day turtles have a shell like the wooden dish on their backs so that men cannot spear them. The turtle's shell is his house and the turtle is safe inside his shell. And this old turtle, many, many years ago, was the first turtle to have a shell on his back."

"Was that a good story, Tali?" asked Uncle Haro. There was no answer. Uncle Haro looked down at Tali. He was fast asleep.

(Term 1, Week 4)

Uncle Haro's New Guinea Stories Part 4

The Foolish Turtle

Uncle Haro's holiday went by quickly. Sometimes he went for long walks through the jungle near the village. There were many tracks through the jungle and Uncle Haro liked to walk there and hear the noises of the birds and other animals in the jungle. Every afternoon at three o'clock, he would go fishing with Tali. They would go in Tali's little canoe that he kept tied to a tree on the beach. There were lots of fish in the sea near the village and it wasn't hard to catch the fish. Sometimes they caught fish with spears and sometimes

they caught them using fishing lines.

One hot but cloudy afternoon, Tali and Uncle Haro pushed the little canoe out into the water. They had spears and fishing lines in the canoe and they were going fishing near the rocks at the end of the beach. There were always lots of fish near the rocks and sometimes you could catch big, red crabs that were very good to eat.

As they come close to the rocks, Tali saw something shifting just under the water. There were little waves going across the top of the still water. Tali jumped up to see what it was. He couldn't see very clearly for the sun was in front of him.

Suddenly Tali shouted out, "Quickly, Uncle Haro. Give me a spear. It's a great, big turtle."

Tali took the spear and threw it with all his might at the turtle. The spear didn't hit the turtle and the turtle swam away quickly into the deep water where it was safe. Tali sat in the canoe again.

"Turtles are very clever, aren't they Uncle Haro?" asked Tali. "That one you told us about last night was very clever and this one was clever too. He knew where to go to be safe.

"Yes," said Uncle Haro. "Turtles are very clever, but not all of them. You sometimes find some very foolish ones. There's a story I know about a foolish turtle and it goes like this."

Once upon a time, Tommy the turtle lived with his mother and father and his sisters and brothers on a little beach. They all swam a lot in the water at the edge of the beach, catching little fish and other things that live in the sea. Whenever they heard a canoe coming through the water, or some men walking along the beach, they would swim out into the deeper water so that they couldn't be seen. Then, when the men went away, the turtles would come up to the top of the water again and swim back towards the beach.

Tommy was the biggest of the brothers and he was very proud of this. But he was not only big and proud. He was foolish. Sometimes he would go out of the water to the beach to sleep in the warm sun.

Whenever he saw birds and crabs on the beach he would say to them, "Get out of my way. I am bigger than you. Look what a big turtle I am."

His mother and father told him not to do this, for men could come along the beach while he was asleep and they could catch him and take him home with them. But foolish Tommy didn't do as his mother and father told him. "I am safe," he would say. "I am a big and strong turtle and no one will hurt me."

One day the turtles were playing at the edge of the water, when old father turtle put his head on the sand. He could hear something. Suddenly he looked up and said, "Quickly everyone! Swim out to the deep water. There are some men coming along the beach. I can hear them clearly. Come on Tommy. Swim out to the deep water with us. The men will not catch us out there."

But Tommy said "I am not afraid of the men. I'm going to stay here where they can see me. When they see me they will say, 'That's a very good-looking turtle. He's so big. He's a very good-looking turtle.' Yes father, that's what they'll say."

"Oh!" said his father, getting angry with Tommy. "You are not a clever turtle. You are a foolish one. You want to hear people saying how good-looking you are but you will soon be sad." With that he swam out quickly to the deep water with the other turtles.

Tommy looked around him. He could see three men walking along the beach. They were tall men and they were carrying spears in their hands.

When the men saw Tommy they started to run towards him. Tommy was very happy. "Soon they will tell me what a great big, good-looking turtle I am," said Tommy to himself. The men were beside him and one of them said, "What a great big, good-looking turtle this is. It's the best turtle I have ever seen."

When he heard this, Tommy was very happy to hear the men talking like this. "They are very clever men," he said to himself. "They know that I am the best turtle in the land." One of the men pushed a spear at Tommy's side and said, "Yes, he's a good turtle. Everyone in the village will be glad to see him. He will make a very good dinner."

When Tommy heard this it made him happy too. He didn't know what a dinner was but he knew that the men were saying good things about him.

But he wasn't happy for long.

Two of the men who were standing on one side of Tommy put their hands under his shell. Then, very quickly, they lifted him up and pushed him over on his back.

Tommy didn't like this at all. He became very angry and he said to himself, "They are not clever men after all. They are foolish and they are bad. They shouldn't do this to me. I will go away from them and swim out to the deep water."

But when he tried to get up, his arms and legs just waved around in the air. He couldn't turn himself over. He got very angry and threw his legs and arms around but he could not turn himself over. Soon the men started to tie ropes around him. They made the ropes very tight. Then they tied him to some little trees that they cut down and carried him away to their village.

At the village, lots of people came around to look at Tommy. They all said what a great big, good-looking turtle he was. They all said that he was the biggest turtle they had ever seen. This made Tommy happy again, but not for long. That foolish, proud turtle was eaten for dinner that night.

Tali looked up suddenly. The sun was starting to go down behind the tall mountains near the village. It was time to go home. It was near the end of the day. It was the end of Uncle Haro's holiday too.

On Friday afternoon Dad and Tali walked back to the little wharf in the bay. Uncle Haro was with them. He was going home. It was a sad time for Tali. He would not hear any more Uncle Haro's stories for a long time.

The small ship left the wharf at six o'clock and Tali walked sadly home with his father.

(Term 1, Week 5)

The Greedy Giant

Long ago on Anguar Island there was a giant called Uwab, who was very greedy. He made the people gather food and cook for him, all the time. The more he ate, the more he wanted. He ate so much that he kept on growing, fatter and fatter and taller and taller. Soon he became too large to live in his home. So he ordered the people to build a bigger house for him.

But he outgrew that house too. He ordered the people to stop their work and build him another house, still larger. Still he shouted to them to bring him more and more meat and drink. Every day he ate many great baskets of food: pork, chicken, fish, crabs, crayfish, wild pigeons, coconuts, taro, bananas, sweet potatoes, pandanus and sugar cane. He drank many huge bowls of spring water and coconut milk.

The people were kept busy carrying out his orders. They become thin and hungry because they gave so much of their food to the giant. Uwab kept growing. He grew and grew until he was so fat that he could no longer see down to get his food. Other people had to push the food into his mouth. They tied it to the end of a long pole made of pieces of bamboo fastened together. Almost every day they had to add another piece of bamboo to the pole.

Soon Uwab was so tall that he could not fit inside his great house, even though he lay down all the time. His legs had to stay outside. It wasn't long until his arms were outside too. There was only room in the house for his head.

He ordered the people to build him a house that was so big that it reached the sky. The people were becoming more and more frightened. "What will happen if Uwab decides to come out of his house and walk around?" they whispered to each other. "He'll ruin our gardens and food trees. He might tread on our chickens!"

"We'll have to kill him," they said. "But not with clubs and spears—he's too dangerous. We'll have to think of another way."

So they made long ropes out of

coconut fiber. When Uwab was asleep, some of them climbed up his house and tied his long hair to the roof. Others tied his arms and legs to the walls. And they gathered dry coconut leaves and husks. They piled them around Uwab's house and lit fires.

The giant woke up, roared and struggled to get free. But he struggled so hard that he kicked himself into many pieces, large and small. The pieces fell into the ocean and became islands. People soon went to live on those new islands. They said, "We grew food for Uwab. Now he can grow food for us."

The islands are now called the Palau Islands. Some Palauans say that people who lived on the part of Uwab that was his mouth, talk too much. Those that live on the part that was his legs can run fast. Those who live on the part that was Uwab's stomach like to eat seven times a day.

(Term 1, Week 6)

The Monkey Prince and the Witch

There was once a king who had many sons and daughters. He loved them all. But best of all, he loved Prince Ucay, his youngest son. Ucay was kind and good. He had many friends. The animals in the forest were his friends too. They talked to him and he knew all they said. "They are my friends," said Ucay.

But, deep in the forest, there lived someone who had no friends--- an ugly, old witch. Her name was Ming. She was cruel to animals. She was cruel to people. Everyone ran away from her and she was lonely.

Then one day, Ming saw Prince Ucay come into the forest. "How nice he looks," she said to herself. "I think I will marry him." She did some magic. It changed the ugly, old witch into a pretty, young girl. She called, "How are you Prince Ucay?" She took his hand. "Come to my house. I'll show you lovely things."

Ucay had gone only a few steps when the air was filled with the cries of the birds and monkeys. "Don't go with her. She is Ming, a horrible, cruel old witch."

Prince Ucay was sure they were wrong. This was a pretty girl, not a witch. Then he

looked at her again. He stared into her eyes. He saw that they were old and hard, cold and cruel.

"You are a witch!" he cried, and started to run away but it was too late. Ucay was under her spell.

Ming was angry. "Go with your animals!" she shouted. "You like monkeys better than me." She turned Prince Ucay into a monkey. From then on, Prince Ucay lived with monkeys. When he tried to go back to his old home, people threw stones at him and drove him back into the trees.

Many years went by. Ming, the witch, was walking through the forest when she passed a sad-looking monkey sitting in a tree. She looked closer and saw that it was Ucay. She was sorry for him.

"Ucay," she said, "the spell will be broken if someone is kind to you." Then she went away and was never seen again. "No one will be kind to me," thought Ucay.

One day he was sitting in his tree, when a pretty girl came towards it. She sat under the tree and cried and cried. Ucay felt sorry for her. He forgot that he was a monkey. He climbed down his tree and patted the girl's head with his paw. The girl was afraid. She jumped up. Then she saw how kind his eyes were. She saw the marks where people had hit him with stones.

"Poor monkey," she said.

"They have tried to break your body. Now they are trying to break my heart. Come with me I'll look after you." She took his paw in her hand. Suddenly, the witch's spell was broken. Ucay changed from a monkey into a handsome young man, with his own fine clothes. He told the girl about the witch.

"We have both been sad," said the girl. "I was crying because I have to marry a man I don't like. He is rich. My parents owe him money. We are poor and can't pay. Now he says I must marry him."

Prince Ucay felt in his pocket for a piece of gold. He gave it to the girl. "Give this to your parents. Then they can pay the man," he said. The girl went home with the gold and Prince Ucay walked with her out of the forest.

Prince Ucay's people were amazed to see him after many years. His father and brothers were now dead, so the people made Prince Ucay their king. The girl he had met in the forest became his queen.

From then on, everyone was happy.

(Term 1, Week 7)

A Storm

One night all the people on a small island woke up. They heard the sea roaring and the wind howling. They heard heavy rain falling. They looked outside and saw branches flying through the air. They saw trees lying on the ground and water running over their gardens. Everybody was afraid but nobody cried or screamed or made a noise. Everybody was calm.

At ten o'clock somebody rang the church bell. When the villagers heard the bell ringing, they got ready to go to the church. The men lit their lamps because it was dark outside. The women picked up their babies and wrapped them in warm blankets because it was a cold night. The big children picked up their little brothers and sisters and told them not to be afraid.

Everybody started running along the road to the church. Some people fell but others helped them. Some people could not see the way because they had no lamps, but others showed them the way.

At last everybody reached the church and went in. When the last one was in, somebody shut the big, heavy door and somebody else started counting people. Everybody was there. Everybody was safe. The church was the strongest building on the island and the people said, "We'll be safe here."

All night the wind howled, the sea roared and the heavy rain fell. But when morning came, everything was calm again. People went back to their homes, there was water pouring through the roofs. There was oil lying on the floors. There were trees lying on the road and in the gardens.

Everybody started working. They worked hard because the village was very untidy. Some people mended the roofs,

swept the water and soil out of the houses. Other people moved the trees off the road and others worked in the gardens while others made fires and burnt all the rubbish. Everybody worked hard. Nobody quarreled, or wasted time, or got angry.

(Term 1, Week 8)

A Goddess of the Mountain

Mount Fuji is a very beautiful mountain in Japan. The people of Japan think that it is the most beautiful mountain in the world. There are many stories about a goddess who lives at the top of Mount Fuji. The people of Japan say that the goddess has a beautiful garden of white flowers at the top of the mountain. When they see the sun shining on the snow at the top of the mountain, they say to the children, "Look at the beautiful garden of white flowers at the top of the mountain. Look carefully and you'll see the goddess in her garden."

This is a story about the goddess of Mount Fuji.

There was once a man called Yosoji who lived at the foot of the mountain. One day Yosoji's mother was very ill and Yosoji was very worried about her. He was afraid she was going to die. He said, "There is only one thing to do. I must go to the goddess of the mountain and ask her to help me." Yosoji was not a good climber, but he was a brave young man. He wanted very much to get help for his mother, so he started climbing the mountain.

When he was halfway up, he came to a place where the ground was covered with soft, green grass. Yosoji was tired, so he sat down. In a minute he was fast asleep. When Yosoji woke up, there was a beautiful girl in white clothes standing beside him.

"Come with me," said the girl.

Yosoji got up and followed the girl and soon they came to a narrow stream. The girl gave Yosoji an empty pot and told him to fill it with water from the stream.

Yosoji filled the pot with water from the stream and the girl told him to take it to his mother. "The stream will make your mother

well,” said the girl. “But in three days you must come back again and get some more water for her.” Yosoji thanked the girl for her help. Then he climbed down to the foot of the mountain, went back to his village and gave it to his mother.

In three days Yosoji started climbing Mount Fuji again. Again he came to the same place where the ground was covered with soft, green grass and again he met the beautiful girl. She took him to the stream and again he filled the pot with water from the stream.

Yosoji took the pot back to the village and his mother drank the water.

Soon Yosoji’s mother was well again. When he told her about the girl who gave him water, she said, “You must climb the mountain again. You must find the girl who gave you the water. She was kind to you and you must thank her for her kindness.”

Yosoji started climbing the mountain. When he was halfway up, he heard somebody calling him. He looked up and saw a white cloud floating over his head. He looked again and saw the beautiful girl in white, floating in the cloud. In her hands she held a bunch of white flowers. She threw the flowers to Yosoji and then the cloud carried her up, up, up to the top of mountain. Then Yosoji knew that the beautiful girl was the really the goddess of Mount Fuji.

(Term 1, Week 9)

Silly Sione

A chief had a very pretty daughter. He had a lot of money, but he wasn’t happy.

He said to his friend, “It’s very sad. My daughter won’t laugh. She can’t talk. What can I do?”

“Take her to a doctor,” said a friend.

The chief took his daughter to the doctor. The doctor looked at the girl and he said, “Your daughter can’t talk because she won’t laugh. She must laugh at something. Then she’ll talk.”

The chief went home and said to his friends, “My daughter must laugh. She must

be happy. Will you help me to find some funny people? If she laughs at somebody, I’ll give him a lot of money.”

His friends looked for all the funny people on the island. Fifty people came to the house. Some people laughed and made funny faces. Some people danced. Some people sang funny songs. One man told a funny story. The pretty girl sat next to her father and looked at them.

“Ha! Ha! Ha!” laughed the chief. “Those people are very funny.” He then looked at his daughter. “Oh, she isn’t laughing. She won’t laugh. What can I do?”

The chief told the people to go home. “Thank you,” he said. I think you’re very funny, but my daughter won’t laugh.”

A poor woman lived near the village. She had a lazy son. She said, “Sione won’t go fishing. He won’t help me to carry water or dig taro. He’s very lazy.”

Sione sat down in the sun. He played with animals. He was a lazy boy.

One day his mother was angry. She said, “Sione, the other boys are working hard. You aren’t working. You’re always lazy.”

“But I like playing, Mother. I like looking at the animals. I don’t like working,” said Sione.

“We have no money left. Go to the village. Find some work. You’re a naughty, lazy boy,” his mother said.

“All right Mother,” said Sione. He got up and walked to the road. He saw a man with some hens. The hens were in a big basket. The man said, “Hello Sione. If you take my hens to the village, I’ll give you twenty toea.”

Sione went to the village with the hens. He came back and the man gave him twenty toea.

“Thank you, he said. “I’ll take this money to my mother.” The road went near a stream. Sione looked at the water and he saw a pretty yellow fish.

He said, “That’s a pretty fish. I’ll catch it with my hand.”

He had the money in his hand. He

opened his hand. The money fell out of his hand and it went to the bottom of the stream.

Sione went home and told his mother about the twenty toea. “You’re a silly boy,” said his mother. “Put your money in your pocket. Don’t hold it in your hand.”

One day Sione saw an old woman near her house. “Hello Sione,” she said. “Give my pig and hens something to eat. Then I’ll give you some butter for your mother.” “Certainly,” said Sione. He gave the pigs and hens something to eat. The old woman gave him some butter. He thought, “What did my mother say? Ah! Yes. ‘Put it in your pocket, Sione.’”

Sione put the butter in his pocket and walked home. When he arrived the butter had melted.

“Oh! Oh! You’re a silly boy,” said his mother. “Carry butter in your hands and run home silly boy.”

Next day Sione saw another man. The man said, Hullo Sione. Tie these little pieces of wood together. Then I’ll give you a big piece of wood.”

Soon Sione went to the man. “I’ve finished,” he said.

“Thank you,” said the man. “Here’s the piece of wood.”

The wood was very heavy. Sione said, “What did my mother say? Ah! Yes. ‘Carry it in your hands and run.’”

He picked the heavy piece of wood up and ran. It was very heavy. “Oh! Oh! He said. “This wood is very heavy. I can’t carry it. I’ll leave it by the road.”

He ran to his mother and told her about the wood.

“You’re a silly boy. I want some wood too. Tie big pieces of wood with a rope and pull them behind you”.

Sione went past a shop. The man gave him a piece of meat. He tied the meat with rope and pulled the meat behind him on the road. He walked home. His mother saw him coming. She said, “Hello Sione. What’s that on the ground behind you?” “It’s a good piece of meat mother. The man in the shop gave it

to me.”

“Oh! Oh! You’re a silly boy. Look at the meat. It’s dirty and nasty now. You must carry meat on your shoulder.”

Next day, Sione saw a man with some pigs. The man said, “Good morning Sione. Will you help me to clean the pigs’ house? I haven’t any money, but I’ll give you the little horse over there. Somebody will buy it.”

“All right,” said Sione. They worked hard and cleaned the pigs’ house. Sione washed his hands and face. The man gave him the horse.

Sione said, “What did my mother say? Ah! ‘Carry it on your shoulders and walk home.’” The horse was very, very heavy but silly Sione put it on his shoulders.

His back was bent. He walked very slowly.

“Oh! Oh! This horse is very heavy. My mother told me to carry it on my shoulders but it’s very heavy. It’s noisy too,” he said.

The chief and his pretty daughter were on the same road. “What is that funny noise? I can hear a horse making a noise,” said the chief. Then they saw Sione with the horse on his shoulders.

“Ha! Ha! Ha!” laughed the pretty girl. “Look at that silly boy, father. Look at him! He’s carrying a horse on his shoulders. Ha! Ha! Ha!”

Ha! Ha!” laughed the chief. “He’s funny.”

Then the chief was quiet. He looked at his daughter. “Daughter! Daughter! You’re laughing. You’re talking. You can talk now,” he said. The chief was very happy. “Yes father. I can talk. I can laugh. I saw the funny boy and I laughed. Look at him!” he said.

The chief ran to Sione. “You’re good boy Sione. You’re clever. Look at my daughter. She is laughing and talking. She laughed at you. Here’s a bag of money. Take it to your mother,” he said.

Sione put the horse down. Then the horse was happy too. The horse ran away and Sione went home.

The chief and his pretty daughter went home. Their friends were very happy. The daughter told them about Sione and the horse.

“Ha! Ha! Ha!” they laughed “that’s very funny.”

Sione ran home. His mother saw him coming.

“What’s the matter with you Sione? What’s in the bag?” she asked. Sione said “It’s a bag of money. The chief gave it to me. His daughter laughed at me. You told me to put the horse on my shoulders. I put it there. It was very heavy and noisy. His daughter saw me and laughed. She talked to me too.”

“I didn’t tell you to carry the horse on your shoulders. I told you to carry meat on your shoulders,” his mother said. “But you aren’t a silly boy. You have the bag of money in your hand. That’s right. You’re clever boy.”

“Your name will be clever Sione now,” she said.

Sione and his mother were never hungry. They had a lot of money but Sione wasn’t lazy again. They were happy ever after.

(Term 1, Week 10)

The Bad Dog and the Pond

A brown dog went into a shop. He was hungry. He said, “I can see a good piece of meat. I’ll take it. Then I’ll run away.”

The bad dog ran out of the shop. He had the piece of meat in his mouth. He ran through the open door. He ran through the grass. Then he ran into the trees. The man in the shop saw him with the meat. He ran out of his shop and he said, “I’ll run after him. He’s a bad dog. That’s very good piece of meat. I must catch the dog.”

The man ran after the dog, but the man was fat and slow. “Oh!” said the man. “It’s hot. That dog’s very quick. He’s still running. Now he’s going into the trees. I’m going back to my shop.” The man went back to his shop. He was angry.

The brown dog went through the trees. He came to the pond. The day wasn’t windy.

The dog said, “I’m thirsty. I’ll stop running. I want something to drink.” The dog had his head near the water. He had the piece of meat in his mouth. The water was calm. The brown dog saw another dog in the pond. He was under the water and he was black.

This black dog had a piece of meat in his mouth, too. Brown dog was angry. He said, “I’m hungry. I want that piece of meat too. I’ll bark. We’ll fight. Then he’ll run away, and I’ll have two piece of meat.”

He showed his sharp teeth to the black dog. The black dog showed his sharp teeth too. Brown dog said, “Drop that piece of meat, black dog.” Then he said, “Oh! Oh! Now my piece of meat is in the pond. That black dog will get my piece of meat.”

The bad, brown dog jumped into the pond. He didn’t catch the black dog. “Oh!” he said, “where’s that black dog? I want to catch him. I can’t find him. I can’t find my meat. It’s at the bottom of the pond. I can’t swim down there. I’ll swim to the side of the pond.”

Brown dog jumped out of the water. He was very wet and his piece of meat was at the bottom of the pond. Now the water wasn’t calm. It wasn’t like a mirror. The black dog wasn’t there. He was never in the pond. The black dog and the brown dog were the same dog.

The dog was sad. He was hungry and wet. He had no meat. He said, “I was a bad dog. I’m wet. I’m going home. I won’t be bad again.”

(Term 2, Week 1)

Ali Baba Part 1

Long, long ago there were two brothers who lived in a house near a forest. Their names were Cassim and Ali Baba.

One day Ali Baba rode his horse into the forest. He took an axe with him because he wanted to get some firewood. He stop near a hill and started chopping. Suddenly he heard a loud noise. He listened for a minute, and then went on chopping. The noise grew louder and Ali Baba grew afraid. He stopped chopping. He hid his horse in the forest and climbed to the top of a tall tree at the foot of the hill.

The noise grew louder and louder and soon Ali Baba saw forty big, strong horses galloping through the forest. There was a man on the back of each horse and each horse carried a big bag too. Ali Baba was afraid of these men because they looked cruel and wicked.

The men reached the foot of the hill. They got off their horses and tied them to the trees. Then they stood at the foot of the hill and said, “Open Sesame!” when they said these words, a door opened at the foot of the hill. There was a cave in the hill. The men took the bags off their horses and carried the bags into the cave. When the last man was in, the door shut.

Ali Baba did not move. Soon the door opened again and the men came out without the bags. When the last one was out, the man said, “Shut Sesame!”, and the door shut. Then the men got on their horses and rode away. Ali Baba watched them galloping away, away, away. When the last one was gone, Ali Baba came down from the tree.

He stood at the foot of the hill and said in a loud voice, “Open Sesame!” When he said these words, the door opened and Ali Baba stepped into the cave. There was a bright light shining in the middle of the cave. The roof was covered with beautiful cloth and the walls were covered with beautiful cloth too. There were many tables in the cave and these were covered with silver and diamonds. On the floor there were forty bags. Each bag was full of gold.

Ali Baba carried one bag of gold out of the cave. He got his horse and put the bag on its back. He covered the bag with firewood because he did not want anybody to see it. Then he said in a loud voice, “Shut Sesame!”

When Ali Baba reached his home, he took his horse into the yard and shut the gate. Then he carried the bag of gold into the house. He sat at the table and poured the gold out of the bag. The table was covered with gold. He counted the pieces of gold. There were more than a hundred pieces. “I’ll sell the gold,” he said to himself. “Many people will want to buy it. They’ll pay me a lot of money. I’ll be rich.”

While he sat thinking, his brother, Cassim, came in and Ali Baba told him about

the cave in the hill.

(Term 2, Week 2)

Ali Baba Part 2

The next morning Cassim said he was going to go to the cave. He said he was going to get a bag of gold for himself. He said, “When I say, ‘open Sesame!’ the door will open. I’ll go into the cave and get a bag of gold. When I’m outside again, I’ll tell the door to shut. Then I’ll come home with my bag of gold.”

Ali Baba begged Cassim not to go to the cave. “Yesterday I saw some wicked men going into the cave.” said Ali Baba. “I’m sure the cave belongs to them. I’m sure that they will kill you if you go into the cave.” But Cassim only laughed when he heard his brother speaking in this way.

Cassim took his horse and rode into the forest. When he reached the foot of the hill, he got off his horse. He said in a loud voice. “Open Sesame!” and the door opened. When Cassim stepped into the cave, the door shut behind him.

Cassim walked round looking at all the beautiful things—the cloth, the gold, the silver and the diamonds. He carried not one bag of gold, but three bags of gold to the door. He carried a roll of cloth to the door. He filled a bag with diamonds and carried it to the door. He filled another with silver and carried it to the door. “Now,” said Cassim, “I’m ready to go.”

He stood by the door. He thought and thought, but he could not remember the words. He wanted to say the magic words, “Open Sesame!”, but he could not remember the words. He walked round and round, round and round, up and down, up and down. He tried as hard as he could to remember the words, but he could not remember them.

“Open Door!” he said in a loud voice, but nothing happened “Open Magic Door!” he said in a loud voice, but nothing happened. Poor Cassim. He could not remember the right words, so he could not open the door.

That night the wicked man went back to the cave. They saw Cassim’s horse standing at the foot of the hill. They took their

swords in their hands, stood at the foot of the hill and shouted, "Open Sesame!" when the door opened, Cassim ran out. The wicked men killed Cassim. Then they carried his body back into the cave and shut the door.

When morning came, Ali Baba went into the forest to look for his brother. When he reached the foot of the hill, he said the magic words, "Open Sesame!", and the door opened. He went in and found poor Cassim's body.

Ali Baba went sadly home. He took his gold into the forest, poured it into a deep hill and covered it with soil.

Ali Baba never again went near the cave and he never again spoke about the gold.

(Term 2, Week 3)

Alexander Selkirk

Alexander Selkirk was a sailor who lived more than two hundred years ago. He worked on a sailing ship. The captain of the ship hated Alexander and Alexander hated the captain. The two men were enemies.

Early in the year 1704, the sailing ship came near a small island in the Pacific Ocean. The captain told his men to drop anchor. He told Alexander and three other sailors to go to the island and look for fresh food and water.

The four men swam to the island. They had a barrel for water and a sack for food, and each man had a strong knife. They walked round the island looking for food and water. There was nobody living on the island.

There were no houses, but there was an old hut on the beach. There was a narrow stream and the water in the stream was clean because it ran over clean rocks. The men took some water from the stream and poured it into the barrel. There were some crayfish in the pools on the rocks. The men caught some crayfish and put them in the sack. While they worked, Alexander thought about his enemy, the captain. He thought and thought and at last he decided to stay on the island. He told the three sailors to go back to the ship without him. They thought he was foolish, but they said nothing.

Alexander sat on the beach and watched the three sailors swimming back to the ship. He watched them climbing up the ship's ladder. He watched them pulling the barrel up out of the sea. He watched the sailors pulling up the ship's anchor. He watched the ship sailing away, away, away. Alexander lived in the old hut on the beach for eighteen months.

He often thought about his friends, the sailors. He often thought about his enemy, the captain. He often thought about his family in England. Every day he went hunting. Sometimes he caught a goat, killed it and ate the meat. Sometimes he caught crayfish and ate them. But hunting was not his only work. He made a new house for himself at the top of a hill. He carried big rocks from the beach to the top of the hill. He used them to make the walls of the house. He cut down palm leaves and used them to make the roof.

Once, Alexander caught three young goats. He tied them up near his new house. When they were bigger, he got milk from them. Alexander often talked to the goats. He often talked to himself. He often prayed to God. In his prayer he always asked God to send a ship to the island.

One day, late in the year 1707, Alexander saw a sailing ship near the island. He made a fire at the top of the hill. He stood near the fire. He shouted as loudly as he could. He jumped up and down and waved his arms about. The ship came nearer and nearer and Alexander went on jumping and shouting and waving.

At last the ship's captain saw the fire burning. Then he saw the man waving and jumping up and down. He sent some sailors in a small boat to the island. He told them to find out who the man was. Alexander ran down the hill to the beach. At first the sailors were too afraid to go near him, but Alexander told them not to be afraid. He told them who he was. He told them he was a sailor.

The sailors took Alexander to their ship. They took him to their captain. Alexander told the captain his story. The captain told Alexander that the ship was going to England. He said that Alexander could travel with them.

Alexander travelled to his homeland, England, on the ship. His family was pleased

to see him again. Alexander told his story to many people in England. A great writer wrote a book about Alexander. The book is called 'Robinson Crusoe'. When you're older, you will be able to read that book.

(Term 2, Week 4)

Sinbad the Sailor Part 1

Once upon a time there was a man called Sinbad. Sinbad loved travelling. He travelled by ship to many different countries. His friends called him Sinbad the Sailor.

Once, Sinbad showed his friends a lot of money and a bag of diamonds. "Where did you get that money and the diamonds?" asked his friends.

"Listen," said Sinbad. "I'll tell you". He told them this story.

I travelled by ship with some men to India. We brought some beautiful cloth in that country. Then we started sailing home. The sky was clear, the sea was calm and our ship sailed smoothly over the sea.

We sailed like this for many days. Then suddenly the sky grew dark, the sea grew rough and our ship rocked up and down on the big waves. We were afraid we were going to die.

When morning came, the sky was clear again. The sea grew calm and we saw an island. We sailed our ship to the island. We got off the ship and I started walking. The ground was covered with thick grass. There were many trees. All the trees were covered with fruit. I walked on and on.

I saw no animals on the island. I saw no birds I saw no people. I saw no houses. When I was hungry, I ate some fruit from a tree. I grew tired. So I sat down under a tree and fell asleep.

When I woke up, I hurried back to the beach. The ship was not there. Where was it? I did not know where it was. At first I thought I was in the wrong place, but when I looked out over the sea. I saw the ship sailing away.

It looked like a little, white dot. I ran along the beach calling as loud I could, but nobody heard me. I did not know what to do. I

was afraid I would die. There was only fruit to eat and there was no ship to take me away.

I climbed to the top of a tall tree and looked out over the land. I could not see any houses. I could not see any animals or any birds. I saw something big, round and white at the other side of the island. It looked like the roof of a very big building but I did not really know what it was.

I climbed down and walked to the big, round, white thing. It was not a building but it was as big as a house. I did not know what it was. I touched it. It was hard and smooth. "What is this thing?" I thought.

Suddenly the sky grew dark. I looked up and saw a great big bird flying straight down. Then I knew what the big, white thing was. It was the bird's egg.

I stood there without moving and the bird flew down and covered me and her eggs with her big body. When she sat down, it was as dark as night, I slept there for many hours. When the bird moved her wings, I knew it was morning. I knew the bird was going to fly away. I took my shirt off and used it to tie myself to the bird's leg. Each leg was as big as a tree.

The bird beat the air with her great wings and then started flying. She flew up, up, up into the air. I looked down, but I could see nothing. We went on and on and then the bird started going down. She flew slowly, slowly down. Suddenly her feet hit the ground with a bump. I landed on the ground and the bird flew away.

I looked round. I was in a very, very deep valley between big, high rocks. There was no opening in the rocks. There were large snakes lying on the rocks. I walked carefully round them, but they did not try to hurt me.

(Term 2, Week 5)

Sinbad the Sailor Part 2

Something hurt my feet. I looked down. I thought the ground was covered with pieces of glass. I picked up a few pieces and looked at them. I looked carefully. They looked like pieces of glass but they weren't. They were diamonds. The ground covered with diamonds.

Suddenly a very large piece of meat fell at my feet. Many other pieces of meat fell around me. I picked up the largest piece I could see. It was covered with diamonds. I shook it as hard as I could but the diamonds did not fall off.

I looked up and saw some men running over the rocks. I called to them as loudly as I could but they did not hear me. I saw some birds flying down into the valley. They were big birds with long necks and long, strong beaks. Each bird flew down, picked up a piece of meat and carried it to its rock nest.

I stayed in the valley for four days and four nights. Every morning the men threw meat down into the valley. The big bird flew down, picked the meat up and carried it to the nest in the rocks. "What clever men they are!" I thought. "The valley is covered with diamonds. The men can't get down into the valley because it is too deep. Every day they throw meat down into the valley and birds fly down to get the meat. The birds carry not only the meat to their nests, but diamonds too. The men take the diamonds from the nests." I thought about it for some time. Then I had an idea.

On the fifth morning, I picked up the largest and the most beautiful diamonds I could find. I put them in the pocket of my trousers. Soon the men started throwing meat down into the valley. I took my shirt off. I used it to tie myself to the largest piece of meat I could find. Soon a bird flew down. She picked up not only a piece of meat, but me too. She carried me to the nest on the rocks. Some men came running to the nest.

"Who are you?" they shouted when they saw me. "How did you come here?" They went on shouting without waiting for an answer. "Did you come to take our diamonds?" they shouted.

"No, I didn't" I answered. "I will give you some more diamonds if you take me away from this place."

They took me to their ship. I was hungry, so they gave me some food. My clothes were dirty, so they gave me some clean ones. They were kind to me, so I told them my story and showed them my diamonds.

The next day they were ready to sail

to their homeland. The wind blew the ship over the sea to their country. I stayed in their country for many weeks. I sold some of my diamonds and got enough money to buy a ship. I sold some more of my diamonds and got enough money to pay some sailors to work for me.

We sailed to my homeland. I sold my ship and gave some money to my sailors. I gave some of the money to poor people and I gave some to hungry people, but I am still a rich man. I still have a lot of money and a bag of diamonds. That is the end of my story.

(Term 2, Week 6)

Why Mosquitoes Buzz before they Bite

Long, long ago, all men had the gift of being able to talk with the animals on the earth as well as with other men. Men could understand what animals said and animals could understand the speech of all living creatures. All living creatures – animals, birds, fish, insects and people could talk to, and understand, each other.

But there were bad men in those days just as there are bad men now. The bad men did not tell the truth to the animals and caused a lot of trouble. The animals believed the bad men's lies and to stop them from telling lies, the Great Spirit gave all men a warning that he would take away this gift of speech with animals if they went on telling lies and tricking the animals. The Great Spirit warned them that unless they stopped lying he would make them forget how to talk to animals.

But the lying still went on. The bad men went on telling lies and the animals went on believing them.

The first animal to suffer after this warning was the heron. One day a bad man met a heron and told the heron a lie. He told the bird that there was a wonderful gift ready for the herons. Other bad men repeated the lie and the herons believed them.

Now the herons were very pleased with this news. "A wonderful present for us," they said to each other, their bright eyes shining. "I wonder what the present is and I wonder when we will get it."

“When will we get the gift?” they asked the men. They were too polite to ask what the gift was.

“Tomorrow,” answered the lying men. The next day the herons asked about the present again but the bad men had no gifts to give them and told them to look in the water for it. The herons asked their friends to help them look for the present in the water and today you will see the herons and all their friends searching in the rivers, in streams, in ponds, on the beaches, on reefs and even in the sea for the gift the bad men promised them. They never stop searching for the present. Of course they will never find it. The bad men lied when they told them there was a gift for them.

The same thing happened to the mosquitoes. A bad man told the mosquitoes a lie. He told the same lie. He told the mosquitoes that there was a wonderful gift ready for them. Other men repeated the lie.

Now the mosquitoes were very pleased with this news. “A wonderful present ready for us,” they hummed to each other with great pleasure. “That will be nice. I wonder when we’ll get it.”

“When will we get the gift?” they asked the men. Like the herons, they were much too polite to ask what the gift was. They received the same answer as the herons.

“Tomorrow,” answered the lying men. “Tomorrow. Wait and see.” The next day the mosquitoes again asked about their present but the bad men had nothing to give them and told them to look for it in the water.

The Great Spirit heard about the bad men’s lies and he became very angry. “If men cannot tell other living creatures the truth,” he said, “if they can tell animals only lies, than they will only talk to other men. They will not understand animals talk. I will close their ears and mouths from all other living creatures.”

Immediately all men lost the ability to talk to animals. They could no longer speak to them. Never again could men and animals talk together and understand each other. Never again could men communicate with living creatures other than men. They always misunderstood each other from that moment.

Meanwhile, the mosquitoes and the

herons had talked together about the gifts they expected to get. “Don’t be silly,” said the mosquitoes to the herons. “Don’t go searching for something that isn’t there. The men told you a lie. They had no gifts for you and there are no gifts in the water. Why not ask the men for another present? Don’t go looking in the water. That’s a waste of time. Why not make the people give you another present?”

But the herons would not take this advice. “We’re going on searching for the present until we find it. We’ll keep on searching until we find what we’re looking for,” they said, standing on one leg, their bright eyes fixed on the water. The mosquitoes flew away, while the herons went on staring at the water.

“Do as you like,” said the mosquitoes as they flew away. “We’re going to ask the people every night of their lives for the gift they promised us. We shall keep on asking them until they give us the present.”

Every night the mosquitoes buzzed around peoples ears asking and asking for the gift. “Where is the present?” they buzzed “Where is the present? Where is the present?” Time after time they repeated the same question. Alas, people could not understand them. They could no longer understand the meaning of the mosquitoes’ buzzing. They could no longer comprehend the language of the mosquitoes. So they became angry.

The people tried to kill the mosquitoes that kept buzzing around them. Then the mosquitoes became angry in turn. “If they do not give us the gift, we will bite them. We are polite. We will ask them first where the gift is and then bite them,” they said.

That is why, even today, mosquitoes always buzz before they bite. When they buzz they are asking the question, “Where is the present?” Now you know what mosquitoes are saying as they buzz you at night.

(Term 2, Week 7)

Two Naughty Animals

A little pig and a dog were friends. One day the pig said, “I want something to eat. Are you

hungry too, dog?"

The dog said, "Yes, I'm hungry. What shall we do? We have nothing to eat. We have nothing in the cupboard."

The pig said, "A lot of people will go to the shop today. They'll walk on the road. We'll go to the road now. You can hide in the trees by the road. I'll lie down at the same side of the road. The people will see me. They'll look at me. They'll put their baskets down. Then you can pick their baskets up and run away. I'll get up and run away, too."

The two friends went to the road. The dog went into the trees. The little pig lay down at the side of the road. A man came. He had a basket of rice in his hand. He saw the pig and he said, "There's a dead pig. I like meat, pigs are nice. He's small. I'll put my basket down and I'll pick him up." But the pig ran away. The man said, "That pig wasn't dead. He was asleep." Then the man turned around, and he said, "Where's my basket? It was here a minute ago. That pig didn't take it. Where is it?" The man went home. He had no basket and no rice. The two friends went back to the road. The dog went behind the trees again. The pig lay down at the side of the road. A boy walked by the pig. He had a basket of bananas in his hand. He saw the pig and he said, "There's a little pig. He's dead. I'll take him to my mother. We'll have a pig to eat today. I'll put my basket down, and I'll pick him up." But the boy didn't pick up the pig. The pig ran away. The boy turned around. "Where's my basket of bananas?" he said. "It isn't there now." The boy went home. He didn't have his basket of bananas.

The dog and the pig went to their house. They had some rice and some bananas now. The pig said, "We want something to drink too. Let's go back to the road again." They saw a girl coming. The two friends went to their place by the road. This girl had a jug of milk. She saw the pig and she said, "There's a dead pig. I'll put my jug of milk down. Then I'll pick him up." The dog ran away. He had the jug of milk now. The pig ran away too.

The girl turned around, and she said, "Where's my jug of milk? It was here a minute ago." The girl went home. She had no jug of milk. Her mother was angry. The girl was sad

but the two naughty animals were happy. They said, "We like rice. We like bananas. Bananas are sweet. Milk's nice too."

(Term 2, Week 8)

Auta the Giant Killer Part 1

There was once a boy called Auta who had an elder sister called Adama. They lived with their parents in a little village in Hausa land.

But one sad day, Auta said to her sister. "The people in the village are too poor to feed us and I am not old enough to farm our land. We must go away and look for a town where there are wealthy people who will look after us." So they packed up their clothes in a bilum, cut a stout stick each from a nearby tree, and began their journey.

They travelled many days, walking over wide valleys and climbing over rocky hills, until at last Adama said, "I'm too tired to go any farther," and she sat down and wept. Auta peered into the distance, looking this way and that, and at last he saw a thin curl of smoke rising up into the sky.

"Look!" he cried. "Can you see that smoke? It must come from a cooking fire, and that means that somebody lives there. Cheer up! We shall soon be able to rest." So Adama struggled to her feet again, and the two children plodded on until at last they came to a hut which seemed to be on the edge of a small town. Outside the hut, an old woman was bending over a fire stirring some porridge for her supper. "Welcome!" she said to the two children. "Have you come far? You look very dusty and tired."

So Auta explained why they were looking for a new home. The kind woman gave each child a big basin of porridge, which they ate hungrily. After the meal, Auta and Adama thanked the old woman and offered to go to the well and fill up her water pots, which were empty.

"Oh no!" cried the old woman. "Do not go near the well this evening I beg you, for it belongs to a giant. On this very day, each year, he closes the well and demands the sacrifice of a chief's daughter before he will uncover it again and let us use it. Even now, the unlucky girl is tied up beside the well,

waiting for the giant to eat her.” The sun had almost set when Adama and the old woman lay down to sleep. Auta stayed awake.

He crept out of the hut and collected a pile of smooth round stones that he brought indoors. Then he lit a fire, and putting the stones in it one by one, he left them there until they were red hot. Soon Auta heard heavy footsteps coming along the path, the old woman cried with a fright and Adama’s teeth chattered so much that she could not speak.

But Auta shouted through the locked door, “Who goes there?”

“Who dares to ask that?” shouted the giant. “I am the strongest giant in the world. Come out and fight me whoever you are, and you will see that I am right.”

“I will certainly fight you,” shouted Auta. “But first you must play a game with me. Is it true you eat everything you see?”

“Of course it’s true!” roared the giant. “And I shall eat you as soon as we play your foolish game. So let us begin.”

Then Auta opened the door and through a crack, he put out his head he cried, “This is the game! You must catch my marbles in your mouth and swallow them all up. Then I promise that I will come out and fight with you.”

“Very well!” shouted the giant. “Let’s begin!” So Auta took a red hot stone from the fire and tossed it towards the giant. The giant caught it in his huge mouth and swallowed it. Then the boy threw another and another and yet another. Each time the foolish giant opened his mouth and swallowed the hot stone greedily. “I’m tired of this stupid game!” exclaimed the giant, as the twentieth stone passed down his stomach. “It’s nearly finished now,” cried Auta, tossing yet another stone into the huge mouth.

At last all the stones were inside the giant, and now his stomach felt hot and heavy. He could not stand upright any longer. He fell with a mighty crash, almost knocking Auta over as the boy opened the door and came out grasping the old woman’s axe.

The huge body of the giant fell across one of Auta’s feet, and the only way he could get free was to pull his foot out of his shoe,

which was under the giant’s shoulder. When Adama realized that the giant was dead, she stopped trembling.

“Now you can go to the well and set free the chief’s daughter! How glad she will be when you tell her she is safe!” Adama cried. “Go in to the old woman and say that she can sleep soundly now,” said Auta, and he set off to the well. He found the chief’s beautiful daughter tied up to a tree beside the well, crying loudly with no one to comfort her. “The giant is dead!” cried Auta “Now let me untie you.” In no time at all Auta had cut the rope and had sent her home to her father again.

“Thank you! Thank you!” she called as she ran. My father will reward you when I tell him of your bravery.”

(Term 2, Week 9)

Auta the Giant Killer Part 2

Early next morning, the village people peeped out their doors, one by one. When they found that all was quiet, they decided that the giant has eaten the chief’s daughter and gone away. They picked up their empty water pots and went slowly to the well.

Suddenly they caught sight of the giant, lying on the path in front of them. Thinking that he had fallen asleep after his good meal, they all turned and ran back to their houses, where they bolted their doors again. One of the men who was braver than the rest hurried to the chief’s house’ crying, “The giant is asleep on the path to the well! Bring out your warriors. O chief, come and kill him!”

Now the chief, who was a coward, was huddled in the back room, shivering with fright. His daughter told him that an unknown boy had rescued her and said that the giant was dead. But the chief did not believe this. He was expecting the giant to arrive at any moment and knock down the doors.

At last his daughter told him to call out his soldiers and he told them to get their weapons ready for a fight.

The chief’s men came marching up the road towards where the giant’s body lay. But as they came within sight of it, they stopped. They were all afraid that the giant would

suddenly stand up and get hold of the men in the front. One brave warrior, his spear ready to strike, made a rush at the giant. Then he stood still in amazement, because he saw that the giant had no head. The giant is dead!" he cried. "Come and see for yourselves."

Soon all the soldiers were shouting, "The giant is dead! The giant is dead!" and the village people ran out of their huts and joined the soldiers. They danced around the giant's body. "Who killed him?" they asked each other. But nobody new, Auta and Amada and the old woman were still asleep inside their hut. They were tired out with the excitement of the night before.

Suddenly one of the soldiers saw Auta's shoe stuck beneath the giant's shoulder. "Look!" he cried, pulling at the shoe and pulling it free. "Here is a shoe caught by the giant's fall. It must belong to the man who killed him."

"It's a very small shoe," said another warrior. Let us take it back to our chief and he will decide what to do.

So the chief ordered his drummer to beat out a message that told everyone to go to the market place to try on the shoe. All the villagers crowded into the market place and they tried on the shoe in turn. Most of their feet were too big and few were too small, but nobody had a foot that fitted exactly.

The chief was puzzled, "Where there any strangers in the village last night?" he asked.

"Only two children," replied an old man who had seen Auta and Adama talking to the old woman.

"Fetch them here at once," said the chief.

So a messenger was sent to the old woman's house, where he knocked on the door and he told them the chief wanted them at once. Rubbing the sleep out of their eyes, the children hurried down the road to the market place. The chief told them to try on the shoe. It was just a little too small for Adama, but it fitted Auta perfectly. Everyone was amazed when he took out the other shoe from his pocket and put that on.

"Did you kill the giant," exclaimed the

chief. "Yes I did," replied Auta. "Then where is the giant's head?" asked the chief. "I cannot believe you until I see it." "Come with me and I will soon show you," said Auta. The chief, followed by all the people, went to the old woman's hut.

When Auta brought out the giant's head from under the bush, every one cheered out loudly and praised him for his bravery. "Now we and our children will never be afraid again! I will reward you well," said the chief. "You and your sister must come and live with me in the palace.

When you are grown up, you shall marry my daughter and be my heir. As for your sister, I will marry her when she is older and she shall be my queen. My first wife died many years ago."

So Auta and Adama found a home at last and lived in the chief's palace for the rest of their lives.

(Term 2, Week 10)

The Wishing Book

In a small village by the sea lived a poor woodcutter. His name was Tom and he had a son called Sam.

Tom chopped wood in the forest every day. Sam helped to carry it back to the village. They sold it for firewood.

Sam loved to read books. One day Tom gave him some money and said, "I have saved this for you because you have worked so hard. Go and buy something with it." Sam ran to the market. He bought a book. He sat down under a tree and began to read it.

Two boys were playing on the beach. "Why are you reading that silly old book?" they asked Sam. Sam did not answer. The boys pulled the book away from him and ran off with it. They threw it to each other on the beach. Sam tried to catch it but it fell in the water.

The book was ruined. Sam could no longer see the words. He was very unhappy. "I haven't any money to buy another book," he thought. He set down on the sand suddenly he heard a cry for help. Lying on the beach was an old man with a wooden leg.

Sam helped him up off the sand. "Thank you," said the old man. "How foolish of me to fall down!" He then handed Sam a book. There were no words or pictures inside. "Look after it," he said. "It will tell you all you want to know."

"Can this be true?" wondered Sam. He looked at the book. Some words began to appear on the pages.

"The old man is telling the truth," The words said. Sam ran all the way back to the village with his new book. He was so excited that he told everyone about it. The chief of the village took it away from him. "I want it to tell my fortune," he said. He opened the book but he did not like what he read. "You are a greedy man," said the book.

(Term 3, Week 1)

Rumpelstiltskin Part 1

Once upon a time, in a small town in Germany, there lived a blacksmith and his wife. They had one daughter. A pretty young girl she was, with big blue eyes and long, wavy, golden hair that fell down her back. She was helpful too, and was always kind to her parents. But there was one bad thing about her. She was careless with money. Whenever she went to the store to get a ribbon for her hair, she always ended up with five ribbons. Whenever she went shopping for her mother, she would spend most of the money on things she didn't need.

One morning, her father was working in his blacksmith's shop. He was making a set of shoes for one of the King's horses. He was making a lot of noise, hammering away at the shoes. As he hammered, he sang to himself:

"My daughter can spin fine straw to gold!

My daughter can spin fine straw to gold!

What can I do? What can I do?

Nothing! Nothing!"

He kept on hammering and singing and making such a noise that he didn't hear a man walk into his shop and tap on the counter. And who was the man? The King himself! At last

the King made the blacksmith hear. When the blacksmith saw the King, he bowed and said to him, "My King, can I help you?"

"Yes," said the King. "My horse is outside. It's lost a shoe and I want you to fix a new one for me. But first of all, you can do something else for me."

"Anything, my King," said the blacksmith "What do you wish for?"

"I wish to see this clever daughter of yours, the one who can spin fine straw to gold."

"Spin fine straw to gold?" said the blacksmith, very surprised. "My daughter? Why she can't spin at all."

"Come now," said the King, just a little angrily. "Don't try to hide this clever daughter of yours. I heard you singing your song:

"My daughter can spin fine straw to gold!

My daughter can spin fine straw to gold!

What can I do? What can I do?

Nothing! Nothing!"

"Well, you can do something my good blacksmith. You can go and find your clever daughter and bring her here to me. I want to meet her, at once." Now, the poor blacksmith didn't know what to do, so he ran out to the back of his shop to ask his wife.

"You can't tell the King he's made a mistake," said his wife, angrily. "Take our daughter out to meet the King and don't say a word to him about spinning anything. She's a good-looking girl and today she has a new red ribbon in her hair. She looks beautiful and the King will be pleased to meet her."

So they took their daughter to the front of the shop to meet the King. When she saw him, she bowed almost to the ground. When the King saw the girl, he at once fell in love with her and asked her parents if he could marry her.

The blacksmith didn't know what to say. He was worried about the King thinking that his daughter could spin straw into gold. But the blacksmith's wife quietened him by

saying, “Once she is Queen, she will never be asked to spin straw into gold. The King already has lots of gold and he doesn’t need any more. Yes, our daughter will have as many ribbons as she likes.”

And so the King and the blacksmith’s daughter were married. They lived very happily for about three years and had a child, a boy, who would one day be King like his father. But then the King started to look worried all the time. He spent a long time each day sitting by himself, looking very sad.

One day his wife said to him, “What’s worrying you? Lately you’ve been very sad, and when you’re sad, I feel sad too. Can I help you? Can I make you feel happy again?”

“You’re so busy with our baby, I don’t want to worry you,” said the King. “And I don’t see how you can help me.” Then suddenly he jumped up and a big smile came onto his face.

What had happened?

“Of course you can help me,” shouted the King. “You’re the only one in all the land who can help me.”

He was suddenly so happy that he danced round his wife. Then he sat down in front of her and said, “It’s been very dry in our land and nothing has grown on the farms for a long time. Lots of people have nothing to eat. I’ve had to spend all my gold getting food for them from other lands, and now I have no money left. Not even one coin! But you, my clever wife, can help me, for you can spin fine straw into gold. I’ve just remembered that the first day I met you; your father was singing a song:

“My daughter can spin fine straw to gold!

My daughter can spin fine straw to gold!”

“But,” said the Queen quickly, “I can only spin by myself — and only at night.”

She was trying to get out of it, but it was no use, for the King said, “Then you can start spinning tonight in that room at the top of the palace. No one will see you there. I’ll get all the farmers to work hard today and bring all the straw they can find to the palace.”

The farmers did just that.

After dinner that night, the King took his wife up to the top room in the palace. When he opened the door, there was straw everywhere. In the middle of the room there was a spinning wheel.

The King closed the door so that no one would see his wife. But when he went away, the Queen just fell onto the straw and started crying. She cried for a long time. She knew that she couldn’t spin straw into gold and she didn’t know what to do.

(Term 3, Week 2)

Rumpelstiltskin Part 2

“Stop that crying,” said a strange little voice behind her “Stop it at once, do you hear. I can’t stand seeing people crying.”

The Queen looked around. There, just behind her, was as ugly a creature as she had ever seen. He looked something like a dog, with a long, black beard, and a tail that was twice as long as the rest of him.

“What will you give me if I can spin all that straw into gold?” he asked in a strange voice.

“Oh!” said the Queen, without thinking. “I’ll give you anything you want.”

As quick as a flash, the ugly little creature said, “Then I want your child, the only child you have, the one who will one day be King of this land.”

“Oh no!” cried the Queen. “Not my child!”

“Do you know what will happen to you if you don’t turn this straw into gold tonight?”

“No,” said the Queen sadly.

“They’ll chop off your head, first thing tomorrow morning.”

“Oh no!” said the Queen. “That can’t be true!”

“I’ll tell you what I’ll do,” said the ugly little creature “I’ll spin straw into gold for three nights if you can guess my name in that time. I’ll go away and you’ll never see me again.

The Queen felt better. She knew that she could guess his name in that time. All through the night, while the ugly little creature sat at the spinning wheel turning straw into gold, the Queen kept trying to guess his name. But every time the Queen said a name, he would roar with laughter and say, "Of course not!"

Again and again throughout that night she tried, but she couldn't guess his name. '

At daybreak, when all the straw had been turned to gold, the ugly little creature suddenly was no longer there and the Queen was left sitting by herself with all the gold. When her husband, the King, saw the gold, he jumped for joy. But his wife, the Queen, wasn't happy. All through the day, she kept trying to think of new names and whenever she saw her little child, she'd start crying. "My dear wife," said the King. "You've been working so hard at the spinning wheel. You must have a rest today."

But the Queen wasn't tired, and she couldn't tell the King about the ugly little creature with the beard and the long tail.

All through the next night, the Queen sat in the room at the top of the palace while the ugly little creature turned the new straw into gold. All through the night she tried to guess his name. With every guess that she made, she became sadder and sadder. When the King saw the second lot of gold in the morning, he was very pleased.

"I'll ask you to spin for just one more night and then never again," he said, as they went down from the room.

"Just one more night," thought the Queen, "and if I don't guess the ugly little creature's name, he'll take away our child. Oh, what can I do?"

The King told his wife to rest and he closed the bedroom door, because he wanted her to have a good sleep. Then he went to ask the farmers to bring some more straw. He came back late in the afternoon and went up to the bedroom. He found his wife crying, so he tried to make her happy by telling her a story. "A funny thing happened to me in the forest today," he said. "I was giving my horse a drink at a little river when I heard this strange little voice nearby. I looked across the river and saw an ugly little creature with a

long, black beard and a long tail, sitting on the other side of the little river." When the Queen heard this, she sat up suddenly, her eyes full of fright.

"Don't be afraid, my dear He won't come here. He didn't see me. He just sat there singing a funny song."

"What was the song?" said the Queen quickly.

"Oh, I can't remember," said the King. "It was something about his name the strangest name you've ever heard."

"What was it? Please try to remember," said the Queen. "Please."

The King was thinking. He was trying to remember. "I know," he said suddenly. "It went like this:

'La-dee-da and la-dee-dill,

It isn't Tom, it isn't Sill.

La-dee-da and la-dee-dame,

Rumpelstiltskin is my name!"

That night, the Queen was happy to go to the room at the top of the palace, and she was even glad to see the ugly little creature sitting at the spinning wheel turning straw into gold.

"Is your name Nebuchadnezzar?" asked the Queen.

"No, it isn't," roared the ugly little creature.

"Is it Zanalunetofin?" asked the Queen, and the ugly little creature roared with laughter again. On and on, all through the night, the Queen kept guessing names, till just before daybreak when the last piece of straw was being turned into gold. Then the ugly little creature laughed and said, "You have only one more guess and then your child will be mine. Go on! One more guess! Ha! Ha! Ha! ,

So the Queen said: "La-dee-da and la-dee-dill,

It isn't Tom, it isn't Sill.

La-dee-da and la-dee-dame, I think,

Rumpelstiltskin is your name."

When the ugly little creature heard this, he let out a scream of anger and stamped his foot on the floor. And as the first roosters started their morning song, he went off in a puff of smoke, never to be seen again.

(Term 3, Week 3)

The Dreamtime

The Aboriginals had lived in Australia for a very long time before the first white man came.

They were the first people to live in Australia

When the Aboriginal people came, they saw many strange animals. The Aboriginal people asked themselves where the animals came from and how they got to Australia.

To explain how the things started, the Aboriginals have many tales. They call the time of long, long, long, ago. the Dreamtime.

The Aboriginals say that the people of the Dreamtime made things as they are today. The Dreamtime tales tell how these things came about. Many of the Dreamtime tales are about animals.

How the Animals came to Australia

A long, long time ago in the Dreamtime, there were no animals in Australia. Some birds had been to Australia, and they told the other animals about the strange land with sea all round it. One day, the animals had a meeting.

“It would be good to go to Australia,” said the Kangaroo.

“I can’t swim,” said the Koala. “We would need a boat to go to Australia.”

They looked everywhere, but they couldn’t find a boat that was as big as they wanted.

The whale had a big boat, but he would not let them have it. The kangaroo asked him and the koala asked him, but the whale only said, “No, you can’t have my boat. I won’t give it to you.”

The starfish was a good friend of the

whale. “I’ll ask him,” said the starfish. But the whale still said no. So the animals had another meeting. “Let me have another try,” said the starfish. “I’ll get the boat for you,”

The starfish went to his friend, the whale, again. “You have bugs in your head, whale. I’ll get them out for you.”

“Thank you,” said the whale. “You’re a very good friend.”

The starfish said to the whale, “Put your head in my lap.”

The whale lay back with his head in the starfish’s lap. When he did that, the whale couldn’t see the sea. “Is my boat there?” asked the whale. The starfish tapped on the side of the boat. “Your boat is still here.” he said.

The starfish took some more bugs from the whale’s head. While he did this, the other animals went softly along the sand at the back of the whale.

One by one, they got into the whale’s boat. When they were all in, they pushed the boat off the sand and rowed out to sea.

“Is my boat still there?” asked the whale. The starfish tapped on a bit of rock. “Yes. It’s still there,” he said.

The whale lifted his head and looked. At first, he couldn’t see his boat. Then he saw it. It was a long way out to sea. The whale didn’t like that. He lifted the starfish up and dropped him down on some big rocks. The starfish didn’t like that. He took a little rock and hit the whale on the head. The rock made a hole on the top of the whale’s head. The whale started to swim out to sea after his boat. While he was swimming, water came out of the hole in the top of his head.

Today, a whale can still make water come out of the hole in the top of his head. “Quickly!” said the kangaroo, “faster!” The animals rowed as fast as they could. They got to land just in time. They jumped onto the land just as the whale was about to catch them.

The whale swam away. The animals laughed as they watched him. Then they went to look at their new land. They liked it so much that they’re still in Australia today.

(Term 3, Week 4)**Uncle Bouki and the Horse Part 1**

One day uncle Bouki decided to go to the market. He looked for his donkey but he could not find her anywhere, for she had run away in the night. Now he was in a mess.

“However shall I get my yams to market?” he said. “I can’t carry them all myself. I shall go to the mean old man who lives down the street and ask him to lend me his horse. And he won’t give that for nothing.”

So off he went to the house of the mean old man, the meanest old man in the village. “Will you lend me your horse to carry my yams to market?” he asked. “If you give me fifteen kina,” said the mean old man. “Fifteen kina!” said Uncle Bouki. “I’ve only got five!”

“Well, give me five now, and you can give me the other ten when you come to collect the horse in the morning. And see you don’t load him too much!”

“Well five kina now, and the rest later! I knew this would cost me something!” said Uncle Bouki to himself. He grumbled and grumbled, but what could he do? He had to get his yams to market somewhere. So he gave the old man his five kina.

Now the next morning when he got up early to call for the horse and take the yams to market, what did he see, but his donkey back in the field again! She was pleased to be home, and was rolling about in the coffee plants because her back was itchy.

“Roll away!” said uncle Bouki, “You’ve got me in to trouble. I shan’t need the horse to go to market now, but the mean old man has taken my five kina and he’ll never give it back.” And he shouted at her but she just flicked her ears and rolled more happily than ever.

While he was shouting at the rolling donkey, Clever Dick came down the road. He stopped to listen to Uncle Bouki and then he said, “Uncle Bouki, I’ll get your money back, you can rely on me.”

“That’s good of you,” said Uncle Bouki

Clever Dick when to the mean man and asked for the horse. “Give me the ten kina first,” said the mean old man. “Wait a bit” said Clever Dick. “First we must see if the horse is big enough.”

“He’s big enough,” said the mean old man. “A horse is a horse, not an elephant.”

“Just a minute,” said Clever Dick. “We must measure him” He took the tape-measure out of his pocket and began to measure the horse.

“There’s forty-eight centimeters for Uncle Bouki, in the middle,” he said. “There’s forty-five centimeters here for me. There’s another forty-five centimeters for my mother at the front. And there’s forty centimeters for Auntie Bouki at the back, for she’s fatter even than my mother.”

What are you talking about?” said the mean old man. “You can’t put four people on one horse!”

“Sssh,” said Clever Dick. “You’ll muddle me. And here on the horse’s neck, there’s twenty-five centimeters for young John. And – that’s lucky! – we can just fit Boukino on John’s lap, and Boukinette in his arms, without taking up one centimeter more.”

“You’re crazy!” cried the mean old man.

(Term 3, Week 5)**Uncle Bouki and the Horse Part 2**

“And as for other children, they can sit on the horse’s ears,” said Clever Dick, busy with his tape-measure.

“One...two... three... yes, they can just squeeze in if they don’t mind sitting pretty tight.”

“No, no!” shouted the mean old man.

“But the trouble is,” went on Clever Dick, “I can’t see where to put the baby... I think we’ll have to roll him up in the blanket, and tie him onto the horse’s tail.”

“Tie him onto my horse’s tail!” that’s the second time I’ve had to tell you. I still haven’t worked everything out. Where are we going to put the pigs and goats?”

“The pigs and goats!” shouted old mean old man.

“Oh, don’t you worry,” said Clever Dick. “I can see what to do. We’ll put the pigs in one sack and the goats in the other, and we’ll hang them one on each side,”

“That’s enough!” shouted the mean old man. “That finishes it! Here’s your five kina back! You can’t have my horse!”

“Five kina!” said Clever Dick. “What are you talking about? You mean fifteen kina. You said we could have it for fifteen kina, and now you only gave us back five,”

“Uncle Bouki only gave me five,” said the mean old man. “He said he’d give me the rest later”

“Now, now,” said Clever Dick, “you know you told him it would cost fifteen. So fifteen is what you have got to give him back. And if you don’t give it back, we’ll take the horse.”

Then Uncle Bouki, looking at the horses, suddenly said, “Good Gracious! Wherever shall we put grandma?” “Take fifteen kina!” shouted the mean old man.

“Take fifteen and get away from my horse!” and he pushed fifteen kina into Clever Dick’s pocket, jumped on his horse and galloped away as fast as he could, not even looking behind him.

Clever Dick and Uncle Bouki began to laugh. They laughed and laughed till they held their stomachs and tears ran down their face, as they rolled about in the grass like the donkey in the coffee plants. When they couldn’t laugh any more, they wiped their faces and Clever Dick went down the road and Uncle Bouki went back to his house.

Back in the house Uncle Bouki began to remember it all over again. ‘What a joke that was,’ he said to himself. “I gave him five and he gave me fifteen back!” He began to laugh again and he put his hand in his pocket to feel the lovely money... and then a funny look came over his face. He tried another pocket. Then another. “Clever Dick!” he roared. “It’s all in clever Dick’s pocket! He’s got the fifteen kina!”

He ran to the door and ran down the

street, but Clever Dick was nowhere to be seen. Yes Uncle Bouki was right, what a joke it was. So Uncle Bouki came back to his house and sat down and closed his eyes. For a long time he made no sound at all, only a whistling noise as the breath came out of this month. Then suddenly he said, “I don’t think we could have done it!”

“Done what?” said Aunty Bouki, who had just come into the house.

“Put Grandma on the horse,’ said Uncle Bouki, and he started snoring.”

(Term 3, Week 6)

Anansi, Turtle and Pigeon

There was a time when Anansi, Turtle and Pigeon were neighbours. They were also friends, although they were very different. You know how different they are to look at. They even move about differently. Anansi walks around on eight spindly legs and can suspended himself in the air from his sticky, stretchy web. Turtles swim gracefully in water, but walk clumsily on the land. Pigeon walks with toes turned in, but flies expertly from the house tops and from tree to tree. Yet, in spite of these differences, Anansi, Turtle and Pigeon were good friends.

One day when they were talking together about this and that, like friends sometimes do, they decided that it would be fun to be able to do more things together. “For Instance,” said Anansi, “I could teach the two of you how to make a strong sticky web to hang from - just like me.

“Yes, said the Turtle, “and I could teach the two of you how to swim and then we could have fun together in the water.”

“And,” said Pigeon, “I could teach the two of you how to fly. Only thing is, I don’t know how to go about it. Let me go and ask my grandfather. He is so very wise.”

So the three of them went to the old pigeon, who was sitting on a perch in his nest-house having a sleep, for he never went without his afternoon nap. He glared at the intruders as they shuffled in noisily.

“What’s wrong now? Is it so urgent it can’t wait?”

Please Grandpa”--- this was Pigeon’s pet name for this grandfather----“my friends Anansi and Turtle want to learn to fly so that we can fly around together. Can you teach them?”

“Yes, that’s easy,” said Grandfather Pigeon. But first you’ve got to get some feathers from each of your pigeon friends and stick them on the back of Anansi and turtle. Then we can begin the lesson. As Turtle is heavier, if it works for him, then it’s bound to work for Anansi. So let me try Turtle first.”

So each pigeon pulled out a few feathers and glued them to Turtle’s back. They were now ready for the first lesson. They got hold of Turtle and flew up in the air with him. Away they went until they came to Tiger’s cornfield. This was the harvest season and Tiger’s workmen had worked hard. They picked the ears of corn and they shelled them. Then they spread them on a sheet on the ground and left them to dry.

Every day the pigeons flew down into the cornfield and stole Tiger’s corn. Today was no exception. They flew down with Turtle and put him on the ground, then took back their feathers.

“Make sure you do whatever we do Turtle. Pick up all the grains as fast as you can.” And they started to pick up the grains of corn as fast as they could.

Suddenly there was a noise. The pigeons all knew very well what this meant and they flew up in the air in a panic. For a moment or two they flew around wildly, then, following the eldest pigeon, they made off home in great haste, leaving Turtle behind.

Turtle didn’t know what the strange noise could be. He stood alone in the cornfield and listened. The noise came nearer and nearer. What was it? Why... it was the clamping noise made by the big boots of Dog, who guarded Tiger’s crops. He was inspecting the cornfield, as he did every day. He clumped right up to Turtle and saw him standing there surrounded by the grains of corn.

“Ah, got you at last! At last I’ve found the person that comes every day to steal Tiger’s corn.”

“Oh no!” said the Turtle. “I’m only here because I want to learn to fly and the pigeons

lent me their feathers. I flew here with them. I’m not a thief.”

“What!” said Dog. “You expect me to believe that a Turtle could fly? I’m taking you with me to Tiger’s house.” And at once he filled a bucket with water and plopped Turtle into it.

Poor Turtle! What was he going to do? Then he remembered some advice Anansi had once given him about getting out of trouble. Anansi had laughed and said, “It’s simple, my friend. When you really don’t know what to do, just sing.” Turtle decided that the time had now come to put this advice into practice. He lifted his head and began to sing as sweetly as he knew how.

As soon as Dog heard the gay, bouncing tune, he started to dance. He just couldn’t help himself. He tried to walk steadily along the path but his feet hopped and skipped all over the place. The bucket jogged up and spilled out. Then Turtle said, “Mr Dog, I could sing even better if you just take me out of the bucket and let me walk.” But Dog said, “You stay there, you thief. Tiger’s going to be very pleased when he sees I’ve got the thief who was sealing all his corn.”

Soon they reached Tiger’s house and Tiger was indeed delighted to see Dog’s prisoner. His mouth began to water at the thought of eating tender turtle meat for supper. He called Pig, who was his cook, and gave her instructions for cooking Turtle. When he was quite sure that Pig understood, he went off to invite his friends for a meal that evening.

Pig began at once to mix onion, garlic and peppers together and Turtle began to tremble. Then he thought again of Anansi’s advice. Although he was quivering with fear, he lifted his head and began to sing. He sang such a gay, bouncing song that Pig began to dance, she hopped, she turned around and around, she jumped up and down. She couldn’t help herself. Turtle’s song was so sweet. Then Turtle stopped again.

“My dear Pig,” he said “if you take me outside and put me on the ground, I’ll sing even better

So Pig carried Turtle outside and put him on the ground and Turtle began to sing, even more sweetly than before. As she heard

the gay tune, Pig began to dance once more. She twirled round and round, faster and faster and she jumped up and down, higher and higher. Then Turtle stopped again.

“My dear Pig,” he said “if you take me down by the river and put me so that just the very tip of my tail can get in the water, I’ll sing ever better.”

Now Pig danced and danced so that she forget everything else, she danced and danced until she was so tired that she could dance no more. Only when she stopped, did she realize that Turtle was no longer singing. Not only that, but the Turtle was nowhere to be seen.

(Term 3, Week 7)

The Magic Pot

Once upon a time, far, far away in a forest lived all the animals, Lion, Tiger, Monkey, Dog, and many other animals and birds too. When there was rain, the trees and grass grew and there was a lot of food for all the animals and birds to eat. But for a long time now there had been no rain in this forest. The sun was so hot that it burned the grass and the grass stopped growing. The ground became dry and cracked and the trees and the plants shrivelled up and withered away. Needless to say, there was nothing to eat and all those who lived in the forest were starving.

Now Anansi lived in the forest with his family and each day he went out looking for food, but could find nothing at all. At last, one day when he had been out and come back with nothing, he said, “This can’t go on any longer. I can’t go another day without food and I must find some food for my wife and children too. I will go on a long journey. Perhaps I will find a place where the trees and the grass grow and there is food to eat.”

So he set off after saying goodbye to his wife and children. He walked a long way but still there was the blue sky, the hot sun, the trees and the burnt grass. Anansi was very hot, tired and sad, so he sat at the foot of a big tree and fell asleep almost at once. When he awoke he saw a big cooking pot in front of him.

“What’s this?” he said. “There must be some food in that pot.” But when he went to

the pot there was nothing in it. Anansi was angry. He pushed it aside and said, “Nothing but an empty cooking pot!”

“Do not call me Pot. That is not my name.”

Anansi jumped and turned back to look at the pot. “No, it can’t be!” he thought. “How can a pot speak?” But he said all the same, “Well, if your name is not Pot, what is it then?”

“My name is Plenty,” said the pot.

“All right,” said Anansi, just getting over his surprise. “It’s a strange name to have. I’ve never heard of such a name, but if Plenty is your name, then I’ll call you Plenty.”

Suddenly plenty of food appeared in the pot and Anansi could smell the delicious food cooking. When the food was ready Anansi sat down with his back to the tree and ate until he could eat no more. He put his arm around the pot and said, “Very good. There is now no need for me to continue this long journey. I shall return home. However, before I go, let me see if this pot will cook again.”

So he took his arm away from the pot and said, “Hello, Plenty.” Can you imagine how happy he was when he saw the pot cooking the most delicious food again?

“All right,” he said, after he’d managed to eat some more, “Now I must take you home to cook some food for my wife and children. I shall take good care of you. I will wash you so you’ll soon be nice and clean.”

“Don’t wash me,” said the pot. “If you ever make the mistake of washing me I shall never be able to cook again. Never!”

“Very well,” said Anansi. “I’ll never wash you and I’ll keep you hidden away in a safe place so that my wife, who’s always anxious to wash things, won’t get at you either.”

Anansi then started on his journey back home. He went quite quickly now that he was no longer hungry, and he was soon in his home. Everyone was out, so he tiptoed quietly to the little room at the back and hid the pot in a safe place. When his family came home, they greeted him and waited anxiously to hear if he had found some food.

“Yes,” he said. “I’ll bring it to you every

morning and evening from the little back room, but I cannot tell you where it comes from. No one must go into the back room and try and find out. No one but me.”

Every morning and evening after that there was a smell of rich food coming from the little back room, and his family ate their fill. No one knew where the food was coming from and no one had the courage to ask.

One day, the eldest son could stand it no longer. He decided to try and find out what his father did in the back room to get such delicious food. He decided to peep through the keyhole of the back room the next morning when his father went there to get food for them. He saw his father unlock the cupboard in the back room and take out a dirty old pot. He saw him put the pot on the floor in the middle of the room. Then Anansi put his arm over the pot and said, ‘Plenty.’ Immediately the pot started steaming and soon it was full of good food. The eldest son saw Anansi take a steaming hot chicken out of the pot.

“So that’s how my father gets food for us all,” the eldest son thought to himself. When Anansi went out later on that day to see his friend Monkey, the eldest son went into the back room. He put his arm over the pot and said, “Plenty,” just as he had seen his father do. The pot started steaming and soon it was full of good food. The eldest son ate until he could eat no more.

Then . . . what do you think he did? He washed the pot and put it back just where his father Anansi had left it, and he crept quietly out. When it was beginning to get dark, Anansi came back home. It is time to eat,” he thought and went straight into the back room, pulled out the old pot and said, “Plenty.” But, no steam came out of the pot. No smell of delicious food filled the air. Anansi repeated “Plenty,” but nothing happened. Anansi was disappointed and a little angry. He decided to take the pot back to the tree where he first found it.

“I’ll take this old pot back and tell the tree what a useless pot this is.”

So Anansi set out. He travelled for three days before he came to the tree. He sat at the foot of the tree again to see if he would see another old pot. There was none. The only

thing he could see dangling from a branch near the top of the tree was a long, thin stick.

“What’s that stick doing there?” he said. “Do not call me Stick. That’s not my name.”

Anansi was surprised. It was, by this same tree that he’d first heard a pot say, “Do not call me Pot.” Now here again by this tree he’d just heard a stick say, “Do not call me Stick.”

“How strange,” he thought, but nevertheless he asked the stick, “What must I call you then?”

“My name is Beat-a-back.”

“Oh, Beat-a-back . . .” but that was all Anansi had time for because the stick hit him hard as soon as he’d said “Beat-a-back.”

He ran away but the stick came after him and hit him hard. He jumped over the fence into the field but the stick came after him and hit him hard. He hid under a big bush but the stick came after him and hit him hard. At last, miserable and frightened, he climbed up into a tree. The stick went after him.

Just then, the humming bird came past and when he saw how badly Anansi was being beaten, he told Anansi to say, “Stop-a-stick.”

“Stop-a-stick! Stop-a-stick!” gasped Anansi, and at once the stick fell to the ground. Anansi was very puzzled. He said to himself, “The stick beat me, the pot wouldn’t work. I don’t understand this at all.” But the humming-bird said to him, “The pot wouldn’t work because someone washed it.”

“Oh, I see,” said Anansi. “I’ll teach that person a lesson.” And he took the stick home and put it into the back room.

As soon as Anansi went out, his son slipped quietly into the back room. He was very disappointed to see that the lovely pot had gone, but he noticed that Anansi had left a stick in its place. “I wonder what that stick is doing here,” he said aloud. Imagine his surprise when the stick said, “Do not call me Stick. Call me Beat-a-back.”

“Beat-a-back?” said the son. And at once the stick began to hit him. It hit him all over. He tried to get away, but he couldn’t. He

began to cry but the stick hit him harder and harder. He ran out of the room, but the stick came after him and hit him hard. He rushed out of the front door and was just starting to climb down the web when Anansi looked up and saw him. He knew exactly what had happened. But even so, he felt sorry for his son, and shouted up at him to say, "Stop-a-stick."

"Stop-a-stick! Stop-a-stick!" said his son, and the stick fell to the ground. Anansi's son almost fell at Anansi's feet.

"Oh my back, my hands, my head," he groaned. Anansi wagged his finger at him and said, "It serves you right. You should have done as you were told."

(Term 3, Week 8)

Una the Dragon and the Red Cross Knight

There was once a princess called Una who was good and beautiful. Una lived with her mother and father, the King and Queen, in a castle. She was their only child and they loved her very much.

They lived in a beautiful country, but everybody was unhappy. They were unhappy and afraid. Why were they afraid? They were afraid because there was a dragon in the country. The dragon waited outside the castle. When it caught people it killed and ate them. When it opened its mouth, fire poured out. The fire burnt everything in front of it.

One day Una said to her father, "Father, let me go to Fairyland. I'll ask the Queen of the fairies to help us." The King and Queen were afraid, but they let her go. When the dragon was asleep, Una left the castle. She walked all day, and at night she reached a big tree by some rocks. Una heard something. She looked in front of her. She looked behind her. Then, behind a rock, she saw a lion standing. "The lion will kill me," said Una to herself. "I'm afraid. Please God, help me."

The lion did not kill her. It sat down and licked her hand. When she walked on, it walked behind her. When she went to sleep, the lion watched and listened. Una met some wicked men, but they were afraid to touch her. When the lion growled, they ran away.

At last Una reached Fairyland and met the Queen of the fairies. She told the Queen her story.

"Who will go with Una?" asked the Queen. "Who will kill the dragon?"

There was a knight called George, who had a red cross on his shield. He was a very brave knight. He was the bravest knight in the country. "Let me go, Your Majesty," he said.

"It won't be easy," said Una. "Killing dragons isn't easy work. The dragon is stronger than a man. It has scales like iron. They are stronger than a sword and a shield. It has strong, sharp claws. They are like iron, too. Fire comes from its mouth. It will tear your body with its claws. It will burn your body with the fire from its mouth."

"I'm not afraid," said George. "My sword will cut the dragon's scales. I'll put my shield between the claws and my body: I think I'll kill the dragon. But, if the dragon kills me, I'll die happy."

After many weeks they reached Una's country. George killed the dragon, but it hurt him badly. It burnt him with the fire from its mouth. It tore his arm and body with its strong, sharp claws. But Una put some leaves on his arms and body. She gave him some good medicine. Soon he was well again. When he was well, George and Una were married. When George died, people called him Saint George. They said, "He was a good and brave knight. He was the best and bravest knight in the country."

(Term 3, Week 9)

One Good Turn Deserves Another

One day an ant was thirsty and went to a pool to drink. The ant couldn't swim and the water carried her away. A bird saw the ant in the water and was sorry for her. The bird picked a leaf from a branch and dropped it in front of the ant. The poor little insect got on the leaf. The leaf floated to the side of the pool, and the ant was safe. The next day the ant saw the bird in a tree. Near the tree there was a man with a net, but the bird couldn't see him. "Ah," said the ant, "that man is trying to catch my friend. I'll stop him. I'll bite his foot."

The ant bit the man's foot. He dropped

his net and shouted. Then the bird heard the man. It flew away. "That bird helped me, and I helped him," said the ant. "One good turn deserves another."

Ants are insects. How do we know they are insects? We know because an ant has six legs. Every insect has six legs. Ants are always busy. They work hard all day. They 'are never lazy. Their home is a hole in the ground. They find food and carry it to their home. They do not eat all the food then. They eat some and they keep some. They keep some food to eat when it rains. They save some food. "

When it rains, they must stay inside. When the ground is wet, they can't go outside. If they save food, they won't be hungry when it rains.

We must put our food away. If we leave it on the table, hundreds of ants will come into the house. We must put it in a safe place.

(Term 3, Week 10)

Too Long or Too Short

Luke was a good, kind man who lived on an island with his mother, his wife and his daughter. Everybody loved Luke, because he was very good and kind. His family loved him very much. Luke was a councillor. Every month he went to a council meeting. All the councillors wore their best clothes to the council meeting. One day Luke bought a new pair of trousers.

"I'll wear these trousers to the meeting tomorrow," he said. "The other councillors always wear good clothes. If I wear good clothes, they will be pleased."

He took his new trousers home and showed them to his family. He put them on.

"Do you like them? he asked.

"Oh, Luke," said his mother, "they're too long. The legs of your trousers are touching the ground. You must make them shorter. You must cut seven centimetres off each leg."

"Will you make them shorter?" asked Luke. "Will you do it, please Mother? You sew very well."

"I'm too tired," said his mother. "My eyes are very tired and sore. I sew very badly. I'm too old to sew well. I want to go to bed"

Luke asked his wife and daughter to make his new trousers shorter. "I mended your clothes this morning," said his wife. "I'm tired of sewing."

"I don't like sewing," said his daughter. "If I sew tonight, my eyes will be tired. If my eyes are tired tomorrow, I'll make mistakes at school."

Poor Luke was very unhappy. "Nobody loves me," he said. "Well, I'll wear my old trousers to the meeting." He went to bed and soon he was asleep. His mother and wife and daughter went to bed too. His wife and daughter went to sleep, but his mother stayed awake. She could not go to sleep.

"Poor Luke," said his mother. "He is the best son in the world. He is always good and kind. He wants to wear his new trousers tomorrow. I'll get up and make them shorter." She got up and found a pair of scissors and a needle and some cotton. She cut seven centimetres off each leg. Then she folded the ends up and sewed them.

"Luke will be happy in the morning," she said. She smiled and went back to bed.

When his mother was asleep, Luke's wife woke up. She tried to get to sleep again, but she could not.

"Poor Luke," she said. "He is the best husband in the world. He is always good and kind. He wants to wear his new trousers tomorrow. I'll get up and make them shorter." She got up and found the scissors and a needle and some cotton. She cut seven centimetres off the legs of Luke's trousers. Then she folded the ends up and sewed them. She was very happy. She smiled and went back to bed.

In a little while Luke's daughter woke up.

"I can't sleep," she said. "Luke is the best father in the world, but I'm not a good daughter. I'll get up and make his trousers shorter." She got up; found a pair of scissors and a needle and some cotton. She made his trousers shorter, smiled and went back to bed.

In the morning the four people woke up. The grandmother was the first. The wife was the next. The daughter was the next. Luke was the last. The grandmother, the wife and the daughter stood looking at Luke.

“Put your new trousers on,” they said.

“They’re too long for me,” said Luke.

“Put them on,” they said together.

Luke put them on.

“Oh!” said everybody at the same time.

Luke stood looking at his legs. Then he laughed and laughed.

“Yesterday my trousers were too long,” he said. “Now they’re too short;

You tried to help me, but you tried too hard.”

“We tried too hard because we love you,” said his mother. She washed his old trousers and Luke wore them to the council meeting.

“I’ll keep these new trousers in a box,” said Luke. “When I see them, I’ll think about this day. I’ll remember how much my family loves me.”

(Term 4, Week 1)

The Legend of the Frogs Part 1

There was once, long ago in a lonely part of Australia, a crystal clear waterhole. It would have been the most beautiful place on earth if it hadn’t been for the bullfrogs. The waterhole was surrounded by bulrushes and long, soft grass. On the grassy plain were big, yellow box trees, yellow wattle trees and brilliant, red-flowering gum trees.

It was a delightful place where many animals lived together. There were budgerigars, kangaroos, wallabies, turkeys, cranes, mice, and one lone pelican. One day the peace was shattered by a terrible storm. Huge clouds blackened the sky, lightning flashed before each terrifying roll of thunder. Then the bullfrogs came. They jumped into the waterhole. At first they were only tiny black tadpoles, but soon, they turned into green and yellow bullfrogs. Horrible, fat, bullfrogs

- creatures hated by all the Australian bush animals and especially by the birds.

They dived into the waterhole and flopped and bounced like big rubber balls. They stirred up the mud and weeds lying at the bottom of the waterhole, making it foul. The smell was terrible. How could the animals live in peace with a smell like that in the air from dawn to dusk?

Next the bullfrogs annoyed the animals by croaking all night. They made loud rasping noises and to make matters worse, they thought they were singing. “We sing beautifully,” they croaked. No one believed that because they made so much noise no one could sleep. Every night, the animals tried to sleep, but it was hopeless.

Finally, they decided that they could not live with such a horrible noise. They gathered together one morning at the edge of the waterhole. “Please good frogs, will you stop singing at night so that we may sleep?” they asked.

“What? What? Certainly not,” snapped the bullfrogs. “We have lovely voices. Listen!” and they croaked as loudly as they could. “Isn’t that a beautiful sound?” they asked. The animals and birds shuddered at the dreadful noise the bullfrogs made. Tired and unhappy, they moved away from the once lovely place that had been their home. The bullfrogs croaked louder, for now they had the waterhole all to themselves.

Euroka the Sun was looking down one day, feeling very sorry for the creatures that had been forced to give up their home. As she watched, she saw something that made her very angry indeed. The bullfrogs were croaking with glee. They were killing a tribe of water grubs who lived in the bulrushes at the edge of the pool. Euroka the Sun was furious.

“I will help you, water-grubs,” she said shining fiercely on the bulrushes.

At the surface of the waterhole, Euroka gave them shiny, dazzling wings. So the tiny water-grubs became dragon flies, with wings of sun and water, shining and glowing. The Sun decided to punish the frogs for killing the water-grubs, so she shone and shone and dried up nearly all the water from the hole. The frogs, now miserable in the mud, grew sick and thirsty for some fresh water.

They began to croak, begging.

“Help us! Euroka, Help us. You have taken all our water. It has gone to the air above us. How can we live without it?”

“Help you? Why should I help you?” said Euroka. “You didn’t help the animals who used to live here, did you? You spoilt the water for them by stirring up the mud and weeds. And you kept them awake with your noisy croaking, didn’t you?”

“Help us! Help us!” groaned the frogs. They were now struggling in the thick, sticky mud.

They begged and begged until at last Euroka took pity on them. She called to her friend the West Wind. “West Wind,” she said. “Send us some rain clouds, my friend.” The West Wind nodded and the trees began to rustle and the grasses bent under her. Soon, dark, grey clouds could be seen hurrying across the sky. It rained and rained. The waterhole was full again. Euroka pushed the empty clouds away. “Thank you, my friends the clouds,” she said, and then looked down crossly at the bullfrogs.

“Now,” she said. “You must never again keep the animals awake with your dreadful croaking, or you will be sent away forever.” The bullfrogs knew that Euroka meant what she said and they remembered that black mud at the bottom of the pool, and how they had struggled helplessly about in it. They now sang at night but their voices were hoarse. The green grass grew again, and the animals came back to live near the waterhole. How could they know what terrible trouble lay ahead of them?

(Term 4, Week 2)

The Legend of the Frogs Part 2

Many moons after Euroka had dried up the water, and then brought it back with the help of her friend the West Wind, one of the bullfrogs suddenly grew enormous. He was a monster, and he had a monster thirst. One awful day his thirst was so great that he began to drink and couldn’t stop. He swallowed up all the water in the waterhole, all the rivers and pools, and all the billabongs in that part of the land. He swallowed every drop of water

and he became bigger than ever. The monster bullfrog was now a Super Monster Bullfrog. And the land was turning into a dustbowl.

“Please,” said one of the Elders, “good handsome bullfrog, will you give us some water, please?”

“Croak, croak, Bah! No!” rasped the bullfrog. Then he roared and the mountain started to tremble.

The Elders, frightened out of their wits, ran for their lives. A second meeting was called but no one could answer the question, “How can we get the water from the monster Bullfrog?”

One man stood up suddenly. “I have an idea,” he said. “If we can make the Bullfrog laugh, the water might come out of his mouth.”

“Yes,” said the Elders. “Yes, that is a good idea.”

So they told each other jokes to see who could be the funniest. But no one laughed. How could they laugh? They were hot and thirsty and couldn’t forget the crying of their children. But a kookaburra bird had been listening to jokes. “I will make the bullfrog laugh,” he said, and he flew off. He sat down beside the bullfrog. He laughed and laughed but the Bullfrog just blinked sleepily.

Next came the cranes. They thought they were certain to make the bullfrog laugh, for they have funny, spiky feet. They did a funny, spiky dance. Anyone else would have laughed, but not the huge bullfrog. He only blinked. He was bored. The lyre bird went next and did what he always did so well. He imitated all the other birds and animals. It was enough to make a mountain rock with laughter, but the bullfrog just blinked. He was still bored.

At last, an eel crawled out of a hole in the mountain. “I’ll make him laugh,” he said.

“Impossible!” cried all the animals who had gathered to watch the crane and listen to the kookaburra’s laughter and the lyre bird’s clever tricks.

“Watch me,” said the eel. He wriggled up towards the bullfrog as fast as he could wriggle. The bullfrog still blinked. The eel

crawled up and down, twisting and dancing a slippery, eely dance. And as he danced he sang in a high, squeaky voice. And then he said, “This is a very serious dance, good bullfrog. Very serious indeed. You must not laugh. Whatever you do, don’t laugh.”

At that, the bullfrog’s stomach began to shake. He tried hard, but he couldn’t stop the bellow of laughter that came out of his mouth. There was then a great gurgling sound, and the water poured out of his mouth, gushing down the mountain side. The eel was still singing and wriggling in the great torrent of water, as the animals scrambled out of the way of the Great Flood coming from the monster bullfrog’s mouth. Some of the animals couldn’t swim and would have drowned, but the tribesmen came to their rescue in their canoes. In time, the water ran back into the pools, the rivers and the billabongs, and peace came to the land. A soothing peace in which everyone’s thirst could be quenched.

Cattle could now survive, and the grass grew greener and greener every day.

Since that great day, the gods have made certain that all bullfrogs stay small, no bigger than a fist. In the rainy season, they lay their eggs among weeds in rocky pools. But just before Euroka the Sun begins to dry out the water, the frogs fill themselves to the brim. They dig into the wet mud and go to sleep until the pools fill up with water again. Then the frogs wake up and return to them. Since those days, long, long ago, the Aboriginals have always known how to stay alive in a waterless place. They know they need not die of thirst if they can catch a bullfrog, for each frog holds enough water in his belly for one drink — enough to save a man’s life.

(Term 4, Week 3)

The Tiger and the Rabbit

“Good!” said Tiger. “Splendid!” He licked his lips and added, “Yum Yum!” His mouth watered. There, just in front of him, was Rabbit. He had been looking forward to catching Rabbit and eating him for dinner for years, but Rabbit had always been too clever for him. Much too clever. Now at last he had him. There was Rabbit resting in the shade of a tree and he hadn’t heard Tiger approaching.

Tiger had been carrying a coil of rope home, so he put it down on the grass and said, “Aha! Aha! At last, Rabbit. I’ve caught you, and I’m going to have you for dinner.”

Rabbit looked up and sighed. He didn’t look a bit frightened. “This is strange,” thought Tiger.

“Eat me for dinner by all means, Tiger,” said Rabbit.

“You might as well. If you knew what was going to happen soon, you wouldn’t mind being eaten up yourself.”

“Eh? What’s that?” asked Tiger, looking very worried.

“Haven’t you heard?” asked Rabbit. “There’s a terrible hurricane coming and it will be stronger than the last one we had. That was fierce, wasn’t it? Remember?”

Tiger shivered. Tiger did remember. It had blown him into the top of a tamarind tree. If there was one thing Tiger really hated, it was being knocked off his feet by a hurricane.

“Oh,” he said. “Oh, dear. Help me please, little Rabbit.”

“Well . . .,” said Rabbit. “Let me see . . .” He looked down at the coil of rope Tiger had been carrying.

“Ah,” he said. “I’ve got it, Tiger. I must tie you to this tree. This is one tree the hurricane will never blow down.”

“Tie me quickly,” said Tiger. “Hurry!”

So Rabbit tied Tiger to the tree. Then he climbed up into the top branches to see what would happen next. Along came Monkey and Monkey couldn’t believe his eyes. He gave a screech of amazement that brought all the other monkeys rushing to find out what all the fuss was about.

Tiger! Tiger tied to a tree! They giggled. They laughed. They slapped each other on the back with glee. Tiger gave a terrible growl. “You wouldn’t behave like that if you knew what I know,” he said.

“What’s that?” asked the monkeys.

“I’ll tell you,” said Tiger. “There is a terrible hurricane coming towards us.” The

monkeys laughed louder than ever. “We’ve been all over the island,” they said, “and we haven’t heard a word about a hurricane.”

Tiger sighed. He had been fooled yet again by Rabbit. He begged the monkeys to set him free, promising that he wouldn’t hurt them and they took pity on him and gnawed at the knots until the rope dropped to the ground. Then of course, Tiger turned on them, clawing and biting. If he couldn’t have Rabbit for dinner, he’d have a monkey. He grabbed one of them and opened his terrible jaws to gobble him up.

Then he heard a voice coming from the top of the tree. “Oh dear,” said the voice. “Tiger doesn’t even know how to eat a monkey. Honestly, Tiger gets sillier every day.”

“Eh? What’s that?” said Tiger. How should I eat a monkey then?

“I’ll tell you,” said Rabbit “You must throw him up in the air and catch him in your mouth when he comes down.”

“Easy,” said Tiger. He threw the monkey far up in the air — right into the branches of the tree. Monkey didn’t come down.

Tiger growled and shook his fist. “You just wait,” he said. “I’ll catch you one day, Rabbit.”

A week later he hid behind a tree for he could see Rabbit walking slowly along the road. Rabbit was carrying a big lump of cheese. Tiger liked cheese, so he grabbed it and swallowed it in one gulp.

“Lovely” he said.

“Splendid. Before I eat you, Rabbit, you must tell me where you got it.”

“Certainly,” said Rabbit. “The cheese is in the lagoon. To find it, you must tie four big stones on your legs Tiger. The cheese is deep down on the bottom.”

Tiger found four heavy stones, tied them to his legs and jumped in. As soon as he hit the water he knew he had been tricked yet again. Here he was swallowing mouthfuls of water — not cheese. He was sinking deeper and deeper. Somehow he managed to reach out and grab a branch of a tree and pull himself to the bank.

“Phew!” Tiger said. “That was a narrow escape! What a fool I am! How could I ever have believed there would be cheese at the bottom of a lagoon?” he sat growling to himself on the bank, drying his fur in the sun. Now there was one animal on the island that didn’t think Tiger was a fool. That was Fox.

Fox at that moment was laughing, for Rabbit had said something funny. Rabbit had said that he could make Tiger do anything he wanted. Anything at all.

“Why,” said Rabbit, “I could even make him believe he’s a horse. What’s more, I’ll ride on his back. That will show you.” Fox just laughed and walked away. Rabbit riding on Tiger’s back . . . now that was a joke if ever he’d heard one.

Time went by and one day Fox invited all his friends to a feast. Fox had loaded his table with the most delicious things to eat and drink, but there was one thing he had forgotten. He had no one who could play the guitar. Everyone loved guitar music, especially Tiger. Suddenly, they all remembered that the best guitar player on the island was Rabbit.

Tiger said he would go and fetch him. Off he went and knocked on Rabbit’s door.

“I have come,” he said politely, ‘to invite you to Fox’s feast and to play your guitar. Come, little Rabbit. I promise not to hurt you.”

“Alas,” said Rabbit. “What a pity, Tiger. I have hurt my foot and I cannot walk.”

“Then I shall carry you on my back,” said Tiger, who liked guitar music so much he would do anything to listen to it. He had forgotten all about the ducking he had had in the lagoon and the hurricane that hadn’t arrived.

So he let Rabbit put a saddle on his back. Rabbit got on and off they went at a gallop. Naturally, Rabbit had put a bridle on Tiger as well and he was wearing spurs. He jabbed Tiger with them.

“Ouch!” said Tiger, “Ouch! That hurt, Rabbit.” But he galloped faster. Soon they were close to Fox’s house.

Out came Fox and the other animals, for they had heard Tiger puffing and panting.

They couldn't believe their eyes. Tiger was saddled and bridled, like a horse.

There, on his back, was Rabbit. Fox remembered what Rabbit had told him. He could make Tiger do anything he wanted.

Fox, shaking his head, for what he had just seen was very difficult to believe, went back inside his house. So did all the other animals.

What did Rabbit do? Rabbit played his guitar splendidly and made it an evening no one could ever forget. Tiger enjoyed himself very much indeed, although he knew he had been fooled yet again by Rabbit.

"Tum-tum tum tum tum," sang Tiger as Rabbit strummed his guitar.

"Rabbit's too clever for me," he said to himself, "but does it matter?"

(Term 4, Week 4)

Why the Hill is Red

There is a little hill in Singapore known to the people as Redhill. If you ask the very old folk living close by why the hill is red, they will probably tell you this story.

Many, many years ago there was a time when the sea around Singapore was filled with swordfish. The big waves brought them in and people were unable to swim in the sea or even stroll along the water's edge for fear of attack by these savage fish. Fishermen too were stopped from earning their living, for the swordfish tore their nets and damaged their boats.

At last the Rajah of Singapore decided that something must be done to get rid of the swordfish. He ordered his soldiers to form a line along the beach where the fish were plentiful and to spear them as they came in with the waves. The soldiers stood near the water's edge each with a spear in one hand and a shield in the other. As the tide came in, the soldiers stood ready to attack, but they had no time to do so, for the swordfish rushed upon them and pierced them with their needle-sharp swords. Many were killed and more were injured. The Rajah ordered a new line of men to take their place but again the fish struck them down. This happened time

and time again.

All this happened, while a young boy was watching the scene from a safe distance. There was a puzzled look on his face. At last he went up to the Rajah and said, "Why do you let all these soldiers be killed?"

"What else can I do, boy?" said the Rajah.

"If you were to put a line of banana tree logs along the beach instead of soldiers, the fish would be stopped and no one would be killed," answered the boy. The Rajah was struck by the wisdom of the boy's suggestion.

At once he ordered his men to cut down as many banana trees as they could find and build a wall of them along the beach. This the soldiers did very quickly, for there was a grove of banana trees nearby. Soon the sea began to roll in and the water was white with swordfish - there were so many of them. The waves rushed against the wall of banana logs, carrying the swordfish with them. Their swords pierced the soft flesh of the banana trees and stuck there. When the waves went away, thousands of swordfish were left helpless and the soldiers were able to hack them to pieces with their bush knives.

This happened again and again until at last there was not a single swordfish left in the water. The Rajah was happy to see the last of the swordfish. But later, as he thought about the young boy's cleverness, he became uneasy. "When he grows up, such a wise boy could be a danger to my throne," he said to himself. The more he thought about it, the greater became his fear.

At last he told the captain of the guards how very worried he was. The captain, without delay, went off to get rid of the boy, thinking that this was what the Rajah intended. That night he sent four soldiers to the little hut on the top of a hill where the boy lived. Finding him asleep in the hut, they killed him instantly. His blood ran down the hill, turning the earth red as it went.

(Term 4, Week 5)

Rajapala

Once there was a young man named Rajapala. He lived in the mountains on the

island of Bali. Rajapala loved beauty and Bali is famous for its beauty. Every day, Rajapala used to work in the garden near his house. He wanted to make it as lovely as possible. He made a pool in it because a garden with a pool is very beautiful.

It was so quiet and peaceful! People often came to visit. From it they could see Mount Agung, the highest mountain in Bali. Mount Agung is the home of the Balinese gods and so it is not surprising that the angels soon discovered Rajapala's garden. One night when the moon was big and silver, an angel named Supraba was flying over the garden. The water shone in the moonlight. Supraba flew closer. Even the flowers shone like silver in the moonlight. She flew up to the heavens and called out to her friends. They too loved the garden when they saw it. The water looked fresh and clear and they all wanted to swim in it. The angels left their clothes under some trees by the pool and they played happily together in the water. Then they picked some of the silver flowers that grew in the garden and put them in their hair. Just before the sun came up, they put on their clothes again and flew back to the heavens.

In the morning Rajapala came to his garden. He began to work and then he noticed something. "It's very strange," he thought, "some of my flowers have gone. Who has picked them?"

The next night the angels visited the garden again and the next night and the next. Every night they played and swam in the pool and enjoyed themselves. Every night they picked the flowers and every morning Rajapala said to himself, "Who is picking my flowers?"

So one night, he finished his work as usual but he did not go home. He hid himself among the trees by the pool and waited. Sure enough, as soon as the sun went down, the angels came. Rajapala thought he was dreaming. He bit his little finger. It hurt. No, he was not dreaming. Then one of the angels began to sing. It was Supraba. Her voice was clear and sweet. She looked beautiful in the moonlight. She was tall and fair and her black hair was long and thick. Rajapala fell deeply in love. He knew she must stay. He must make her stay. But how?

Then he thought of something. An

angel cannot enter the heavens without her magic clothes. He must hide her clothes! Quickly and quietly he took them. He ran home and hid them under the rice in his hut. Then he went silently back to his garden and watched the angels again. He watched them all night and, as usual, just before dawn they began to put on their clothes.

Supraba's clothes were not there of course. She looked for them everywhere but, they had gone. The sun rose and the other angels had to fly back to the heavens. Poor Supraba was all alone. She sat down under a tree and covered her face with her hands and cried. Still Rajapala watched her. Some little flowers fell down from the tree onto her hair and Rajapala fell more and more in love with her.

"Who has taken my clothes?" cried Supraba. "Without them I can't return to the heavens."

When Rajapala heard this he came out of his hiding place. Supraba jumped up. "Oh!" she cried. "Who are you? Did you take my clothes?" Rajapala smiled. He pretended that he did not understand. "My lady," he said gently, "have you lost your clothes? Come with me and I will give you something to wear, but first, tell me your name."

"My name is Supraba," she replied, "but please, give me back my own clothes. You've taken them, I'm sure. Give them back and I'll make you rich."

Rajapala just smiled and said, "The gods must want you to stay with me. Your clothes have gone, so you must stay with me. You must not fight the gods. Come on, come home with me." Supraba said nothing. She was thinking. "What can I do?" she thought.

"Perhaps the gods do want me to stay. They have decided that I must stay with this man."

So she stayed with him. They were not rich but they enjoyed their simple life. Rajapala still worked in his garden every day but the other angels did not dare to come there again. Then a son was born and they called him Durma. Supraba was happy. She loved her husband and son very much and they loved her. Every evening Rajapala came back from the garden and Supraba gave him a good rice dinner. But Rajapala noticed something

strange. Supraba didn't pound the rice each day. There was another strange thing too. The heap of rice in his hut always stayed the same size. It never got smaller. Sometimes Rajapala worried about these things but he was happy with his beautiful wife and his healthy son and usually he did not think about those things at all.

Then one morning, Rajapala woke up late. He got up and Supraba was already cooking. She looked tired, so he said, "You go back to bed. I'll watch the rice while you sleep. Go and rest."

"All right, I will," said Supraba. "But please don't take the lid off the cooking pot. This is very important. You mustn't look into the pot."

Of course this made Rajapala very curious. He looked at the pot and again he heard his wife's words, "Don't take the lid off." He looked at the pot again and thought to himself, "Why not?"

"I'll just have a quick look. She'll never know." He put his hand on the lid.

"No, I mustn't," he said to himself, but in the end he did. There was only one piece of rice inside.

"Oh dear! What have I done?" he thought. He quickly put the lid on again but he knew it was magic rice. "What will happen now that I know Supraba's secret?" he asked himself.

He waited for Supraba to wake up and then he went out to his garden. He did not tell her about the rice. When he came back in the evening, Supraba was very sad. "What's the matter?" asked Rajapala.

"Did you take the lid off the cooking pot this morning?" she said. Rajapala looked at the floor. "Yes," he said very quietly. "What have I done?"

"The rice didn't cook today. It will never cook again, so now I must start pounding the rice like the other women."

The heap of rice in the hut became smaller and smaller every day. Of course Supraba's angel clothes were still under the rice. At last the rice was all gone and so she discovered them. Now she could fly back to

join the other angels. But she had a husband and a son too. What should she do? She sat in the kitchen and thought for a long time. Then she put on her magic clothes and went into the garden. She took Durma with her and put him in Rajapala's arms. "Husband," she said. "I love you and Durma very much but my real home is in the sky. I must go. I cannot stay with you."

Sadly, she kissed them both goodbye. Rajapala was very unhappy. He could not speak. He could not cry out, "Please stay!"

Slowly Supraba flew up to the heavens. Silently Rajapala watched her go. For a long time he looked into the sky. When the sun went down and darkness came, father and son were still watching, waiting, but Supraba never came back.

(Term 4, Week 6)

The Place for Old People

Long ago in Bali, there was a young boy named Nyoman who lived with his old father. When Nyoman was only twelve years old, the King made a law. This law said that if old people were not strong enough to work in the fields, their families must take them to the mountains and leave them there to die. Nyoman's father was old and too weak to work. Nyoman loved his father but he was very much afraid of the King. With a heavy heart he carried his father on his back up to the mountains. Along the way the old man cut branches off the trees as they passed because he did not want his son to get lost on the way home.

When they reached the top of the mountain, the boy built a hut for his father. He took a long time to build it because he wanted it to keep out the sun, wind and rain. He wanted the old man to be as comfortable as possible. Also, he knew he must leave the old man and return home alone and he was not looking forward to it. At last he finished the hut and said, "I hope you will be alright here. I must go home now." Then he turned away quickly. He did not want his father to see the tears in his eyes. Quietly the old man said, "Goodbye my son. As you go back you will see that I have cut branches off some of the trees. Follow the cut branches and you will not lose your way home. May the gods

protect you.

At this, Nyoman's tears began to fall.

"How can I leave you?" he cried. "You have always taken care of me and you still love me. Must I thank you by leaving you to die? No, I cannot kill my own father." So he picked up his father and took him back home. He hid him in the rice store. Nobody could see him there. Every evening after dark, he took his father food and anything else that he needed.

Soon after this, the King decided to see how clever his people were. He called his people together and said, "I have three riddles for you. The first riddle is; How do you make a string out of ashes?"

None of the villagers knew the answer. They began to feel afraid. The King was a hard man. He could send all the old people to die. What would he do to young people who were not clever? Nyoman could not answer the riddle either, so he asked his father about it. The old man thought for a while and then told his son what to do.

"First," he said, "you must tie a thin piece of wood carefully round another piece of wood. Then you light the first thin piece and when the fire has burnt the whole thing, you will find that it has become a string of ashes!"

Nyoman did what his father said. It was true! He ran to the palace to show the King. The King was very surprised that such a young boy knew the answer to his first riddle.

Then the King told the people about the second riddle. He showed them piece of wood and asked, "How can I discover which is the top end of this piece of wood, and which is the bottom end?" Nyoman went straight home from the palace to ask his father. Sure enough, once again his old father knew the answer.

"Listen," he said to his son, "you must put the piece of wood in a pool of water. The end that stays above the water is the top end, and the end that goes below it is the bottom end." So Nyoman ran to the palace and did just what his father had told him. Again the King was very surprised. "You are a very clever boy," he said, "but can you answer this? How can you make a drum which will

beat by itself?"

This was the most difficult riddle. Nyoman was afraid that his father would not know the answer but the wise old man smiled gently and said, "It's quite easy really, my son. You go and find a beehive and bring it to me. I'll look for a small drum. We can put the bees and their hive in the drum. Then you can carry it very carefully to show the King." So Nyoman took the drum to the King. The King picked up the drum and looked at it closely.

"It's not beating," he said, but as he spoke he turned the drum around in his hand. The bees began to fly about angrily inside the drum, and so the drum began to beat quietly all by itself!

So Nyoman answered all three riddles!

"Yes," said the King, "you are indeed a very clever young man. Where did you learn the answers to such difficult riddles?"

"From my father," answered Nyoman. Then he told the King the whole story. As Nyoman talked, the King understood that old people can still be clever and useful. To this day, the people of Bali love and honour their old people.

(Term 4, Week 7)

Mrs Poor and Mrs Rich

A long time ago an old woman lived in a small village near a forest. She was very poor — so poor, in fact, that the village people called her Men Tiwas, which means "Mrs Poor". Men Tiwas lived alone. Her husband was dead and she had no children. She was gentle and good and everyone in the village loved her. Every day she went into the forest to look for wood. She took the wood to the market and sold it. Then she spent the money on food. But she was old and weak and she could not carry very much wood. So she did not make much money. All the same, she was happy.

Another woman, called Men Sugih or "Mrs Rich", lived in the same village. She was as different from Men Tiwas as her name. She was fat and lazy. She was already very rich but she wanted to be richer still. One day, when Men Tiwas went into the forest, she saw an animal with big eyes and a strange face. The animal could speak. It felt sorry for the old

lady.

“Come, put your hand in my mouth,” it said, “and I will help you.” Men Tiwas was very surprised to hear the animal speak but she was not afraid. She put her hand in the animal’s mouth and took out a handful of gold.

“Take more,” said the animal. So she took more and more gold out, until she could not hold any more.

“Thank you very much,” she said. Her eyes were shining. “You are very kind. You have given me enough money to last the rest of my life. Thank you again.”

When Men Sugih heard the story she went straight to Men Tiwas’ house.

“How did you get the gold?” she asked. Kind Men Tiwas told her all about the strange animal with the big eyes and Men Sugih went straight off to the forest. She walked all day but she could not find the animal. She became hot and angry. But at last, as evening began to fall, she saw it.

“I’ve been looking for you,” she shouted. “I hope you’re going to give me some gold.”

The animal looked at her with its great eyes. “Put your hand in my mouth,” it said.

But when she did, the animal closed its mouth. It started to run through the forest. Everywhere it went it pulled Men Sugih behind it. And nobody ever saw her again.

(Term 4, Week 8)

The Queen who became a Mouse

Once a man and his wife lived near a forest. They were very poor and they did not have much land. They both worked very hard every day but still they only had just enough to eat. Usually they ate rice and vegetables but one day they were able to buy a little meat. They went home. Both of them were thinking about the good dinner they were going to have. But when they got home, they found that their rice was not there: “Someone’s eaten it” cried the man to his wife.

“I think it was a mouse,” she answered,

as she looked sadly at the empty rice pot.

The next night the man put a little rice in the rice pot. Then he stayed up and awake and waited in the darkness for the mouse to come. Just before dawn he heard a noise. It was the mouse! He was ready for it. He caught it and killed it. He threw the dead mouse outside and forgot about it.

The same day the Queen of the kingdom vanished. The King sent men everywhere to look for her. They travelled through the whole island of Bali and in each town and village they asked people if they knew where she was. Nobody knew. The King had a young son and the boy asked many times where his mother was.

“My son,” the King said sadly. “She has vanished. We have looked for her all over the country but we cannot find her.”

So the next morning the boy went out to look for her himself. He walked through the forest calling, “Mother! Where are you?” On the way, he saw a dead mouse by the side of the path. He looked at the mouse. There was something strange about its face. He looked more carefully. It seemed to him that the mouse’s face was like his mother’s. Then he heard a voice like his mother’s. It said, “I am your mother. When I was the Queen I had magic powers. I could change myself into any animal. The other night I changed into a mouse but a man caught and killed me.”

“Oh Mother, Mother, what will happen to my father and me now that you have gone?” cried the boy and he began to weep. He gently touched the body of the mouse and he cried and cried until his eyes were red. When he got home, his father asked him, “Why are your eyes so red?”

“Something bit my leg. It hurts,” said the boy.

“Let me look at it,” said the King, but he could see nothing. “Come on, you should go to bed,” he said.

The next day the same thing happened. The boy came home with very red eyes. He still would not tell his father what was wrong. On the third day, when the boy went into the forest, his father followed him. The boy walked quickly through the trees. Then he suddenly stopped and fell down on his knees.

He was crying wildly. The King ran to his son, "What is the matter?" he said. "Why are you crying?"

"This mouse is my mother and she's dead," cried the boy and he told his father the story. But the King did not believe him. He thought that the boy was crazy.

"Come home now my son," he said gently but the boy would not leave and the King went home alone.

He called the important people of the country together and they all went back to bring the boy home. But when they got there, the boy was dead. He was lying beside the body of the mouse. The King looked at the mouse and he too saw his wife's face. Then he knew the meaning of his son's words. Perhaps that is why people in Bali still do not like to kill mice.

(Term 4, Week 9)

The Clever Bird

It was hot. The bird was very thirsty. She said, "I have nothing to drink. I want some water. I'll fly to the village. I must get some water."

She flew to the village. She saw a big jug in front of a house. The bird flew down. She said, "I'll look at the inside of the jug . . . Ah! The jug isn't empty. I can see some water at the bottom. . . Oh! I can drink the water."

The bird flew into the sky. Then she flew down. She said, "I'll break that jug." But she didn't break the jug.

The bird flew down again. She said, "I'll hit that jug with my wings. I'll push it down. The water will pour out of the jug. It will pour on the ground. Then I can drink it". The jug was very heavy the bird didn't push it down.

"Oh!" said the bird, "I'm very thirsty. I want some water. I'm tired and I'm thirsty. It's very hot. I must stop flying." She flew to the ground, and then she hopped near the jug.

Then she said, "Ah! I'll pick some stones up. I'll drop the stones into the jug. I'll throw some stones into the jug."

The bird saw some small stones. She threw one stone into the jug. She threw a lot of stones into the jug. The jug was full of

stones. Then the water came near the top of the jug. The jug was full of stones.

"Ah!" said the clever bird. "Now I'm happy. I can drink the water. I was very thirsty."

(Term 4, Week 10)

How the Lizard fought the Leopard

Once upon a time there was a leopard that lived in a forest. One evening the leopard went out hunting as usual. He looked for a deer or a pig or even a small hare, but he found nothing, big or small. He was very hungry. At last he met a lizard.

The leopard said, "You shall be my dinner tonight, Lizard." The lizard said, "Sir, I am not big enough for your meal. Please let me go."

The leopard said, "No, I shall not let you go. A mouthful is better than nothing for a hungry person."

The lizard said, "I have no sharp teeth like you, I have no strong claws like you. You are strong and I am weak. The strong should not kill the weak. It isn't fair. It is not the custom of our country."

The leopard said impatiently, "The weak always talk of custom. The strong know only one law — 'Might is right.' I have might, so I have the right to kill you."

The lizard said, "Very well, I am ready to die but I'll die fighting." At this the leopard laughed loudly. "I fight only with my equals," he roared. "Very well," said the lizard. "Give me three months and I'll be your equal"

The leopard agreed and they decided that they would meet again at that very place, at that very hour, when the three months were over. Now the lizard began to get ready for the fight. Every day he went to the rice fields and rolled himself in the mud. Then he washed his face and hands and sat in the sun until the mud dried on his body. He did this daily for three months. Thus he became bigger and bigger and fatter and fatter, until he was a giant lizard.

At the end of three months, the leopard and the lizard met at the very same place, at the very same hour. The fight began. The leopard sprang forward and struck the lizard

with his paw again and again. At each blow a cake of mud fell off the lizard's back but the lizard was unhurt. The lizard in turn jumped on the leopard's back and bit the leopard's ears and eyes and nose and forehead. He bit the leopard's body all over. Now the leopard was bleeding. Blood flowed from his ears and eyes and nose and forehead. Blood flowed from every part of his body. Still the lizard went on biting. The leopard's body was covered with wounds. He could not bear the pain any longer. With a loud cry, he ran away as fast as he could.

The poor leopard sat under a tree. He looked over his right shoulder and felt it with his paw. There was a wound there. "That lizard bit me here," he moaned. He looked over his left shoulder and felt it with his paw. There was a wound there too. "And he bit me here," he groaned. With his paw he felt his ears, his eyes, nose, forehead and back. There were wounds everywhere. He kept on repeating, "He bit me here and he bit me. The leopard did not know that there was a woodcutter up in the tree. This man had seen the fight and heard the leopard's words and seen the leopard's wounds. He wanted to laugh. It was such a funny sight — a huge leopard sitting under a tree and crying over the wounds caused by a small lizard! At last he could control himself no longer and he burst into a loud, "Ha! Ha! Ha!"

The leopard looked up and saw the woodcutter. Had he been watched? He was angry because he didn't want anyone to know he lost the fight. He climbed up the tree and snarled, "Stop your 'Ha! Ha! Ha!' or I'll eat you here and now."

"Oh sir, please pardon me and spare my life!" implored the woodcutter. "But you know my secret and for that reason you must die," roared the leopard.

"I swear by the gods of this forest that I'll keep the secret," said the woodcutter.

The leopard said, "That is not enough. You must swear by your wife that you won't tell her the secret. You must swear by your children that you won't tell them the secret." The woodcutter swore by his wife and children.

The leopard was still not satisfied. "What about the other villagers?" he said.

"You might tell them." "I swear that I won't tell the secret to anyone in the village," said the woodcutter. So the leopard allowed the man to go back to his village.

The leopard himself lay in his den, licking his wounds. He was still worried, for he thought, "These two-legged creatures are not to be trusted. I am sure that rascal the woodcutter will tell his wife the secret. I must go this very night and find out whether the man has kept his word."

The leopard hurried to the back yard of the woodcutter's hut. He lay against the wall and listened to the sounds in the house. The woodcutter and his wife and their children were seated on a mat eating their dinner of rice and vegetables. Suddenly the woodcutter broke into laughter.

"Father, why are you laughing?" asked the children.

"Sh-ssh. It's a secret," said their father.

"Father, please tell us the secret so that we can laugh too," begged his daughter.

"No! No! I must not tell it to anyone. I have sworn not to tell anyone," replied her father.

The meal went on. Again the father began to laugh.

The woodcutter's wife said, "Children, your father must be mad. There, he has choked himself with his rice through laughing!" She slapped him hard on the back and held a cup of water to his mouth.

After dinner, the children went to their mats and were soon asleep. The woodcutter stretched himself on his bamboo bed and his wife lay on her mat in the corner. But sleep did not come to the woodcutter or his wife. Every time he closed his eyes he felt he must laugh. His wife could not sleep either until she knew her husband's secret. Again the woodcutter went, "Ha! Ha! Ha!"

The woman sat up on her mat. "What is it? Won't you tell me your secret now?" she asked- "The children are all asleep and no one will hear us." The man said, "I have sworn to tell the secret to no one, not even to you."

However, the woman went on pleading until her husband gave in. He told her how he

had seen the fight between the leopard and the lizard and how the lizard had won. "Then," he said, "the leopard came to lie down under my tree and kept saying, 'That lizard bit me here! He bit me here! He bit me all over!'"

"Ha! Ha! Ha!" His wife joined in the laughter.

All this while the leopard had been lying against the wall listening. He had heard the woodcutter's maddening "Ha! Ha! Ha!" and now he heard the woman's laughter as well.

He was furious. He waited until the man and the woman fell asleep, then he leaped onto the roof of the hut. He removed part of the palm thatch and slid in.

From there he lowered himself into the kitchen and opened the back door. Then he crept under the bamboo bed, lifted it onto his back with the man still asleep, and walked out by the back door. It was not until the leopard had reached the forest that the woodcutter awoke. He felt the bed moving. The moon had just risen and through the holes in the bamboo bed he saw the black spots on the leopard's back. He knew that the leopard was out for his blood and he was terrified. Just then he caught sight of an overhanging branch of a big tree. In a flash he grasped it and lifted himself up into the tree.

The leopard went on not realizing what had happened. He reached the mouth of his den and put the bed down. But where was the woodcutter?

Grumbling, the leopard went back to look for him. There in the moonlight he saw the woodcutter sitting in the tree. Without a word, the leopard dug his claws into the trunk and began to climb. The woodcutter was very wide awake by his time. He shouted, "Mr. Leopard, if you love your life, climb no further. There's a lizard just above me and he's waiting to bite you!"

Hearing the word lizard, the terrified leopard leaped from the tree and ran away as fast as he could. In a moment he had disappeared from sight. The woodcutter returned home still laughing,

"Ha! Ha! Ha!"

That was the last the woodcutter or anyone else saw of the leopard. They say

he crossed the hills and hid his shame in a distant forest where there were no lizards or woodcutters.

Speaking and Listening

3. Listening Games

Alphabetical Sequence

Instructions

1. One pupil starts by saying, My truck is loaded with **axes**.
2. The next pupil says a sentence using a **b** word, e. g. My truck is loaded with **books**.
3. Continue through the alphabet. The students see how far they can get without stopping. If they have trouble, the teacher should help.

Variations

The game may be played as a whole class or in groups.

Simon Says

Instructions

1. Students stand in a space.
2. Give the students an instruction, e. g. Simon says, Pat your head.
3. The students follow the instructions when the teacher says 'Simon says' but do nothing if they are given an instruction without it, e. g. Jump up and down.
4. If the student does the wrong thing, they are out.
5. Continue the game until only one or two children are left.

Variations

A student can give the instructions.

More than one instruction could be given at a time.

Face to Face

Instructions

1. Put the students in pairs.
2. Each pair stands facing each other. (If there is an uneven number, make one group of three.)
3. Give commands which the students must obey, e. g. Stand back to back. Run around each other. Shake hands three times. Touch each other's shoulders. Turn right around. Touch your toes.
4. Start with one command. As the students improve, increase the number of commands.
5. Suddenly shout, 'All change!' and everyone must quickly get a new partner.
6. Carry on with the commands.

Variations

One or two students may give the commands rather than the teacher.

Knock! Knock!*Instructions*

1. Choose one student to be the judge.
2. The judge stands at the front of the room with their back to the class.
3. Touch another student – the visitor.
4. The student stands behind the judge and knocks on the floor (or a desk).
5. The judge asks, ‘Who is knocking?’
6. The visitor replies, ‘Good morning, judge.’
7. The judge tries to guess who it is. They may have one guess.
8. If the judge is correct, they may stay judge. If they are incorrect, the visitor becomes the judge.

Animal Sounds*Instructions*

1. Sit the class in a circle.
2. Choose one students to become ‘It’ (send him outside).
3. Choose seven students.
4. Give each student an animal name, e. g. pig, snake, cow, goat, dog, rooster, cat.
5. ‘It’ comes in and sits in the middle of the circle with their eyes closed.
6. Call out ‘pig’.
7. The student that is named ‘pig’ grunts like a pig.
8. ‘It’ must try and identify the name of the person who made the pig sound.
9. If ‘It’ can’t, then they are out.
10. If ‘It’ guesses correctly, they can have another turn at being ‘It’.
11. The animal people can disguise their voices to make it difficult for ‘It’.

Variations

The game can be played in groups.
Other sounds can be used.

What’s the Time Mr Wolf?*Instructions*

1. Choose one student to be Mr Wolf.
2. Mr Wolf stands in front of the rest of the class, facing them.
3. The class call, “What’s the Time Mr Wolf?”
4. Mr Wolf says, “It’s _____ o’clock” (fill in a time).
5. The class take that many steps forward, e. g. “It’s four o’clock” – the students take four steps.
6. The students keep asking the time and the wolf answers.
7. If the wolf calls, “It’s dinner time” the students run back into the safe area while the wolf chases them.
8. Any students caught by the wolf, join him as chasers in the next game.

Variations

The game may be played in groups.

Hens and Chicken

Instructions

1. Choose one student to be the hen. The hen leaves the room.
2. Tap three children on the shoulder to tell them they are chickens.
3. All the students cover their mouths.
4. The hen comes back into the room and says, "Cluck, cluck."
5. The chickens reply, "Peep, peep," without covering their mouths.
6. The hen listens and taps a student on the head if they think it is a chicken. If it is the student stands up.
7. After three guesses, the hen must sit down and be replaced if they have not found the three chickens. If they have found them, they get another turn.

Variations

Any animal could be used.

The hen could be blindfolded.

Jack-in-the-Box

Instructions

1. The students find a space on stand on their own.
2. Choose a student to be the leader.
3. If the leader says, 'Jack-in-the-Box', the students squat down.
4. If the leader says, 'Jack-out -the-Box', the students stand up.
5. Frequently the leader will call.

Who Was What?

Instructions

1. Choose four to eight players to stand in rows across the front of the room. (Start with a low number, e. g. 4 when students are not used to the game. When they get better at it, build up the number).
2. Name a *colour* to each student standing at the front while the other students in the class watch and listen.
3. Then the students in their seats close their eyes and put their heads on their desks (or bow their heads).
4. The players standing at the front change places.
5. The students open their eyes.
6. Point to one child at the front.
7. The students in the seats put up their hands if they remember that student's colour. Choose a student to guess.
8. If the student is correct, he/she takes the place of the player. If not correct, the player stands out the front.
9. Do the same with all the students at the front.

Variations

Other words can be used instead of colours, e. g. animals, food, spelling words etc.

One Word

Instructions

1. Divide the class into two groups.
2. One group moves to the back of the room and sits down.
3. The other group put their heads down on their desks so they can't see.
4. Choose one student to be the leader in the back group.
5. The leader points to someone, 'It', in the back group without saying who it is.
6. The leader says something like, 'It' is wearing a red shirt or 'It' has long hair etc.
7. 'It' then says one word from the sentence out loud e.g. red. It may disguise its voice i.e. make it high, low, funny.
8. Those students in the desks raise their hand to guess who it was. Three students have a guess.
9. If someone guesses correctly, they become the leader and the other group now sit with their heads down.
10. If no one guesses, a new leader is chosen from the same group and the game continues.

What Am I?

Instructions

1. Divide the students into groups.
2. The leader says, for example, I end with – ook. Students read me. What am I?
3. The next student writes down the answer/or they may say it.
4. If it is correct, the student scores a point.
5. The student then says, for example, I am used for sweeping. Many people use me. What am I?
6. Continue in this way until all the students have had their turn.
7. The player with the most points is the winner.

What Is Missing?

Preparation

Gather several common objects, e.g. pencil, book, stone. Put them on a table and cover them.

Instructions

1. Show children the objects.
2. Choose one child to leave the room.
3. Take one object away from the table.
4. The child returns and must guess what is missing.
5. Continue the game with other children.

Variations

Increase the number of objects on the table.

Take away two objects.

Guessing Game

Instructions

1. Choose one child to be the guesser. The guesser faces away from the blackboard.
2. Write another child's name on the blackboard. When the class have seen it, rub it off.
3. The guesser turns round.
4. Three children give the guesser a clue, e.g. *He is a boy. He is tall. Sometimes he wears a blue shirt.*
5. The guesser gets one guess at who it is.
6. If the guesser is right, they have another turn. If the guesser is wrong, another child takes their place.

Come to the Circle

Instructions

1. The children sit in their desks and listen carefully for their turn to come and sit on the floor in a circle.
2. Say, "Come to the circle if your first name begins with r."
3. Those children come and sit on the floor.
4. Continue, using other letters of the alphabet, until all the children are on the floor.

Variations

Use the first letter of the last name.

Use the last letter of the first name.

Use the colours of the children's clothes.

Hokey Pokey

Instructions

1. Arrange the children in a circle — outside if possible.
2. Sing the song and do the actions together.

Verse 1

Put your right hand in
 Put your right hand out
 Put your right hand in
 And shake it all about
 You do the hokey pokey
 And you turn yourself around
 And that's what it's all about.

Other verses change the underlined part with:

left hand
 right foot
 left foot
 right side
 left side
 head
 whole self

Note: Action for 'You do the hokey pokey' is hand on hips and wiggle.

Using Opposites

Preparation

Write two columns of words of opposites on the blackboard, e.g.

here	on
inside	old
in	under
behind	there
above	no
boy	outside
yes	girl
new	in front of

Instructions

1. Divide the children into two teams.
2. The first player from team one chooses a word from the first column and puts it into a sentence, e.g. I am standing here.
3. The first player from team two puts the word's opposite into a sentence, e.g. He is standing there.
4. Continue down the teams, putting the words into sentences.

Fun with Words

Preparation

Write on the blackboard two lists of words. In one column write sentence beginnings and in the other column write sentence endings, e.g.

A	B
The cuscus	planted some taro
Mama and I	flew up high.
The bird	wagged its tail.
The dog	climbed a tree.

Instructions

Put the children in groups.

The children take it in turns to read a full sentence, e.g. The cuscus climbed a tree.

Rhyme Time

Preparation

Prepare some two line rhymes, e.g.

Look, Oh look
At my new (book).
or
Hop, hop, hop
I just can't (stop).

Instructions

1. Read the first rhyme.
2. Children suggest an ending word that fits, e.g.
Look, oh look
At my new book.
or
Look, oh look
At my new hook.
3. Do the same with the other rhymes. Accept any reasonable answer.

Memory Game*Instructions*

1. Put the children in groups.
2. The leader of the group begins the game, e.g. "I went for a walk and I saw a bird."
3. The next person in the group repeats the sentence and adds to it, e.g. "I went for a walk and I saw a bird and a pig."
4. Each person who has a turn must say what was said first and then add their own words.
5. The game ends when each child has had a turn.

Variations

Keep the game going round and round the group and see how far you get.

Merry-Go-Round*Preparation*

Draw a circle on the blackboard and write a letter for each seat of the merry-go-round.

Instructions

1. Put the children in groups.
2. Each player takes a turn giving a word which begins with a letter on the merry-go-round. If the player does so correctly, the seat is his.
3. The child with the most seats is the winner.

Variations

Final letters and blends may also be used.

More seats can be added.

Listen and Draw*Preparation*

Have paper for the children to draw on, or the children could use sticks in the sand.

Instructions

1. The teacher, or leader, gives an instruction.
2. The children draw what the teacher says, e.g. "Draw a triangle on the left hand side of the page near the top. Now draw a circle under the triangle." etc.

Variations

The number of instructions can be varied.

The activity can be done in pairs, groups or whole class.

Action, Please!*Instructions*

1. Give an oral direction and choose a child to follow it, e.g. Mele, walk to the window.
Ito, walk slowly to the blackboard.

Variations

Two or three directions may be included as children get better at the game.

The game may be played in groups.

What Are They Doing?

Instructions

1. Choose one child to mime an action in front of the class, e.g. waking up. If the child cannot think of an action, the teacher should suggest one.
2. The children guess what is happening. They may have a turn if they guess correctly.
3. When the correct guess has been made, the whole class repeats the action together.
4. Try to encourage full sentence answers, e.g. He is waking up.

Variations

The game may be played in groups.

The mime can be extended to a series of actions.

Animal Sounds

Instructions

1. Choose one child to imitate an animal's sound, e.g. A bee buzzing, a frog croaking.
If the child cannot think of an animal, the teacher should suggest one.
2. The other children try to guess what the animal is.
3. When someone guesses the right answer, choose a different child to have a turn.

Variations

The game may be played in groups.

Chinese Whispers

Instructions

1. The teacher or leader whispers a sentence to a child, e.g. "I am going to the market today."
2. That child whispers what he/she heard to the next child
3. The message gets passed along in this way to all the children
4. The last child stands up and tells everyone what he was told.
Compare that to the message the teacher or leader gave at the start.
5. Children may be told the message only once.

Variations

The game may be played in groups.

The Store

Preparation

Write on the blackboard the sounds to be used for the game.

Instructions

1. The teacher tells the children what sound to use e.g. **p**.
2. The first child starts the game by saying, e.g. "I went to the store and I bought potatoes."
3. The next child must use the same sentence but change the last word to another one that begins with the sound being used, e.g. "I went to the store and I bought pawpaw."

Variations

The game may be played in groups.

Initial sounds, final sounds or blends may be used.

Hello, How Are You?*Instructions*

1. Choose one child to stand facing the blackboard.
2. Next, point to another child in the class.
3. That child stands up and says, "Hello, _____ how are you?" using the other child's name.
4. The child facing the blackboard says, "I'm very well thank you, _____," and says the name of the child who asked the question.
5. If the child is correct, they may stay out the front. If the child is wrong, someone else may have a turn.

Variations

The child may disguise their voice.

The child may move to another part of the room, other than their desk.

Object*Instructions*

1. Someone thinks of an object, e.g. a pencil.
2. The other children ask questions about the object, e.g. Where do you keep your object? What is your object made of? Is your object big? Can we eat your object? Do you wear your object?
3. After a question session, children may guess what the object is.
4. Whoever guesses it correctly may have the next turn at thinking of an object.
5. The object can be anything, e.g. the post office, the store, the teacher's shirt, the moon.

Variations

Instead of an object, a verb may be used, e.g. dance, swim, sing, climb. Questions could take the form of, e.g. Can everybody do it? Do you do it very often? Where do you do it?

How Many Bounces?*Preparation*

Get a ball.

Instructions

1. The children close their eyes (or turn their backs)
2. Bounce the ball (or hit something with a stick), e.g. four times.
3. The children listen and count silently.
4. Ask one child how many bounces there were.
5. If the child is correct, they may have the next turn to bounce.

Variations

The game may be played in groups. More children get a turn this way. The ball may be bounced in sections, e.g. twice, then pause, then four times. The correct answer would be "two, then four."

As above, but the correct answer would be six.

Give Me!*Instructions*

1. Choose one child to be “it”.
2. “It” pretends to have something hidden in his/her hand. “It” says, “I have something hidden in my hand. What will you give me for it, ____?” (using the name of one of the children in the class).
3. That child says, ‘Give me the ball and I’ll give you a book.’
4. “It” says, “I haven’t got a ball. What will you give me for it, ____?” (using another child’s name).
5. That child says, “Give me the pencil and I’ll give you a book.”
6. Continue until someone guesses what “it” is pretending to hold.
7. The correct child, now has a turn at being “it”.
8. The children may use any nouns.
9. Encourage the use of complete sentences.

Variations

Have a box of real objects, e.g. chalk, leaf, pencil, flower. “It” can take something out of the box without letting anyone see it.

The game may be played in groups.

“Give me!” can be changed to other phrases that the children may need to practise, e.g. “Let me have!” “Show me!”

I Spy - sound*Instructions*

1. Choose one child to stand and say, “I spy with my little eye, something beginning with **e**.” (It must be something that can be seen in or outside the room.)
2. The other children guess what it is.
3. The child that guesses correctly now has a turn to say “I spy...,” using any letter they wish.

Variations

The game may be played in groups.

You can change the letter to a sound, e.g. “I spy with my little eye, something that has the sound /ee/ in it.”

You can change the letter to a description, e.g. “I spy with my little eye, something made of wood.”

Guess What It Is?*Instructions*

1. Choose one child to be ‘it’.
2. The child thinks of an object in the room, e.g. chalk.
3. The child describes the object using clear, correct sentences.
4. Other children guess what it is.
5. If a child gets the answer correct, they may have the next turn.
6. If no one can guess the answer, the child may have one more turn before another ‘it’ is chosen.

Variations

The teacher may place a number of objects on the table and let the children choose from these.

Face to Face*Instructions*

1. Put the children in pairs.
2. Each pair stands facing each other. (If there is an uneven number, make one group a group of three.)
3. Give commands which the children must obey, e.g. “Stand back to back,” “Run around each other,” “Shake hands three times,” “Touch each other’s shoulders,” “Turn right around,” “Touch your toes.”
4. Suddenly shout, “All change!” and everyone must quickly get a new partner.
5. Carry on with the commands.

Variations

One or two children may give the commands rather than the teacher.

Knock! Knock!*Instructions*

1. Choose one child to be the judge.
2. The judge stands at the front of the room with their back to the class.
3. Touch another child — the visitor.
4. The child stands behind the judge and knocks on the floor (or a desk).
5. The judge asks, “Who is knocking?”
6. The visitor replies, “Good morning, Judge.”
7. The judge tries to guess who it is. They may have one guess.
8. If the judge is correct, they may stay judge. If they are incorrect, the visitor becomes the judge.

Variations

Two visitors could say, “Good morning, Judge,” together.

The visitor may stay in their seat, in the room, or ask the children to all change seats.

That’s It!*Preparation*

Write the week’s vocabulary on the blackboard.

Make up a list of words including the week’s words — but with others mixed in as well, or a story using the week’s words.

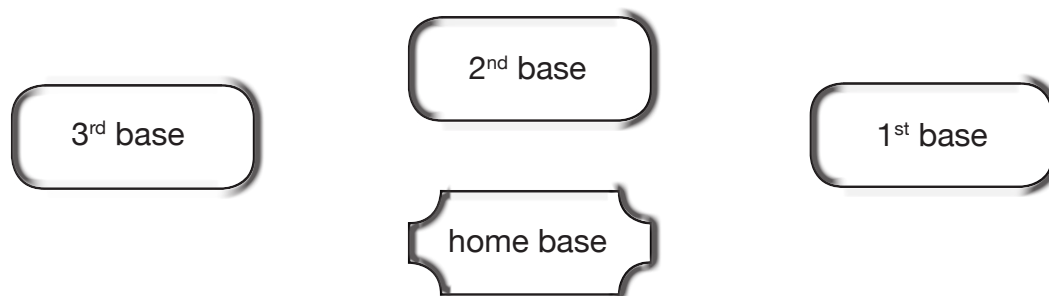
Instructions

1. Read the words on the blackboard to the children.
2. Get some children to put the words into sentences.
3. Slowly read your list of words or story to the children, while they watch the words on the blackboard.
4. When you read a word that is on the blackboard, the children put their hands up.
5. Choose one child to go to the board. They point to and say the word you have said. Then the whole class says it. (If the child points to the wrong word, say the word again and get another child to point to it.)
6. At the end, go through the words the children missed and get them to find them on the blackboard.

Word Softball

Preparation

Draw a diagram of a softball diamond on the blackboard. Write one of the week's vocabulary words in each base.



Instructions

1. Read through the week's vocabulary.
2. Get children to put words into sentences.
3. Divide the children into two teams. The children sit in their teams.
4. The first batter from Team A starts with the word in 1st base. The batter reads the word.
5. If the batter is correct, they then read the word in 2nd base.
6. Carry on in this way. If the batter can get the whole way round, they score a run for the team.
7. If the batter fails on any base, they're out.
8. When a team has three outs, or when every player has had a turn, the next team has a chance to bat.

Note: Quickly change the words for each new batter. Use the week's vocabulary plus any revision words.

Word Snap

Preparation

Write the week's new vocabulary in a circle on the blackboard. (If there aren't many new words, use some words from previous weeks.)

Write each of the words on a flashcard or flashboard.

Instructions

1. Read slowly through the words in the circle on the blackboard.
2. Read through a second time with the children joining in.
3. Hold up the flashcards one by one and read them to the children.
4. The children repeat the word after you have read it.
5. Divide the class into two teams.
6. Hold the first flashcard up to the first word in the circle.
7. If it doesn't match, the children say nothing. They then move the flashcard to the next word in the circle.
8. If the word matches, the children call "Snap!" The first team to call "Snap!" gets a point (as long as they're correct).
9. If someone in the team can also say the word, the team can have another point.
10. Do the same with the other flashcard words.
11. The team with the most points wins.

How Many Steps?

Preparation

Choose 6-8 words the children should know, e.g. the week's reading vocabulary.

Draw the path/s on the floor with chalk (one path for each group).

Write the words on the path/s, e.g.

green	too	time	near	today	happy	Sunday	inside	found	higher
-------	-----	------	------	-------	-------	--------	--------	-------	--------

Instructions

1. Read through the words.
2. Get some children to put the words into sentences.
3. Divide the children into groups.
4. All the children sit on one side of the room, near the beginning of the path.
5. One child stands next to the first word. Don't let the child stand on the path or the words will be rubbed off. If the words are on the blackboard, the child can stand under the first word.
6. The child reads the first word. If they're wrong, they sit down. If the child is correct, they step to the next word.
7. The child keeps going until they reach the other side.
8. The child sits on the other side and another child has a turn.
9. Continue in this way.

Word Bingo

Preparation

Write the week's vocabulary on the blackboard.

Have paper or flashboards for the children to write on (any scrap paper will do).

Instructions

1. Read the words on the blackboard to the children.
2. Get some children to put the words into sentences.
3. Put the children in pairs (or threes).
4. The children write four of the words on the blackboard onto their paper, (one piece of paper per pair, or three). They may choose any four words they like.
5. Call out one of the words on the blackboard. Then say it again and circle it.
6. If the word is on the children's list, they cross it out.
7. Call out another word and the children do the same thing.
8. When a group has heard all their words and crossed them out, they call out "Bingo".
9. Check their paper and if it's correct, that group wins.

Variations

After the first time, the game can be played in groups with a leader in each group to call out words.

Spy the Word*Preparation*

Write the week's vocabulary on the blackboard.

Instructions

1. Read the words on the blackboard to the children.
2. Get some children to put the words into sentences.
3. Say, "I spy with my little eye, the word _____", (using one of the words on the blackboard.)
4. Choose a volunteer to point to the word on the blackboard and say it.
5. If the child is correct, they have a turn to say, "I spy _____". If they are incorrect, the teacher has another turn.

Variations

After the first few times, this game may be played in groups.

The children can point to the word, say it, and put it into a sentence.

You can say "I spy with my little eye, a word beginning with _____",

and the child

has to point to the word and say it.

Matching*Preparation*

Write the week's vocabulary on the blackboard.

Make two sets of the week's vocabulary on flashcards or flash boards. (If there aren't many words, include some revision words.)

Instructions

1. Read the words on the blackboard to the children.
2. Get some children to put the words into sentences.
3. Divide the class into two teams.
4. Give a set of cards to each team.
5. As many children as possible take a card — some will have to share.
6. The first child in team A holds up their word.
7. The child from team B with the matching word holds their word up as well.
8. All the children in the class read the two words aloud to see if they match. If they do, team B gets a point for matching correctly.
9. Now it is team B's turn to hold up a word.
10. The child from team A with the matching word holds their word up as well.
11. All the children in the class read the two words aloud to see if they match. If they do, team A gets a point for matching correctly.
12. Continue in this way till all the words have been used. The game may then be played again.

Variations

The teacher could point to a word on the board and the child from each team with that word must come up and match it. If they are correct, they each get a point.

Reading

1. Essential Reading Skills

Reading experts have identified five essential skills that children must learn in order to become good readers. Without these five foundation skills, a child will not become a good reader. It is important that teachers in the early grades make time to teach and help students to practise these skills every day.

Being able to read well requires a grasp of the following five basic skills:

Reading skill	Explanation	Content	Comments
Phonemic awareness	Instruction designed to teach children to break apart the sounds in words.	In grades 3-5 revise the sounds learned in Elementary Grade 2 and teach other unfamiliar or difficult English sounds.	This is an oral pre-requisite to phonics and one of the best predictors of later reading success. Research indicates that poor phonemic awareness is a major underlying cause of reading difficulty.
Phonics	Instruction designed to help children understand and apply their knowledge of how letters are linked to sounds.	Sounds shown in slash marks by their most common English spelling (e.g. /p/ and /sh/).	The goal of teaching students phonics is to teach students to decode unfamiliar words easily and automatically as they read.
Fluency	Instruction that reinforces the ability to read with speed, accuracy and expression.	Daily opportunities for reading practice.	Easy word recognition frees a student's attention to comprehending the text. Achieving speed and accuracy in recognizing words is reading fluency
Vocabulary	Instruction to increase oral and print knowledge of words.	New vocabulary words linked to stories read. Vocabulary development can be achieved through reading, direct instruction and student-centred activities.	Teachers should use a Word Wall to help children learn sight words and new vocabulary.
Comprehension Literature	Instruction that teaches children to actively engage with and derive meaning from texts.	Various activities to help students engage with texts.	Comprehension involves understanding what is read, what is meant and what is implied. Understanding the meaning or point of the text is the essence of reading.

(Source: National Reading Panel, 2000)

2. Text Types: Information for Teachers

Text Type	Forms	Cultural Purpose	Writing Process Structures and Features
Narrative (Imaginary & Factual)	Poetry Fable Myth Story Song Personal recount Historical recount Fairy tale	To entertain, inform, teach To develop the reader's imagination To encourage reflection	Structure Sequence of actions Beginning (orientation) Middle (complication) End (resolution) Features to focus on Characters Action verbs Tense Words to do with time Descriptive language Who is telling the story? (point of view) Information Narrative features Factual information Vocabulary on the topic
Information Narrative	Speech Poetry Song – social comment Cartoon		
Transaction	Survey Complaint Apology Greeting card Interview Letter	To negotiate To make thinking clear To compare To keep relationships strong	Features to focus on Involves others Identify the people or groups involved Vocabulary related to the occasion
Recount	Personal Factual Imaginative Biography Auto biography Historical recount	To retell an event To describe To inform	Structure Setting/occasion Sequence of events Personal comment/responses Includes anecdotes/recounts Features to focus on Characters Action verbs Past tense Pronouns Use of description Includes personal comments and opinions on what happens

Text Type	Forms	Cultural Purpose	Writing Process Structures and Features
Report	Information report Descriptive report Investigative report Scientific report	To classify and describe To compare To record feelings and observations	<p>Structure Focus on groups of things Opening general statement Facts about the topic are grouped together</p> <p>Features to focus on Short, clear language Present tense Formal purpose of objective Technical/scientific terms Organisation of information</p>
Procedural texts	Directions Instructions Message Recipe Rules for games	To command or to direct behaviour	<p>Structure Sequence of actions or steps to direct behaviour Focuses on a general audience Basic structures include Goal Materials Method</p> <p>Features to focus on Use of headings and diagrams Use of action verbs Present tense Use of imperatives Detailed information Vocabulary related to the task and process</p>
Persuasive texts	Discussion Argument Advertisement Letter to the editor Cartoon	To persuade To express an opinion To describe To inform or advise	<p>Argument Issue and opinion Points to support opinion Recommendations for action Summing up and restating position</p> <p>Discussion Identify the issue Arguments for and against the issue Conclusion which includes opinion and recommended plan for action.</p>

Text Type	Forms	Cultural Purpose	Writing Process Structures and Features
Explanation		To explain how or why things happen To describe	<p>Structure</p> <p>Statement about what is to be explained</p> <p>Sequenced explanation about how or why things happen.</p> <p>Use of definitions and descriptions</p> <p>Focus of explaining is on the process rather than the object of thing</p> <p>Features to focus on</p> <p>Cause/effect relationship</p>

3. The Reading Process

Guided Reading

The process for reading helps teachers and students focus on activities before, during and after reading. This model should help the students with their reading, in particular their fluency, comprehension and motivation

Step 1: Before you read

Before you read, encourage students to:

- look
- talk
- share
- predict

Step 2: During reading

During reading encourage students to:

- join in with the reading.
- read on or read back.
- use picture clues.
- use context clues to clarify the meaning of unknown words.
- use word attack strategies to read words.
- use knowledge of phonics to read unknown words.

Step 3: After reading

After reading encourage students to:

- talk
- think
- share
- compare
- substitute
- analyse
- extend beyond the text.

Paired Reading

Some different approaches for paired reading are suggested below:

- **Partners take turns** to read a sentence, paragraph or page.
- **Choral reading** – the two readers read aloud together.
- **Echo reading** – a good, fluent reader reads a section of text, and a less fluent reader echoes (repeats) what has been read.
- **Reading aloud** – the fluent reader reads aloud to model good reading habits (the less fluent reader listens).
- **Small group reading** – in groups of 4-5, students read aloud together, take it in turns to read or listen to a fluent reader.

There are many benefits of paired reading:

- Students feel more comfortable when reading with another student.
- Students get lots of reading practise.
- Teachers can assess students when they are reading.

After Reading

Reading Games

These games can be used as warm up activities or for revising sounds and words. Games are a great way to a making reading lesson fun.

Game	Resources	How to play
I Spy	None	Think of an object. Say: <i>I spy with my little eye something beginning with /p/ ...</i> (say the beginning sound the word). Students guess which object you are thinking of.
Flash Card Dash	Set of up to 10 flashcards of words from the reading lesson	Show students the flashcard words one at a time. Read them together. Next, ask the students to read each card on their own. Change the card order and play again.
Show Me	Individual chalk boards, picture flashcards	Show students a picture or say a word. Ask: <i>What is the first/last sound?</i> Students write the letter on their chalk board. Say: <i>Show me.</i> Students show their chalk boards. Check everyone has the correct sound. Repeat with another sound.
Bingo	Individual chalkboards	Students draw six boxes on their chalk board and write a sound in each box. Show picture flashcards or read out words. If one of their sounds is in the word, students cross it off their board. To win, a student must cross off all their sounds. The winner shouts "Bingo!"
Word building	Individual chalkboards	Write a list of letter sounds on the blackboard (for example: ay, ie, oo, oa, l, t, r, m, d, p, n, s). Say the first word and ask students to sound it out in their head first, and then write the word on a chalkboard (e.g. <i>day</i>).

Game	Resources	How to play						
Sound whispers	None	Ask the students to stand in a circle. Tell them that you are going to whisper a sound in the ear of the person next to you. They will then pass the sound on by whispering it to the student next them and so on. Continue until everyone in the circle has listened to the sound. Repeat with a different sound and student to start.						
Frieze	None	Point to letters written on a frieze (see example below). Ask students to tell you the sounds as you point to them. Speed up, gradually! You could also ask a student to be teacher. Increase or decrease the number of sounds, depending on the skill level of your students. <table border="1" data-bbox="547 551 1329 656"> <tbody> <tr> <td>s</td> <td>p</td> <td>i</td> </tr> <tr> <td>a</td> <td>t</td> <td>n</td> </tr> </tbody> </table>	s	p	i	a	t	n
s	p	i						
a	t	n						
Simon says (sounds)	None	Students stand up. Tell them they are going to play 'Simon says'. Do some examples (e.g. <i>Simon says put your hands on your head, Simon says touch your nose</i>). Remind students that they should only follow the instructions if you say <i>Simon Says</i> . Give another instruction without saying <i>Simon Says</i> . Once the students have got the idea of the game, tell them they are going to play it by sounding out the last word. (e.g. <i>Simon says put your hands on your /f/ /ee/ /t/</i> . <i>Simon says touch your /n/ /oa/ /s/</i> . Touch your /ear/ /s/. etc).						
Show me (dictation)	Chalkboards or paper	Read out some words (for example, words from a story that students have been reading). Ask the students to write the word on a chalkboard or a piece of paper. Give them a time to write the word and say: <i>Show me!</i> The students hold up their words for you to check.						

Other after reading activities

1. Students add to the text (e.g. write the next sentence).
2. Students make up sentences using words from the text.
3. Students draw pictures to go with a story, or draw characters from a story.
4. Students write a story using words they know (e.g. a shared writing experience with the teacher).
5. Students match word cards with words in the text.
6. Students role play different parts of the text, or different characters.
7. Students identify words from the text with jumbled letters (e.g. hpis = ship).
8. Sentence building: students make sentences using a list of words from the story (and other words that students recognise and can sound out). The sentences can be silly and make no sense! For example:

the	it	girls	is
hot	ran	wet	a
up	today	hill	cat

Example sentences:

- The dog is wet.
- Today, the boys ran up the hill.
- The wet dog ran up a hill today.

4. Phonics: Sounds and Graphemes Chart

Sound	Written as ...								
/n/	<u>n</u> et	d <u>nn</u> er	<u>kn</u> ee						
short /a/	<u>a</u> nt	ca <u>t</u>	<u>a</u> xe						
/t/	<u>t</u> en	ki <u>tt</u> en	do <u>ub</u> t	ki <u>ck</u> ed					
/p/	<u>p</u> ot	ha <u>pp</u> y	ho <u>p</u>						
(short) /i/	<u>i</u> nsect	ti <u>n</u>							
/s/	<u>s</u> un	me <u>ss</u>	<u>ce</u> ntipede	vo <u>ic</u> e	ho <u>us</u> e				
/c/	<u>c</u> up	<u>k</u> ite	du <u>ck</u>	<u>ch</u> ristian					
/d/	<u>d</u> og	hi <u>dd</u> en							
(short) /e/	<u>e</u> gg	le <u>g</u>	sp <u>re</u> ad	sa <u>id</u>	fr <u>ie</u> nd	an <u>y</u>			
/m/	<u>m</u> an	ha <u>mm</u> er	co <u>mb</u>						
/r/	<u>r</u> at	ca <u>rr</u> y	<u>w</u> rite						
(short) /u/	<u>u</u> mbrella	cu <u>t</u>	to <u>u</u> ch	so <u>me</u>	fl <u>oo</u> d	w <u>o</u> n	do <u>e</u> s		
/h/	<u>h</u> ut	<u>wh</u> ole							
(short) /o/	<u>o</u> n	do <u>g</u>	w <u>a</u> nt	co <u>u</u> gh					
/g/	<u>g</u> et	bi <u>gg</u> er	<u>gh</u> ost	<u>g</u> uard					
/b/	<u>b</u> at	ra <u>bb</u> it							
/l/	<u>l</u> ip	fu <u>ll</u>	li <u>tt</u> le						
/v/	<u>v</u> an	gi <u>v</u> e	<u>v</u> alley						
/x/ sound /ks/	bo <u>x</u>	<u>x</u> -ray							
/y/	<u>y</u> am	<u>y</u> oyo							
/z/	<u>z</u> ebra	ea <u>s</u> y	dr <u>izz</u> le	fr <u>ee</u> ze	pl <u>ea</u> se				
/q/ sound /kw/	<u>q</u> uick	<u>q</u> ueen							
/sh/	<u>sh</u> ip	<u>s</u> ugar	o <u>ce</u> an	sta <u>ti</u> on	spe <u>ci</u> al	ma <u>ch</u> ine			
/ch/	<u>ch</u> urch	<u>ch</u> icken							
/j/	<u>j</u> ump	<u>g</u> inger	br <u>id</u> ge	ora <u>n</u> ge					
/th/ (voiced)	<u>th</u> is	<u>th</u> em	<u>th</u> at						
/th/ (unvoiced)	<u>th</u> umb	<u>th</u> ree	<u>th</u> row						
/ng/	so <u>ng</u>	thi <u>nk</u>	tha <u>nk</u>						
/oy/	<u>oy</u>	<u>oy</u>	<u>bo</u> il	<u>so</u> il					

Sound	Written as ...								
f	<u>f</u> ish	stu <u>ff</u>	<u>ph</u> one	cough <u>h</u>					
/ee/ (long e)	<u>fe</u> et	me <u>e</u>	happy	<u>ea</u> t	chie <u>f</u>	money	ceiling		
/oo/	co <u>o</u> k	pu <u>t</u>	w <u>ou</u> ld	w <u>o</u> lf					
/oa/ (long o)	go <u>oa</u> t	go <u>o</u>	fl <u>ow</u>	vo <u>te</u>	to <u>o</u>	mo <u>st</u>	th <u>ough</u>	se <u>w</u>	
/ar/	st <u>ar</u> t	he <u>ar</u> t							
/ou/	hou <u>se</u>	co <u>w</u>	pl <u>ou</u> gh						
/or/	do <u>or</u>	mo <u>re</u>	so <u>rt</u>	fo <u>ur</u>					
/ay/ (long a)	da <u>y</u>	na <u>il</u>	ga <u>m</u> e	stea <u>k</u>	the <u>y</u>	we <u>ig</u> ht	sta <u>ti</u> on	ta <u>bl</u> e	re <u>ig</u> n
/ie/ (long i)	l	tie	kite	wild	night	my	bye	guide	type
/ue/ (long u)	un <u>ifo</u> rm	bl <u>ue</u>	cu <u>t</u> e	stu <u>d</u> ent	ne <u>w</u>	vi <u>ew</u>	bea <u>u</u> ty		
/er/	siste <u>r</u>	fu <u>r</u>	ea <u>rly</u>	bi <u>rd</u>	wor <u>m</u>				
/air/	ha <u>ir</u>	the <u>re</u>	bea <u>r</u>	sq <u>ua</u> re	the <u>ir</u>				
/ooh/	do <u>o</u>	ho <u>o</u> p	vi <u>ew</u>	ru <u>le</u>					

Phonic Terms

Blending: drawing individual sounds together to pronounce a word e.g. *s-n-a-p*.

Continuous sound: A sound that can be prolonged (stretched out) without distortion (e.g. r, s, m).

Consonant blends: 2 (or 3) letter consonant combinations in which both letters together make a distinct consonant sound (e.g. 'bl' in *blow* or 'cr' in *crowd*).

Digraphs: Two letters that represent one sound (e.g. 'sh' in *ship*, 'ch' in *chat*, and 'ea' in *seat*).

Decoding: The process of matching a letter (or combination of letters) to their sounds and recognising the patterns that make words.

Grapheme: The individual letter or sequence of written symbols (e.g. a, b, c) and the letter combinations (e.g. ch, th) that are used to represent a single sound (phoneme).

Irregular word: A word that cannot be decoded because either (a) the sounds of the letters are unique to that word or a few words, or (b) the student has not yet learned the letter-sound correspondences in the word (e.g. *was*).

Letter combination: A group of consecutive letters that represents a particular sound in the majority of words in which it appears (e.g. 'ou' in *sound, found, round*).

Letter-sound correspondence: A phoneme (sound) associated with a letter.

Long vowel: A long vowel says the name of its letter (e.g. /ay/ in *day*; /ee/ in *feet*, /ie/ in *find*, /oa/ in *boat*, /ue/ in *blue*).

Most common sound: The sound a letter most frequently makes in a short, one-syllable word.

Phoneme: A sound in a word.

Phonemic awareness: The ability to hear and say sounds in words.

Phonics: Understanding the relationship between sounds and letters, groups of letters (letter patterns) and syllables.

Regular word: A word in which each letter represents its most common sound e.g. *hat*.

Segmenting: Breaking words up words into their component phonemes to sound out and spell the word.

Sight word reading: The process of reading words without vocalizing the individual sounds in a word - instead students immediately recognize and read the word.

Writing

1. Processes in Writing

Step 1: Prewriting

- Choose a topic.
- Decide who your audience is.
- Understand your purpose.
- Gather information that you need.
- Plan your ideas, layout and structure.
- Make notes and word banks

Step 2: Writing

- Write down your ideas.
- Use your pre-writing notes to help.
- Write in sentences.
- Concentrate on the message.
- Mistakes can be fixed later.

Step 3: Revising

- Read and check your writing.
- Share your writing with others.
- Does it make sense?
- Have you made good word choices?
- Do you need to add more detail?
- Do you need to make it more concise?
- Have you met the needs of your audience?

Step 4: Editing/Proofreading

- Fix any mistakes.
- Check punctuation.
- Check spelling.
- Get ready for your good copy.

Step 5: Publishing

- Write your final copy.
- Make it your best work.
- Make sure it is accurate.
- Make it look appealing.
- Include references/diagrams

2. Sentences

What is a sentence?

A Sentence is a group of words that makes sense. A sentence always has a verb. Sentences can be:

Statements – *This is a book.*

Questions – *Is this your book?*

Instructions – *Read the book.*

A sentence has punctuation. It starts with a capital letter and ends with a full stop (.) a question mark (?) or an exclamation mark (!).

Types of Sentences

Statements

A statement is a sentence that tells us a fact or an idea, which can be true or false. A statement ends with a full stop (.). Examples:

I'll meet you at the train station.

The sun rises in the East.

He doesn't get up early.

Questions

Questions are sentences that ask something. They end with a question mark?

Questions with the verb 'to be' put the verb in front of the subject.

Example:

Statement: *Peter is very tall.*

Question: *Is Peter very tall?*

Most questions have a helping verb in front of the subject and main verb.

Examples:

Do you like cake?

Can you jump the fence?

We can also use questions words in front of helping verbs. Examples:

Who are you?

What are you doing?

Where are you going?

When will we be there?

Why are you going?

How will we get there?

Instructions or Commands

Instructions or Commands take no subject as 'you' is the implied subject. Sentences that are commands end with either a full stop (.) or an exclamation point (!). Examples:

Open the door.

Finish your homework.

Hurry up!

Exclamations

Exclamations are sentences that show strong feelings or emotions and end with an exclamation mark.

Hurry up!

That sounds fantastic!

I can't believe you said that!

Sentence Structures

Simple Sentences

Simple sentences have three parts – subject + verb + information

Subject	Verb	Information
Josie	is	a fast runner.
She	Is learning	English now.
Peter and I	had	lunch in the playground.

Compound Sentences

We can join two sentences with conjunctions (e.g. and, but, because...) to make a compound sentence.

We use **and** to join similar things:

I have three sisters. I have one brother.

*I have three sisters **and** I have one brother.*

In sentences with **and**, we do not repeat the subject and verb when they are the same.

I have three sisters **and** I have one brother

We use **but** to joint different things:

I like chicken **but** John likes pork.

I wanted to come **but** it was late.

We join sentences with **because** to give a reason.

I went to bed **because** I was tired.

Complex Sentences

A **clause** is a group of words that is part of a sentence.

There are two types of clauses:

- **Main clause:** the main part of the sentence. It is one complete idea. The main clause can be a simple sentence.
- **Subordinate clause:** gives more information about the idea in the main clause. It is not a complete sentence on its own.
- The main and subordinate clauses are linked by a **subordinating conjunction** (e.g. which, who, although, despite, if, after, since...).

Main Clause	Subordinating Conjunction	Subordinate Clause
Harry went to the park	because	he loves the seesaw.
I will let you go to the store	if	you come home before dark.
The boy felt much better	after	he had finished the test.

Subordinate clauses can make your writing more interesting and descriptive.

Parts of a Sentence

Basic English Sentence Patterns

When we make simple English sentences, we usually follow this pattern:
subject – verb - object.

Steps:

1. Put the subject and the adjectives (such as 'fat', 'thin' etc.), or any words describing the subject, at the beginning of the sentence.
2. Put the verb and some adverbs (such as 'often', 'usually' etc.) after the subject.
3. Put the object of the verb, the adjectives or other words describing the object, and the adverbs describing the verb at the end of the sentence.

Subject	Verb	Object
Paul	often eats	biscuits.
Mary	ate	two apples quickly.
My father and mother	are eating	mangoes now.
The fat girl	has eaten	a watermelon.
That little boy	will eat	some bread soon.

3. Parts of a Speech

Words are classed into categories according to their use in a sentence.

	Meaning	Examples	
Noun	Nouns are naming words. They name a person, animal, thing, place, idea or activity.	<i>John, cat, box, school, love, rugby</i>	<u>John</u> owns a cat.
Pronoun	A pronoun is a word that is used instead of a noun.	<i>he, she, it, you, I, we, they</i>	John owns a cat. <u>He</u> takes good care of <u>it</u> .
Possessive adjective	A possessive adjective is a word used when something belongs to someone.	<i>my, your, his, her, our, your, their</i>	This is <u>my</u> book.
Adjective	An adjective is a describing word. It tells us more about a noun or pronoun.	<i>big, good, full</i>	John lives in a <u>big</u> house.
Verb	A verb is a word that tells about actions, being or having.	<i>went, poured, is, are has, have</i>	John <u>went</u> to the store. I <u>am</u> Mary. I <u>am</u> happy. I <u>have</u> a big brother.
Adverb	An adverb tells us more about the verb.	<i>quickly, loudly, bravely</i>	The cat ran <u>quickly</u> up the steps.

	Meaning	Examples	
Conjunction	Conjunctions are joining words. They are used to link words, phrases or clauses.	<i>and, or, but</i>	John <u>and</u> the cat are playing.
Preposition	A preposition is a word used with a noun or pronoun to tell us location (where), time (when) or direction	<i>at, behind, on, after, before, up, in...</i>	The cat is <u>behind</u> the tree. He left <u>after</u> the game.
Interjection	Expresses emotion.	<i>Gosh! Wow! Super! Ouch!</i>	<u>Wow!</u> The cat is huge.

The parts of speech in sentences.

The	young	boy	ran	quickly
<i>article</i>	<i>adjective</i>	<i>noun</i>	<i>verb</i>	<i>adverb</i>

He	ran	down	the	street	and	yelled	"Help!"
<i>pronoun</i>	<i>verb</i>	<i>preposition</i>	<i>article</i>	<i>noun</i>	<i>conjunction</i>	<i>verb</i>	<i>interjection</i>

4. Tenses

What is Tense?

Tense means time. The tense of a verb tells us the time or when an action happened.

An action can happen in the present (now), in the past (e.g. yesterday) or future (yet to happen).

Tense	Aspect	Meaning	Example
Present	Simple	Actions that happen again and again, for example, in a daily routine.	I play the guitar every day. She plays the guitar every day.
	Continuous	Actions that are happening now.	I am playing the guitar. She is playing the guitar.
	Perfect	Past action with an indefinite time span.	I have played the guitar. She has played the guitar.
	Perfect Continuous	Action that began in the past and continues until now.	I have been playing the guitar for an hour. She has been playing the guitar for an hour.
Past	Simple	Action completed in the past.	I played the guitar. She played the guitar.
	Continuous	Action begun in the past - implies possible continuation after second past event.	I was playing the guitar when my friends arrived. She was playing the guitar when her friends arrived.
	Perfect	Past action completed before second past action.	I had played the guitar before my friends arrived. She had played the guitar before her friends arrived.
	Perfect Continuous	Past continuous action occurring when second past action happened.	I had been playing the guitar for hour when my friends arrived. She had been playing the guitar for hour when her friends arrived.
Future	Simple	Action will take place in the future.	I will play the guitar. She will play the guitar.
	Continuous	Continuous future action will continue to happen when another future action occurs	<i>I will be playing the guitar when my friends arrive.</i> <i>They will be playing the guitar when their friends arrive.</i>
	Perfect	Future action will be completed by the time another future action occurs.	<i>She will have played the guitar by the time her friends arrive.</i> <i>They will have played the guitar by the time their friends arrive.</i>

Tense	Aspect	Meaning	Example
	Perfect Continuous	Future continuous action will be happening when another future action occurs.	I will have been playing the guitar for an hour by the time my friends will arrive. They will have been playing the guitar for an hour by the time their friends will arrive.

5. Punctuation

Punctuation makes writing clear and easy to read and understand. Punctuation marks are signs like full stops, commas and talking marks.

Punctuation type	Definition
Full stop (.)	Sentences end with a full stop. <i>The cuscus in the tree.</i> <i>Cut the apple in half.</i>
Question mark (?)	A question ends with a question mark. <i>What time is it?</i>
Exclamation mark (!)	Exclamations (statements of emotion and command) end with an exclamation mark. <i>I can't believe you lost your bag!</i>
Capital letters	Sentences always begin with a capital letter. <i>They are going to town.</i> Proper nouns also begin with a capital letter. <i>Madang. Joseph, Parliament House</i>
Commas (,)	Commas show a reader when to pause. <i>After looking both ways, he crossed the road.</i> Commas are also used to separate items in a list. <i>He grew taro, corn, beans and peas in his garden</i>
Talking marks ("...")	Talk marks (or quotation marks) show words that are spoken within a text <i>"My dad has a new car," said Joseph.</i>
Apostrophes (')	Apostrophes show where letters have been left out. <i>it is = it's, that is = that's</i> Apostrophes also show possession or ownership. <i>The man's boots. The girl's bag.</i>
Hyphens (-)	Hyphens join compound words and attach prefixes to avoid confusion.

6. Figurative Language

Figurative language is the expressive use of language in order to achieve a particular effect. It is especially used in creative writing and poetry. Metaphors, similes, and hyperbole are all common figures of speech.

Simile is a figure of speech that draws a comparison between two different things, especially a phrase containing the word 'like' or 'as'.

She is as white as a sheet.

Her hair was as soft as silk.

She was as stubborn as a mule.

Metaphor is a more direct form of comparison than the simile. It does not use 'like' or 'as'. In metaphor one thing is said to be another with which it is being compared.

She has a heart of stone.

He is a rough diamond.

She is a snake in the grass.

Personification is a figure of speech in which animals, inanimate objects or abstract ideas are given human qualities.

The sun strolled casually along the heavens.

The leaves danced happily in the storms.

Love bade me welcome, yet my soul held back.

Hyperbole is a figure of speech in which emphasis is achieved by deliberate exaggeration. It can be used in everyday speech or in poetry.

He worshipped the ground she walked on.

The music was mind-blowing.

Here's the smell of blood still. All the perfumes of Arabia will not sweeten this little hand.

Imagery is descriptive language that usually appeals to the senses. The images may be formed by literal description or by figures of speech such as similes and metaphors. In writing it is an image made up of words.

Jingle is a piece of rhyming verse that is simple and repetitious in style. A jingle makes frequent use of alliteration and onomatopoeia. Set to music, jingles are commonly used in radio and television advertising.

Alliteration is the repetition of consonant sounds in a sequence of words. It can be used for poetic affect or in a tongue twister.

The snake slipped slowly and silently towards its prey.

Peter Piper picked a peck of pickled peppers.

Assonance is the deliberate repetition of identical or similar vowel sounds in a sequence of words. It can be used to reinforce the atmosphere that the words convey.

boom-doom; growl-crown; clean-dream; hall-wall; ride-side.

Idiom

A phrase or expression with a well-known meaning other than its literal meaning.

over the moon (delighted or excited)

in bad shape (in poor health)

raining cats and dogs (heavy downpour, raining heavily)

sit on the fence (avoid taking sides)

Proverb is a short saying that usually teaches a lesson about human behavior. Many come from Aesop's fables, the Bible and other early writings.

Actions speak louder than words. (Talking is easy. What really matters is your actions.)

Practice makes perfect. (A skill can only be mastered through practice.)

Look before you leap. (Do not act without considering the consequences of the action.)

Onomatopoeia is the use of words that are sound images: words in which the sound seems to strengthen or echo the sense. Onomatopoeia can be used to intensify atmosphere and sustain imagery.

crack, bang, swish, plop, purr, hiss, tick, tock

Rhyme is the repetition or duplication of sounds at regular intervals, usually at the ends of lines of verses.

cloud/shroud, girl/pearl, ball/hall, nine/shine, night/white

Rhythm is the pattern formed by stressed and unstressed syllables. Rhythm is especially important in poetry.

Colloquial language Is the language of conversational speech or writing. The speaker or writer is not required to choose standard, formal or polite words but feels free to use appropriate words from the informal elements of speech.

fridge, TV, catch on, muck up, hassled

7. Spelling and Dictation Activities

1. Complete the sentences using the spelling words.

doctor, dig, ball, kid, kind, boat,

- The blue ___ is under the table.
- Peter Piper's fishing ___ is on the sea.
- The farmer used the spade to _____.
- My grandmother wave _____ to her sister.
- Be _____ to the poor.

2. Match the word parts to make new words.

doctor, dig, ball, kid,
kind, boat, fall, fight,
give, game, home, hammer

fa

ll

nd

ki

3. Identifying incorrect spelling words.

- The dokta is visiting the sick man.
- Peter Piper played with a blue bal.
- There was a bout on the beach.
- She went to her houm in town.

4. Unjumble the words from the spelling list.

- ghtfi
- eomh
- mermah
- evig

5. Word search for family words.

b	d	u	h	u	n	t	s
u	u	p	l	n	m	b	m
t	s	s	u	m	d	u	u
u	t	c	l	l	b	m	g
f	g	b	u	u	t	p	u

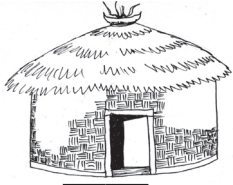
6. Write the sentence with the correct word.

We have a (kind, kid) friend down the road.

The carpenter borrowed the (hamburger, hammer) to work.

Two teams in a basketball team had a big (fight, flight).

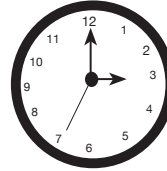
7. Writing in the correct spelling words to the pictures.



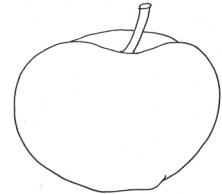
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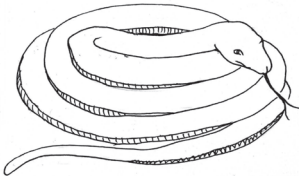
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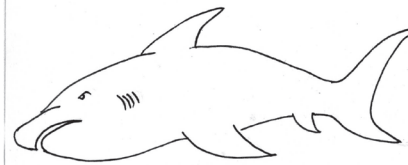
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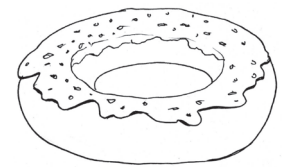
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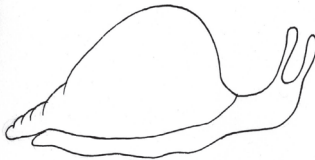
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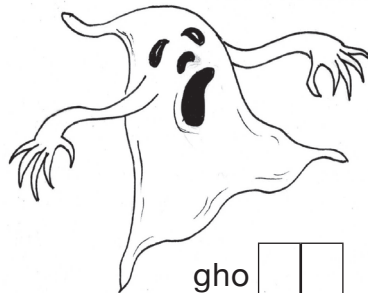
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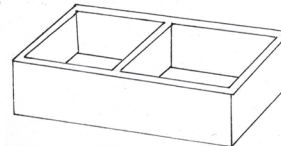
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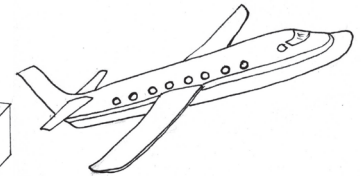
s il



gho



bri



p ne

8. Write these words in alphabetical order.

house

cloud

clock

apple

snake

slide

shark

ghost

snail

dough nut

brick

plane

9. Write the correct word from the clues.

1. It is used to tell the time._____.
2. A fruit which is red and full of juice._____
3. We use it to live in and call it a home._____
4. It is scary and makes you feel afraid at night._____

10. Add AEIOU to complete a word.

1. h_use 2. br_ck 3. _pple 4. donn_t 5. snak_

11. Spelling and Dictation

1. animal.....	6. animal.....
2. right.....	7. right.....
3. can't.....	8. can't.....
4. didn't.....	9. didn't.....
5. finish.....	10. finish.....

12. Dictation passage

Fold the paper so you can't see the list. Then fill in the missing words in the story below. Read each sentence twice so that the student can write the correct missing word.

Last weekend we went to the Nature Park. I liked seeing the tree kangaroos. They are my favourite _____ (animal). The cuscus were hiding. We _____ (didn't) see them. At noon we watched the keeper give a snake its _____ (lunch). She put the food on the _____ (floor) of the cage. The snake ate the mouse _____ (straight) away.

Glossary

Alliteration	The repetition of the initial phoneme of each word in connected text (e.g., Harry the happy hippo hula-hoops with Henrietta).
Antonym	A word opposite in meaning to another word.
Consonant blend	Two or more consecutive consonants which retain their individual sounds (e.g., /bl/ in block; /str/ in string).
Decodable text	Text in which a high proportion of words (80%-90%) comprise sound-symbol relationships that have already been taught. It is used for the purpose of providing practice with specific decoding skills and is a bridge between learning phonics and the application of phonics in independent reading.
Difficult words	Some words are difficult because they contain phonic elements that have not yet been taught. Others are difficult because they contain letter-sound correspondences that are unique to that word (e.g., yacht).
During reading comprehension strategies	Strategies that help students engage the meanings of a text (e.g., asking questions at critical junctures; modeling the thought process used to make inferences; constructing mental imagery).
Five components of reading	Phonemic awareness, phonics, fluency, vocabulary, and comprehension.
Guided practise	Students practise newly learned skills with the teacher providing prompts and feedback.
Homograph	Words that are spelled the same but have different origins and meanings. They may or may not be pronounced the same (e.g., can as in a metal container/can as in able to).
Idiom	A phrase or expression that differs from the literal meaning of the words; a regional or individual expression with a unique meaning (e.g., it's raining cats and dogs).
Letter combinations	Also referred to as digraphs, a group of consecutive letters that represents a particular sound(s) in the majority of words in which it appears (e.g., /ai/ in maid; /ch/ in chair; /ar/ in car; /kn/ in know; /ng/ in ring).
Literal comprehension	Understanding of the basic facts that the student has read.
Morphemic analysis	An analysis of words formed by adding prefixes, suffixes or other meaningful word units to a base word.
Narrative text	A story about fictional or real events.

Partner/Peer reading	Students reading aloud with a partner, taking turns to provide word identification help and feedback.
Phoneme manipulation	Adding, deleting, and substituting sounds in words (e.g., add /b/ to oat to make boat; delete /p/ in pat to make at; substitute /o/ for /a/ in pat to make pot).
Prefix	A morpheme that precedes a root and that contributes to or modifies the meaning of a word as “re” in reprint.
Root	A bound morpheme, usually of Latin origin, that cannot stand alone but is used to form a family of words with related meanings.
Sight words	These are words that are recognized immediately. Sometimes sight words are thought to be irregular, or high frequency words (e.g., the Dolch and Fry lists). However, any word that is recognized automatically is a sight word. These words may be phonetically regular or irregular.
Story elements	Characters, problem, solutions, themes, settings, and plot.
Story grammar	The general structure of stories that includes story elements.
Suffix	An affix attached to the end of a base, root, or stem that changes the meaning or grammatical function of the word, as “en” in oxen.
Symbol to sound	Matching grapheme to phoneme.
Text structure	The various patterns of ideas that are embedded in the organization of text (e.g., cause-effect, comparison-contrast, story grammar).
Word family	Group of words that share a rime (a vowel plus the consonants that follow; e.g: -ame, -ick,-out).

Appendices

Appendix 1 - Lesson Plan Template

Subject: _____ Strand: _____

Lesson: _____ Content Standard: _____

Performance Standards: _____

Objective: _____

Knowledge: _____

Skills: _____

Attitudes: _____

Materials: _____

Introduction: _____

Body: _____

Conclusion: _____

Assessment:

Assessment method	Assessment task	Assessment criteria	Recording methods

Appendix 2 - Sample English Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:15	Assembly	Assembly	Assembly	Assembly	Assembly
8:15 - 8:30	Listening	Spelling	Spelling	Religious Education	Oral Expression
8:30 - 8:45	Spelling	Oral Expression	Listening		Health
8:45 - 9:00	Talking	Talking	Talking		
9:00 - 9:15	Wr. Sentences	Wr. Sentences	Wr. Sentences	Handwriting	Listening
9:15 - 9:30				Talking	Talking
9:30 - 10:00	Mathematics	Social Science	Mathematics	Wr. Sentences	Wr. Sentences
10:00 - 10:30	Recess				
10:30 - 11:00	Reading	Reading	Reading	Reading	Reading
11:00 - 11:30	Science	Mathematics	Science	Science	Mathematics
11:30 - 12:00	Social Science		Social Science	Social Science	Social Science
12:00 - 12:30	Lunch				
12:30 - 1:00	Mathematics	Science	Wr. Expression	Mathematics	Science
1:00 - 1:30	Health		Health		Block/Time
1:30 - 2:00	Arts	Handwriting	Arts	Arts	Sports
		Arts			
2:00 - 2:30	Physical Educ.	Arts	Physical Educ.	Physical Educ.	

Subjects	Time analysis		Time variation	
	Minutes per Lesson	Recommended Time	+	-
Listening	3x15	45		
Talking	4x15	60	15	
Oral expression	2x15	30		
Reading	5x30	150		
Written Sentences	5x30	150		
Hand writing	1x15	15	15	
Spelling	2x15	30	15	
Written Expression	1x30	30		
Mathematics	8x30	240		
Science	4x30 + 1x45	165	15	
Social Science	5x30	150		
Health	4x30	120		30
Arts	3x45	135		
Physical Education	2x30	60		
Sports	1x60	60		
Religious Education	1x60	60		
Assembly	5x15	75		
Block Time		75		30
Total		1650	60	60

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