

English

Teacher Guide

Grade 7



Standards Based



Papua New Guinea
Department of Education

'FREE ISSUE

NOT FOR SALE'

English

Teacher Guide

Grade 7

Standards Based



Papua New Guinea
Department of Education

Issued free to schools by the Department of Education

Published in 2018 by the Department of Education, Papua New Guinea

First Edition

© Copyright 2018, Department of Education, Papua New Guinea

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted by any form or by any means of electronic, mechanical, photocopying, recording or otherwise without the prior written permission of the publisher.

Graphic Design & Layout by Vitus Witnes Kanua

ISBN: 978-9980-905-30-7

Acknowledgements

This Grade 7 English Teacher Guide was developed by the Curriculum Development Division of the Department of Education. The development of this book was coordinated by Betty Bannah with assistance from the Subject Curriculum Group (SCG) members and the writing team.

Teachers, school inspectors, teachers' college lecturers and representatives from Non-Government Organizations (NGOs), assisted in the development of this syllabus through many workshops, meetings and consultations. They are all acknowledged for their support and contributions.

The Curriculum Panel (CP), Syllabus Advisory Committee (SAC), and Basic Education Board of Studies (BEBoS) committee members are also acknowledged for their quality assurance, recommendations and endorsement of this Teacher Guide.

Content

| | |
|---|-----------|
| Secretary's Message..... | IV |
| Introduction..... | 1 |
| Content overview..... | 2 |
| Yearly Overview..... | 5 |
| Sample Guided Lessons..... | 38 |
| Assessment, Monitoring and Reporting..... | 76 |
| Resources..... | 93 |
| Glossary..... | 122 |
| References..... | 123 |
| Appendices..... | 124 |

Secretary's Message

This English Teacher Guide for Grade 7 was developed as a support document for the implementation of the English Syllabus for Grades 6, 7 and 8. This document provides guidelines for teachers on how to plan and program teaching and learning activities. It contains sample guided lessons, assessment tasks and rubrics with suggested teaching and learning strategies that teachers can use to work towards the achievement of content standards and benchmarks in the syllabus.

The 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 6. 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.

I commend and approve this Grade 7 English Teacher Guide to be used in all Primary and Junior High Schools throughout Papua New Guinea.



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

Introduction

Purpose

This Teacher Guide must be used in conjunction with the Grades 6, 7 & 8 Syllabus. The main purpose is to 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 Content Standards and Benchmarks. It provides you with information and processes to:

- understand and expand on the relevant knowledge, skills, attitudes and values (KSAVs) provided in this guide
- develop teaching programs based on your school contexts
- plan and develop daily lesson activities
- plan and conduct assessments to monitor students' achievements.

Teachers are required to read carefully and use the guidelines in the Teacher Guide to plan and develop teaching and learning programs. The guide contains the following main components:

- yearly and termly overview which consists of all strands, units, topics and lesson titles
- sample weekly program or timetable
- suggested daily plans which consists of guided lessons and KSAVs
- assessment tasks and rubrics
- support resources for use when planning and programming.

How to use this Teacher Guide

Use this teacher guide to help you design your teaching programs, lesson and assessment plans. Therefore, you need to:

- read this teacher guide and the syllabus carefully to understand the content and what you will require for your classroom teaching
- become familiar with the syllabus strands, units, topics and lesson topics
- read and understand the content standards and benchmarks
- read and understand how the assessment plans and tasks are structured so that you can design appropriate assessment plans
- read and understand the structure and content of sample guided lessons and the background information to support you in the modification of your lessons.

Support Resources

The resource section contains materials that will assist teachers for implementation. Resources are aligned to strands

**Prescribed Time Allocation for Senior Primary English is 280 minutes.
1x40 minutes lesson**

Content Overview

Content Standards

Content standards are broad statements that encompasses Key concepts Knowledge skills and attitudes which students should know, understand, and be able to do in particular subjects, grade level, or school level. For example, *Pupils will be able to interact and convey simple messages using comprehensible language*

Table of Content Standards

The table below outlines the three language strands, speaking and listening, reading and writing for Grade 6-8. The strands are organized into units. The units outline the content standards towards achieving specific skills, Knowledge and values for the three strands in the English subject

Strand 1: Speaking and Listening

| Grade 6 | Grade 7 | Grade 8 |
|--|--|--|
| Unit 1: Listening Comprehension | | |
| 6.1.1 Listen, understand and respond to a variety of oral and visual texts to express facts and opinions on local national and global issues. | 7.1.1 Listen and respond to a range of presentations of ideas, information and opinions about significant local, national and international issues. | 8.1.1 Listen and respond to a range of complex issues of local, national and international importance. |
| 6.1.2 Listen and follow a range of specific instructions and directions in classroom situations. | 7.1.2 Listen and follow a range of complex instructions and directions in classroom situations | 8.1.2 Listen and follow a wide range of specific instructions and directions in classroom situations. |
| Unit 2: Talking | | |
| 6.1.3 Give a range of specific instructions and directions in structured and spontaneous classroom situations. | 7.1.3 Give a range of specific instructions and directions in structured and spontaneous classroom situations. | 8.1.3 Give a broad range of instructions and directions in structured and spontaneous classroom situations |
| 6.1.4 Apply appropriate English grammar in a range of oral situations correctly. | 7.1.4 Apply appropriate English grammar in a range of oral situations correctly. | 8.1.4 Apply appropriate English grammar in a wide range of oral situations correctly. |
| Unit 3: Oral Expression | | |
| 6.1.5 Predict and make inferences to written text, audio and visual references. | 7.1.5 Express agreement and disagreement, using appropriate language, grammar and body gestures confidently. | 8.1.5 Present reports accurately using different presentation modes. |
| 6.1.6 Express ideas and opinions with different types of audience. | 7.1.6 Use appropriate descriptive language to clearly indicate time, directions and make requests politely. | 8.1.6 Convey messages in different settings using appropriate vocabulary, facial expressions and body gestures. |

| Grade 6 | Grade 7 | Grade 8 |
|---|---|---|
| Unit 1: Listening Comprehension | | |
| 6.1.7 Interpret and use meanings of slangs, similes and idioms correctly. | 7.1.7 Interpreting song lyrics using appropriate vocabulary. | 8.1.7 Interpreting song lyrics using appropriate vocabulary. |
| 6.1.8 Use appropriate English language for effective communication in a range of situations. | 7.1.8 Use appropriate English language for effective communication in a range of situations. | 8.1.8 Use appropriate English language for effective communication in a range of situations. |

Strand 2: Reading

| Grade 6 | Grade 7 | Grade 8 |
|---|---|---|
| Unit 1: Vocabulary | | |
| 6.2.1 Apply a range of strategies to develop and expand knowledge of the words and the word meanings to increase vocabulary. | 7.2.1 Expand vocabulary through word study, literature and class discussion. | 8.2.1 Expand vocabulary through word study, literature and class discussion. |
| Unit 2: Fluency | | |
| 6.2.2 Read a range of texts independently to improve fluency. | 7.2.2 Read a range of fiction and factual texts independently to improve fluently. | 8.2.2 Read a range of fiction and factual texts independently to improve fluency. |
| Unit 3: Reading Comprehension | | |
| 6.2.3 Read and interact with words and concepts in the text to construct an appropriate meaning. | 7.2.3 Read reflect and respond critically to words and concepts in the text to construct an appropriate meaning. | 8.2.3 Read, reflect and respond critically to a range of complex literary and factual texts. |
| 6.2.4 Read a range of fiction and non-fiction texts for information and pleasure. | 7.2.4 Read a range of fiction and non-fiction texts for information and pleasure. | 8.2.4 Read a range of fiction and non-fiction texts for information and pleasure. |
| Unit 4: Literature | | |
| 6.2.5 Identify structure, figurative language and meanings in literary works. | 7.2.5 Identify structure, figurative language and meanings in a variety of literary works. | 8.2.5 Identify structure, figurative language and meanings in a variety of literary works. |

Strand 3: Writing

| Grade 6 | Grade 7 | Grade 8 |
|--|--|--|
| Unit 1: Handwriting | | |
| 6.3.1 Write legibly in cursive or joint italics allowing margins and correct spacing between letters in words and words in sentences. | | |
| Unit 2: Written Expression | | |
| 6.3.2 Apply appropriate writing processes. | 7.3.1 Apply appropriate writing processes. | 8.3.1 Apply appropriate writing processes. |
| 6.3.3 Create and communicate a range of familiar and unfamiliar ideas and information for various purposes and audiences. | 7.3.2 Create and communicate a range of familiar and unfamiliar ideas and information for various purposes and audiences. | 8.3.2 Create and communicate a range of familiar and unfamiliar ideas and information for various purposes and audiences. |
| Unit 3: Grammar Usage and Mechanics | | |
| 6.3.4 Apply correct use of English grammar in a range of familiar and structured situations. | 7.3.3 Apply correct use of English grammar in a range of familiar and introduced topics. | 8.3.3 Apply correct use of English grammar in a range of familiar and introduced topics. |
| 6.3.5 Identify and use appropriate capitalization, punctuation and spelling in written texts. | 7.3.4 Identify and use appropriate capitalization, punctuation and spelling in written texts. | 8.3.4 Identify and use appropriate capitalization, punctuation and spelling in written texts. |
| 6.3.6 Apply and use appropriate sentence structure using different types of sentences. | 7.3.5 Apply and demonstrate appropriate sentence structure using different types of sentences. | 8.3.5 Apply and demonstrate appropriate sentence structure using different types of sentences. |
| 6.3.7 Apply a range of strategies to spell, read and write sight words and new words. | 7.3.6 Apply a range of strategies to spell, read and write sight words and new words. | 8.3.6 Apply a range of strategies to spell, read and write sight words and new words. |

Yearly Overview

Grade 7 Unit Overview Terms 1 - 4

| Term 1 | | | | | | | |
|--------|--|--|--|---|---|---|--|
| Strand | | STRAND 1 Speaking and Listening | STRAND 2 Reading | | STRAND 3 Writing | | |
| Theme | Theme Text type | Listening Talking Oral expression | Literature Library skills Vocabulary | Reading Fluency Comprehension | Spelling | Grammar & Usage | Writing |
| Week | | | | | | | |
| 1 | Home School and Leisure Text type: Narrative-Recount | Listening Recount text Comprehension questions Talking Correct oral use of English grammar Oral expression to class or in pairs short oral recount 'What I did in the holidays' | Literature Structure of a recount text Reading for pleasure Figurative language Library skills Alphabetical order to 1st letter Summarising information Vocabulary Word meanings Commonly confused words | Recount text Class reading Comprehension Small group reading Paired reading Reading and comprehension Vocabulary Word meaning – from reading text | Sound /ay/ words escape, behave, explain, again, straight, playground, crayon, eighteen, stranger, obey Days and weeks days, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, week, weekend | Proper and common nouns Written sentences Correct use of common and proper nouns in sentences Examples: <i>Mount Lamington is an active volcano in Papua New Guinea.</i> <i>Tau and Joe are builders.</i> | Written Composition Personal recount |

Term 1

| Term 1 | | | | | | | |
|--------|--|--|--|--|--|---|--|
| Strand | | STRAND 1 Speaking and Listening | STRAND 2 Reading | | STRAND 3 Writing | | |
| Theme | Theme Text type | Listening Talking Oral expression | Literature Library skills Vocabulary | Reading Fluency Comprehension | Spelling | Grammar & Usage | Writing |
| Week | | | | | | | |
| 2 | Home School and Leisure Text type: Explanation | Listening Explanation text Comprehension questions Talking Correct oral use of English grammar Oral expression to class or in pairs Explanation of school and classroom rules | Literature Structure of an explanation text Reading for pleasure Library skills Identifying and summarizing information Reading and comprehension Vocabulary 1.Synonyms 2.Antonyms | Explanation text Class reading Comprehension Small group reading Paired reading | Sound /ee/ words complete, screen, beneath, chief, believe, receive, library, country, journey, helicopter Numbers numbers, eleven, twelve, thirteen, fifteen, twenty, fifty, ninety, hundred, thousand | Personal pronouns <i>I you he she it we they me him her it us them</i> Written sentences: correct use of personal pronouns (subjective & objective form) in sentences Examples: <i>Elizabeth and I are nurses.</i> <u>We</u> <i>(subjective form) visit people when they are sick.</i> <i>Amo is a very old man.</i> <i>Many people come to <u>him</u> (objective form) for advice.</i> | Written Composition Explanation text |

Term 1

| Term 1 | | | | | | | |
|--------|--|--|--|---|---|--|---|
| Strand | | STRAND 1 Speaking and Listening | STRAND 2 Reading | | STRAND 3 Writing | | |
| Theme | Theme Text type | Listening Talking Oral expression | Literature Library skills Vocabulary | Reading Fluency Comprehension | Spelling | Grammar & Usage | Writing |
| Week | | | | | | | |
| 3 | Home School and Leisure Text type: Information narrative | Listening Narrarive information text Comprehen-sion questions Talking Correct oral use of English grammar Oral expression to class or in pairs Sharing information on a given topic | Literature Structure of an explanation text Reading for pleasure Library skills Identifying and summarising information Reading and comprehension Vocabulary Word meanings 1. Homo-phones 2. Homonyms | Narrative information text Class reading Comprehen-sion Small group reading Paired reading | Sound /ie/ words reptile, spider, ice-cream, island, multiply, rhyme, triangle, fortnight, height, science Market markets, stalls, baskets, coconuts, chickens, carvings, pawpaws, bilums, crabs, shells | Adjectives Correct use of adjectives in sentences Examples: <i>We see <u>lots</u> of <u>green</u> bananas growing on the <u>old</u> tree.</i> | Written Com-position Narrative information text |

Term 1

| Term 1 | | | | | | | |
|--------|--|--|--|--|--|--|--|
| Strand | | STRAND 1 Speaking and Listening | STRAND 2 Reading | | STRAND 3 Writing | | |
| Theme | Theme Text type | Listening Talking Oral expression | Literature Library skills Vocabulary | Reading Fluency Comprehension | Spelling | Grammar & Usage | Writing |
| Week | | | | | | | |
| 4 | Home School and Leisure Text type: Transaction | Listening Transaction text (e.g. letter, interview) Comprehension questions Talking Correct oral use of English grammar Oral expression In pairs – student interviews | Literature Structure of a letter Reading for pleasure Library skills Alphabetical order Using a dictionary Reading and comprehension Vocabulary Word meanings 1. Prefixes pre- 2. Suffixes -er | Transaction text Class reading Comprehension Small group reading Paired reading | Sound /oa/ words globe, explode, poster, mosquito, notice, radio, approach, follow, borrow, although Meals Meal, breakfast, lunch, dinner, snack, supper, food, drink, coffee, sandwich | Verb types doing, saying, thinking, feeling Written sentences Examples: doing verbs <i>jump, hop, run sleep, stand</i> saying verbs <i>said, shout, whisper</i> thinking verbs <i>believe, dream, think</i> feeling verbs <i>love, imagine, wish</i> | Written Composition Transaction (a letter) |

Term 1

| Term 1 | | | | | | | |
|--------|---|---|--|--|--|--|--|
| Strand | | STRAND 1 Speaking and Listening | STRAND 2 Reading | | STRAND 3 Writing | | |
| Theme | Theme Text type | Listening Talking Oral expression | Literature Library skills Vocabulary | Reading Fluency Comprehension | Spelling | Grammar & Usage | Writing |
| Week | | | | | | | |
| 5 | Home School and Leisure Text type: Report | Listening Report Comprehension questions Talking Correct oral use of English grammar Oral expression In groups – students report on an event | Literature Structure of a report Reading for pleasure Library skills Summarising information Reading and comprehension Vocabulary Word meanings 1. Abstract words 2. Collective words | Report Class reading Comprehension Small group reading Paired reading | Sound /ue/ and /ooh/ words refuse, pollute, bedroom, shampoo, rescue, tissue, suitable, jewellery, beautiful, view Actions (ed) pretended, remembered, dropped, replaced, started, danced, planned, fetched, decided, slipped | Adverbs how, when, where Written sentences Examples: <i>The eagle flew <u>swiftly</u> after its prey.</i> <i>When I lost my purse I looked <u>everywhere</u> but I could not find it.</i> <i>Mary will go to town <u>next week</u>.</i> | Written Composition Report on an event |

Term 1

| Term 1 | | | | | | | |
|--------|---|--|--|---|---|--|--|
| Strand | | STRAND 1 Speaking and Listening | STRAND 2 Reading | | STRAND 3 Writing | | |
| Theme | Theme Text type | Listening Talking Oral expression | Literature Library skills Vocabulary | Reading Fluency Comprehension | Spelling | Grammar & Usage | Writing |
| Week | | | | | | | |
| 6 | Home School and Leisure Text type: Procedural | Listening Procedural text (e.g. recipe, safety drill) Comprehension questions Talking Correct oral use of English grammar Oral expression In groups students talk through safety procedures | Literature Structure of a procedural text Reading for pleasure Library skills Alphabetical order Using a dictionary Reading and comprehension Vocabulary Word meanings Contractions | Procedural text Class reading Comprehension Small group reading Paired reading | Sound /g/ words government, grade, graduate, guide, guard, guest, struggle, luggage, disguise Actions (ing) Swimming, stopping, coming, changing, jumping, hoping, hunting, looking, running, living | Prepositions Written sentences: correct use of prepositions in sentences | Written Composition Procedure – writing instructions |

Term 1

| Term 1 | | | | | | | |
|--------|---|---|---|---|--|--|---|
| Strand | | STRAND 1 Speaking and Listening | STRAND 2 Reading | | STRAND 3 Writing | | |
| Theme | Theme Text type | Listening Talking Oral expression | Literature Library skills Vocabulary | Reading Fluency Comprehension | Spelling | Grammar & Usage | Writing |
| Week | | | | | | | |
| 7 | Home School and Leisure Text type: Persuasive | Listening Persuasive text Comprehension questions Talking Correct oral use of English grammar Oral expression Students present an opinion to the class | Literature Structure of a persuasive text Reading for pleasure Library skills Using a dictionary Using a thesaurus Reading and comprehension Vocabulary Word meanings/origins Words – gender | Persuasive text Class reading Comprehension Small group reading Paired reading | Sound /f/ words Friend, forest, traffic, office, different, giraffe, trophy, telephone, microphone, laughed Months Month, January, February, March, April, May, June, July, August, September | Sentences (subject, verb, object) and Identifying clauses (subject, verb and predicate) in sentences. Written sentences Examples: <i>Birds of paradise</i> (subject) <i>live</i> (verb) <i>in the rainforests.</i> (object) | Written Composition Persuasive – a letter to the editor expressing an opinion |

Term 1

| Term 1 | | | | | | | |
|--------|--|---|--|--|--|---|---------------------------------------|
| Strand | | STRAND 1 Speaking and Listening | STRAND 2 Reading | STRAND 3 Writing | | | |
| Theme | Theme Text type | Listening Talking Oral expression | Literature Library skills Vocabulary | Reading Fluency Comprehension | Spelling | Grammar & Usage | Writing |
| Week | | | | | | | |
| 8 | Home School and Leisure Text type: Recount | Listening Recount text Comprehension questions Talking Correct oral use of English grammar Oral expression Retelling something that has happened | Literature Structure of a recount text Reading for pleasure Library skills Word meaning using a dictionary Reading and comprehension Vocabulary Word building <i>fat, fatter, fattest</i> Word analogies <i>Foot is to man as hoof is to horse</i> | Recount text Class reading Comprehension Small group reading Paired reading | Sound /s/ words Centre, century, cyclone, princess, ambulance, sentence, scissors, sauce, message, address Months months, October, November, December, year, season, summer, winter, autumn, spring | Punctuation: Writing capital letters, full stops, commas Written sentences | Written Composition Recount |
| 9 | Assessment | Assessment | Assessment | Assessment | Assessment | Assessment | Assessment |
| 10 | Review and Enrichment | Review and Enrichment | Review and Enrichment Reading and comprehension Vocabulary Word building <i>fat, fatter, fattest</i> Word analogies <i>Foot is to man as hoof is to horse</i> | Review and Enrichment | Review Select sounds and words that students have found difficult and revise them by creating your own spelling list for this week | Enrichment Alliteration and sound words Examples: <i>fried fish</i> <i>frizzles and fat fish flap.</i> <i>tick tock, tick tock goes the clock.</i> | Enrichment |

Term 2

| Term 2 | | | | | | | |
|--------|---|--|--|--|--|--|---|
| Strand | | STRAND 1 Speaking and Listening | STRAND 2 Reading | | STRAND 3 Writing | | |
| Theme | Theme Text type | Listening Talking Oral expression | Literature Library skills Vocabulary | Reading Fluency Comprehension | Spelling | Grammar & Usage | Writing |
| Week | | | | | | | |
| 1 | Work, Communication and Technology Text type: Recount | Listening Recount text Comprehension questions Talking Correct oral use of English grammar Oral expression to class or in pairs short oral recount 'What I did in the holidays' | Literature Structure of a recount text Reading for pleasure Figurative language Library skills Vocabulary Alphabetical order to 2 nd letter Reading and comprehen- sion Vocabulary Commonly confused words | Recount text Class reading Comprehen- sion Small group reading Paired reading. Reading and comprehen- sion Vocabulary Word meaning – from reading text | Sound /a/ words pattern, tractor, scratch, pancake, battery, happened, action, athlete, adventure, accident Where? directions, north, south, east, west, left, right, behind, front, down | Noun groups <i>A noun group Includes a noun and words that tell more about that noun</i> Correct use of noun groups in sentences Examples: <i>We ate <u>two</u>, <u>delicious</u>, <u>big</u>, <u>yellow</u> mangoes.</i> | Written Composition Personal recount |

Term 2

| Term 2 | | | | | | | |
|--------|--|---|--|--|---|---|---|
| Strand | | STRAND 1 Speaking and Listening | STRAND 2 Reading | | STRAND 3 Writing | | |
| Theme | Theme Text type | Listening Talking Oral expression | Literature Library skills Vocabulary | Reading Fluency Comprehension | Spelling | Grammar & Usage | Writing |
| Week | | | | | | | |
| 2 | Work, Communication and Technology Text type: Procedures | Listening Procedural text Comprehension questions Talking Correct oral use of English grammar Oral expression to class or in pairs Explanation of school and classroom rules | Literature Structure of a procedural text Reading for pleasure Library skills Identifying and summarizing information Reading and comprehension. Vocabulary Related words head and shoulders, hand and foot Synonyms | Procedural text Class reading Comprehension Small group reading Paired reading Reading and comprehension Vocabulary Word meaning – from reading text | Sound /e/ words already, weather, weapon, spread, feather, treasure, anywhere, leopard, berry bury Antonyms before, after, dirty, clean, shallow, deep, worse, better, cool, warm | Possessive pronouns <u>Singular:</u> my, mine yours, his, hers, its <u>Plural:</u> ours, yours, theirs Correct use of possessive pronouns in sentences Examples: <i>The bag is hers.</i> <i>The clothes are theirs.</i> | Written Composition Procedural text |

| Term 2 | | | | | | | |
|--------|--|---|--|---|---|---|---|
| Strand | | STRAND 1 Speaking and Listening | STRAND 2 Reading | STRAND 3 Writing | | | |
| Theme | Theme Text type | Listening Talking Oral expression | Literature Library skills Vocabulary | Reading Fluency Comprehension | Spelling | Grammar & Usage | Writing |
| Week | | | | | | | |
| 3 | Work, Communication and Technology Text type: Report | Listening Report Comprehension questions Talking Correct oral use of English grammar Oral expression to class or in pairs Sharing information on a given topic | Literature Structure of a Report Reading for pleasure Library skills Identifying and summarising information Reading and comprehen- sion Vocabulary 1. Antonyms 2. Opposite words <i>this and that, thick and thin,</i> | Report Class reading Comprehen- sion Small group reading Paired reading Reading and comprehen- sion Vocabulary Word meaning – from reading text | Sounds /i/ and /ee/ minute, picnic, sister, cricket, journey, hungry, mystery, country, building, women Contractions couldn't, shouldn't wouldn't didn't wasn't isn't you're, we'll, can't don't | Possessive adjectives and pointing <i>this, that, these, those</i> Examples: <i>My mum is tall.</i> <i>Our teacher is kind.</i> <i>This book is mine.</i> <i>These flowers are from the garden.</i> | Written Com- position Report text |

Term 2

| Term 2 | | | | | | | |
|--------|--|---|---|---|---|---|--|
| Strand | | STRAND 1 Speaking and Listening | STRAND 2 Reading | | STRAND 3 Writing | | |
| Theme | Theme Text type | Listening Talking Oral expression | Literature Library skills Vocabulary | Reading Fluency Comprehension | Spelling | Grammar & Usage | Writing |
| Week | | | | | | | |
| 4 | Work, Communication and Technology Text type: Information Narrative | Listening Information Text Comprehension questions Talking Correct oral use of English grammar Oral expression In pairs – student interviews | Literature Reading for pleasure Library skills Dictionary use Finding information Reading and comprehension Vocabulary Word meanings Prefixes - dis Suffixes - ful | Information text Class reading Comprehension Small group reading Paired reading Reading and comprehension Vocabulary Word meaning – from reading text | Sound /o/ bottle, borrow, honest, copy, orange, swan, swamp, watch, shallow, squash Homophones peace, piece, male, mail, blue, blew, sail, sale, flower, flour | Present and past continuous tense Correct use of present and past continuous tense verbs in sentences Examples: <i>My mum <u>is cooking</u> dinner.</i> <i>(present continuous tense)</i> <i>My mother <u>was worried</u> when we were late.</i> <i>(past continuous tense)</i> | Written Composition Information Text |

Term 2

| Term 2 | | | | | | | |
|--------|---|---|--|---|--|---|---|
| Strand | | STRAND 1 Speaking and Listening | STRAND 2 Reading | | STRAND 3 Writing | | |
| Theme | Theme Text type | Listening Talking Oral expression | Literature Library skills Vocabulary | Reading Fluency Comprehension | Spelling | Grammar & Usage | Writing |
| Week | | | | | | | |
| 5 | Work, Communication and Technology Text type: Transaction | Listening Report Comprehension questions Talking Correct oral use of English grammar Oral expression In groups – students report on an event | Literature Poem Reading for pleasure Library skills Dictionary use Finding information Reading and comprehension Vocabulary 1. Gender words 2. Compound words | Report Class reading Comprehension Small group reading Paired reading Reading and comprehension Vocabulary Word meaning – from reading text | Sound /u/ jungle, cover, colour, monkey, another, welcome, rough, tough, young, flood Adjectives comfortable, beautiful, fast, small, noisy, fierce, sharp, exciting, round, wild | Adverbs: how, when, where, how often Correct use of adverbs in sentences Examples: <i>How: (manner)</i> <i>We played volleyball happily.</i> <i>Where: (place)</i> <i>We played outside.</i> <i>When: (time)</i> <i>We played today.</i> <i>How often: (Frequency)</i> <i>We always played on Saturday.</i> | Written Composition Structure of a complaint letter |

Term 2

| Term 2 | | | | | | | |
|--------|---|--|--|--|--|---|---|
| Strand | | STRAND 1 Speaking and Listening | STRAND 2 Reading | | STRAND 3 Writing | | |
| Theme | Theme Text type | Listening Talking Oral expression | Literature Library skills Vocabulary | Reading Fluency Comprehension | Spelling | Grammar & Usage | Writing |
| Week | | | | | | | |
| 6 | Work, Communication and Technology Text type: Narrative - Short Story | Listening Procedural text (e.g. recipe, safety drill) Comprehension questions Talking Correct oral use of English grammar Oral expression In groups - students talk through safety procedures | Literature Narrative Text Reading for pleasure Library skills Dictionary use Finding information Reading and comprehension Vocabulary 1. Alphabetical order to 2 nd letter 2. Apostrophe of possession | Procedural text Class reading Comprehension Small group reading Paired reading Reading and comprehension Vocabulary Word meaning – from reading text | Sound /oy/ words loyal, royal, enjoyed, employ, choice, voice, spoilt, joint, avoid, appointment Question words what, who, when, where, why, how, which, can, did, are | Prepositions and Adverbial phrases Correct use of prepositions and adverbial phrase in sentences Examples: <i>We ran <u>into</u> the house. (preposition)</i> <i>The cat <u>ran under</u> the chair. (adverbial phrase)</i> | Written Composition Narrative story |
| 7 | Work, Communication and Technology Text type: Persuasive | Listening Persuasive text Comprehension questions Talking Correct oral use of English grammar Oral expression Students present an opinion to the class | Literature Structure of a persuasive text Reading for pleasure Library skills Dictionary use Finding information Reading and comprehension Vocabulary Vocabulary Word origins Words occupations | Persuasive text Class reading Comprehension Small group reading Paired reading Reading and comprehension Vocabulary Word meaning – from reading text | Sound /x/ taxi, exit, text, relax, mixture, example, exercise, oxygen, excellent, clocks Adverbs quickly, slowly, softly, happily, loudly, smoothly, carefully, neatly, gently, quietly | Sentences: simple and compound Writing simple and compound sentences using correct punctuation Examples: <i>Our teacher is very smart.</i> <i>Our teacher is smart and she is very kind.</i> | Written Composition Persuasive – a letter to the editor expressing an opinion |

Term 2

| Term 2 | | | | | | | |
|--------|--|---|---|---|--|---|---|
| Strand | | STRAND 1 Speaking and Listening | STRAND 2 Reading | | STRAND 3 Writing | | |
| Theme | Theme Text type | Listening Talking Oral expression | Literature Library skills Vocabulary | Reading Fluency Comprehension | Spelling | Grammar & Usage | Writing |
| Week | | | | | | | |
| 8 | Work, Communication and Technology Text type: Explanation | Listening Recount text Comprehension questions Talking Correct oral use of English grammar Oral expression Retelling something that has happened | Literature Structure of a Explanation text Reading for pleasure Library skills Dictionary use Finding information Reading and comprehen- sion Vocabulary 1. Acrostic poem <i>Everywhere</i> <i>Good to eat</i> <i>Great to find</i> <i>Smooth shell</i> 2. Using doubles by repeating words <i>again and</i> <i>again, over</i> <i>and over</i> | Explanation text Class reading Comprehen- sion Small group reading Paired reading Reading and comprehen- sion Vocabulary Word meaning – from reading text | Sound /z/ words busy, those, always, desert, cousin, prison, clothes, zero, dizzy, president Jobs teacher, doctor, policeman, plumber, carpenter, chef, pilot, hairdresser, pastor, dentist | Punctua- tion: direct and indirect Speech Using punctuation correctly to show direct and indirect speech in sentences Examples: <i>"I am going to the trade store," said Uncle Sam.</i> <i>Uncle Sam said that he was going to the trade store.</i> | Written Composition Explanation |
| 9 | Assessment | Assessment | Assessment | Assessment | Assessment | Assessment | Assessment |

Term 2

| Term 2 | | | | | | | |
|--------|--------------------------|--|---|---|--|---|------------|
| Strand | | STRAND 1 Speaking and Listening | STRAND 2 Reading | STRAND 3 Writing | | | |
| Theme | Theme Text type | Listening Talking Oral expression | Literature Library skills Vocabulary | Reading Fluency Comprehension | Spelling | Grammar & Usage | Writing |
| Week | | | | | | | |
| 10 | Review and Enrichment | Review and Enrichment | Review and Enrichment Dictionary use Finding information. 1. Figurative language - similes <i>Her hair was as black as coal.</i> 2. Alliterations words: <i>safe and sound, rough and ready.</i> | Review and Enrichment Grade level reader | Review Select sounds and words that students have found difficult and revise them by creating your own spelling list for this week | Enrichment Vocabulary: prefixes and suffixes Correct use of prefixes and suffixes in sentences Examples: <i>The prefix <u>anti</u> means <u>against</u>.</i> <i>We need an <u>antidote</u> for snake bite.</i> <i>The suffix <u>let</u> and <u>ette</u> mean <u>little</u>.</i> <i>The <u>piglet</u> was squealing.</i> | Enrichment |

Term 3

| Term 3 | | | | | | | |
|--------|---|--|--|---|--|---|--|
| Strand | | STRAND 1 Speaking and Listening | STRAND 2 Reading | | STRAND 3 Writing | | |
| Theme | Theme Text type | Listening Talking Oral expression | Literature Library skills Vocabulary | Reading Fluency Comprehension | Spelling | Grammar & Usage | Writing |
| Week | | | | | | | |
| 1 | <p>Papua New Guinea and Environment</p> <p>Text type: Explanation</p> | <p>Listening</p> <p>Recount text Comprehension questions</p> <p>Talking</p> <p>Correct oral use of English grammar</p> <p>Oral expression to class or in pairs</p> <p>short oral recount 'What I did in the holidays'</p> | <p>Literature</p> <p>Explanation Text Reading for pleasure Figurative language</p> <p>Library skills</p> <p>Dictionary use Finding information</p> <p>Reading and comprehension Vocabulary</p> <p>1. Alphabetical order to 3rd letter 2. Word meanings Commonly confused words</p> | <p>Recount text</p> <p>Class reading Comprehension Small group reading Paired reading</p> <p>Reading and comprehension Vocabulary</p> <p>Word meaning – from reading text</p> | <p>Sound /ar/ words</p> <p>alarm, carpet, target, grass, past, banana, tomato, auntie, calm, palm</p> <p>Body parts</p> <p>waist, shoulder, wrist, ankle, chest, finger, toe, thigh, knee, elbow</p> | <p>Plural nouns regular</p> <p>(adding s, es, ies, ves) and irregular</p> <p>Correct use of plural nouns in sentences</p> <p>Examples:</p> <p><i>The <u>women</u> picked the <u>berries</u> off the <u>bushes</u>.</i></p> <p><i>Our <u>families</u> came to our school play last night.</i></p> <p><i>The bush <u>knives</u> were very sharp</i></p> | <p>Written Composition</p> <p>Explanation</p> |

Term 3

| Term 3 | | | | | | | |
|--------|---|--|---|---|---|--|--|
| Strand | | STRAND 1 Speaking and Listening | STRAND 2 Reading | | STRAND 3 Writing | | |
| Theme | Theme Text type | Listening Talking Oral expression | Literature Library skills Vocabulary | Reading Fluency Comprehension | Spelling | Grammar & Usage | Writing |
| Week | | | | | | | |
| 2 | Papua New Guinea and Environment Text type: Narrative - Short story | Listening Narrative text Comprehension questions Talking Correct oral use of English grammar Oral expression to class or in pairs Explanation of school and classroom rules | Literature Narrative - Short stories Reading for pleasure Library skills Dictionary use Finding information Reading and comprehension Vocabulary 1. Synonyms 2. Antonyms | Explanation text Class reading Comprehension Small group reading Paired reading Reading and comprehension Vocabulary Word meaning – from reading text | Sound /er/ person, understand, shirt, first, world, worst, early, heard, burnt, surprise Transport truck, car, vehicle, helicopter, aeroplane, bus, motorbike, bicycle, canoe, transport | Relative pronouns <i>who, whom, whose, which, that, what & Interrogative - what, which, who, whose</i> Examples: <i>Can we go to the store <u>that</u> sells basketballs?</i> <i><u>Who</u> is coming to our family party?</i> | Written Composition Narrative text |
| 3 | Papua New Guinea and Environment Text type: Procedures | Listening Procedural text Comprehension questions Talking Correct oral use of English grammar Oral expression to class or in pairs Sharing information on a given topic | Literature Procedural text Reading for pleasure Library skills Dictionary use Finding information Vocabulary Word meanings 1. Homophones 2. Homonyms | Procedures Class reading Comprehension Small group reading Paired reading Reading and comprehension Vocabulary Word meaning – from reading text | Sound /or/ words prawn, drawing, blackboard, dinosaur, laundry, saucepan, explore, uniform, towards, reward Compound words newspaper, rainbow, butterfly, sunglasses, notepad, highlands, lowlands, waterfall, everyone, somewhere | Comparative and superlative adjectives <i>slow, slower, slowest</i> Correct use of comparative and superlative adjectives in sentences Examples: <i>Harry is <u>stronger</u> than Luke but Joe is the <u>strongest</u>.</i> | Written Composition Narrative information text |

Term 3

| Term 3 | | | | | | | |
|--------|---|---|---|---|--|--|--|
| Strand | | STRAND 1 Speaking and Listening | STRAND 2 Reading | | STRAND 3 Writing | | |
| Theme | Theme Text type | Listening Talking Oral expression | Literature Library skills Vocabulary | Reading Fluency Comprehension | Spelling | Grammar & Usage | Writing |
| Week | | | | | | | |
| 4 | Papua New Guinea and Environment Text type: Transaction | Listening Transaction text (e.g. letter, interview) Comprehension questions Talking Correct oral use of English grammar Oral expression In pairs – student interviews | Literature Structure of a letter Reading for pleasure Library skills Dictionary use Finding information Reading and comprehension Vocabulary Word meanings Prefixes - re Suffixes - ist | Transaction text Class reading Comprehension Small group reading Paired reading Reading and comprehension Vocabulary Word meaning – from reading text | Sound /air/ words square, parent, prepare, barefoot, nightmare, dairy, wheelchair, everywhere, there, their Time words time, day, night, morning, afternoon, today, yesterday, tomorrow, noon, evening | Conjugation (agreement) of verbs Correct usage of verbs in subject agreement in sentences. Examples: <i>The girl <u>is</u> working in the store.</i> <i>The boys <u>are</u> walking to school.</i> | Written Composition Transaction (a letter) |

Term 3

| Term 3 | | | | | | | |
|--------|--|--|---|--|--|---|---|
| Strand | | STRAND 1 Speaking and Listening | STRAND 2 Reading | STRAND 3 Writing | | | |
| Theme | Theme Text type | Listening Talking Oral expression | Literature Library skills Vocabulary | Reading Fluency Comprehension | Spelling | Grammar & Usage | Writing |
| Week | | | | | | | |
| 5 | Papua New Guinea and Environment Text type: Report | Listening Report Comprehension questions Talking Correct oral use of English grammar Oral expression In groups – students report on an event | Literature Structure of a report Reading for pleasure Library skills Dictionary use Finding information Reading and comprehen- sion Vocabulary 1. Technical words 2. Unusual plural words | Report Class reading Comprehen- sion Small group reading Paired reading Reading and comprehen- sion Vocabulary Word meaning – from reading text | Sound /ear/ words rear, gear, shear, nearby, clearly, appeared, disappear, steer, cheerful, engineer Antonyms wide, narrow, adult, child, find, lose, easy, difficult, arrive, depart | Adverbs of degree Correct usage of adverbs of degree that modify or intensify the meaning of adjectives and adverbs. Examples: <i>He sang <u>really</u> loudly. (The adverb <u>really</u> strengthens the meaning of the adverb loudly)</i> <i>I am <u>extremely</u> lucky to have my friends.</i> | Written Composition Report on an event |

Term 3

| Term 3 | | | | | | | |
|--------|---|---|---|---|--|--|--|
| Strand | | STRAND 1 Speaking and Listening | STRAND 2 Reading | STRAND 3 Writing | | | |
| Theme | Theme Text type | Listening Talking Oral expression | Literature Library skills Vocabulary | Reading Fluency Comprehension | Spelling | Grammar & Usage | Writing |
| Week | | | | | | | |
| 6 | <p>Papua New Guinea and Environment</p> <p>Text type: Information Narrative</p> | <p>Listening Procedural text (e.g. recipe, safety drill) Comprehension questions</p> <p>Talking Correct oral use of English grammar</p> <p>Oral expression In groups students talk through safety procedures</p> | <p>Literature Information Narrative text Reading for pleasure</p> <p>Library skills Dictionary use Finding information</p> <p>Reading and comprehension Vocabulary 1. Alphabetical order 3rd letter 2. Contractions</p> | <p>Information Narrative text Class reading Comprehension Small group reading Paired reading</p> <p>Reading and comprehension Vocabulary Word meaning – from reading text</p> | <p>Sound /ou/ words amount, background, trousers, cloudy, counter, aloud, allowed, towel, eyebrow, powder</p> <p>Position words between, under, across, around, beside, along, over, into, to, through</p> | <p>Prepositions and Adjectival phrases Correct use of prepositions and adjectival phrases in sentences.</p> <p>Examples: <i>The hunter with the <u>sharp spear</u> killed the wild pig.</i> <i>The crocodile swam <u>beneath the muddy waters.</u></i></p> | <p>Written Composition Information narrative – writing instructions</p> |

Term 3

| Term 3 | | | | | | | |
|--------|--|---|---|--|---|--|---|
| Strand | | STRAND 1 Speaking and Listening | STRAND 2 Reading | | STRAND 3 Writing | | |
| Theme | Theme Text type | Listening Talking Oral expression | Literature Library skills Vocabulary | Reading Fluency Comprehension | Spelling | Grammar & Usage | Writing |
| Week | | | | | | | |
| 7 | Papua New Guinea and Environment Text type: Persuasive | Listening Persuasive text Comprehension questions Talking Correct oral use of English grammar Oral expression Students present an opinion to the class | Literature Structure of a persuasive text Reading for pleasure Library skills Dictionary use Finding information Reading and comprehension Vocabulary 1. Word origins 2. Words classification <i>bus, car, canoe, plane</i> | Persuasive text Class reading Comprehension Small group reading Paired reading Reading and comprehension Vocabulary Word meaning – from reading text | Sound /ch/ children, chocolate, branch, champion, kitchen, witch, future, picture, creature, nature Homophones rode, road, pair, pear, wait weight, meet, meat, hear, here | Sentences: simple, compound and complex Writing simple, compound and complex sentences Examples: <i>Luke stayed home.</i> <i>Luke stayed home <u>and</u> worked in the garden.</i> <i>Luke stayed at home because he felt sick.</i> | Written Composition Persuasive – a letter to the editor expressing an opinion |

| Term 3 | | | | | | | |
|--------|---|---|---|---|--|--|---------------------------------------|
| Strand | | STRAND 1 Speaking and Listening | STRAND 2 Reading | | STRAND 3 Writing | | |
| Theme | Theme Text type | Listening Talking Oral expression | Literature Library skills Vocabulary | Reading Fluency Comprehension | Spelling | Grammar & Usage | Writing |
| Week | | | | | | | |
| 8 | Papua New Guinea and Environment Text type: Recount | Listening Recount text Comprehension questions Talking Correct oral use of English grammar Oral expression Retelling something that has happened | Literature Structure of a recount text Reading for pleasure Library skills Dictionary use Finding information Reading and comprehension Vocabulary 1. Sound words <i>bang, crash...</i> 2. Contractions | Recount text Class reading Comprehension Small group reading Paired reading Reading and comprehension Vocabulary Word meaning – from reading text | Sound /sh/ shopping, shower, shadow, special, delicious, ocean, position, information, machinery, parachute 'said' words said, shouted, yelled, called, whispered, answered, cried, ordered, growled, replied | Punctuation: apostrophes of possession Using punctuation marks correctly to show apostrophes of possession in sentences. Examples: <i>I found <u>Simon's</u> pen and books on the desk.</i> <i>The <u>boys'</u> bags were near the tree.</i> | Written Composition Recount |
| 9 | Assessment | Assessment | Assessment | Assessment | Assessment | Assessment | Assessment |

Term 3

| Term 3 | | | | | | | |
|--------|--------------------------|--|---|--|---|--|------------|
| Strand | | STRAND 1 Speaking and Listening | STRAND 2 Reading | STRAND 3 Writing | | | |
| Theme | Theme Text type | Listening Talking Oral expression | Literature Library skills Vocabulary | Reading Fluency Comprehension | Spelling | Grammar & Usage | Writing |
| Week | | | | | | | |
| 10 | Review and Enrichment | Review and Enrichment Enrichment | Review and Enrichment 1. Figurative language - metaphors <i>A crocodile's teeth are white daggers</i> 2. Figurative language – Personifica- tion <i>The sun kissed their skin</i> | Review and Enrichment Recount text Class reading Comprehen- sion Small group reading Paired reading Reading and comprehen- sion Vocabulary Word meaning – from reading text | Review Select sounds and words that students have found difficult and revise them by creating your own spelling list for this week | Enrichment Vocabulary: homophones and homonyms Correct use of homophones and homonyms in sentences Examples: <i>Most people <u>write</u> with their <u>right</u> hand.</i> <i>Turn <u>right</u> at the corner and go <u>right</u> to the end of the road.</i> | Enrichment |

Term 4

| Term 4 | | | | | | | |
|--------|--|--|--|--|---|---|--|
| Strand | | STRAND 1 Speaking and Listening | STRAND 2 Reading | | STRAND 3 Writing | | |
| Theme | Theme Text type | Listening Talking Oral expression | Literature Library skills Vocabulary | Reading Fluency Comprehension | Spelling | Grammar & Usage | Writing |
| Week | | | | | | | |
| 1 | Papua New Guinea and the World Text type: Procedures | Listening Recount text Comprehension questions Talking Correct oral use of English grammar Oral expression to class or in pairs short oral recount 'What I did in the holidays' | Literature Procedural Text Reading for pleasure Figurative language Library skills Dictionary use Finding information Reading and comprehension Vocabulary 1. Alphabetical order to 3 rd letter 2. Word meanings Commonly confused words | Procedural text Class reading Comprehension Small group reading Paired reading Reading and comprehension Vocabulary Word meaning – from reading text | Sound /oo/ words shook, woollen, firewood, bookcase, football, wooden, crooked, push, bully, would Animals crocodile, wallaby, cuscus, cassowary, echidna, octopus, dolphin, turtle, shark, lizard | Concrete and abstract nouns Correct use of concrete and abstract nouns in sentences Examples: <i>Our church is near the market.</i> <i>The nurse was full of pity for the girl who broke her arm.</i> | Written Composition Procedures |

Term 4

| Term 4 | | | | | | | |
|--------|---|--|--|---|--|---|--|
| Strand | | STRAND 1 Speaking and Listening | STRAND 2 Reading | STRAND 3 Writing | | | |
| Theme | Theme Text type | Listening Talking Oral expression | Literature Library skills Vocabulary | Reading Fluency Comprehension | Spelling | Grammar & Usage | Writing |
| Week | | | | | | | |
| 2 | Papua New Guinea and the World Text type: Narrative | Listening Explanation text Comprehension questions Talking Correct oral use of English grammar Oral expression to class or in pairs Explanation of school and classroom rules | Literature Narrative Text Reading for pleasure Library skills Dictionary use Finding information Reading and comprehension Vocabulary 1. Synonyms 2. Related words <i>head and shoulders, hand and foot,</i> | Narrative text Class reading Comprehension Small group reading Paired reading Reading and comprehension Vocabulary Word meaning – from reading text | Sound /th/ these, think, thief, feather, leather, clothing, breathe, truth, thunder, thought Warnings warning, beware, poison, stop, danger, caution, toxic, hazard, flammable, careful | Adjectives, nouns & articles Correct use of articles as they apply to nouns and adjectives in sentences Examples: <i>We use <u>a</u> ladder to climb up the tree.</i> <i>Peter gave me <u>an</u> orange.</i> <i>My sister is too frightened to climb <u>the</u> tall tree.</i> | Written Composition Narrative text |
| 3 | Papua New Guinea and the World Text type: Recount | Listening Recount text Comprehension questions Talking Correct oral use of English grammar Oral expression to class or in pairs Sharing information on a given topic | Literature Recount Text Reading for pleasure Library skills Dictionary use Finding information Reading and comprehension Vocabulary 1. Antonyms 2. Antonyms | Recount text Class reading Comprehension Small group reading Paired reading Reading and comprehension Vocabulary Word meaning – from reading text | Sound /c/ kettle, kilogram, couple, corner, ticket, duckling, chemist, echo, anchor, occupation Inside our bodies stomach, heart, brain, lung, kidney liver, veins, blood, skeleton, muscle | Adjectives of quantity <i>How much?</i> <i>How many?</i> <i>Which order?</i> Examples: <i><u>three</u> books</i> <i><u>first</u> time,</i> <i><u>third</u> place</i> | Written Composition Narrative information text |

Term 4

| Term 4 | | | | | | | |
|--------|---|---|---|--|--|--|---|
| Strand | | STRAND 1 Speaking and Listening | STRAND 2 Reading | | STRAND 3 Writing | | |
| Theme | Theme Text type | Listening Talking Oral expression | Literature Library skills Vocabulary | Reading Fluency Comprehension | Spelling | Grammar & Usage | Writing |
| Week | | | | | | | |
| 4 | <p>Papua New Guinea and the World</p> <p>Text type: Transaction</p> | <p>Listening</p> <p>Transaction text (e.g. letter, interview)</p> <p>Comprehension questions</p> <p>Talking</p> <p>Correct oral use of English grammar</p> <p>Oral expression</p> <p>In pairs – student interviews</p> | <p>Literature</p> <p>Structure of a letter Reading for pleasure</p> <p>Library skills</p> <p>Dictionary use Finding information</p> <p>Reading and comprehension Vocabulary</p> <p>1. Prefixes - Un 2. Suffixes - less</p> | <p>Transaction text</p> <p>Class reading Comprehension</p> <p>Small group reading Paired reading</p> <p>Reading and comprehension Vocabulary</p> <p>Word meaning – from reading text</p> | <p>Sound /n/</p> <p>netball, naughty, certain, against, engine, medicine, dozen, winner, tunnel, tennis</p> <p>Synonyms</p> <p>cry, weep, sick, ill, dry, arid, great, huge, clever, smart</p> | <p>Past tense verbs</p> <p>regular and irregular Correct use of past tense verbs – regular and irregular in sentences.</p> <p>Examples:</p> <p><i>Yesterday mum <u>baked</u> a cake for my birthday.</i></p> <p><i>The wind <u>blew</u> so hard that the tree fell down.</i></p> | <p>Written Composition</p> <p>Transaction (a letter)</p> |

Term 4

| Term 4 | | | | | | | |
|--------|---|---|---|---|---|---|---|
| Strand | | STRAND 1 Speaking and Listening | STRAND 2 Reading | | STRAND 3 Writing | | |
| Theme | Theme Text type | Listening Talking Oral expression | Literature Library skills Vocabulary | Reading Fluency Comprehension | Spelling | Grammar & Usage | Writing |
| Week | | | | | | | |
| 5 | <p>Papua New Guinea and the World</p> <p>Text type: Report</p> | <p>Listening</p> <p>Report Comprehension questions</p> <p>Talking</p> <p>Correct oral use of English grammar</p> <p>Oral expression</p> <p>In groups – students report on an event</p> | <p>Literature</p> <p>Structure of a report Reading for pleasure</p> <p>Library skills</p> <p>Dictionary use Finding information</p> <p>Reading and comprehension Vocabulary</p> <p>1. Word association <i>w/ndow/glass, ship/bow</i></p> <p>2. Word analogies <i>High is to low as up is to down</i></p> | <p>Report</p> <p>Class reading Comprehension Small group reading Paired reading</p> <p>Reading and comprehension Vocabulary</p> <p>Word meaning – from reading text</p> | <p>Sound /w/ words</p> <p>woman, women, welcome, wallet, wonderful, wealthy, wicked, white, whiskers, wharf</p> <p>Space</p> <p>space, rocket, sun, moon, astronaut, comet, satellite, star, universe, meteor</p> | <p>Apostrophes of contractions</p> <p>Using punctuation marks correctly to show apostrophes of contractions in sentences.</p> <p>Examples:</p> <p><i>When's (when is) the PMV arriving?</i></p> <p><i>I hope it <u>isn't</u> (is not) late.</i></p> | <p>Written Composition</p> <p>Report on an event</p> |

Term 4

| Term 4 | | | | | | | |
|--------|---|---|---|---|---|---|--|
| Strand | | STRAND 1 Speaking and Listening | STRAND 2 Reading | | STRAND 3 Writing | | |
| Theme | Theme Text type | Listening Talking Oral expression | Literature Library skills Vocabulary | Reading Fluency Comprehension | Spelling | Grammar & Usage | Writing |
| Week | | | | | | | |
| 6 | <p>Papua New Guinea and the World</p> <p>Text type: Information narrative</p> | <p>Listening Procedural text (e.g. recipe, safety drill) Comprehension questions</p> <p>Talking Correct oral use of English grammar</p> <p>Oral expression In groups students talk through safety procedures</p> | <p>Literature Structure of an procedural text Reading for pleasure</p> <p>Library skills Dictionary use Finding information</p> <p>Reading and comprehension Vocabulary 1. Alphabetical order to 3rd letter 2. Apostrophe of possession</p> | <p>Information narrative text Class reading Comprehension Small group reading Paired reading</p> <p>Reading and comprehension Vocabulary Word meaning – from reading text</p> | <p>Sound // words lettuce, length, example, beetle, betelnut, spelling, umbrella, collect, grill, rainfall</p> <p>Manners manners, polite, thank you, goodbye, please, sorry, pardon, hello, excuse me, respect</p> | <p>Conjunctions Written sentences: correct use of conjunctions in sentences</p> | <p>Written Composition Procedure – writing instructions</p> |

Term 4

| Term 4 | | | | | | | |
|--------|--|---|---|--|--|--|---|
| Strand | | STRAND 1 Speaking and Listening | STRAND 2 Reading | STRAND 3 Writing | | | |
| Theme | Theme Text type | Listening Talking Oral expression | Literature Library skills Vocabulary | Reading Fluency Comprehension | Spelling | Grammar & Usage | Writing |
| Week | | | | | | | |
| 7 | Papua New Guinea and the World Text type: Persuasive | Listening Persuasive text Comprehension questions Talking Correct oral use of English grammar Oral expression Students present an opinion to the class | Literature Persuasive text Reading for pleasure Library skills Dictionary use Finding information Reading and comprehension Vocabulary 1. Word origins 2. Sounds made by objects <i>patter of rain,</i> <i>ringing of bells,</i> <i>slamming of doors</i> | Persuasive text Class reading Comprehension Small group reading Paired reading Reading and comprehension Vocabulary Word meaning – from reading text | Sound /ng/ words belong, bring, young, amoung, during, painting, mango, single, tongue, angle Festivities celebrations, party, birthday, Easter, Christmas, feast, ceremony, holiday, wedding, marriage | Sentences Paragraphs Identifying paragraphs in a short text. | Written Composition Persuasive – a letter to the editor expressing an opinion |

| Term 4 | | | | | | | |
|--------|---|---|---|--|--|--|--|
| Strand | | STRAND 1 Speaking and Listening | STRAND 2 Reading | STRAND 3 Writing | | | |
| Theme | Theme Text type | Listening Talking Oral expression | Literature Library skills Vocabulary | Reading Fluency Comprehension | Spelling | Grammar & Usage | Writing |
| Week | | | | | | | |
| 8 | <p>Papua New Guinea and the World</p> <p>Text type: Explanation</p> | <p>Listening</p> <p>Explanation text Comprehension questions</p> <p>Talking</p> <p>Correct oral use of English grammar</p> <p>Oral expression</p> <p>Retelling something that has happened</p> | <p>Literature</p> <p>Explanation text Reading for pleasure</p> <p>Library skills</p> <p>Dictionary use Finding information</p> <p>Reading and comprehension Vocabulary</p> <p>1. Rhyming words <i>high and dry, out and about, wear and tear</i></p> <p>2. Rhyming poems <i>My cat ate a mouse And brought it in the house</i></p> | <p>Explanation text</p> <p>Class reading Comprehension</p> <p>Small group reading Paired reading</p> <p>Reading and comprehension Vocabulary</p> <p>Word meaning – from reading text</p> | <p>Sound /m/</p> <p>moment, memory, message, mosquito, magnet, mammal, hammer, become, climbing, column</p> <p>Feelings</p> <p>feelings, afraid, lonely, happy, proud, jealous, angry, sad, shy, surprised</p> | <p>Punctuation: review</p> <p>Using full stops, commas, semicolons, colon, apostrophes, hyphens, talking marks, question marks, exclamation marks...</p> <p>Examples:</p> <p><i>When will you come to my house?</i></p> <p><i>I don't know. Joe's ball is under the verandah.</i></p> <p><i>Coffee cherries are fermented, dried, roasted and ground into a powder.</i></p> <p><i>"Hide in the river!" shouted the boy's father.</i></p> | <p>Written Composition</p> <p>Explanation</p> |
| 9 | Assessment | Assessment | Assessment | Assessment | Assessment | Assessment | Assessment |

Term 4

| Term 4 | | | | | | | |
|--------|--------------------------|--|--|---|---|---|------------|
| Strand | | STRAND 1 Speaking and Listening | STRAND 2 Reading | | STRAND 3 Writing | | |
| Theme | Theme Text type | Listening Talking Oral expression | Literature Library skills Vocabulary | Reading Fluency Comprehension | Spelling | Grammar & Usage | Writing |
| Week | | | | | | | |
| 10 | Review and Enrichment | Review and Enrichment | Review and Enrichment Reading and comprehen- sion Vocabulary 1. Proverbs <i>A stich in time saves nine</i> 2. Figurative language – idiom <i>He broke her heart</i> <i>Moves at a snail's pace</i> | Review and Enrichment Class reading Comprehen- sion Small group reading Paired reading Reading and comprehen- sion Vocabulary Word meaning – from reading text | Review Select sounds and words that students have found difficult and revise them by creating your own spelling list for this week | Enrichment Vocabulary: similes, metaphors Correct use of similes and metaphors in sentences Examples: <i>I tried to catch the cat, but it was <u>as</u> <u>slippery as an</u> <u>eel</u>.</i> <i>The sun is a <u>huge yellow</u> <u>beach ball</u> kicked high into the sky.</i> | Enrichment |

Grade 7 English-Time Table for 40 minutes period

| Day | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---|---|---|--|--|
| Period | Monday | Tuesday | Wednesday | Thursday | Friday |
| 1 | Speaking & Listening | Speaking & Listening | Speaking & Listening | Speaking & Listening | Speaking & Listening |
| | Listening Comprehension (L1) 10 m Talking 5 min | Oral Expression (L1) 10 min | Listening Comprehension (L2)10 min | Oral Composition (L2) 10 min | Listening Comprehension (L3) 10 min |
| | Reading | Reading | Reading | Reading | Reading |
| | Reading and comprehension Literature (L1) 25 min | Reading and comprehension Vocabulary: Word meaning (L2) 30 min | Reading for fluency (L3) 30min Grade level reader | Reading for fluency Vocabulary: Commonly confused words (L4) 20 min | Reading for pleasure Library skills: Alphabetical order (L5) 20 min |
| | | Writing | | Writing | Writing |
| | | Spelling (L2 – topic words - Phonics) 5 min | | Hand writing 10 min | Spelling test Dictation 10 min |
| 2 | Writing | These periods will be taken up by other subjects | Writing | These periods will be taken up by other subjects | |
| | Spelling (L1 – sound words - Phonics) 15 min | | Spelling (L3 Group words) 10 min | | |
| | Grammar and usage Conventions of English Punctuation (L1) 25 min | | Written composition (L1) 30 min | | |

Sample Guided Lesson Plans

Strand 1: Speaking and Listening

Sample Listening Lesson Plans

Week 1 Lesson 1

Subject: English

Strand: Speaking and Listening

Unit: Listening

Lesson Topic: Story *The Magic Marble*

Content Standard: 7.1.1 Listen and respond to a wide range of presentations of ideas, information and opinions about local, national and international issues.

Benchmark: 7.1.1.2 Listen to and determine the purpose for listening (i.e. gaining information, solving problems, appreciating, and recalling, and interpreting, applying, analysing, evaluating or learning concepts).

Objective: Students will listen:

1. for enjoyment and meaning
2. to answer questions correctly
3. retell the story.

Content Knowledge: Understand the story, interpreting ideas

Skills: recalling, interpreting

Attitudes: Understanding the moral of the stories, respect, appreciate and value the environment.

Materials: Novel (*Island life* -pg. 1-6) video box, markers, one empty box, two small sticks, 50 cm long, pencil, ruler (30 cm) glue, and blade.

Introduction:

1. Introduce the novel *Island Life*. Ask: What do you think this novel is about?
2. Students give reasons for their answers.

Body:

1. Choose students to read pages 1 – 6 of the novel. Explain the meanings of any difficult words.
2. Activity 1: Students write True or False beside each statement.
 - a) The skylark flying high facing the south easterly direction indicates that the south easterly season is here. _____
 - b) It is also the season for one particular sea grass eating fish. _____
 - c) Pwendrile is caught more fish than Manuai. _____
 - d) The boys brought their catch to their grandmother. _____
 - e) Pwendrile's father was a great fisherman. _____

Conclusion:

- In groups, students retell the story in their own words. Each group leader tell the class the moral of the story.

Assessment

| Assessment Method | Assessment Task | Assessment Criteria | Recording Method |
|-------------------|--|--------------------------------|--------------------------|
| Oral presentation | 1. Answer questions 2. Retell the story in small groups | Knowledge content of the story | 1. SAPS 2. Check list |

Week 1 Lesson 2**Subject:** English**Strand:** Speaking and listening**Unit:** Listening**Lesson:** Story

Content Standard: 7.1.1 Listen and respond to a wide range of presentations of ideas, information and opinions about local, national and global issues.

Benchmark: 7.1.1.4 Listen to information texts and apply strategies to summarize, generalize, and record for presentations.

Objective: Students will be able to:

1. listen for enjoyment and meaning
2. listen to generalize and record information text
3. do class presentation.

Content Knowledge: How to listen for specific information.

Skills: Ability to listen for information.

Attitudes: Value listening as a tool for effective communication.

Materials: *The Last Prayer, School Journal S2-2009.*

Introduction:

- Introduce the book. Show students the marble and picture to introduce the story.

Body:

1. Teacher reads story to students.
2. Instruct students to listen carefully and find the main idea behind the story.
3. Activity. Discuss the main idea together in class.

Conclusion:

- Moral of the story.

Assessment:

| Assessment Method | Assessment Task | Assessment Criteria | Recording Method |
|-------------------|--------------------------------------|--|------------------|
| Oral presentation | 1.note taking and summarizing story. | 1.Story sequencing 2.Pronunciation 3.Posture 4. Clarity of voice. 5.Confidence | 1.Check list |

Week 1 Lesson 3**Subject:** English**Strand:** Speaking and Listening**Unit:** Listening**Lesson:** Song Lyrics

Content Standard: 7.1.1 Listen and respond to a wide range of presentations of ideas, information and opinions about local, national and global issues.

Benchmark: 7.1.1.3 Listen to music for enjoyment and decode and predict the themes, new information, meanings and express feelings and learn how others feel towards issues in life.

Objective: Students will be able to :

1. Listen for information in music through song lyrics.

Content Knowledge: Specific information in music.

Skills: Active Listening

Attitudes: Value listening as an effective tool for communication.

Materials: Boom box. Lyrics Chart.**Introduction:**

1. Introduce by asking students to name some popular musicians.
2. Explain that a song will be played and students will listen and fill in blanks.

Body:

1. Play song twice as students listen.
2. Students fill blanks on the third time the song is played.
3. Students listen to music and fill in blanks of the lyrics.
4. Play song for the last time for students to check the blanks that they have filled.

Conclusion:

1. Correct words with class.
2. Students discuss song meaning.
3. Play the song again and let the whole class sing the song using their corrected lyrics.

Assessment

| Assessment Method | Assessment Task | Assessment Criteria | Recording Method |
|-------------------|---|---|------------------|
| Oral presentation | Discuss the interpretation for the song in relation to real life. | Attentive Listening Display understanding through discussion | 1. Check list |

Sample Talking Drills Lesson Plans

Week 1 Lesson 1

(Revise in week1 lesson 2 – using more examples of Transitive and intransitive verbs)

Subject: English

Strand: Speaking and Listening

Unit: Talking

Lesson Topic: 1 - Transitive and intransitive verbs

Content Standard: 7.1.2 Apply appropriate English grammar in a range of oral situations correctly.

Benchmark: 7.1.2.3 Use transitive and intransitive verbs orally.

Objective: By the end of the lesson students should be able to:

1. Distinguish between transitive and intransitive verb.
2. Say sentences using transitive and intransitive verbs.

Content Knowledge: How to identify transitive and intransitive verbs.

Skills: Speak fluently using transitive and intransitive verbs in sentences.

Attitudes: Respond well, respect, self confidence in speaking.

Materials: Black board, chalk

Definitions:

Transitive verbs are verbs that need an object in a sentence to complete its meaning.

Example: *I love ice-cream.*

(subject verb object)

An *intransitive verb* is the opposite of a *transitive verb*: it does not require an object to act upon.

Example: *They jumped.*

(subject verb object not required)

Introduction:

1. Write the above definitions on the board
Say: To decide whether the verb is transitive or intransitive, all you need to do is determine whether the verb has an object.

Example: *Does she talk something?*

The verb is only transitive when the answer is yes.

- *She talks to the teacher.* (object).

Body:

1. Say sentences using transitive and intransitive verbs. Students to say whether the verb is transitive or intransitive, for example:
 - a) *I like coffee.*
 - b) *The dog ran.*
 - c) *We jumped into the river.*
 - d) *Mary runs.*
 - e) *Joe laughed at the dog.*
 - f) *The girls carry water to their village.*
 - g) *I caught a cold.*
 - h) *A light was shining.*
2. Select students to use verbs as transitive and intransitive, e.g. cook, play, climb, talk...
3. Write students oral sentences on the board.

Conclusion:

- As a group read the oral sentences. Students underline the verb in each sentence and say whether it is transitive or intransitive

Assessment

| Assessment Method | Assessment Task | Assessment Criteria | Recording Methods |
|-------------------|--|--|-------------------|
| Oral sentences | Saying sentences using transitive and intransitive verbs | Correct usage of transitive and intransitive verbs | SAPS |

Oral Expression Sample Lesson Plans

Week 1 Lesson 1

Subject: English

Strand: Speaking and Listening

Unit: Oral Expression

Lesson Topic: Recount – Holiday Stories

Content Standard: 7.1.1 Express agreement and disagreement using appropriate language, grammar and body gestures.

Benchmark: 7.1.1.1 Dramatize a situation using appropriate dialogues in particular scenes to demonstrate agreement and disagreement using correct language styles, grammar and body gestures.

Objective: Students will be able to use appropriate language and gestures to tell a recount.

Content Knowledge: How to tell a story expressively.

Skills: Ability to be creative.

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

Materials: Students tell a recount.

Introduction:

1. Ask questions about what students did in the holidays
2. Choose students to talk about things they have done over the holidays

Body:

1. Students introduce themselves to the class.
2. They recount something they did in the school holidays using correct oral grammar

Conclusion:

- Select students to ask questions about individual recounts

Assessment

| Assessment Method | Assessment Task | Assessment Criteria | Recording Method |
|-------------------|--|---|------------------------|
| Oral presentation | A clear and confident recount of a personal experience during the holidays | Knowledge of telling a recount using correct grammar and vocabulary | 1.Saps 2.Check list |

Week 1 Lesson 2**Subject:** English**Strand:** Speaking and listening**Unit:** Oral expression**Lesson Topic:** School Holidays**Content Standard: 7.1.1** Express agreement and disagreement using appropriate language, grammar and body gestures.**Benchmark: 7.1.1.1** Dramatize a situation using appropriate dialogues in particular scenes to demonstrate agreement and disagreement using correct language styles, grammar and body gestures.**Objective:** Students will be able to use appropriate language and gestures to express an opinion.**Content Knowledge:** How to express opinions convincingly.**Skills:** Ability to be creative and expressive.**Attitudes:** Value and appreciate each other's views and experiences.**Materials:** Students express agreement or disagreement in a small group.**Introduction:**

Say: I think that the school holidays are too long. Students should spend more time learning at school.

Ask if students agree or disagree.

Body

1. Students work in small groups. They introduce themselves and express a agreement or disagreement that school holidays are too long. Student time would be better spent in school.
2. Teacher moves between groups to observe and encourage any students who lacks confidence in expressing their views.

Conclusion

Select students to present their views to the whole class.

Assessment

| Assessment Method | Assessment Task | Assessment Criteria | Recording Method |
|-------------------|--|---|------------------------|
| Oral presentation | A clear and confident recount of a personal experience during the holidays | Speaking clearly and confidently using correct grammar and vocabulary | 1.Saps 2.Check list |

Strand 2: Reading

Reading program has five lessons. Follow the reading program to develop your daily lesson plans. A week's daily lesson plans have been done to assist you.

Refer to the resources section for guidelines to the reading process and more ideas.

| Term 1 | | | | | |
|--|---|---|---|--|---|
| Day | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Theme | Home School and Leisure | | | | |
| Week | | | | | |
| Week 1 Text type: Narrative Short story Fable Myth Song Personal recount Reading material Short narrative texts Class Readers | Reading and comprehension Vocabulary Word meaning – from reading text | Reading and comprehension Phonics Sound / ay/ (escape, explain, playground, eighteen, obey) | Reading and comprehension Vocabulary Alphabetical order to 1 st letter | Reading and comprehension Vocabulary Commonly confused words | Reading for pleasure Library skills Dictionary use Finding information |
| Week 2 Text type: Explanation Reading material Explanation texts that explain how or why Class Readers | Reading and comprehension Vocabulary Word meaning – from reading text | Reading and comprehension Phonics Sound /ee/ (complete, screen, beneath, chief, country) | Reading and comprehension Vocabulary Synonyms | Reading and comprehension Vocabulary Antonyms | Reading for pleasure Library skills Dictionary use Finding information |
| Week 3 Text type: Information narrative Reading material Speech Poetry Song (social comment) Class Readers | Reading and comprehension Vocabulary Word meaning – from reading text | Reading and comprehension Phonics Sound /ie/ (reptile, island, multiply, height, science) | Reading and comprehension Vocabulary Homophones | Reading and comprehension Vocabulary Homonyms | Reading for pleasure Library skills Dictionary use Finding information |

| Term 1 | | | | | |
|--|---|--|---|---|---|
| Day | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Theme | Home School and Leisure | | | | |
| Week | | | | | |
| Week 4 Text type: Transaction Reading material Survey Complaint Apology Interview Letter Class Readers | Reading and comprehension Vocabulary Word meaning – from reading text | Reading and comprehension Phonics Sound / oa/ (globe, mosquito, approach, follow, although) | Reading and comprehension Vocabulary Prefixes pre- | Reading and comprehension Vocabulary Suffixes -er | Reading for pleasure Library skills Dictionary use Finding information |
| Week 5 Text type: Report Reading material Information reports Descriptive reports Investigative reports Scientific reports Class Readers | Reading and comprehension Vocabulary Word meaning – from reading text | Reading and comprehension Phonics Sounds /ue/ and /ooh/ (refuse, bedroom, rescue, jewellery, view) | Reading and comprehension Vocabulary Abstract words | Reading and comprehension Vocabulary Collective words | Reading for pleasure Library skills Dictionary use Finding information |
| Week 6 Text type: Procedures Reading material Directions Instructions Recipes Rules Class Readers | Reading and comprehension Vocabulary Word meaning – from reading text | Reading and comprehension Phonics Sound /g/ (government, guide, struggle, disguise) | Reading and comprehension Vocabulary Alphabetical order to 1st letter | Reading and comprehension Vocabulary Contractions | Reading for pleasure Library skills Dictionary use Finding information |
| Week 7 Text type: Persuasive Reading material Advertisement Letter Discussion Argument Cartoon Class Readers | Reading and comprehension Vocabulary Word meaning – from reading text | Reading and comprehension Phonics Sound /f/ (friend, traffic, trophy, laughed) | Reading and comprehension Vocabulary Word origins | Reading and comprehension Vocabulary Words – gender | Reading for pleasure Library skills Dictionary use Finding information |

| Term 1 | | | | | |
|--|---|---|---|--|---|
| Day | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Theme | Home School and Leisure | | | | |
| Week | | | | | |
| Week 8 Text type: Recount Reading material Short recount texts Personal Factual Imaginative Biography Autobiography Class Readers | Reading and comprehension Vocabulary Word meaning – from reading text | Reading and comprehension Phonics Sound /s/ (centre, princess, sentence, scissors, message) | Reading and comprehension Vocabulary Word building <i>Fat, fatter, fattest</i> | Reading and comprehension Vocabulary Word analogies <i>Foot is to man as hoof is to horse</i> | Reading for pleasure Library skills Dictionary use Finding information |
| Week 9 Assessment | Reading and comprehension Vocabulary Term 1 | Reading and comprehension Phonics Term 1 sounds | Reading and comprehension Vocabulary Term 1 | Reading and comprehension Vocabulary Term 1 topics | Reading for pleasure Library skills Term 1 |
| Week 10 Review and Enrichment | Review | Review | Enrichment Abbreviations | Enrichment Acronyms | Review |

| Term 2 | | | | | |
|--|---|--|---|--|---|
| Day | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Theme | Work, Communication and Technology | | | | |
| Week | | | | | |
| Week 1 Text type: Recount Reading material Short recount texts Personal Factual Imaginative Biography Autobiography Class Readers | Reading and comprehension Vocabulary Word meaning – from reading text | Reading and comprehension Phonics Sound /a/ (Pattern, adventure) | Reading and comprehension Vocabulary Alphabetical order to 2 nd letter | Reading and comprehension Vocabulary Commonly confused words | Reading for pleasure Library skills Dictionary use Finding information |

| Term 2 | | | | | |
|--|---|--|---|--|---|
| Day | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Theme | Work, Communication and Technology | | | | |
| Week | | | | | |
| Week 2 Text type: Procedures Reading material Directions Instructions Recipes Rules Class Readers | Reading and comprehension Vocabulary Word meaning – from reading text | Reading and comprehension Phonics Sound /e/ (already, weather, anywhere, berry, bury) | Reading and comprehension Vocabulary Synonyms | Reading and comprehension Vocabulary Related words <i>head and shoulders, hand and foot</i> | Reading for pleasure Library skills Dictionary use Finding information |
| Week 3 Text type: Report Reading material Information reports Descriptive reports Investigative reports Scientific reports Class Readers | Reading and comprehension Vocabulary Word meaning – from reading text | Reading and comprehension Phonics Sound /i/ and /ee/ (minute, women, building, mystery, hungry) | Reading and comprehension Vocabulary Antonyms | Reading and comprehension Vocabulary Opposite words <i>this and that, thick and thin,</i> | Reading for pleasure Library skills Dictionary use Finding information |
| Week 4 Text type: Information narrative Reading material Speech Poetry Song (social comment) Class Readers | Reading and comprehension Vocabulary Word meaning – from reading text | Reading and comprehension Phonics Sound /o/ (bottle, swan, squash) | Reading and comprehension Vocabulary Prefixes dis- | Reading and comprehension Vocabulary Suffixes -ful | Reading for pleasure Library skills Dictionary use Finding information |
| Week 5 Text type: Transaction Reading material Survey Complaint Apology Interview Letter Class Readers | Reading and comprehension Vocabulary Word meaning – from reading text | Reading and comprehension Phonics Sounds /u/ (jungle, cover, another, welcome, rough, flood) | Reading and comprehension Vocabulary Gender words | Reading and comprehension Vocabulary Compound words | Reading for pleasure Library skills Dictionary use Finding information |

| Term 2 | | | | | |
|--|---|---|--|--|---|
| Day | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Theme | Work, Communication and Technology | | | | |
| Week | | | | | |
| Week 6 Text type: Narrative Short story Fable Myth Song Personal recount Reading material Short narrative texts Class Readers | Reading and comprehension Vocabulary Word meaning – from reading text | Reading and comprehension Phonics Sound /oy/ (loyal, choice) | Reading and comprehension Vocabulary Alphabetical order to 2 nd letter | Reading and comprehension Vocabulary Apostrophe of possession | Reading for pleasure Library skills Dictionary use Finding information |
| Week 7 Text type: Persuasive Reading material Advertisement Letter Discussion Argument Cartoon Class Readers | Reading and comprehension Vocabulary Word meaning – from reading text | Reading and comprehension Phonics Sound /x/ (taxi, exercise, excellent, clocks) | Reading and comprehension Vocabulary Word origins | Reading and comprehension Vocabulary Words occupations | Reading for pleasure Library skills Dictionary use Finding information |
| Week 8 Text type: Explanation Reading material Explanation texts that explain how or why Class Readers | Reading and comprehension Vocabulary Word meaning – from reading text | Reading and comprehension Phonics Sound /z/ (busy, those, desert, zero, dizzy) | Reading and comprehension Vocabulary Acrostic poem <i>Everywhere</i> <i>Good to eat</i> <i>Great to find</i> <i>Smooth shell</i> | Reading and comprehension Vocabulary Using doubles by repeating words <i>again and again, over and over</i> | Reading for pleasure Library skills Dictionary use Finding information |
| Week 9 Assessment | Reading and comprehension Vocabulary Term 2 | Reading and comprehension Phonics Term 2 sounds | Reading and comprehension Vocabulary Term 2 | Reading and comprehension Vocabulary Term 2 topics | Reading for pleasure Library skills Term 2 |
| Week 10 Review and Enrichment | Review | Enrichment Phonics Sound /j/ (juice, village) | Enrichment Figurative language - similes <i>Her hair was as black as coal.</i> | Enrichment Alliterations words: <i>safe and sound, rough and ready,</i> | Review Dictionary use Finding information |

| Term 3 | | | | | |
|--|---|---|---|--|---|
| Day | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Theme | Papua New Guinea Culture and Environment | | | | |
| Week | | | | | |
| Week 1 Text type: Explanation Reading material Explanation texts that explain how or why Class Readers | Reading and comprehension Vocabulary Word meaning – from reading text | Reading and comprehension Phonics Sound /ar/ (alarm, grass, past, auntie, palm) | Reading and comprehension Vocabulary Alphabetical order to 3 rd letter | Reading and comprehension Vocabulary Commonly confused words | Reading for pleasure Library skills Dictionary use Finding information |
| Week 2 Text type: Narrative Short story Fable Myth Song Personal recount Reading material Short narrative texts Class Readers | Reading and comprehension Vocabulary Word meaning – from reading text | Reading and comprehension Phonics Sound /er/ (person, skirt, worst, early, burnt) | Reading and comprehension Vocabulary Synonyms | Reading and comprehension Vocabulary Antonyms | Reading for pleasure Library skills Dictionary use Finding information |
| Week 3 Text type: Procedures Reading material Directions Instructions Recipes Rules Class Readers | Reading and comprehension Vocabulary Word meaning – from reading text | Reading and comprehension Phonics Sound /or/ (prawn, black-board, laundry, uniform, towards) | Reading and comprehension Vocabulary Homophones | Reading and comprehension Vocabulary Homonyms | Reading for pleasure Library skills Dictionary use Finding information |
| Week 4 Text type: Transaction Reading material Survey Complaint Apology Interview Letter Class Readers | Reading and comprehension Vocabulary Word meaning – from reading text | Reading and comprehension Phonics Sound /air/ (square, wheel-chair, everywhere, there, their) | Reading and comprehension Vocabulary Prefixes re- | Reading and comprehension Vocabulary Suffixes -ist | Reading for pleasure Library skills Dictionary use Finding information |

Term 3

| Day | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--|---|---|--|--|---|
| Theme | Papua New Guinea Culture and Environment | | | | |
| Week | | | | | |
| Week 5 Text type: Report Reading material Information reports Descriptive reports Investigative reports Scientific reports Class Readers | Reading and comprehension Vocabulary Word meaning – from reading text | Reading and comprehension Phonics Sounds /ear/ (rear, nearby, engineer) | Reading and comprehension Vocabulary Technical words | Reading and comprehension Vocabulary Unusual plural words | Reading for pleasure Library skills Dictionary use Finding information |
| Week 6 Text type: Information narrative Reading material Speech Poetry Song (social comment) Class Readers | Reading and comprehension Vocabulary Word meaning – from reading text | Reading and comprehension Phonics Sound /ou/ (amount, aloud, towel, eyebrow) | Reading and comprehension Vocabulary Alphabetical order 3 rd letter | Reading and comprehension Vocabulary Contractions | Reading for pleasure Library skills Dictionary use Finding information |
| Week 7 Text type: Persuasive Reading material Advertisement Letter Discussion Argument Cartoon Class Readers | Reading and comprehension Vocabulary Word meaning – from reading text | Reading and comprehension Phonics Sound /ch/ (children, branch, kitchen, future, picture, nature) | Reading and comprehension Vocabulary Word origins | Reading and comprehension Vocabulary Words classification <i>bus, car, canoe, plane</i> | Reading for pleasure Library skills Dictionary use Finding information |

| Term 3 | | | | | |
|--|---|--|---|---|---|
| Day | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Theme | Papua New Guinea Culture and Environment | | | | |
| Week | | | | | |
| Week 8 Text type: Recount Reading material Short recount texts Personal Factual Imaginative Biography Autobiography Class Readers | Reading and comprehension Vocabulary Word meaning – from reading text | Reading and comprehension Phonics Sound /sh/ (shopping, special, ocean, position, machinery) | Reading and comprehension Vocabulary Cinquain poems <i>Mother (1)</i> <i>Loving, caring (2)</i> <i>Works in garden (3)</i> <i>Weeds, plants, harvests, cooks (4)</i> <i>Mine (1)</i> | Reading and comprehension Vocabulary Sound words <i>bang, crash...</i> | Reading for pleasure Library skills Dictionary use Finding information |
| Week 9 Assessment | Reading and comprehension Vocabulary Term 3 | Reading and comprehension Phonics Term 3 sounds | Reading and comprehension Vocabulary Term 3 | Reading and comprehension Vocabulary Term 3 topics | Reading for pleasure Library skills Term 3 |
| Week 10 Review and Enrichment | Review | Enrichment Silent letters (knew, yolk, whole, comb, sign) | Enrichment Figurative language - metaphors <i>A crocodile's teeth are white daggers</i> | Enrichment Figurative language – Personification <i>The sun kissed their skin</i> | Review Dictionary use Finding information |

| Term 4 | | | | | |
|--|---|---|---|--|---|
| Day | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Theme | Papua New Guinea and the World | | | | |
| Week | | | | | |
| Week 1 Text type: Procedures Reading material Directions Instructions Recipes Rules Class Readers | Reading and comprehension Vocabulary Word meaning – from reading text | Reading and comprehension Phonics Sound /oo/ (shook, push, would) | Reading and comprehension Vocabulary Alphabetical order to 3 rd letter | Reading and comprehension Vocabulary Commonly confused words | Reading for pleasure Library skills Dictionary use Finding information |

Term 4

| Day | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--|---|--|--|--|---|
| Theme | Papua New Guinea and the World | | | | |
| Week | | | | | |
| Week 2 Text type: Narrative Short story Fable Myth Song Personal recount Reading material Short narrative texts Class Readers | Reading and comprehension Vocabulary Word meaning – from reading text | Reading and comprehension Phonics Sound /th/ (these, feather, breath, thought) | Reading and comprehension Vocabulary Synonyms | Reading and comprehension Vocabulary Related words <i>head and shoulders, hand and foot,</i> | Reading for pleasure Library skills Dictionary use Finding information |
| Week 3 Text type: Recount Reading material Short recount texts Personal Factual Imaginative Biography Autobiography Class Readers | Reading and comprehension Vocabulary Word meaning – from reading text | Reading and comprehension Phonics Sound /c/ (kilogram, couple, ticket, chemist, occupation) | Reading and comprehension Vocabulary Antonyms | Reading and comprehension Vocabulary Opposite words <i>this and that, thick and thin, on and off</i> | Reading for pleasure Library skills Dictionary use Finding information |
| Week 4 Text type: Transaction Reading material Survey Complaint Apology Interview Letter Class Readers | Reading and comprehension Vocabulary Word meaning – from reading text | Reading and comprehension Phonics Sound /n/ (netball, certain, engine, winner) | Reading and comprehension Vocabulary Prefixes Un- | Reading and comprehension Vocabulary Suffixes -less | Reading for pleasure Library skills Dictionary use Finding information |

| Term 4 | | | | | |
|--|---|---|---|---|---|
| Day | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Theme | Papua New Guinea and the World | | | | |
| Week | | | | | |
| Week 5 Text type: Report Reading material Information reports Descriptive reports Investigative reports Scientific reports Class Readers | Reading and comprehension Vocabulary Word meaning – from reading text | Reading and comprehension Phonics Sounds /w/ (woman, wealthy, white) | Reading and comprehension Vocabulary Word association <i>w/ndow/glass, ship/bow</i> | Reading and comprehension Vocabulary Word analogies <i>High is to low as up is to down</i> | Reading for pleasure Library skills Dictionary use Finding information |
| Week 6 Text type: Information narrative Reading material Speech Poetry Song (social comment) Class Readers | Reading and comprehension Vocabulary Word meaning – from reading text | Reading and comprehension Phonics Sound /l/ (lettyce, example, umbrella) | Reading and comprehension Vocabulary Alphabetical order to 3 rd letter | Reading and comprehension Vocabulary Apostrophe of possession | Reading for pleasure Library skills Dictionary use Finding information |
| Week 7 Text type: Persuasive Reading material Advertisement Letter Discussion Argument Cartoon Class Readers | Reading and comprehension Vocabulary Word meaning – from reading text | Reading and comprehension Phonics Sound /ng/ (belong, amoung, mango, tongue) | Reading and comprehension Vocabulary Word origins | Reading and comprehension Vocabulary Sounds made by objects <i>patter of rain, ringing of bells, slamming of doors</i> | Reading for pleasure Library skills Dictionary use Finding information |
| Week 8 Text type: Explanation Reading material Explanation texts that explain how or why Class Readers | Reading and comprehension Vocabulary Word meaning – from reading text | Reading and comprehension Phonics Sound /m/ (moment, mammal, become, column) | Reading and comprehension Vocabulary Rhyming words <i>high and dry, out and about, wear and tear</i> | Reading and comprehension Vocabulary Rhyming poems <i>My cat ate a mouse And brought it in the house.</i> | Reading for pleasure Library skills Dictionary use Finding information |

| Term 4 | | | | | |
|--|---|---|---|--|--|
| Day | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Theme | Papua New Guinea and the World | | | | |
| Week | | | | | |
| Week 9 Assessment | Reading and comprehension Vocabulary Term 4 | Reading and comprehension Phonics Term 4 sounds | Reading and comprehension Vocabulary Term 4 | Reading and comprehension Vocabulary Term 4 topics | Reading for pleasure Library skills Term 4 |
| Week 10 Review and Enrichment | Review | Review | Enrichment Proverbs <i>A stich in time saves nine</i> | Enrichment Figurative language – idiom <i>He <u>broke her heart</u></i> <i>Moves at a snail's pace</i> | Review Dictionary use Finding information |

Sample Reading Lesson Plans

Week 1 Lesson 1

Literature

Subject: English

Strand: Reading

Lesson: Reading for pleasure – Figurative language

Content Standard: 7.2.1 Identify structure, figurative language, sound devices and meaning in a variety of literary works.

Benchmark: 7.2.1.1 Identify and explain figurative language, including symbolism, imagery, metaphor, personification, simile and idioms.

Objective:

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

1. read a given text for pleasure
2. Identify figurative language in sentences.

Content Knowledge: How to identify and comprehend figurative expressions in texts.

Skills: How to comprehend and identify figurative languages in texts.

Attitudes: Appreciate the value figurative languages bring to writing.

Reading and Comprehension

Materials:

Any text that students are reading for pleasure.

Body:

Students select their text and silently read for a given period of time.

Conclusion:

Choose students to retell what they had read

Literature

Focus: Figurative language

Materials

Write these figurative phrases on the board: *over the moon, face the music, pain in the neck, get into hot water, pull your socks up, jump in the lake, smell a rat*

Introduction:

Say sentences using the above figurative phrases so that students understand their meanings.

Examples:

- He was over the moon because he won the race. (very excited).
- The silly boy was a pain in the neck. (annoying)
- The duty teacher told the annoying girls to jump in the lake. (get lost/go away)

Body:

Students write the sayings below in sentences

- Call it a day – Time to quit
- Get your act together – Behave properly
- Out of the blue – With no warning
- All ears – paying close attention
- Out of sorts – not well
- Bury the hatchet – make peace

Conclusion:

Select students to read their sentences. Make a chart of the best sentences.

Assessment:

| Assessment Method | Assessment Task | Assessment Criteria | Recording Method |
|---|--|--|---------------------|
| Observation of responses and correcting statements of word meaning written from a dictionary. | 1. Games and activities practising alphabetical order 2. Using sayings in sentences | Retelling reading text. Using figurative language in sentences | Checklist/Portfolio |

Week 1 Lesson 2**Subject:** English**Strand:** Reading**Lesson:** Reading; Vocabulary - word meaning**Content Standard: 7.2.1** Expand vocabulary through word study, literature and class discussion**Benchmark: 7.2.1.3** Define from context new vocabulary and use them to construct new sentences orally and in writing.**Objective:**

1. To read and comprehend a short text.
2. To understand the meaning of emotion words

Content Knowledge: Reading and understanding a text**Skills:**

1. Read a text applying a range of reading strategies.
2. Understand the meaning of words in a text

Attitudes: Appreciate and take pride in developing English skills and learning new words**Reading and Comprehension****Materials:**

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

Introduction:

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

Body:

1. Read the text again and ask comprehension questions to make sure that students understand the reading text. If reading a recount text, ask questions about:
 - the order of events in the text.
 - 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.

Conclusion:

In small groups students read the text again concentrating on reading fluency and expression.

Vocabulary**Focus: Word meaning****Materials:**

Write the word list below on the board: upset, weary, sensitive, generous, cheerful, embarrassed, friendly, enthusiastic, furious, considerate

Introduction:

Introduce the list words. Explain that the words are feeling words. They are used to describe how we feel.

Examples:I was upset when my dog was killed by the car.

When we speak, we must be considerate of other people's feelings.

Body:

1. Students read the list words using spelling strategies, such as syllabication, to read unfamiliar words
2. Students say these words in sentences to show meaning of each word. Explain the meaning of unfamiliar words.
3. Students fill the blanks with a word from the word list

Mr Tau is very _____. He gave me some money to buy lunch.

My mother was _____ because the pig was in the garden.

The _____ boy had a smile on his face.

The short girl was very _____ about her height.

We were very _____ after the long car drive.

Conclusion:

In groups students choose 4 list words and use in sentences. Group leader says the sentences to the class.

Assessment:

| Assessment Method | Assessment Task | Assessment Criteria | Recording Method |
|--|--|---|-------------------------|
| Observing responses and correcting sentences | <ol style="list-style-type: none">1. Correct answers to comprehension questions about the reading.2. Writing and saying sentences using list words. | Correct oral responses and correct writing of list words in sentences | Checklist/ Portfolio |

Week 1 Lesson 3**Subject:** English**Strand:** Reading**Lesson:** Reading and Comprehension**Content Standard: 7.2.1** Read, reflect and respond critically to words and concepts in a text to construct an appropriate meaning**Benchmark: 7.2.1.1, 7.2.1.2****Objectives:** To read and comprehend a short text.**Content Knowledge:** Reading and understanding a text**Skills:** Using a variety of reading and comprehension strategies to read a text**Attitudes:** Self confidence in reading**Reading and Comprehension****Materials:**

Find a short recount text that students can read together. It can be a narrative recount or information recount text. It may relate to the 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 recount, or information recount by looking at the title of the story.
2. Talk about what the story or writing might be about.
3. Share related experiences.
4. Predict what might happen or what the information might be.

Body:

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:

1. After reading encourage students to talk, think, share and compare their responses to the story.
2. Ask questions to check that students understand the text.

Assessment

| Assessment Method | Assessment Task | Assessment Criteria | Recording Method |
|---------------------|--|------------------------|---------------------|
| Observing responses | 1. Correct answers to comprehension questions about the reading. | Correct oral responses | Checklist/Portfolio |

Week 1 Lesson 4**Subject:** English**Lesson:** Reading; Vocabulary – commonly confused words**Strand:** Reading**Content Standard: 7.2.3.1** Read, reflect and respond critically to words and concepts in a text to construct an appropriate meaning**Benchmark: 7.2.1.1, 7.2.1.2****Objective:**

1. To read and comprehend a short text.
2. To recognise meanings and spellings of commonly confused words in sentences.

Knowledge: To read and comprehend a longer text; recognise and use commonly confused words in sentences.**Skills:**

1. Reading for meaning with fluency and accuracy
2. Identify commonly confused words, their spelling and use in sentences.

Attitudes: Appreciate and take pride in developing English skills and learning new words**Materials:** Reading texts**Introduction:**

Introduce a non-fiction or information text.

Body

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

Conclusion

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

Vocabulary**Focus: Commonly confused words****Materials:**

1. Write these words on the board:
accept except, advice advise, bought brought, affect effect, allowed aloud,
2. Write these sentences on the board.
 - a) I will (accept/except) the invitation.
 - b) Everyone (except/accept) Peter was at the market.
 - c) Always listen to your teacher's (advise/advice).
 - d) I (advise/advice) you to sit down now.
 - e) We (brought/bought) fish at the market.
 - f) Pia (brought/bought) her bird to class.
 - g) The rain will not (affect/effect) the game.
 - h) The rain had no (effect/affect) on the game.
 - i) We are (aloud/allowed) to play outside.
 - j) Simon read the poem (allowed/aloud).

IntroductionWrite the words *accept/except* on the board. Talk about the two words noting their different spelling and meaning.**Body**

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

Conclusion:

Record the commonly confused words as a class chart.

Assessment:

| Assessment Method | Assessment Task | Assessment Criteria | Recording Method |
|--|---|---|---------------------|
| Observing responses and correcting sentences | <ol style="list-style-type: none"> 1. Correct answers to comprehension questions about the reading. 2. Writing sentences using homophones | Correct oral responses and correct writing of list words in sentences | Checklist/Portfolio |

Week 1 Lesson 5**Subject:** English**Lesson:** Reading; Library skills– alphabetical order**Strand:** Reading**Content Standard: 7.2.2** Read a range of fiction and factual texts for information and pleasure**Benchmarks: 7.2.2.2, 7.2.2.5****Objective:**

1. To read a longer text for meaning with fluency and accuracy.
2. Alphabetical order

Knowledge: To read and comprehend a longer text**Skills:** Reading for meaning with fluency and accuracy**Attitudes:** Reading for enjoyment**Introduction**

Introduce the story.

- Look at the title of the story.
- Talk about what the text 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:
 - a) Join in with the reading.
 - b) Read on or read back.
 - c) Use picture clues, context clues, word attack strategies and knowledge of phonics.
 - d) Ask questions to check that students understand the story.
2. Next students work in small groups or pairs.

Pair reading options include:

- a) Students take it in turns to read
- b) Two readers read together
- c) Echo reading – pair a strong and a weaker reader - the stronger reader reads the words and the less fluent reader repeats them.

Conclusion:

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.

Library skills**Focus: alphabetical order****Materials:**

Write the word on the board. kingfisher, magpie, pelican, hornbill, parrot, hawk, eagle, stork, turkey, cassowary,

Introduction:

Select 10 students to come to the front of the class. Ask each student to say their first name. Then ask student to organize themselves in a line in alphabetical order.

Body:

1. Write these PNG towns on the board:
Kimbe, Alotau, Popondetta, Lae, Madang, Wewak, Vaimo, Mt Hagen, Goroka, Rabaul, Arawa, Daru, Kuinga, Kavieng, Wabag, Mendi, Tari, Kerema, Lorengau, Port Moresby
2. Divide students into groups. Each group to write the towns in alphabetical order as a chart.

Conclusion:

Groups read the towns on their charts to the rest of the class to check alphabetical order.

Assessment:

| Assessment Method | Assessment Task | Assessment Criteria | Recording Method |
|---|---|---|----------------------|
| Observing responses and correcting written work | <ol style="list-style-type: none"> 1. Correct answers to comprehension questions about the reading. 2. Writing PNG towns in alphabetical order. | <p>Accurate and fluent reading.</p> <p>Correct oral responses to questions.</p> <p>Correct writing of towns in alphabetical order</p> | Checklist/ Portfolio |

Strand 3: Writing

Weekly Spelling Program (Term 1-4)

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

Sample lesson plans assist you develop your spelling lessons.

| Term | Term 1 | Term 2 | Term 3 | Term 4 |
|------|--|--|--|--|
| Week | | | | |
| 1 | <p>Sound /ay/ words escape, behave, explain, again, straight, playground, crayon, eighteen, stranger, obey</p> <p>Days and weeks days, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, week, weekend</p> | <p>Sound /a/ words pattern, tractor, scratch, pancake, battery, happened, action, athlete, adventure, accident</p> <p>Where? directions, north, south, east, west, left, right, behind, front, down</p> | <p>Sound /ar/ alarm, carpet, target, grass, past, banana, tomato, auntie, calm, palm</p> <p>Body parts waist, shoulder, wrist, ankle, chest, finger, toe, thigh, knee, elbow</p> | <p>Sound /oo/ words shook, woollen, firewood, bookcase, football, wooden, crooked, push, bully, would</p> <p>Animals crocodile, wallaby, cuscus, cassowary, echidna, octopus, dolphin, turtle, shark, lizard</p> |
| 2 | <p>Sound /ee/ words complete, screen, beneath, chief, believe, receive, library, country, journey, helicopter</p> <p>Numbers numbers, eleven, twelve, thirteen, fifteen, twenty, fifty, ninety, hundred, thousand</p> | <p>Sound /e/ words already, weather, weapon, spread, feather, treasure, anywhere, leopard, berry bury</p> <p>Antonyms before, after, dirty, clean, shallow, deep, worse, better, cool, warm</p> | <p>Sound /er/ person, understand, shirt, first, world, worst, early, heard, burnt, surprise</p> <p>Transport truck, car, vehicle, helicopter, aeroplane, bus, motorbike, bicycle, canoe, transport</p> | <p>Sound /th/ these, think, thief, feather, leather, clothing, breathe, truth, thunder, thought</p> <p>Warnings warning, beware, poison, stop, danger, caution, toxic, hazard, flammable, careful</p> |
| 3 | <p>Sound /ie/ words reptile, spider, ice-cream, island, multiply, rhyme, triangle, fortnight, height, science</p> <p>Market markets, stalls, baskets, coconuts, chickens, carvings, pawpaws, bilums, crabs, shells</p> | <p>Sounds /i/ and /ee/ minute, picnic, sister, cricket, journey, hungry, mystery, country, building, women</p> <p>Contractions couldn't, shouldn't, wouldn't, didn't, wasn't, isn't, you're, we'll, can't, don't</p> | <p>Sound /or/ words prawn, drawing, blackboard, dinosaur, laundry, saucepan, explore, uniform, towards, reward</p> <p>Compound words newspaper, rainbow, butterfly, sunglasses, notepad, highlands, lowlands, waterfall, everyone, somewhere</p> | <p>Sound /c/ kettle, kilogram, couple, corner, ticket, duckling, chemist, echo, anchor, occupation</p> <p>Inside our bodies stomach, heart, brain, lung, kidney liver, veins, blood, skeleton, muscle</p> |

| | | | | |
|---|--|---|--|--|
| 4 | <p>Sound /oa/ words globe, explode, poster, mosquito, notice, radio, approach, follow, borrow, although</p> <p>Meals Meal, breakfast, lunch, dinner, snack, supper, food, drink, coffee, sandwich</p> | <p>Sound /o/ bottle, borrow, honest, copy, orange, swan, swamp, watch, shallow, squash</p> <p>Homophones peace, piece, male, mail, blue, blew, sail, sale, flower, flour</p> | <p>Sound /air/ words square, parent, prepare, barefoot, nightmare, dairy, wheelchair, everywhere, there, their</p> <p>Time words time, day, night, morning, afternoon, today, yesterday, tomorrow, noon, evening</p> | <p>Sound /n/ netball, naughty, certain, against, engine, medicine, dozen, winner, tunnel, tennis</p> <p>Synonyms cry, weep, sick, ill, dry, arid, great, huge, clever, smart</p> |
| 5 | <p>Sound /ue/ and /oo/ words refuse, pollute, bedroom, shampoo, rescue, tissue, suitable, jewellery, beautiful, view</p> <p>Actions (ed) Pretended, remembered, dropped, replaced, started, danced, planned, fetched, decided, slipped</p> | <p>Sound /u/ jungle, cover, colour, monkey, another, welcome, rough, tough, young, flood</p> <p>Adjectives comfortable, beautiful, fast, small, noisy, fierce, sharp, exciting, round, wild</p> | <p>Sound /ear/ words rear, gear, shear, nearby, clearly, appeared, disappear, steer, cheerful, engineer</p> <p>Antonyms wide, narrow, adult, child, find, lose, easy, difficult, arrive, depart</p> | <p>Sound /w/ words woman, women, welcome, wallet, wonderful, wealthy, wicked, white, whiskers, wharf</p> <p>Space space, rocket, sun, moon, astronaut, comet, satellite, star, universe, meteor</p> |
| 6 | <p>Sound /g/ words government, grade, graduate, guide, guard, guest, struggle, luggage, disguise</p> <p>Actions (ing) Swimming, stopping, coming, changing, jumping, hoping, hunting, looking, running, living</p> | <p>Sound /oy/ words loyal, royal, enjoyed, employ, choice, voice, spoilt, joint, avoid, appointment</p> <p>Question words what, who, when, where, why, how, which, can, did, are</p> | <p>Sound /ou/ words amount, background, trousers, cloudy, counter, aloud, allowed, towel, eyebrow, powder</p> <p>Position words between, under, across, around, beside, along, over, into, to, through</p> | <p>Sound /l/ words lettuce, length, example, beetle, betelnut, spelling, umbrella, collect, grill, rainfall</p> <p>Manners manners, polite, thank you, goodbye, please, sorry, pardon, hello, excuse me, respect</p> |
| 7 | <p>Sound /f/ words Friend, forest, traffic, office, different, giraffe, trophy, telephone, microphone, laughed</p> <p>Months Month, January, February, March, April, May, June, July, August, September</p> | <p>Sound /x/ taxi, exit, text, relax, mixture, example, exercise, oxygen, excellent, clocks</p> <p>Adverbs quickly, slowly, softly, happily, loudly, smoothly, carefully, neatly, gently, quietly</p> | <p>Sound /ch/ children, chocolate, branch, champion, kitchen, witch, future, picture, creature, nature</p> <p>Homophones rode, road, pair, pear, wait weight, meet, meat, hear, here</p> | <p>Sound /ng/ words belong, bring, young, among, during, painting, mango, single, tongue, angle</p> <p>Festivities celebrations, party, birthday, Easter, Christmas, feast, ceremony, holiday, wedding, marriage</p> |

| | | | | |
|----|---|---|---|--|
| 8 | <p><u>Sound /s/ words</u> Centre, century, cyclone, princess, ambulance, sentence, scissors, sauce, message, address</p> <p><u>Months</u> months, October, November, December, year, season, summer, winter, autumn, spring</p> | <p><u>Sound /z/ words</u> busy, those, always, desert, cousin, prison, clothes, zero, dizzy, president</p> <p><u>Jobs</u> teacher, doctor, policeman, plumber, carpenter, chef, pilot, hairdresser, pastor, dentist</p> | <p><u>Sound /sh/</u> shopping, shower, shadow, special, delicious, ocean, position, information, machinery, parachute</p> <p><u>'said' words</u> said, shouted, yelled, called, whispered, answered, cried, ordered, growled, replied</p> | <p><u>Sound /m/</u> moment, memory, message, mosquito, magnet, mammal, hammer, become, climbing, column</p> <p><u>Feelings</u> feelings, afraid, lonely, happy, proud, jealous, angry, sad, shy, surprised</p> |
| 9 | Assessment | Assessment | Assessment | Assessment |
| 10 | <p><u>Review</u> (select sounds and words that students have found difficult and revise them by creating your own spelling list for this week)</p> | <p><u>Review</u> (select sounds and words that students have found difficult and revise them by creating your own spelling list for this week)</p> | <p><u>Review</u> (select sounds and words that students have found difficult and revise them by creating your own spelling list for this week)</p> | <p><u>Review</u> (select sounds and words that students have found difficult and revise them by creating your own spelling list for this week)</p> |

Sample Spelling Lessons

Week1 Lesson 1

Subject: English

Strand: Writing

Lesson: One (1) – Spelling

Content Standard: 7.3.4 Apply a range of strategies to spell, read and write sight words and new words.

Benchmarks: 7.3.4.1, 7.3.4.2

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

Knowledge: Sound words /ay/ with letter patterns a-e. ay, ai, ey

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

Attitudes: Confidence in spelling words correctly

Materials: Black board, chalk, flash cards, markers, Flash cards of this week’s spelling words: escape, behave, explain, again, straight, playground, crayon, eighteen, stranger, obey, days

Introduction:

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

Body:

1. Students write the spelling words form the board under the correct letter pattern for the sound /ay/ a-e.

Examples:

escape, behave stranger, ai: explain, again, straight, eighteen ay: playground, crayon, days ey: obey

2. Word Flashing: Teacher flashes each word. Student say the word and identify the letter pattern for the /ay/ sound in each word.
3. Students say the word in a sentence
4. Students say the word, identify the letter

pattern for the sound /ay/call out the words, then.

5. Sentence Dictation: Teacher dictates sentences using list words clearly and slowly. Students listen carefully and write the sentences in their books

Sample sentences;

1. The students went home *straight* after school.
2. Did you remove the broken bottles lying on the *playground*?
3. Airoma picked up the empty *crayon* box.
4. My elder brother is *eighteen* years old.
5. The head teacher told the students to *obey* their teachers.
6. I asked the teacher to *explain* the activity once *again*.
7. Mea saw the *stranger* escape with the stolen car.
8. Have you seen him *behave* differently?

Conclusion:

Group activity – in groups of four students write the spelling words in alphabetical order.

Assessment:

| Assessment Method | Assessment Task | Assessment Criteria | Recording Method |
|--|----------------------------|--|------------------|
| 1. Spelling test | 1. Spelling words | Spelling Correct | SAPS |
| 2. Observing responses and correcting dictated sentences | 2. Read dictated sentences | punctuations Capital letters where necessary | |

Week 1 Lesson 2**Phonics****Subject:** English**Strand:** Writing**Lesson:** Two (2) – Spelling**Content Standard:** 7.3.4 Apply a range of strategies to spell, read and write sight words and new words.**Benchmark:** 7.3.4.1, 7.3.4.2 Write dictated sentences, spelling and sight words.**Objective:** By the end of the lesson students can spelt the given words and use them correctly in sentences.**Knowledge:** Spelling words of the week**Skills:** Recognising commonly used words by sight, sounding out words and learning spelling strategies to solve unfamiliar words.**Attitudes:** Appreciate learning new vocabulary.**Materials:** Draw this table on the board with the 26 letters of the alphabet each letter represents a number in the alphabet.

| | | | | | |
|---|---|---|---|---|---|
| a | b | c | d | e | f |
| g | h | i | j | k | l |
| m | n | o | p | q | r |
| s | t | u | v | w | x |
| y | z | | | | |

Introduction:

1. Use grade level sight words to phonic activities
2. Look at the table. It has all the letters of the alphabet. Letter A is 1, letter B is 2, letter C is 3 and so on. This is a simple code.
3. Find the words that are written in codes.

*Examples:*Letter 1-A Letter 7-G Letter 1-A Letter 9-I
Letter 14-NAnswer- *Again***Body:** Now decode the rest.

| | | | |
|------------|-----------|------------|------------|
| Letter-5 | Letter-2 | Letter-3 | Letter-5 |
| Letter-24 | Letter-5 | Letter-20 | Letter-19 |
| Letter-16 | Letter-8 | Letter-1 | Letter- 3 |
| Letter-12 | Letter-1 | Letter- 24 | Letter- 1 |
| Letter-1 | Letter-22 | Letter- 15 | Letter- 16 |
| Letter- 9 | Letter-5 | Letter-14 | Letter-5 |
| Letter- 14 | | | |

Conclusion:

Develop a code for yourself using other words.

Assessment:

| Assessment Method | Assessment Task | Assessment Criteria | Recording Method |
|-------------------|---|--|------------------|
| Decoding | Find words in the puzzle/maize or table form. | Correct words from the weeks spelling list | SAPS |

Week 1 Lesson 3**Strand:** Writing**Lesson:** One (1) – Spelling**Content Standard: 7.3.3** Apply a range of strategies to spell, read and write sight words and new words.**Benchmark:** 7.3.3d.b- Inflections (e.g. -es, -ed – wishes, worked), suffixes (e.g., -ment, -ness, -tion), prefixes (eg. dis-, un-, in-, re-, mis-, pre-) and infixes (e.g., mother-in-law, up-to-date) in writing**Objective:** By the end of lesson the students can be able to Identify and list down suffixes correctly.**Knowledge:** Identify and complete nouns using suffixes.**Skills:** Identify, spell and write suffixes correctly.**Attitudes:** Appreciate and value Suffixes in writing.**Materials:** Black board, chalk, chart papers, markers, A4 papers**Introduction:**

1. Teacher writes one sentences on the board and asks students to read the sentences carefully.
2. Students are then asked to correct the sentence by changing the noun in the bracket.
3. Student volunteers to give correct answer.
4. Teacher makes correction and explains further.

Example:

Mr Isako was only concerned about his daughters (happy)

Correction: Mr Isako was only concerned about his daughter's happiness.**Body:**

1. Do activity # 1

Rewrite each of the following sentences, using a noun formed from the adjectives in brackets.

- a) Mr William (sincere) was obvious to everyone from the way he spoke.

- b) The (simple) of life in some parts of Papua New Guinea appeals to me.
- c) Isaac cried because there was total (dark) in the room.
- d) Some students are afraid of (lonely) when they begin life in boarding school.
- e) Suddenly she was overcome with (sad) when she heard the news.

2. Teacher gives time to students to complete activity.
3. Student volunteers to read out sentences.
4. Teacher makes correction as a class.

Conclusion:

Teacher makes correction and explains further.

Assessment:

| Assessment Method | Assessment Task | Assessment Criteria | Recording Method |
|-------------------|-----------------|---------------------|------------------|
| | | | SAPS |

Week 1 Lesson 4**Strand:** Writing**Lesson:** One (3) -Dictation**Content Standard:** 7.3..1 Apply appropriate writing processes**Benchmark:** 7.3.1.1, 7.3.1.6, 7.3.1.7, 7.3.1.8**Objective:** By the end of lesson the students can be able to write a dictated recount.**Knowledge:** writing a recount text**Skills:** Listen attentively**Attitudes:** Value and appreciate story.**Materials:** Black board, chalk, chart papers, markers, A4 papers**The Strategic Escape**

It was about three o'clock in the afternoon. The teacher instructed and *explained* to students to *behave* when going home. Willimon and Issac were still in the classroom putting away the *crayons* that were used during the lessons. They crossed the *playground* and walked *straight* to the road. Isaac collected eighteen small stones and put them in a plastic bag. He started throwing each stone on the road to make lighting sound. Accidentally, one of the stone flew onto the side of a PMV and made a very loud bang sound. The driver stopped and called out; "Stop boys! You have thrown a stone onto the side of my vehicle." They *escaped* into the bushes to find their bush track to the village. While they were walking on their bush track a *stranger* approached them. They saw him and ran *again* into the bushes and hid. They were very scared and exhausted .When they heard that nobody was around they walked silently home.

Introduction:

1. Ask the Students to say some of the words that were learnt in the English previous lessons.

Examples:

- Place, spade, chase, explain, steak, break, steak

2. Say a sentence using these words

Body:

1. Teacher read short recount paragraphs to the students using connective words and punctuation.
2. Students transcribe dictated paragraph
3. Students compile short recount text and read to their friends.
4. Proof read, edit, and correct grammatical errors.

Conclusion:

- Discussion and correction

Assessment:

| Assessment Method | Assessment Task | Assessment Criteria | Recording Method |
|-------------------|-----------------|---------------------|------------------|
| | | | SAPS |

Weekly Written Sentence/Grammar 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.

| Term | Term 1 | Term 2 | Term 3 | Term 4 |
|------|--|--|---|---|
| Week | | | | |
| 1 | <p>Proper and common nouns</p> <p>Written sentences Correct use of common and proper nouns in sentences</p> <p><i>Examples:</i> Mount <u>L</u>amington is an active volcano in <u>P</u>apua <u>N</u>ew <u>G</u>uinea.</p> <p><u>T</u>au and <u>J</u>oe are builders.</p> | <p>Noun groups <i>A noun group Includes a noun and words that tell more about that noun</i></p> <p>Correct use of noun groups in sentences</p> <p><i>Examples:</i> We ate <u>two, delicious, big, yellow</u> mangoes.</p> | <p>Plural nouns regular (adding s, es, ies, ves) and irregular</p> <p>Correct use of plural nouns in sentences</p> <p><i>Examples:</i> The <u>women</u> picked the berries off the <u>bushes</u>.</p> <p>Our <u>families</u> came to our school play last night.</p> <p>The bush <u>knives</u> were very sharp.</p> | <p>Concrete and abstract nouns Correct use of concrete and abstract nouns in sentences</p> <p><i>Examples:</i> Our <u>church</u> is near the <u>market</u>.</p> <p>The nurse was full of <u>pity</u> for the girl who broke her arm.</p> |
| 2 | <p>Personal pronouns <u>Subject pronouns</u> <i>I, you, he, she, it, we, they</i> <u>Object pronouns</u> <i>me, you, him, her, it, us, them</i></p> <p>Written sentences correct use of personal pronouns (subjective & objective form) in sentences</p> <p><i>Examples:</i> <u>Elizabeth and I</u> are nurses. <u>We</u> (subjective form) visit people when they are sick.</p> <p>Amo is a very old <u>man</u>. Many people go to him (objective form) for advice.</p> | <p>Possessive pronouns Singular: my, mine yours, his, hers, its</p> <p>Plural: ours, yours, theirs</p> <p>Correct use of possessive pronouns in sentences</p> <p><i>Examples:</i> The bag is <u>hers</u>.</p> <p>The clothes are <u>theirs</u>.</p> | <p>Relative pronouns who, whom, whose, which, that, what</p> <p>& Interrogative what, which, who, whose</p> <p><i>Examples:</i> Can we go to the store <u>that</u> sells basketballs?</p> <p><u>Who</u> is coming to our family party?</p> | <p>Adjectives, nouns & articles Correct use of articles as they apply to nouns and adjectives in sentences</p> <p><i>Examples:</i> We use <u>a</u> ladder to climb up the tree.</p> <p>Peter gave me <u>an</u> orange.</p> <p>My sister is too frightened to climb <u>the</u> tall tree.</p> |

| | | | | |
|---|--|---|---|---|
| 3 | <p>Adjectives Correct use of adjectives in sentences</p> <p><i>Examples:</i> We see a lot of <u>green</u> bananas growing on the <u>old</u> tree.</p> | <p>Possessive adjectives and pointing this, that these those</p> <p><i>Examples:</i> <u>My</u> mum is tall. <u>Our</u> teacher is kind. <u>This</u> book is mine. <u>These</u> flowers are from the garden.</p> | <p>Comparative and superlative adjectives slow, slower, slowest</p> <p>Correct use of comparative and superlative adjectives in sentences</p> <p><i>Examples:</i> Harry is <u>stronger</u> than Luke but Joe is the <u>strongest</u>.</p> | <p>Adjectives of quantity How much? How many? Which order?</p> <p><i>Examples:</i> <u>three</u> books <u>first</u> time, <u>third</u> place</p> |
| 4 | <p>Verb types doing, saying, thinking, feeling</p> <p>Written sentences: <i>Examples:</i> doing verbs jump, hop, run sleep, stand saying verbs said, shout, whisper thinking verbs believe, dream, think feeling verbs love, imagine, wish</p> | <p>Verbs: present, past continuous tense Correct use of present and past continuous tense in sentences.</p> <p><i>Examples:</i> We <u>are going</u> to the trade store. I <u>was playing</u> rugby when the rain started.</p> | <p>Conjugation (agreement) of verbs Correct usage of verbs in subject agreement in sentences.</p> <p><i>Examples:</i> The girl <u>is working</u> in the store. The boys <u>are walking</u> to school.</p> | <p>Past tense verbs regular and irregular</p> <p>Correct use of past tense verbs – regular and irregular in sentences.</p> <p><i>Examples:</i> Yesterday mum <u>baked</u> a cake for my birthday. The wind <u>blew</u> so hard that the tree fell down</p> |
| 5 | <p>Adverbs how, where, when</p> <p>Written sentences: <i>Examples:</i> The eagle flew <u>swiftly</u> after its prey. When I lost my purse, I looked <u>everywhere</u>, but I could not find it. Mary will go to town <u>next week</u>.</p> | <p>Adverbs: how, when, where, how often</p> <p>Correct use of adverbs in sentences <i>Examples:</i> How: (manner) We played volleyball <u>happily</u>. Where: (place) We played <u>outside</u>. When: (time) We played <u>today</u>. How often: (Frequency) We <u>always</u> played on Saturday.</p> | <p>Adverbs of degree Correct usage of adverbs of degree that modify or intensify the meaning of adjectives and adverbs.</p> <p><i>Examples:</i> He sang <u>very</u> loudly. (The adverb <u>very</u> strengthens the meaning of the adverb <u>loudly</u>) I am <u>extremely</u> lucky to have my friends.</p> | <p>Apostrophes of contractions Using punctuation marks correctly to show apostrophes of contractions in sentences.</p> <p><i>Examples:</i> <u>When's</u> (when is) the PMV arriving? I hope it <u>isn't</u> (is not) late.</p> |

| | | | | |
|---|---|---|---|--|
| 6 | <p>Prepositions Correct use of prepositions indicating direction, place and time in sentences</p> <p><i>Examples:</i> The red truck drove slowly <u>along</u> the winding track.</p> <p>The tiny mouse ran <u>into</u> the hole.</p> <p>We are having the party <u>after</u> school today.</p> | <p>Prepositions Adverbial phrases Correct use of prepositions and adverbial phrases in sentences</p> <p><i>Examples:</i> We ran <u>into</u> the house. (preposition)</p> <p>The thief escaped by crawling <u>under</u> the table. (adverbial phrase)</p> | <p>Prepositions Adjectival phrases Adverbial phrases Correct use of prepositions, adverbial and adjectival phrases in sentences</p> <p><i>Examples:</i> The hunter <u>with the sharp spear</u> killed the wild pig.</p> <p>The crocodile swam <u>beneath the muddy waters</u>.</p> | <p>Conjunctions and, but, so, if</p> <p>Written sentences: correct use of conjunctions in sentences</p> <p><i>Examples:</i> Tanya <u>and</u> Joseph are siblings.</p> <p>Iggie loves cakes, <u>but</u> Emmex loves drumsticks.</p> <p>Georgie had the flu, <u>so</u> he did not go to church.</p> <p>You can come with us <u>if</u> you want to.</p> |
| 7 | <p>Sentences (subject, verb, object) and</p> <p>Identifying clauses (subject, verb and predicate) in sentences.</p> <p>Written sentences <i>Examples:</i> <u>Birds of paradise</u> (subject) <u>live</u> (verb) <u>in the rainforests.</u> (object)</p> | <p>Sentences: simple and compound Writing simple and compound sentences using correct punctuation</p> <p><i>Examples:</i> Our teacher is very smart.</p> <p>Our teacher is smart and she is very kind.</p> | <p>Sentences: simple, compound and complex Writing simple, compound and complex sentences</p> <p><i>Examples:</i> Luke stayed home.</p> <p>Luke stayed home <u>and worked in the garden.</u></p> <p>Luke stayed home <u>because he felt sick.</u></p> | <p>Sentences Paragraphs Identifying paragraphs in a short text.</p> |

| | | | | |
|-----------|--|--|--|--|
| <p>8</p> | <p>Punctuation: Capital letters and commas</p> <p>Written sentences Correct use of capital letters in sentences, <i>Examples:</i> 1. At the start of every sentence 2. in direct speech 3. The first letter of a proper noun 4. The title of a book, play, song, film 5. A heading 6. The personal pronoun “I”</p> <p>Correct use of commas, <i>Examples:</i> 1. to separate items 2. in a list of nouns 3. In direct speech 4. To separate items in a list of adjectives or adverbs</p> | <p>Punctuation: direct and indirect Speech Using punctuation correctly to show direct and indirect speech in sentences</p> <p><i>Examples:</i> “I am going to the trade store,” said Uncle Sam.</p> <p>Uncle Sam said that he was going to the trade store.</p> | <p>Punctuation: apostrophes of possession</p> <p>Using punctuation marks correctly to show apostrophes of possession in sentences.</p> <p><i>Examples:</i> I found <u>Simon’s</u> pen and books on the desk. The <u>boys’</u> bags were near the tree.</p> | <p>Punctuation: review Using full stops (.), commas (,), semi-colons (;), colons (:), apostrophes (’), hyphens(-), talking or speech marks (“ ”), question marks (?), and exclamation marks (!)</p> <p><i>Examples:</i> When will you come to my house? I <u>don’t</u> know. Joe’s ball is under the verandah. Coffee cherries are fermented, dried, roasted and ground into a powder. “Hide in the river!” shouted the boy’s father.</p> |
| <p>9</p> | <p>Assessment</p> | <p>Assessment</p> | <p>Assessment</p> | <p>Assessment</p> |
| <p>10</p> | <p>Enrichment Alliteration and sound words</p> <p><i>Examples:</i> fried fish frizzles and fat fish flap. tick tock, tick tock goes the clock.</p> | <p>Enrichment Vocabulary: prefixes and suffixes</p> <p>Correct use of prefixes and suffixes in sentences</p> <p><i>Examples:</i> The prefix <u>anti</u> means <u>against</u>. We need an <u>antidote</u> for snake bite. The suffix <u>let</u> and <u>ette</u> mean <u>little</u>. The pig<u>let</u> was squealing.</p> | <p>Enrichment Vocabulary: homophones and homonyms</p> <p>Correct use of homophones and homonyms in sentences</p> <p><i>Examples:</i> Most people <u>write</u> with their <u>right</u> hand. Turn <u>right</u> at the corner and go <u>right</u> to the end of the road.</p> | <p>Enrichment Vocabulary: similes, metaphors Correct use of similes and metaphors in sentences</p> <p><i>Examples:</i> I tried to catch the cat, but it was <u>as slippery as an eel</u>. <u>The sun is a huge, yellow beach ball</u> kicked high into the sky.</p> |

Grammar and Usage Sample lesson Plans

Week 1 Lesson 1

Subject: English

Strand: Writing

Lesson: 1 – Common and proper nouns in Written Sentences

Content Standard: 7.3.3 Apply appropriate sentence structure and grammatical features in a range of sentences

Benchmarks: 7.3.3.3

Objective: By the end of the lesson students will identify and correctly use common and proper nouns in sentences.

Content Knowledge: Common and proper nouns in sentences

Skills: Identify and write common and proper nouns in sentences

Attitudes: Build confidence in using correct English structures in writing

Materials: Black board, chalk,

The Passage

During one of the days of the holiday father and Job travelled to Manus. They came to a beautiful beach with palm trees blowing in the wind. At the water's edge they saw two very big tourist boats. They saw some tourists on the deck, sun bathing while few were swimming with the local children from a nearby village.

In the distance, father saw a shark swimming towards one of the tourist's. In no minute the shark attacked the tourist biting his left hand off. From nowhere Job was there to rescue the bleeding tourist. They rushed him to Lorengau General Hospital where he was treated. Unfortunately, he lost a hand but thanked Job and the nurses and doctors who saved him. He was flown to Port Moresby and back to his country of origin.

Introduction:

1. Teacher chooses a student and says: *Tell me a common noun that names a thing?*
2. The student responds *e.g. table, pencil, bush knife, door...*
3. Ask another student to say a proper noun that names a specific person, *e.g. Maria,*

Theo, Mrs Ruimb...

4. Say a word and students say whether the word is a common or proper noun, *e.g. river (common noun), Fly River (proper noun) ...*

Body

1. Write these sentences on the board.
 - a) Mount Lamington is an active volcano in Papua New Guinea.
 - b) Sogeri is one of the ever green areas in Central province.
 - c) Father works at Laloki as a carpenter for the health centre.
 - d) Tau and Joe are builders.
 - e) Mr Tau and Mr Lohia were at the National Parliament yesterday to see the Education Minister.
2. Students copy the sentences. They underline all the proper nouns and circle all the common nouns.
3. Students write four sentences. Each sentence must contain at least one common and one proper noun.
4. Students read the passage below and write five sentences that have common and proper nouns in them.

Example:

1. Mark rescued the tourist from the hungry shark.

Conclusion:

Divide students into groups. Each group make up a sentence that contains at least one common and one proper noun and say it to the class. The class identify the nouns.

Assessment:

| Assessment Method | Assessment Task | Assessment Criteria | Recording Method |
|------------------------------|--|---|------------------|
| Correcting written sentences | Write five (5) sentence from the passage | Structure of sentences, grammar, spelling, punctuation, capital letters where necessary | SAPS |

Weekly Written Expression 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 day's lesson plan has been done to assist you. Refer to the resource section for more information about writing processes and descriptions of different text types.

| Term | Term 1 | Term 2 | Term 3 | Term 4 |
|-------|--|---|---|--|
| Theme | Home, School and Leisure | Work, Communication and Technology | Papua New Guinea culture and Environment | Papua New Guinea and the World |
| Week | | | | |
| 1 | <p>Sub Theme: Back to school</p> <p>Text type: Narrative- Personal recount</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use the writing process 2. Students write about what they did in the holidays. | <p>Text type: Narrative</p> <p>Theme: Friendship</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use the writing process | <p>Sub-Theme: Language</p> <p>Text Type: Information</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use the writing process | <p>Sub-Theme: Government</p> <p>Text Type: Transaction (letters)</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use the writing process |
| 2 | <p>Sub-Theme: My community</p> <p>Text Type: Narrative – short stories</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use the writing process | <p>Sub-Theme: Transport</p> <p>Text Type: Recount</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use the writing process | <p>Sub-Theme: Dressing/ clothing</p> <p>Text Type: Narrative</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use the writing process | <p>Sub-Theme: Diseases</p> <p>Text Type: Recount</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use the writing process |
| 3 | <p>Sub-Theme: Diary</p> <p>Text Type: Personal recount</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use the writing process | <p>Sub-Theme: City life</p> <p>Text Type: Transaction</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use the writing process | <p>Sub-Theme: Rituals</p> <p>Text Type:</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use the writing process | <p>Sub-Theme: Trade</p> <p>Text Type: Information</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use the writing process |
| 4 | <p>Sub-Theme: The world around us</p> <p>Text Type: Explanation</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use the writing process | <p>Sub-Theme: Culture</p> <p>Text Type: Report</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use the writing process | <p>Sub-Theme: Highlands</p> <p>Text Type: Explanation Sight (how our eyes work)</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use the writing process | <p>Sub-Theme: Sports</p> <p>Text Type: Information, Recount</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use the writing process |

| | | | | |
|----|---|---|---|---|
| 5 | <p>Sub-Theme: Review</p> <p>Text Type: Personal recount, Narrative, Explanation</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use the writing process | <p>Sub-Theme: Farming</p> <p>Text Type: Information</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use the writing process | <p>Sub-Theme: Coast</p> <p>Text Type: Explanation</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use the writing process | <p>Sub-Theme: Maps</p> <p>Text Type: Procedure</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use the writing process |
| 6 | <p>Sub-Theme: Living Creatures</p> <p>Text Type: Information Report</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use the writing process | <p>Sub-Theme: Sea creatures</p> <p>Text Type: Explanation</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use the writing process | <p>Sub-Theme: Climate</p> <p>Text Type: Information report</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use the writing process | <p>Sub-Theme: Space</p> <p>Text Type: Explanation report</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use the writing process |
| 7 | <p>Sub-Theme: Natural cycle</p> <p>Text Type: Scientific Report Diagrams</p> <p>Water cycle</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use the writing process | <p>Sub-Theme: Land forms</p> <p>Text Type: Procedures</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use the writing process | <p>Sub-Theme: Natural disasters</p> <p>Text Type: Procedure</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use the writing process | <p>Sub-Theme: History/ Colonial era</p> <p>Text Type: Explanation</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use the writing process |
| 8 | <p>Sub-Theme: People</p> <p>Text Type: Biology</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use the writing process | <p>Sub-Theme: Music</p> <p>Text Type: Narrative</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use the writing process | <p>Sub-Theme: Literature review</p> <p>Text Type: Report</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use the writing process | <p>Sub-Theme: Animals of Africa</p> <p>Text Type: Information</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use the writing process |
| 9 | <p>Assessment</p> <p>Text Type: Exposition</p> <p>Theme: Letters to the editor</p> | <p>Assessment</p> <p>Narrative - poetry</p> | <p>Assessment</p> <p>Persuasive</p> | <p>Assessment</p> <p>Exposition.</p> |
| 10 | <p>Revision</p> <p>Text Type: Transaction</p> <p>Theme: Emergencies (Risk management, safety Drills)</p> | <p>Revision</p> <p>Text Type: Transaction</p> <p>Theme: Emergencies (Risk management, safety Drills).</p> | <p>Revision</p> <p>Text Type: Transaction</p> <p>Theme: Emergencies (Risk management, safety Drills).</p> | <p>Revision</p> <p>Text Type: Transaction</p> <p>Theme: Emergencies (Risk management, safety Drills)</p> |

Written Expression

Week 1 Lesson 1

Subject: English

Strand: Writing

Lesson: One (1) – Written Expression

Content Standard: 7.3.1 Create and communicate a range of familiar and unfamiliar ideas and information for various purposes and audiences Apply appropriate writing processes.

Benchmark: 7.3.1.2: Use writing process. Write narrative text of about 500-600 words

Objective: By the end of the lesson students should be able to write a narrative – personal recount using the writing process.

Content Knowledge: identifying the writing process, brainstorming, clustering of ideas.

Skills: story writing, correct spelling, grammar and punctuation, correct tenses.

Attitudes: Respect, confidence in writing and appreciate correction and take pride in yourself

Materials:

Black board, chalk, chart papers, markers, A4 papers

Write the writing process on the board

1. Brainstorm a special event that you enjoyed
2. organize the information in sequence
3. Write a title for your personal recount
4. Write the first draft of about 500 – 600 words
 - Language used must be in past tense
 - use simple English.
 - Make sure you have interesting events that captures the readers
5. Proof read your text
6. Write the final copy. Include illustrations

Introduction:

Students list the best moments or terrifying moments they experienced during the holiday – it can be during the Christmas day, Boxing day, New year and etc..

Body:

Writing a Journal Book.

- Group students into groups of four and create a Journal book with a personal recount.
- Each student in the group should write about their personal experiences during the holiday.
 - Students Identify the experience that they want to write about – a moment or event that means a lot to them
 - Think about why the experience is significant – story has a point
 - Draft their recollections about the details of the experience
 - Create an outline of the basic parts of their recount

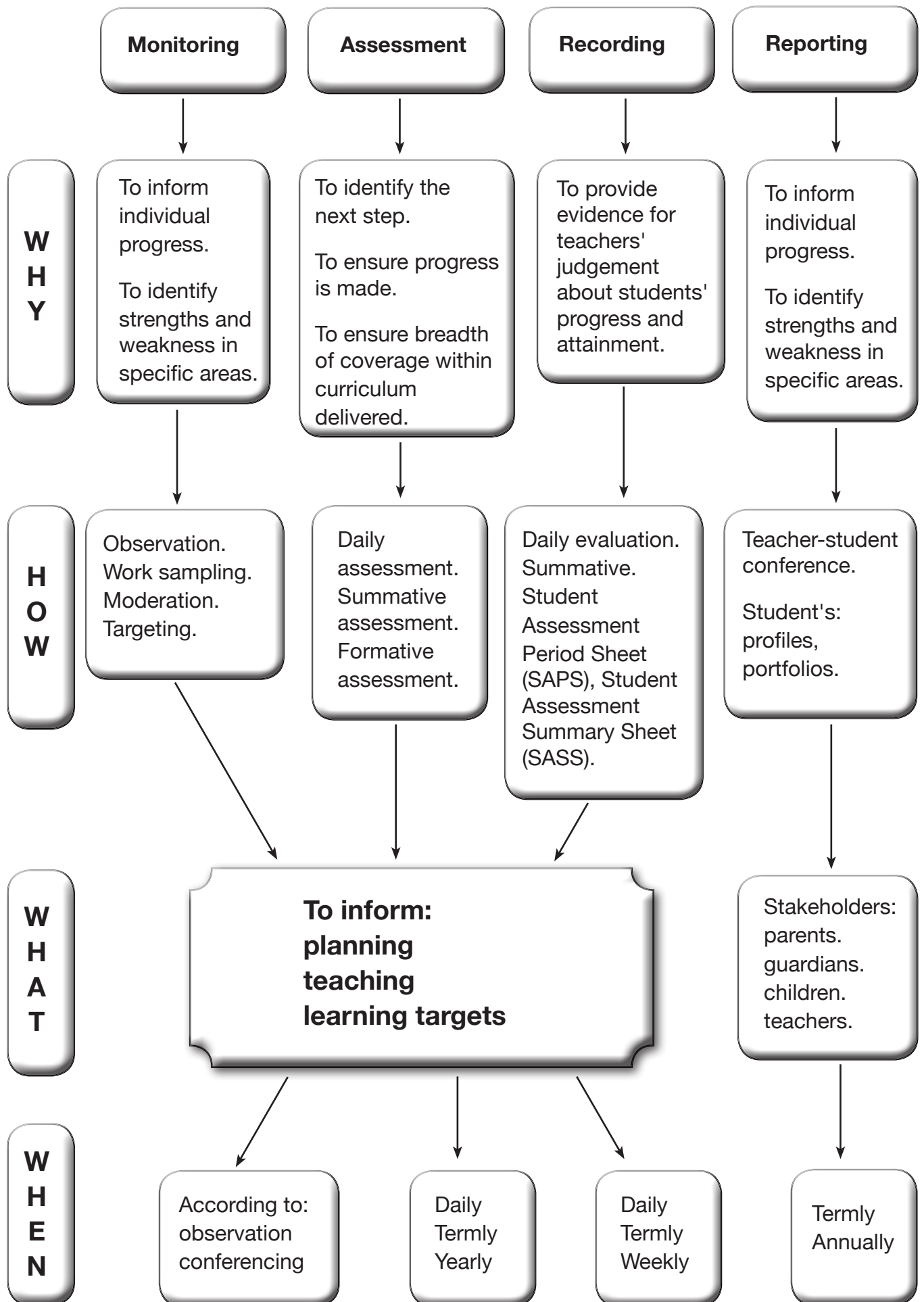
Conclusion:

1. Once finished, students bind the finish work together to make a Journal.
2. Each group to talk about their journal

Assessment:

| Assessment Method | Assessment Task | Assessment Criteria | Recording Method |
|-------------------|--|---|------------------|
| Writing project | Develop a narrative Journal book on personal recount | <ul style="list-style-type: none"> • Title • Language structure • Cover page • Spelling • Grammar and Punctuation • Diagrams/ pictures drawn neatly and coloured • Page numbers • Illustrations | SAPS |

Assessment, Monitoring and Reporting



Assessment Overview - Grade 7

| Strand | Unit | Content Standard | Benchmarks | Assessment Tasks | |
|------------------------|-------------------------|------------------|--------------------|---|---|
| Speaking and Listening | Listening Comprehension | 7.1.1 | 7.1.1.1 7.1.1.4 | <ul style="list-style-type: none"> Listen and understand critical information for different purposes and relay the information correctly. Compare and contrast different viewpoints from different sources for summary purposes. | |
| | | 7.1.1b | 7.1.1.1 7.1.1.3 | <ul style="list-style-type: none"> Give 5-6 directions to complete sets of tasks or processes. Complete stories using chronological order | |
| | Talking | 7.1.2 | 7.1.2.1 7.1.2.2 | <ul style="list-style-type: none"> Give 5-6 directions to complete a task or process. Relaying correct information to listeners | |
| | | 7.1.2b | 7.1.2.1 7.1.2.6 | <ul style="list-style-type: none"> Present 5-10 minute talk on a selected topic using correct grammar. Use different types of sentences correctly. | |
| | Oral Expression | 7.1.1 | 7.1.3.1 7.1.3.2 | <ul style="list-style-type: none"> Plan and present a 5-10 minute talk expressing either agreement or disagreement on a selected issue in the community Role-play and issue of importance in the community (HIV-AIDS, natural disaster, domestic violence, etc.) using correct grammar. | |
| | | | 7.1.2b | 7.1.2.1 7.1.2.5 7.1.1.2 | <ul style="list-style-type: none"> Use descriptive language to express time and directions. Use setting and circumstances to display manners (seek permission, making requests) |
| | | | 7.1.3c | 7.1.3.1 7.1.3.2 | <ul style="list-style-type: none"> Present a 5-10- minutes talk about the interpretation of any song lyrics. Interpret means of given figurative languages |
| | | | 7.1.3 | 7.1.4.3 7.1.4.2 | <ul style="list-style-type: none"> Conduct interviews. Set situation for students to role play telephone manners. |

| | | | | |
|------------|--------------------|----------------------------------|--|--|
| Reading | Vocabulary | 7.2.1 | 7.2.1.1 7.2.1.2 | <ul style="list-style-type: none"> Apply knowledge of root words to determine meanings of unknown words within a passage; Use dictionary and thesaurus to confirm correct spelling and pronunciation of unknown words; |
| | Fluency | 7.2.2 | 7.2.2.4 7.2.2.1 | <ul style="list-style-type: none"> Read a set text to identify correct pronunciation, accuracy, intonation and expression. Read for fluency, speed and accuracy using a given text |
| | Comprehension | 7.2.3 | 7.2.3.2 7.2.3.3 | <ul style="list-style-type: none"> Write a summary of a story by inferring the moral or lessons to learn with supporting details Write a book review (plot, setting, characters and resolution). |
| | | | 7.2.3b | 7.2.3.4 7.2.3.1 |
| Literature | 7.2.4 | 7.2.4.3 7.2.1.1 | <ul style="list-style-type: none"> Produce poems using different poetic styles for example, rhymed, free verse, cinquain, haiku and limerick/rhymes. Analyse interpret meanings of figurative languages metaphor personifications, idioms and similes. | |
| Writing | Written Expression | 7.3.1 | 7.3.1.1 7.3.1.8 | <ul style="list-style-type: none"> Write text types about 500-600 words using the writing process. Present a piece of writing to a specific audience for a specific purpose. |
| | | 7.3.1b | 7.3.1.1 7.3.1.4 | <ul style="list-style-type: none"> Write a book review. Write an essay using various text types. |

| | | | | |
|---------|----------------------|--------|--------------------|---|
| Writing | Grammar and spelling | 7.3.2 | 7.3.2.3 7.3.1.5 | <ul style="list-style-type: none"> Write sentences using subject verb agreement correctly. Write possessive, comparative and superlative adjectives correctly in sentences. |
| | | 7.3.2b | 7.3.2.1 7.3.2.7 | <ul style="list-style-type: none"> Apply appropriate grammar to a piece of text. Differentiate and describe different types of reference sources. |
| | | 7.3.2c | 7.3.3.1 7.3.3.5 | <ul style="list-style-type: none"> Identify imperative and interrogative statements in texts read in class. Re-construct sentences with fragments correctly. |
| | | 7.3.2d | 7.3.3.4 7.3.3.2 | <ul style="list-style-type: none"> Write dictated words in sentences. Rearrange words alphabetically to second or third letter. |

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 achieving the Standards. This will provide the basis for teachers to plan for intervention and enrichment if the students have not demonstrated their competency mastery of the skills.

The table below shows the weighting of marks awarded for each Strand that spreads 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.

Assessment Overview with Sample Criteria and Weighting

Strand 1: Speaking and Listening

These guidelines are intended to assist teachers in planning the Speaking & Listening Strand. The Assessment Tasks form the basis as blue prints.

| Assessment Tasks | Criteria |
|---|--|
| Listening Comprehension | Set Criteria for each task |
| <p>6.1.1 Listen and classify information heard from a guest speaker on a class topic as facts or opinions using correct grammar and vocabulary</p> <p>6.1.2 Follow a five-step directions correctly, to complete a task or a simple process.</p> <p>Respond correctly to questions in relation to a story using strategies such as 'hot seat' and 'quiz'.</p> | <ul style="list-style-type: none"> • Organizes information in order • Identifies fact from fiction • Justifies with good reason forms grammatically correct sentences • Uses varied vocabulary <p style="text-align: right;">5 marks</p> <p>Demonstrates understanding of topic Responds to questions correctly Speaks clearly with correct pronunciation</p> <p style="text-align: right;">5 marks</p> |
| Talking | Set Criteria for each task |
| <p>6.1.1 Give directions to locate a place using accurate and specific vocabulary words</p> <p>6.1.2 Identify tenses and parts of speech in a text</p> | <ul style="list-style-type: none"> • Presents direction in correct order • Uses correct word pronunciation • Speaks clearly and confidently <p style="text-align: right;">5 marks</p> <ul style="list-style-type: none"> • Identifies nouns, verbs adjectives in a given text • Identifies other parts of speech in the text • Identifies punctuation marks <p style="text-align: right;">5 marks</p> |
| Oral Expression | Set Criteria for each task |
| <p>6.1.1 Identify a topic for debate and present your views to convince the listeners your views in a 3 minute presentation.</p> <p>6.1.3 Listen to oral texts and summarize the main ideas using correct grammar and vocabulary</p> | <ol style="list-style-type: none"> 1. Organises topic points and ideas correctly 2. Justifies point of view with good reason 3. Uses grammatically correct sentences 4. Uses appropriate vocabulary 5. Uses appropriate body gestures <p style="text-align: right;">5 marks</p> <ul style="list-style-type: none"> • Organises event in correct order • Identifies the main idea • Uses correct grammar and vocabulary <p style="text-align: right;">5 marks</p> |

Strand: Reading

Assessment For 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 assessment checklist can be found in this guide; 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 easy to use and simple to mark tests. These tests should assess whether the students have learnt and can apply the reading skills they have been taught.

Assessment: Vocabulary

- Teacher selects 10 words for assessing knowledge of vocabulary.
- Students copy the words from the board.
- Students read the words.
- Students use each word in a sentence to show meaning.

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

Oral Reading

Say to the student:

Here is a short story. Read it aloud carefully. 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 3 seconds, tell them to move on to the next word
- If the child is clearly struggling to read the story, stop the assessment and thank them for their effort

A visit to the dentist

Mary had a sleepless night. She was in pain. Her teeth hurt and her gums were painful. Mother decided to take her to a dentist.

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

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

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

“Oh, I see the problem,” he said, “you have an infection in your gums. Your teeth are fine. “ Dr Tau gave Mary some tablets to clear her infection. Mary was very happy.

Assessment - Comprehension

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

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

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

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

| Reading Skills Checklist | | | | | | | | |
|--------------------------|---|---|--|--|--|--|--|--|
| Student name | Uses letter/sound information with word meaning and language structure to solve unknown words | Recognise common English words by sight | Read simple texts with increasing speed, accuracy and expression | Re-reads to self-correct errors or confirm meaning | Respond to literal and inferential questions about stories read in class | Understands and talks about a simple sequence or events in the story | Read and discuss a text with a partner | Comments |
| 1. Bene | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | e.g. Bene has made good progress and is able to read short stories in class. |
| 2. Helena | | | | | | | | |
| 3. Keziah | | | | | | | | |
| 4. Larry | | | | | | | | |
| 5. Texman | | | | | | | | |

Assessment - Literature

Literature

- Assess students in creating a poetry folio of 5 poems
- Organize Student Work in Folders
- Require each student to keep a poetry folder in the classroom. Include a copy of every completed poem assignment, as well as poem rough drafts.
- Keep all work in progress in one pocket of the folder and all completed, graded drafts in the other pocket. Store the folders in a closet or file cabinet

Purpose:

- To express ideas and emotions creatively
- To use words and poetic devices to evoke response from readers.

Audience: General

Features:

- thoughtfully chosen words to create images and appeal to senses
- Natural rhythm
- Patterns form within the poem with repetition or variations of words and phrases
- Figurative language that create images: simile, metaphor, personification
- Figurative language that create a sense of sound: onomatopoeia, alliteration,
- assonance

This rubric should be used to assess each poem compiled in the folio.

| | Beginning 1 | Developing 2 | Accomplished 3 | Excellent 4 | Score |
|---------------------------------|--|---|---|---|--------------|
| Title and Form | Lacks title and uses an inappropriate form | Uses an appropriate form | Effectively uses an appropriate form | Creatively uses an appropriate form | |
| Use of Words | Lacks use of varied words | Use of vocabulary is very basic | Use of vocabulary is workable | Use of vocabulary is precise, vivid; paints a strong, clear and complete picture in the reader's mind | |
| Use of poetic techniques | Lacks use of figurative language (poetic devices) | Uses some figurative language (poetic devices) | Uses figurative language to bring the message to life | Effectively uses figurative language to reinforce message | |
| Language conventions | Lacks use of language conventions; makes frequent and numerous errors in spelling, grammar and punctuation | May contain many spelling errors, grammar and punctuation and affect the reader's understanding | Contain few spelling errors, grammar and punctuation and does not affect the reader's understanding | Uses appropriate spelling, grammar and punctuation with a few errors if any that do not affect the reader's understanding | |
| Illustrations | Lacks illustration | Uses an illustration that adds to the poem's meaning. | Uses an illustration to enhance the poem's meaning. | Effective and creative use of an illustration to enhance the poem's meaning. | |
| Effort | Does not reflect understanding of the task | Demonstrates some understanding of the task | Demonstrates an understanding of the task | Demonstrates complete understanding of the task and goes beyond the requirements | |

Writing

Assessment - Written Expression

Example:

Text Type: Exposition

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

Structure:

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

Grammar Features

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

| Text Structure | Reading Text [Anonymous] | Grammar Features |
|--------------------------|---|---|
| <p>Persuasive</p> | <p>Our environment is changing and if we don't do anything, our way of life will be threatened.</p> <p>Our climate is warming up. There will be more severe droughts. Food will become scarce and many people will suffer and even die from hunger. Food costs will go up and only people who have money will be able to afford to buy.</p> <p>Our weather patterns are getting more unreliable. There are more severe storms, which cause landslides and flooding of food gardens, loss of livestock and people's houses. Many people may also die.</p> <p>The animals and birds in our forests and mountains will also suffer as they will lose their habitat. Without food and shelter they will die. They may even become extinct.</p> <p>We need to act now before the changes in the environment become too difficult for us to repair.</p> | <ul style="list-style-type: none"> • Use nouns • Use emotive words to stress point of view • Use present tense • Use connectives to link the point of view – because, therefore |

Writing Rubrics

| Ratings | Well Below Expectations | Below Expectations | Near Expectations | Meets Expectations | Exceeds Expectation | Score |
|--------------------------------------|---|---|---|--|--|-------|
| Criteria | 1 | 2 | 3 | 4 | 5 | |
| Layout of writing (Structure) | No layout of writing | Poor layout of writing | Good layout of writing | Very good layout of writing | Excellent layout of writing | |
| Topic and Sentence structure | No topic and no correct form of sentences | Has a topic but with ill-formed sentences | Has a topic and good structured sentences | Good topic and well-formed sentences | Very good topic and well-formed sentences | |
| Grammar | No evidence of the use of nouns, pronouns, adjectives and adverbs | Poor use of nouns, pronouns, adjectives and adverbs | Good use of nouns, pronouns, adjectives and adverbs | Very good use of nouns, pronouns, adjectives and adverbs | Excellent use of nouns, pronouns, adjectives and adverbs | |
| Development of ideas | No evidence of ideas developed | Lack of development of ideas and no coherence | Ideas emerging but not fully developed and supported with details | Ideas developed and supported with details | Very good development of ideas with supporting details and coherence | |
| Punctuation and legibility | Very poor punctuation use; Unreadable handwriting | Poor punctuation use; Legible handwriting | Correct punctuation use; Legible handwriting with neatness | Correct punctuation use; Legible handwriting with neatness | Correct punctuation use; Legible handwriting with neatness | |

Task 1: Persuasive Text – on familiar topics

Task Description: Students write a short persuasive text about a familiar topic.

For example: ‘We need more school holidays’, or ‘A dog is my best friend’

Assess students written persuasive writing using the writing rubric below.

| 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 punctuation use • Legible handwriting with neatness |
| 4 | Meets Expectations | <ul style="list-style-type: none"> • Very good layout of writing • Good topic and well- formed sentences • Very good use of nouns, pronouns, adjectives and adverbs • Correct punctuation use • Legible handwriting with neatness |
| 3 | Near Expectations | <ul style="list-style-type: none"> • Good layout of writing • Has a topic and good structured sentences • Good use of nouns, pronouns, adjectives and adverbs • punctuation use • Legible handwriting with neatness |
| 2 | Below Expectations | <ul style="list-style-type: none"> • Poor layout of writing • Has a topic but with ill-formed sentences • Poor use of nouns, pronouns, adjectives and adverbs • Poor punctuation use • Legible handwriting |
| 1 | Well Below Expectations | <ul style="list-style-type: none"> • No layout of writing • No topic and no correct form of sentences • No evidence of use of nouns, pronouns, adjectives and adverbs • Very poor punctuation use • Unreadable handwriting |
| 0 | Not Acceptable | <ul style="list-style-type: none"> • No clear layout of writing • No topic and no correct form of sentences • No evidence of use of nouns, pronouns, adjectives and adverbs • No punctuation use • Unreadable handwriting |

Task 2: Recount - Holiday experiences

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

| Stages of Writing | Poor | Developing | Very Good | Marks |
|---|-----------------------------------|----------------------------------|---------------------------------------|-----------------|
| Planning: 1. Adequate brainstorming to create strong ideas 2. Ideas organised to create a clear topic, main sentence, and supporting sentences | | | | 2 |
| Writing: 3. Logically written first draft; appropriate setting, well developed characters and logical sequence of events; clear presentation of ideas; correct use of grammar and punctuation; good paragraph development Editing: 4. The first draft has been edited or checked Sentences, spelling and grammar and tenses checked or corrected Draft has been re-written | | | | 5 |
| Publishing: 5. Final copy written; proofread and neatly presented; spell-checked; Illustrations done | | | | 3 |
| Overall marks The three (3) stages | Planning 2 marks | Writing 5 marks | Presentation 3 marks | 10 marks |

Recording and Reporting

Teachers must keep accurate records of students achievement and learning.

Sample recording of students achievements

| English | Grade: 7 | | | Term: 1 | | | Year: 2018 | | | | |
|---------------------------|---------------------------|---------|-----------------|------------|-----------------------|---------|------------|----------|-------------|--------------------|--------------|
| Strands: | 1. Speaking and Listening | | | 2. Reading | | | 3. Writing | | | | |
| Content Standards: | | | | | | | | | | | |
| | Listening Comprehension | Talking | Oral Expression | Literature | Reading Comprehension | Reading | Grammar | Spelling | Handwriting | Written Expression | TOTAL |
| Student Name: | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 100 |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

Reporting

The primary purpose of assessment, evaluation and reporting is to improve student learning. An effective program of assessment, evaluation and reporting will assist in the pursuit of this purpose and help create the conditions necessary to achieve the standards and benchmarks.

Simply stated, assessment, evaluation and reporting practices have a dual purpose: on the one hand, they serve as mechanisms to record student learning; on the other hand, they serve to measure the effectiveness of teaching/learning activities.

This also serves to communicate with the stakeholders (parents/guardians/school administration) about the student's progress in learning.

Sample Report Card

| | | | | |
|---|-----------------------|-------------------|---------------------|-----------------|
| 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 |
| 5% (95–100)% | 25% (70–94)% | 40% (30–69)% | 25% (25–29)% | 5% (0–24)% |
| Excellent Achievement | High Achievement | Satisfactory | Partial Achievement | Low Achievement |
| Academic Subjects: | Marks Attained | Percentage | Grading | Comments |
| English | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Science | | | | |
| Health Physical Education | | | | |
| Making a Living | | | | |
| Arts | | | | |
| CCVE | | | | |
| 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 | | | | |

| | | | |
|---|------------------|----------------|---------------|
| Displays good citizenship, values and practices | | | |
| | | | |
| Attendance | | | |
| Unexplained absence | | | |
| Excused absence | | | |
| Late to school | | | |
| Present in school | | | |
| | | | |
| Class Teacher's Comments: | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Head Teacher's Comments: | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Signed: | | | |
| | | | |
| Student: | Parent/Guardian: | Class Teacher: | Head Teacher: |

Resources

| | |
|--|------------|
| Speaking and Listening Resources..... | 77 |
| 1. Poems for Listening..... | 77 |
| 2. Stories for Listening..... | 78 |
| 3. Debating..... | 80 |
| Reading Resources..... | 80 |
| 1. Essential Reading Skills..... | 82 |
| 2. Text Types..... | 83 |
| 3. The Reading Process..... | 85 |
| • Guided Reading..... | 85 |
| • Paired Reading..... | 86 |
| • After Reading..... | 86 |
| Writing Resources..... | 88 |
| 1. The Writing Process..... | 88 |
| 2. Grammar: Sentences..... | 89 |
| • Types of Sentences..... | 89 |
| • Sentence Structures..... | 90 |
| • Parts of a Sentence..... | 91 |
| 3. Parts of Speech..... | 92 |
| 4. Tenses..... | 93 |
| 5. Punctuations..... | 94 |
| 6. Figurative Language..... | 96 |
| Glossary of Language Terms..... | 104 |
| Reading Terms..... | 105 |
| Appendices..... | 106 |
| Appendix 1: Lesson Plan Template..... | 106 |
| Appendix 2: Subject Time Allocation for Senior Primary..... | 107 |
| Appendix 3: Sample Grade 6 English Timetable..... | 108 |
| Appendix 4: Bloom’s Taxonomy..... | 109 |

Speaking and Listening

1. Poems for Listening

(Term 1, Week1, Lesson 1)

I am an Islander

(By Mary Pohuk) -School Journals S1,2008

I am an Islander
 Today is a bright new day
 What am I to do?
 I am an islander
 I'd better go fishing.
 Whatever the weather,
 I just have to go fishing
 I am an islander
 My life depends on the se
 Nowhere else shall I get help.
 The sea is my life
 I fish in the hot sun and the cold night.
 I fish in the strong winds and the rough seas
 Hopping for good luck
 I am an islander
 I am an islander
 Though tired and hungry
 I have to fulfil my need
 For fish to eat, to sell to trade
 I am an Islander

The Herons

(by Mavis Aip)-School Journals J1,2008

Out of the east
 The sun stretches its fingers
 Of golden rays.
 Touched by the golden fingers
 White lads rise from leafy beds,
 Spreading their wings in flight.

Gliding into graceful landings,
 They show off their white suits
 And black boots.

In silence, humble yet fearless,
 Enjoying their early morning sunbath
 And their dawn prey.

Stories for Listening

Stories

The Last Prayer (Term 1 week 1 Lesson 2)

by Jim Jujumu

Peter was a fisherman, who had a dog named Snoopy. He taught Snoopy to fetch things. He would throw a stick into the sea and Snoopy would swim after it, snatch it in her mouth, and swim back to Peter. "What a clever dog she is!" the villagers would say.

Peter was very proud of Snoopy. There is no dog in the whole village as smart as her," he would boast.

One day, a friend who worked at the mine was visiting Peter. He showed him some of the explosive powder they used in the mine. "I put it in an empty Coca Cola bottle and it blows up like dynamite," he told Peter. When I throw it in the sea, I get lots of fish."

Peter knew it was wrong to dynamite the reef. He knew that it was dangerous. He also knew that it killed all the fish in the area, even the baby ones. But Peter was lazy. "Give me some of that, and I'll try it out next time I go fishing," he told his friend.

Peter was very proud of his new weapon, but the village people were terrified. "You'll blow yourself to pieces!" they told him. "And if you kill all the fish, there won't be any left for us to catch."

But Peter wouldn't listen. "I'm not scared like you," he boasted. The very next day, as soon as the tide was low enough, he went out onto the reef. Some men followed at a distance, curious to see how the dynamite would work. Peter lit the fuse and drew his arm back ready to throw.

Behind him, Snoopy whined and wagged her tail.

The fuse hissed and sparked. Looking round proudly at the villagers, Peter threw the bottle. Splash! it went. And "Woof! Woof!" Splash! In went Snoopy.

Everyone held his breath. "Snoopy is going to be blown to pieces!" the men cried.

"Snoopy! No! Come back!" yelled Peter. But Snoopy was too excited. She snatched the bottle in her teeth and turned and swam back to Peter.

Peter raced over the dry reef, back to the shore. The bottle glinted in Snoopy's mouth as she bounded proudly after him. Peter knew he was in real danger. They had played this game so many times. He knew the dynamite was coming for him. Snoopy would not rest until she had laid the bottle at his feet. "Go back, Snoopy!" he cried as he ran for the village.

The men scattered. Some climbed the nearby coconut trees, some bolted for the village to warn the women and children. "Run for your lives!" they cried. "Snoopy is coming with dynamite!"

There was a wild frenzy in the village as people ran for the bush. "Don't follow us!" they yelled at Peter. "Go back to the beach! It's your dog and your dynamite! Don't blow us all up!"

Peter turned and ran for the beach. Maybe he could hide from Snoopy along the shore. But Snoopy bounded behind him, the deadly bottle still in her mouth. Peter was gasping for breath. He could run no further. He collapsed on the ground. This was it. He said his final prayer.

When he had finished, he opened his eyes. Snoopy was sitting patiently, waiting for him to take the bottle and pat her like he usually did. Then Peter saw. The fuse wasn't sparking. It had gone out.

Relief flashed through him. He grabbed the bottle, pulled out the fuse, and rinsed the powder out into the sea. "It's all right now!" he called to the people. They ran up to see for themselves. Peter turned to Snoopy. "How could you! How could you make such a big fool out of me?" Then he started to laugh.

The village people laughed, too. "Snoopy taught you a good lesson!" they teased him. "You got what you deserved!" They laughed as they went back to the village, "There is no dog in the whole village that is as smart as Snoopy!" they sang.

Debate

(From Wikipedia, the free encyclopedia)

In a debate there are two teams; the Proposition Team (also *known as the Affirmative Team*) and the Opposition Team. Each team has three speakers respectively; the first speaker, the second speaker and the third speaker.

Speaking Order:

1. First speaker of the Proposition
2. First speaker of the Opposition
3. Second speaker of the Proposition
4. Second speaker of the Opposition
5. Third speaker of the Proposition
6. Third speaker of the Opposition

Role of Each Speaker:

First Speaker of the Proposition

The role of the first speaker is to open up the case of the proposition. That means the speaker presents his or her side's opinion and arguments. Furthermore, he/she gives a definition of that motion, in order to prevent any confusion caused by the motion, which might lack clarity. The first speaker also sometimes gives a status quo or an analysis of the current situation regarding that issue (mostly in policy-debates) to show the problem the side Proposition wants to solve, or the situation the side wants to improve et cetera. The first speaker may also give the case to show their aim of supporting the given resolution

First Speaker of the Opposition

His/her duty is to rebut the arguments given by the Proposition, meaning to show why it isn't or can't be true what "they" claimed. He/she can either give a counter-case regarding that motion or just decide to try to argue against the motion. When arguing against the motion, it is optional to give own arguments, as it would be sufficient to just rebut the arguments or the case well enough.

Second Speaker (Opposition or Proposition)

His/her role is to rebut the arguments given by the other side. Eventually, he/she can continue with his team's case and give more arguments.

Third Speaker (Opposition or Proposition)

The third speaker has to re-structure the whole debate, filter the key issues of the debate and give a rebuttal. As this position is also called the "rebuttal-speaker", his/her main objective is to prove the other team wrong. He/she should preferably deepen the analysis of the rebuttal. A good speaker also does case rebuilding in the end. There they go into the rebuttal of the other side and show why the rebuttal was wrong or didn't touch their own arguments.

Reply Speeches

World Schools Style debates include an additional speech from each team, called the reply speech (sometimes known as the “right of reply”). This is a short, four-minute speech given by either the first or second speaker from the team, and presented in the opposite speaking order to the rest of the debate (i.e. the Opposition deliver the first reply speech, followed by the Proposition). The roles of the reply speech are to:

- Outline one or more points of contention that the debate has centred on;
- Evaluate the course of the debate;
- Declare the reasoning of their team’s victory.

The reply speech is sometimes referred to as being a “biased adjudication” of the debate, because its format is similar to that of an adjudicator’s oral feedback on the debate, but with the purpose of convincing the audience that the speaker’s team was victorious. The retrospective nature of the reply speech means that no new material may be introduced in this speech.

Points of Information

During any speech except the reply speeches, members of the opposing team may offer points of information to briefly interject a point that the speaker must immediately respond to. The speaker holding the Floor is not obliged to accept all the points of information offered to them, but is likely to be marked down by adjudicators if they do not accept any. Speakers delivering points of information are expected to keep them to 15 seconds or less. Although a speaker’s points of information do not have a direct effect on their mark, a mechanism named the “POI Adjuster” has been introduced in recent years: when the quality of a speaker’s POIs is significantly different (better or worse) from the quality of their speech, the judge may add or subtract one or two marks from their overall speaker score.

The first and last minute of each main speech, as well as the entire duration of reply speeches, are “protected time”, meaning that no points of information may be offered.

Reading

1. Essential Reading Skills

Reading experts have identified five (5) 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 practice these skills every day.

Being able to read well requires a grasp of the following 5 basic skills:

| Reading skill | Explanation | Content | Comments |
|---------------------------------|---|---|--|
| Phonemic Awareness | Instruction designed to teach children to break apart the sounds in words. | In grade 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 comprehend 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. |

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:</p> <p>Focus on groups of things Opening general statement Facts about the topic are grouped together</p> <p>Features to focus on:</p> <p>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:</p> <p>Sequence of actions or steps to direct behaviour Focuses on a general audience Basic structures include</p> <ul style="list-style-type: none"> • Goal • Materials • Method <p>Features to focus on:</p> <p>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:</p> <p>Issue and opinion Points to support opinion Recommendations for action Summing up and restating position</p> <p>Discussion:</p> <p>Identify the issue Arguments for and against the issue Conclusion which includes opinion and recommended plan for action.</p> |

3. The Reading Process

Guided Reading

The process for reading helps the 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 Reading | |
|--|--|
| Before you read, encourage students to: | |
| | <ul style="list-style-type: none"> • look • talk • share • predict |
| Step 2: During Reading | |
| Before you read, encourage students to: | |
| | <ul style="list-style-type: none"> • 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 2: After Reading | |
| After reading, encourage students to: | |
| | <ul style="list-style-type: none"> • talk • think • share • compare • substitute • analyse • extend beyond the text |

Paired Reading

Some different approaches for paired reading are suggested below:

- Partners take it in 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 a lot of reading practice.
- 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 of making reading lessons fun!

| Game | Resources | How to Play |
|------------------------|--|--|
| I Spy | None | Think of an object. Say, "I spy with my little eye something beginning with /p/ ..." Include the sound the word begins with. Students guess which object you are thinking of. |
| Flash Card Dash | Set of up to 10 flashcards from the lesson | Show students the word flashcards one after another, reading with them. Next, ask the students to read the cards on their own. Change the order and play again. |
| Show Me | Individual chalkboards, picture flashcards | Show students a picture or say a word. Ask: "What is the first/last sound?" Students write the letter on their chalkboard. Say: "Show me." Students show their chalkboards. Check if everyone has the correct sound. Repeat with another sound. |
| Bingo | Individual chalkboards, | Students draw six boxes on their chalkboard 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 his/her sounds. The winner shouts 'Bingo!' |
| Word building | Individual chalkboards | Write a list of letter sounds on the blackboard (for example: ai, igh, 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. light). |
| 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 to 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 | <p>Randomly point at a frieze of letters (see example below). Ask students to tell you the sounds as you point to them. Speed up gradually – you could ask a student to be teacher! Increase or decrease the number of sounds, depending on your students.</p> <table border="1" data-bbox="587 293 1466 398"> <tr> <td data-bbox="587 293 879 344">s</td> <td data-bbox="879 293 1171 344">p</td> <td data-bbox="1171 293 1466 344">i</td> </tr> <tr> <td data-bbox="587 344 879 398">a</td> <td data-bbox="879 344 1171 398">t</td> <td data-bbox="1171 344 1466 398">n</td> </tr> </table> | s | p | i | a | t | n |
| s | p | i | | | | | | |
| a | t | n | | | | | | |
| Simon says sounds | None | <p>Students stand up. Tell them they are going to play ‘Simon Says’. Do some examples (e.g. Simon says put your hands on your head, Simon says touch your nose). Remind them that they should only follow the instructions if you say Simon Says. Give another instruction without saying ‘Simon Says’. 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. Simon says put your hands on your /f/ /ee/ /t/; Simon says touch your /n/ /oa/ /s/; Touch your /ear/ /s/, etc.).</p> | | | | | | |
| Show Me (Dictation) | Chalkboards or paper | <p>Read out some words (for example, words from a story the 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 “Show Me!” The students hold up their words for you to check.</p> | | | | | | |

Other After Reading Activities:

1. Children add to the text (e.g. write the next sentence)
2. Make up sentences using words from the text.
3. Students to draw pictures to go with a story, or draw characters from a story.
4. Students to write a story using words they know e.g. a shared writing experience with the teacher.
5. Matching word cards with words in the text.
6. Role play different parts of the text, or different characters.
7. Jumbled words from the text (e.g. hpis = ship).
8. Sentence building – make sentences using a list of words from the story being read (and others that the 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.

Writing

1. Processes in Writing

| Step 1: Pre-writing |
|---|
| <ul style="list-style-type: none"> • 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 |
| <ul style="list-style-type: none"> • Write down your ideas. • Use your pre-writing notes to help you. • Write in sentences. • Concentrate on the message. • Mistakes can be fixed later. |
| Step 3: Revising |
| <ul style="list-style-type: none"> • 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 |
| <ul style="list-style-type: none"> • Fix any mistakes. • Check punctuation. • Check spelling. • Get ready for your good copy. |
| Step 5: Publishing |
| <ul style="list-style-type: none"> • Write your final copy. • Make it your best work. • Make sure it is accurate. • Make it look appealing. • Include references/diagrams. |

Grammar

Sentences

What is a sentence?

A Sentence is a group of words that contain a complete thought, feeling or an idea. A sentence always has a subject and a verb. A sentence can be in the form of:

- A statement – This is a pencil.
- A question – Is this your pencil?
- An instruction – John, pass the pencil.

Types of Sentences

Declarative

A declarative sentence “declares” or states a fact, arrangement or opinion. Declarative sentences can be either positive or negative. A declarative sentence ends with a full stop (.).

Examples:

1. I'll meet you at the train station.
2. The sun rises in the East.
3. He doesn't get up early.

Imperative

An imperative sentence gives instructions, commands or makes requests. The imperative takes no subject as 'you' is the implied subject. The imperative form ends with either a full stop (.) or an exclamation point (!).

Examples:

1. Open the door.
2. Finish your homework.
3. Pick up that mess.

Interrogative

An interrogative sentence asks a question. In the interrogative form the auxiliary verb precedes the subject which is then followed by the main verb (i.e., Are you coming ...?). The interrogative sentence ends with a question mark (?).

Examples:

1. How long have you lived in Rabaul?
2. When does the bus leave?
3. Do you enjoy listening to local PNG music?

Exclamatory

The exclamatory form emphasizes a statement (either declarative or imperative) with an exclamation point (!).

Examples:

1. Hurry up!
2. That sounds fantastic!
3. I can't believe you said that!

Sentence Structures

Simple Sentences

Simple sentences contain no conjunction (i.e., and, but, or, etc.).

Examples:

1. Frank ate his dinner quickly.
2. Peter and Sue visited the museum last Saturday.
3. Are you coming to the party?

Compound Sentences

Compound sentences contain two statements that are connected by a conjunction (i.e., and, but, or, etc.).

Examples:

1. I wanted to come, but it was late.
2. The company had an excellent year, so they gave everyone a bonus.
3. I went shopping, and my wife went to her classes.

Complex Sentences

Complex sentences contain a dependent clause and at least one independent clause. The two clauses are connected by a subordinator (i.e., which, who, although, despite, if, since, etc.).

Examples:

1. My daughter, who was late for class, arrived shortly after the bell rang.
2. That's the man who bought our house.
3. Although it was difficult, the class passed the test with excellent marks.

Compound - Complex Sentences

Compound - complex sentences contain at least one dependent clause and more than one independent clause. The clauses are connected by both conjunctions (i.e., but, so, and, etc.) and sub-ordinators (i.e., who, because, although, etc.).

Examples:

1. John, who briefly visited last month, won the prize, and he took a short vacation.
2. Jack forgot his friend's birthday, so he sent him a card when he finally remembered.
3. The report which Tom compiled was presented to the board, but it was rejected because it was too complex

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. |

Parts of Sentences

A sentence is composed of two parts: the subject and the predicate. The **subject** is the part of the sentence that includes the noun and explains who or what the sentence is about. The **predicate** of a sentence is the part of the sentence that includes the verb and tells the audience the action the subject is taking (or the state of being the subject is in).

Subject

The subject of a sentence includes a word or group of words that describe what or whom the sentence is about. A subject can also be described as the noun or pronoun of the sentence.

- Joseph is crying. He is crying for milk.

Predicate

The predicate of a sentence includes a word or a group of words that describe what the subject of the sentence is or what it is doing. The predicate includes the verb of the sentence, as well as its objects and complements.

- The boy is going to school.

Simple Subject

The simple subject is usually one word, a noun or a pronoun, that receives the action or state of being of the predicate.

- The sunflower sways.
- The moon rises.

Simple Predicate

The simple predicate is one word in the complete predicate that qualifies as the verb of the sentence.

- The panda eats.
- The falcon soars.
- We sing.

Complete Subject

The complete subject is an entire group of words that are used to explain who or what the sentence is about. This includes the subject, or noun, itself and all the words that are used to describe it.

The beautiful, yellow sunflower sways in the wind.

The full moon rises in the night.

Complete Predicate

A complete predicate is an entire group of words that are used to describe the verb or action of the sentence, and who is receiving the action. This includes the verb, objects and complements.

The massively fluffy panda eats bamboo every day.

The extremely curious falcon soars as it searches for a friend.

Understood Subject

In sentences that give advice or orders, also known as imperative sentences, you is understood to be the subject of the sentence.

- [You] Get the pizza out of the oven.
- [You] Stop chasing the cat.

Parts of Speech

Words are classed into eight categories according to their uses in a sentence.

| Part of Speech | Meaning | Examples | |
|-----------------------------|---|---|---|
| Noun | Nouns are naming words. They name a person, animal, thing, place, idea, and activity. | John, cat, box, desert, liberty, golf | <u>John</u> owns a cat. |
| Pronoun | A pronoun is a word that is used instead of a noun. | he, she, it, you, I, we, they | John owns a cat. <u>He</u> takes good care of it. |
| Possessive adjective | A possessive adjective is a word used when something belongs to someone. | my, your, his, her, our, your, their | This is <u>my</u> book. |
| Adjective | An adjective is a describing word. It tells us more about a noun or pronoun | big, good, full | John lives in a <u>big</u> house. |
| Verb | A verb is a doing (action) being or having word. | went, poured, is, are has, have | John <u>went</u> to the store. I <u>am</u> Mary. I <u>have</u> big ears. |
| Adverb | An adverb tells us more about the verb, adjectives and other adverbs | Very, too, quickly, loudly, quietly, loudly, here | The cat ran <u>quickly</u> up the steps. We walked away <u>quietly</u> . |
| Conjunction | A conjunction connects words, phrases, or clauses. | and, or, but | John <u>and</u> the cat are playing. Do you like this pen or that pen? |
| Preposition | A preposition is a word that is followed by a noun object. | with, for, at | The cat played <u>with</u> the wool. |
| Interjection | Expresses emotion. | Gosh! Wow! Super! Ouch! | <u>Wow!</u> That cat is huge. |

Nouns

A common noun names any one of a group of persons, places, things, or ideas.

A proper noun names a particular person, place, thing, or idea.

| Nouns | Person | place | thing | idea |
|----------------|---------|----------------|---------------|--------|
| Common: | Teacher | Library | books | Number |
| Proper: | Albert | Public library | Activity book | Two |

Conjunctions

Are words that join words, phrases and sentences. Examples of conjunctions:

For, and, nor, but, or, yet, so, because

Sentence that contains all the parts of speech:

| | | | | | | | | | | | |
|---------|-----------|------|------|---------|-------------|---------|--------|-------------|---------|--------|--------------|
| The | young | boy | ran | quickly | down | the | street | and | he | yelled | Help! |
| article | adjective | noun | verb | adverb | preposition | article | noun | conjunction | pronoun | verb | interjection |

Tenses

What is a Tense?

Tense means time. It is a form of a verb used to indicate the time, and sometimes the continuation or completeness, of an action in relation to the time of speaking.

An action can happen in the present (now), in the past (yesterday) or future (yet to happen).

| Tense | Aspect | Meaning | Examples |
|---------|--------------------|--|--|
| Present | Simple | Habitual action-past to present to future. | I play the guitar every day. She plays the guitar every day. They play the guitar every day. |
| | Continuous | Action began in the past and may continue into the future. | I am playing the guitar. She is playing the guitar. They are playing the guitar. |
| | Perfect | Past action with an indefinite time span. | I have played the guitar. She has played the guitar. They have played the guitar. |
| | Perfect Continuous | Action 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. They have been playing the guitar for an hour. |
| Past | Simple | Action completed in the past. | I played the guitar. She played the guitar. They 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. They were playing the guitar when their 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. They had played the guitar before their friends arrived. |
| | Perfect Continuous | Past continuous action occurring when second past action happened. | I had been playing the guitar for an hour when my friends arrived. She had been playing the guitar for hour when her friends arrived. They had been playing the guitar for an hour when their friends arrived. |
| Future | Simple | Action will take place in the future. | I will play the guitar. She will play the guitar. They will play the guitar. |

| | | | |
|---------------|---------------------------|---|--|
| Future | Continuous | Continuous future action will continue to happen when another future action occurs. | I will be playing the guitar when my friends arrive. She will be playing the guitar when her friends arrive. They will be playing the guitar when their friends arrive. |
| | Perfect | Future action will be completed by the time another future action occurs. | I will have played the guitar by the time my friends arrive. She will have played the guitar by the time her friends arrive. They will have played the guitar by the time their friends arrive. |
| | 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. She will have been playing the guitar for an hour by the time her friends will arrive. They will have been playing the guitar for an hour by the time their friends will arrive. |

Punctuation Rules

Punctuation marks are signs like full stops, commas and talking/speech marks. They divide words into groups and help to make reading and writing easier to follow.

| Punctuation type | Definition |
|------------------------------------|--|
| Full stop (.) | A dot placed at the end of a statement or command. The cuscus in the tree. Cut the apple in half. |
| Question mark (?) | A special mark at the end of questions. What time is it? |
| Exclamation mark (!) | A special mark after an exclamation (stressing a point). I can't believe you lost your bag! |
| Capital letter | Marks a first word in a sentence. They are going to town. First letter in a proper noun. Madang, Joseph, Parliament House |
| Comma (,) | Separates words in a list. He grew taro, corn, beans and peas in his garden. Separates spoken words from the rest of a sentence. The teacher asked, "Why are you late?" |
| Talking/Speech mark ("...") | Identifies the spoken words within a text. "My dad has a new car," said Joseph. |

| | |
|--|--|
| <p style="text-align: center;">Apostrophe</p> | <p>An apostrophe shows a contraction or where a letter has been left out.</p> <p style="text-align: center;">it's = It is, that's = that is</p> <p>An apostrophe also shows possession or ownership.</p> <p style="text-align: center;">The man's boots. The girl's bag.</p> |
| <p style="text-align: center;">Colon (:)</p> | <p>A colon is used after a word introducing a quotation, an explanation, an example or a series.</p> <p>For example, Tim was planning to study four subjects: Physics, Mathematics, Science and English.</p> |
| <p style="text-align: center;">Semi-colon (;)</p> | <p>Semi-colon is used to connect independent clauses. It shows a closer relationship between the clauses than a full stop would show.</p> <p>For example, John was hurt; he knew she only said it to upset him.</p> |

Figurative Language

An expression or use of language in a non-literal sense in order to achieve a particular effect used mainly in poetry. Metaphors, similes, and hyperboles are all common figures of speech.

Metaphor

It 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.

Examples:

She has a heart of stone.
He is a rough diamond.
She is a snake in the grass.

Simile

A figure of speech that draws a comparison between two different things, especially a phrase containing the word "like" or "as,"

Examples:

She is as white as a sheet.
Her hair was as soft as silk.
She was as stubborn as a mule.

Personification

A figure of speech in which animals, inanimate objects or abstract ideas are given human qualities.

Examples:

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. Like other figures of speech, it is often used in everyday speech.

Examples:

In everyday speech:

He worshipped the ground she walked on.

The music was mind-blowing.

In poetry:

Here's the smell of blood still. All the perfumes of Arabia will not sweeten this little hand.

Imagery

Imagery in writing a 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

A piece of rhyming verse, simple and repetitious in style that makes frequent use of alliteration and onomatopoeia. Set to music, jingles are commonly used in radio and television advertising.

Alliteration

It is the repetition of consonant sounds in a sequence of words. It may occur anywhere in the words. The best known use of alliteration is in the tongue twister.

Examples:

Peter Piper picked a peck of pickled peppers.
She sells sea shells by the sea shore.

Assonance

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 themselves convey.

Examples:

boom-doom, growl-crown, clean-dream, hall-wall, ride-side,
sour-hour

Idiom

A phrase or expression with a well-known meaning other than its literal meaning.

Examples:

| | |
|-----------------------|-----------------------------------|
| 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

Are short sayings that usually present a lesson about human behaviour. Many come from Aesop's fables, the Bible and other early writings.

Examples:

Actions speak louder than words.

- People can say many things because talking is easy. However, what really matters is what one does.

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

It 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.

Examples:

crack, bang, swish, plop, purr, hiss, tick, tock

Rhyme

It is the repetition or duplication of sounds at regular intervals, usually at the ends of lines of verses.

Examples:

cloud/shroud, girl/pearl, ball/hall, nine/shine, night/white

Rhythm

In poetry, the pattern formed by stressed and unstressed syllables.

Colloquial language

It is the language of conversational speech or writing. The speaker or writer is not required to choose standard, formal, polite or grammatically unchallengeable words but feels free to use appropriate words from the informal elements of the vocabulary.

Examples:

don't, fridge, TV, catch on muck up, hassled

Type of Poem [Poetic Form]

Narrative – tells a story in verse--elements similar to short story such as plot, characters.

Haiku – 3 line Japanese form--describes nature--1st & 3rd = 5 syllables--2nd line 7 syllables.

Free Verse – defined by lack of structure--no regular meter, rhyme, line length, stanzas.

Lyrical - expresses thoughts & feelings of a single speaker--often highly musical verse.

Ballads – songlike poems that tell stories--often deal with adventure or romance.

Concrete – poems are shaped to look like their subjects--lines arranged to create a picture.

Limericks – humorous, rhyming 5 line poems with a specific rhythm pattern & rhyme scheme.

Acrostic - Any poem in which the first letter of each line forms a word or words.

Cinquain - the cinquain is actually an American poem influenced by the Japanese haiku. Cinquains are usually light verse used to express the brief thoughts or moments. This form utilizes few adverbs and adjectives, working best with a profusion of nouns and verbs. Cinquains have a strict syllabic count that must be adhered to. The poem is five lines and 22 syllables long.

Form [structure]

Lines – groups of words (kind of like a sentence) may have breaks with the line.

Stanzas – lines in a stanza work together to express one key idea.

Stanza Break – blank line (signals the end of one stanza and the beginning of another).

Refrain – a line or group of lines that is repeated at regular intervals.

Variation – changing one or more words with each repetition.

Sound

Rhyme -- repetition of vowel and consonant sounds at the ends of words [sound devices].

Rhyme Scheme – (e.g., Abab pattern) the pattern to this rhyme is lines 1 & 3, lines 2 & 4.

Alliteration – repetition of consonant sounds in the beginnings of words [sound devices].

Repetition – use of any element of language—sound, word, phrase used more than once [sound devices].

Onomatopoeia – the use of words that imitate sounds (drip, drip) [sound devices].

Language

Denotation – the literal, dictionary definition (meaning) [word choice].

Connotation – the ideas or feelings that the word brings to mind [word choice].

Imagery – descriptions that appeal to the 5 senses- feel, see, hear, smell, taste.

Simile – uses like or as to compare 2 unlike things [figurative language].

Metaphor – describes one thing as if it were something else [figurative language].

Personification – gives human qualities to a nonhuman subject or object [figurative language].

REF: www.ccd93.com

Sample Poems (Ref: Cohen, 2002)

Acrostic Poem

| Example 1 | Example 2 |
|--|---|
| <p>Teaching is a way to change lives.</p> <p>Each teacher has something special to bring to students.</p> <p>All students are important and unique.</p> <p>Caring is a necessity for teachers.</p> <p>Help is right there when a teacher is near.</p> <p>Education is the key to success.</p> <p>Respect is essential in the classroom.</p> | <p>Can you believe how cruel her stepmother was?</p> <p>I wish I had a fairy godmother!</p> <p>Now hurry back before midnight!</p> <p>Do you think they lived happily ever after?</p> <p>Even the mice loved Cinderella!</p> <p>Running down the steps made her lose her glass slipper!</p> <p>Everyone thought Cinderella was the most beautiful girl at the ball!</p> <p>Look at how lovely she was in her gorgeous gown.</p> <p>Living in an attic would be very dusty!</p> <p>All of the animals pitched in to make Cinderella's party dress.</p> |

Haiku

| Example 1 | Example 2 | Example 3 | Example 4 |
|---|---|--|---|
| <p>Fall</p> <p>Changes</p> <p>Leaves tumble</p> <p>Beds of orange</p> <p>Fall</p> | <p>Snow</p> <p>Cold, wet</p> <p>Snowflakes fall</p> <p>Winter white bed</p> <p>Snow</p> | <p>School</p> <p>Read, write</p> <p>Run to class</p> <p>Homework is hard</p> <p>School</p> | <p>Friends</p> <p>Laugh, play</p> <p>Text and talk</p> <p>Make room for more</p> <p>Friends</p> |

Cinquain

| Example 1 | Example 2 | Example 3 | Example 4 |
|---|--|---|---|
| <p>Swimming</p> <p>Wet, cool</p> <p>Diving, splashing, invigorating</p> <p>Hot days melt away</p> <p>Butterfly stroke</p> | <p>Dancing</p> <p>Birdlike, free</p> <p>Spinning, twirling, leaping</p> <p>Sadness fades from me</p> <p>Ballet</p> | <p>Football</p> <p>Tough, powerful</p> <p>Pushing, plowing, succumbing</p> <p>Hot knife through butter</p> <p>Touchdown</p> | <p>Mom</p> <p>Young, old</p> <p>Nagging, worrying, talking</p> <p>Looks out for me</p> <p>Best friend</p> |

Limerick

| Example 1 | Example 2 | Example 3 | Example 4 |
|--|--|--|--|
| There once was a girl named Sue, Who spoke only words that were true. Her motto “No lies!” Was bright as her eyes When she turned her attention on you. | There once was a boy named Tim, Who began working out at the gym. He exercised so long And became so strong, His classmates said, “Wow, look at him!” | We once had a dog named Cat. He liked to meow, how about that? When he climbed up a tree People gathered to see— How he’d escape from the branch where he sat. | There once was a family named Sun. The kids loved to go outside and have fun. In wind, rain, and snow, Out they would go— All weather is good when there’s Sun. |



Five Senses Poem

A ‘Five Senses Poem’ is shaped like a triangle because of the patterning of words used. It uses sensory words to describe its subject. A Five Senses poem does not have to rhyme.

Puppy
Fresh, warm
Fuzzy, soft, cuddly
Brown, playful, fast, cute
Panting, licking, jumping, digging, barking

“I am Poem” – Personal Poetry

The writer expresses personal thoughts and feelings, following a ten-line format. This type of poetry is called “personal poetry.”

I am Charles
Silly, talkative, energetic
Child of Wendy and Tim
Who loves mystery books
Who needs understanding
Who feels curious
Who gives honesty
Who fears thunderstorms
Who would like to be a doctor
I am Charles

Fish-Shape Poem

Wanna be a Fish by Eighty Six

Wanna be a fish.
 Have a sleek fish head. Spread
 Fish jam on my fish bread. All's good 'round
 My bowl today. Don't like it? I'll swim away. Bubbles
 For my friends. Swim loops without end. Shiny treasure
 Chest. A castle of my own. Plastic kelp fully grown.
 If I was a fish, I'd be the best, not copper, not
 Bronze, not silver. I'd be a
 Gold Fish.

Parts of Speech Poems

| Example 1 | Example 2 | Example 3 | Example 4 |
|------------------------|----------------------|---------------------|---------------------|
| A flower | A hammock | Summer | A fish |
| Beautiful and fragrant | Comfortable and cool | Sweet and sticky | Gold and small |
| Swaying and bending | Drifting and moving | Running and playing | Diving and swimming |
| Quietly | Softly | Happily | Quietly |
| Roses | Breeze | August | Goldie |

Glossary

| Word | Meaning |
|---------------------------------------|--|
| alphabetic principle | the concept that letters and letter combinations represent individual phonemes in written words. |
| base word | a unit of meaning that can stand alone as a whole word (e.g., friend, pig). it is also called a free morpheme. |
| consonant digraph | two consecutive consonants that represent one phoneme, or sound (e.g., /ch/, /sh/). |
| context clue | using words or sentences around an unfamiliar word to help clarify its meaning. |
| decodable text | text in which a high proportion of words (80%-90%) comprise sound-symbol relationships that have already been taught. It is used for the purpose of providing practice with specific decoding skills and is a bridge between learning phonics and the application of phonics in independent reading. |
| decodable words | these words contain phonic elements that were previously taught. |
| digraphs | a group of two consecutive letters whose phonetic value is a single sound (e.g., /ea/ in bread; /ch/ in chat; /ng/ in sing). |
| expository text | a type of writing which reports factual information (also referred to as informational text) and the relationships among ideas. Expository text tends to be more difficult for students than narrative text because of the density of long, difficult, and unknown words or word parts. |
| fluency | ability to read text quickly, accurately, and with proper expression. Fluency provides a bridge between word recognition and comprehension. |
| high frequency irregular words | words in print containing letters that stray from the most common sound pronunciation because they do not follow common phonic patterns (e.g., were, was, laugh, been). |
| homonym | words that sound the same but are spelled differently (e.g., cents/sense, knight night, write/right). |
| informational text | a type of writing which reports factual information (also referred to as expository text). Non-fiction books are examples of information texts. |
| irregular words | words that contain letters that stray from the most common sound pronunciation; words that do not follow common phonic patterns (e.g., were, was, laugh, been). |
| letter combinations | 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). also referred to as digraphs. |
| letter-sound correspondence | the matching of an oral sound to its corresponding letter or group of letters. |
| modeling | teacher clearly demonstrates a strategy, skill, or concept that students will be learning. |

References

- NDoE. (2003). *Language Upper Primary Syllabus*. Waigani: NDoE.
- NDoE. (2003). *Language Upper Primary Teacher Guides*. Waigani: NDoE.
- NDoE. (n.d). *READ PNG: Teacher's Manual, Reading Booster*. Waigani: NDoE.
- NDoE. (n.d.). *Create and Communicate, Book 1*. Waigani: NDoE.
- NDoE- School Journals Senior 1, 2008, Waigani: NDoE
- NDoE- School Journals Junior 1, 2009, Waigani: NDoE
- Cohen, B. (2002). *Poetry: The Ultimate Guide*. New York: American Eagle Co. Inc
- English for Melanesia, Book 1- Oxford University press
- Oklahoma State language arts,<http://sde.ok.gov>
- The Pacific Series. (n.d.). *Grade 6 Pupil's Book: Using English Book 1-3*. Australia: Oxford.
- The Pacific Series. (n.d.). *Grade 5 Pupil's Book: Using English Book 1*. Australia: Oxford.
- The Pacific Series. (n.d.). *Grade 5 Teacher's Notes*. Australia: Oxford.
- The Pacific Series. (n.d.). *Grade 6 Teacher's Notes*. Australia: Oxford.
- Winstanley, P. (n.d.). *Sample of shape poems*. Retrieved from Bing-image.

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 - Prescribed Time Allocation for Senior Primary

| Revised SBC (2018) | Total min/ week | % | (40/60) Slots/ week |
|--|--------------------|------------|---|
| English | 280 | 16.9 | 7x40 |
| Maths | 240 | 14.5 | 6x40 |
| Science | 200 | 12.1 | 5x40 |
| Social Science | 160 | 9.7 | 4x40 |
| Arts | 140 | 8.5 | 2x40 and 1x60 |
| PE/Health | 180 | 8.5 | 3x40 and 1x60 |
| Making a Living | 160 | 9.7 | 4x40 |
| Citizenship & Christian Values Education | 120 | 6 | 3x40 |
| Assembly | 75 | 4.5 | 5x15 |
| Access (Movement) | 35 | - | - |
| Sports | 60 | 3.6 | 1x60 |
| Total time allocation | 1650 | 100 | 36 lesson/week - 36x35=1260 annually |

Appendix 3 - Sample Grade 7 English Timetable

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------|---------------|---------------------|-----------|----------|----------|
| 7:45-8:00 | Assembly | Assembly | Assembly | Assembly | Assembly |
| 8:00-8:40 | English | English | English | English | English |
| 8:40- 9:20 | Maths | Maths | Maths | Maths | Maths |
| 9:20 -10:00 | S/S | S/S | S/S | CCVE | S/S |
| 10:00- 10:30 | Recess | | | | |
| 10:30-11:10 | English | Science | Maths | H/PE | H/PE |
| 11:10- 11:50 | CCVE | HPE | CCVE | Science | MAL |
| 11:50- 12:30 | Science | MAL | English | Science | Science |
| 12:30- 1:30 | Lunch | | | | |
| 1:30- 2:10 | H/PE | Arts | MAL | Arts | Sports |
| 2:10- 2:50 | H/PE | Christian Education | MAL | Arts | Sports |
| 2:50- 3:00 | B/T | B/T | B\T | B/T | B/T |

Appendix 4

The Blooms Taxonomy

The learner creates new ideas and information using what has been previously learned.

- Designing
- Constructing
- Planning
- Producing
- Inventing
- Devising
- Making

Can you generate new products, ideas, or ways of viewing things?

BLOOM'S REVISED TAXONOMY

Creating

Generating new ideas, products, or ways of viewing things
Designing, constructing, planning, producing, inventing.

Evaluating

Justifying a decision or course of action
Checking, hypothesising, critiquing, experimenting, judging

Analysing

Breaking information into parts to explore understandings and relationships
Comparing, organising, deconstructing, interrogating, finding

Applying

Using information in another familiar situation
Implementing, carrying out, using, executing

Understanding

Explaining ideas or concepts
Interpreting, summarising, paraphrasing, classifying, explaining

Remembering

Recalling information
Recognising, listing, describing, retrieving, naming, finding

| | |
|----------------------|--|
| Remembering | How many ways can you travel from one place to another? List and draw all the ways you know. Describe one of the vehicles from your list, draw a diagram and label the parts. Collect “transport” pictures from magazines- make a poster with info. |
| Understanding | How do you get from school to home? Explain the method of travel and draw a map. Write a play about a form of modern transport. Explain how you felt the first time you rode a bicycle. Make your desk into a form of transport. |
| Applying | Explain why some vehicles are large and others small. Write a story about the uses of both. Read a story about “The Little Red Engine” and make up a play about it. Survey 10 other children to see what bikes they ride. Display on a chart or graph. |
| Analysing | Make a jigsaw puzzle of children using bikes safely. What problems are there with modern forms of transport and their uses- write a report. Use a Venn Diagram to compare boats to planes, or helicopters to bicycles. |
| Evaluating | What changes would you recommend to road rules to prevent traffic accidents? Debate whether we should be able to buy fuel at a cheaper rate. Rate transport from slow to fast etc.. |
| Creating | Invent a vehicle. Draw or construct it after careful planning. What sort of transport will there be in twenty years time? Discuss, write about it and report to the class. Write a song about traveling in different forms of transport. |

'FREE ISSUE - NOT FOR SALE'