

English

Teacher Guide

2015



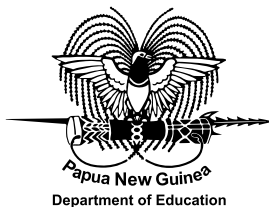
Standards-Based

English

Teacher Guide 2015

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Elementary - E2



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

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

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SD-card contents

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

SECRETARY'S MESSAGE

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


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

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

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

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

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



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

INTRODUCTION

Dear Teacher,

Welcome to **Elementary English**.

This teaching resource for English as a subject consists of:

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

Scripted lessons

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

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

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

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

How to use this guide

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

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

Bridging

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

¹ Words in bold are explained in the Terminology and notation on p9.

INTRODUCTION

Why teach phonics?

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

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

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



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

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

Phonics is a tool to make English easier. It has a positive impact on children's language abilities. Children are taught to listen to sounds and to make sounds. They learn that words can be broken into sounds and that these sounds can then be written down and used to read and build words.

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

Songs and stories

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

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







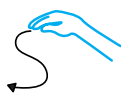







From Term 3 of E1, there is a normal story each week. The lessons are linked to the story. For each story there are open questions to check the children's understanding of the story and to encourage them to speak. The questions are examples. You can change the questions or add more.

Teaching sounds



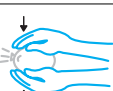
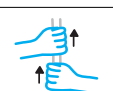





c a t
• • •
f i sh
• • •

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

INTRODUCTION

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















INTRODUCTION

Sound	Symbol	Action	Written as ...								
/e/		Break an egg	peg	br <u>ea</u> d	s <u>ai</u> d	fr <u>ie</u> nd	an <u>y</u>				
/b/		Bounce a ball	<u>b</u> at	rab <u>bi</u> t							
/f/		Squeeze a ball with air in it	<u>f</u> ish	st <u>uff</u>	<u>ph</u> one	to <u>ugh</u>					
/u/		Put up an umbrella	<u>bu</u> t	to <u>u</u> ch	<u>so</u> me	<u>bloo</u> d	w <u>o</u> n	<u>doe</u> s			
/p/		Puff out a candle	<u>p</u> ot	app <u>le</u>							
/w/		Blow air over hand like the wind	<u>w</u> et	<u>w</u> hen							
/ch/		Move arms like chicken wings	<u>ch</u> urch								
/th/		Thumbs up	<u>th</u> ree	<u>th</u> umb							
/tthh/			<u>th</u> is	<u>th</u> at							
/ng/		Lift your head and stroke your throat	<u>l</u> ong	th <u>in</u> k							

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

/v/		Hands on a steering wheel	<u>v</u> an	<u>g</u> ive							
/ee/		Rub eyes like baby crying	<u>d</u> eep	happ <u>y</u>	<u>m</u> e	<u>m</u> eat	<u>ch</u> ief	<u>m</u> oney	<u>ce</u> iling		
/oo/		'uh, uh' like a monkey	<u>l</u> ook	<u>pu</u> t	<u>w</u> ould	<u>w</u> olf					
/j/		Jump	<u>j</u> ug	<u>g</u> iant	<u>br</u> idge	<u>s</u> ponge					
/ar/		Open mouth wide for the doctor	<u>st</u> art	<u>h</u> ear <u>t</u>							

INTRODUCTION

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

KEY FEATURES

Standards-based curriculum

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

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

Our way of life

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

Multiculturalism

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

Integral human development

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

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

Catering for students with special needs

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

English curriculum

The English curriculum is based on the following learning principles:

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

Benefits for students

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

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

TEACHING AND LEARNING

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

Conditions of learning – a model of natural learning

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

Linkage: Syllabus to Teacher Guides

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

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

Strand: Speaking and listening (Unit: Oral expression)



Content standard: Greet someone and introduce themselves



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



Lessons: Term 1 Week 2 Monday to Friday

CONTENT OVERVIEW

TERM 1	STORY	FOCUS	PAGE
	OVERVIEW		17
WEEK 2	Lost forever	Revision	18
WEEK 3	Little caterpillar	/y/, /ooh/ written as o	24
WEEK 4	The wind and the sun	/t/ written as tt, /f/ written as ff	30
WEEK 5	Who sank the boat?	/l/ written as le, /s/ written as ss	36
WEEK 6	Papa and the snake	/g/ written as gg, /er/ written as er	42
WEEK 7	The wood carver	/d/ written as dd, /n/ written as nn	48
WEEK 8	How the crow got black feathers	/m/ written as mm, /b/ written as bb	54
WEEK 9	-	Assessment	60
WEEK 10	-	Feedback and review	-
TERM 2	STORY	FOCUS	PAGE
	OVERVIEW		61
WEEK 2	Pig in school	Revision	62
WEEK 3	Who will help me?	/or/ written as ore, /ie/ written as i	68
WEEK 4	The crane	/ay/ written as ai, /e/ written as ea	74
WEEK 5	The kingfisher	/ue/	80
WEEK 6	Anni's pineapple	/oy/	86
WEEK 7	Rat and Frog	/r/ written as wr, /air/ written as air	92
WEEK 8	The runaway pig	/j/ written as g, /s/ written as c	98
WEEK 9	-	Assessment	104
WEEK 10	-	Feedback and review	-
TERM 3	STORY	FOCUS	PAGE
	OVERVIEW		105
WEEK 2	Fishing, fishing	Revision, /w/ written as wh	106
WEEK 3	Duck and Rooster	/d/ written as ed	112
WEEK 4	Whose friend is he?	/oo/ written as oul	118
WEEK 5	You belong in the water	/ay/ written as ey and ea	124
WEEK 6	The good brothers	/u/ written as o_e, /e/ written as ea and a, /t/ written as ed	130
WEEK 7	Pidik goes to the market	/ng/ written as n, /s/ written as se and ce	136
WEEK 8	You must be my friend	/n/ written as kn	142
WEEK 9	-	Assessment	148
WEEK 10	-	Feedback and review	-
TERM 4	STORY	FOCUS	PAGE
	OVERVIEW		149
WEEK 2	Feeling warm	Revision	150
WEEK 3	Hornbill and cassowary	/ooh/ written as ew, ue and u_e	156
WEEK 4	Thirsty crow	/f/ written as ph and gh, /u/ written as ou	162
WEEK 5	The boy who cried "Fire!"	/air/ written as ear, are and ere	168
WEEK 6	Give me your legs	/z/ written as s	174
WEEK 7	How snakes came to be	/j/ written as dge	180
WEEK 8	A new roof for our toilet	/er/ written as ear, ir and or	186
WEEK 9	-	Assessments	192
WEEK 10	-	Feedback and review	-

TERM 1 OVERVIEW

WEEK	THEME	OVERVIEW
WEEK 2	Lost forever	Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/ oo/j/ar/oa/ou/or/ay/ie/q/x/ Revision Spelling: seeds, show, will, grow, home, throw, bone, my, happy, coat
WEEK 3	Little caterpillar	Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/ oo/j/ar/oa/ou/or/ay/ie/q/x/y/ /ooh/ written as o Spelling: lost, list, lots, home, forest, note, rope, hope, skip, jump
WEEK 4	The wind and the sun	Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/ oo/j/ar/oa/ou/or/ay/ie/q/x/y/ooh/ /t/ written as tt, /f/ written as ff Spelling: yes, slow, bone, goat, alone, yellow, do, to, going, potato
WEEK 5	Who sank the boat?	Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/ oo/j/ar/oa/ou/or/ay/ie/q/x/y/ooh/ /l/ written as le, /s/ written as ss Spelling: sitting, chatting, patting, better, sorry, lorry, coffee, stuff, off, batting
WEEK 6	Papa and the snake	Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/ oo/j/ar/oa/ou/or/ay/ie/q/x/y/ooh/ /g/ written as gg, /er/ written as er Spelling: little, handle, three, bottles, today, hiss, boss, miss, mess, fuss
WEEK 7	The wood carver	Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/ oo/j/ar/oa/ou/or/ay/ie/q/x/y/ooh/er/ /d/ written as dd, /n/ written as nn Spelling: digging, bigger, sister, brother, letter, smaller, ever, under, hugging, bugging
WEEK 8	How the crow got black feathers	Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/ oo/j/ar/oa/ou/or/ay/ie/q/x/y/ooh/er/ /m/ written as mm, /b/ written as bb Spelling: paddle, puddle, muddle, sadder, madder, running, dinner, thinner, winner, sinner
WEEK 9	-	Assessment
WEEK 10	-	Feedback and review

STORY

Lost forever

Long, long ago the forest was full of living things. The forest was full of birds. The forest was full of beautiful sounds. The forest was a beautiful place. The birds built their nests in the trees. The birds ate seeds, flowers and berries. The birds sang sweetly in the tree tops. The forest was a beautiful place.

One day, the birds flew away from the forest. They went to see their wantoks. They flew far, far away. The landowners came to the forest. They cut down all the trees. Soon the forest was gone.

The birds came back. They had no home, no food, no forest. The birds flew back to their wantoks. The forest was gone. The trees never grew again. The beautiful place was lost forever.



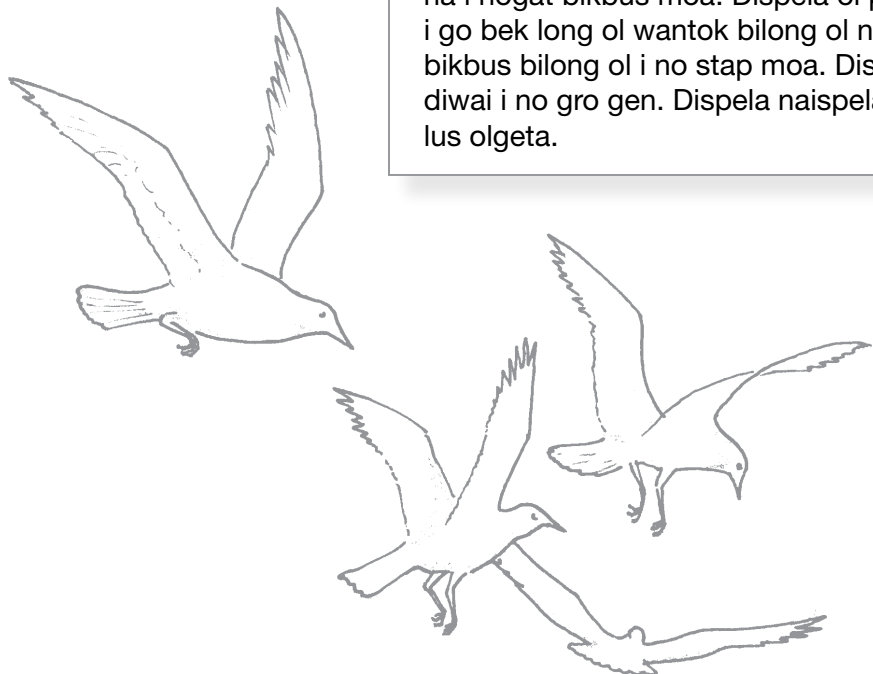
STORI

Lus olgeta

Bipo, bipo tru, bikbus i save pulap wantaim kainkain ol samting we i save stap laip long en. Bikbus i save pulap wantaim ol pisin. Bikbus i save pulap wantaim kainkain nois bilong ol animal. Bikbus em i wanpela naispela ples stret. Ol pisin i save mekim haus bilong ol antap long han bilong ol diwai. Ol pisin i save kaikai ol sit, plawa na ol prut bilong ol diwai. Ol pisin i save singsing nais tru antap long ol diwai. Bikbus em i wanpela naispela ples stret.

Wanpela taim, dispela ol pisin i plai i go na lusim dispela bikbus. Ol i go long lukim ol wantok bilong ol. Ol i plai i go long wanpela ples we i stap longwe tru. Ol papa graun i kam long dispela bikbus na ol i katim ol diwai i go daun. I no longpela taim na dispela bikbus i pinis nating.

Dispela ol pisin i kam bek na lukim olsem ol i nogat haus long stap, nogat kaikai long kaikai na i nogat bikbus moa. Dispela ol pisin i plai i go bek long ol wantok bilong ol na dispela bikbus bilong ol i no stap moa. Dispela ol diwai i no gro gen. Dispela naispela ples em i lus olgeta.



seeds, show, will, grow,
home, throw, bone, my,
happy, coat

1 SONG

⌚ 10 min

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



2 PHONICS & LANGUAGE

⌚ 15 min

Have you ever lost something? How do we write the word 'lost'?



Say the word **'lost'**. Ask the children to use fingers to count the sounds. **/l/ /o/ /s/ /t/, four sounds.** Place 4 sound dots on the board and choose a different child to select the grapheme for each sound. Read the word together **'lost'**.

Say the word **'list'**. **That sounds a bit like 'lost'.** **Which sound has been changed?** Repeat the two words, stressing the middle sound. Choose a child to remove the o from lost. **What sound do we need? /l/ /i/ /s/ /t/** Choose a child to select the grapheme i for /i/. Read the new word together: **'list'**.

Listen to this word **'lots'**. **That sounds a bit like 'lost', but how is it different?** Repeat the two words, stressing the last two sounds. **How many sounds in 'lots'?** [Four] Put 4 sound dots on the board. Point to the first sound dot and ask a child to find the right grapheme. Repeat with the second sound. **What is the third sound?** Choose a child to select the grapheme t. Repeat for the final sound. Read the new word together **'lots'**. Read all the words you have made.

Well done!

lost list lots
●●●● ●●●● ●●●●

3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Ask the children questions, do not write them on the board.

**What have you lost in the past?
Did you find what you had lost?**

**Our story this week is called 'Lost forever'.
What do you think will be lost?**

Read the story twice, slowly and with expression.

**Who lived in the forest?
Where did the birds build their nests?
What did the birds eat?
Who did the birds go to visit?
What happened to the birds' homes when they went away to visit their wantoks?
How would you feel if someone came and destroyed your home?**



1 SONG

optional

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



2 PHONICS & LANGUAGE

15 min

The birds were hungry because all the forest was cut down. They had to go to their wantoks for food. Write 'Can I come and eat?' on the board. **They might have asked their wantoks this question.**



Point to the first word. Draw 3 sound dots, 1 under each grapheme. **There are three sounds in this word.**

Point to the first sound dot, C. **What sound is usually written using this letter?** Choose a child to make the sound /c/. Do this again for the second and third sounds, choosing different children to sound out a as /a/ and n as /n/. Encourage the children to blend the sounds and say the word 'can'. Do not do this for them!

Point to the second word, 'I'. Ask children to read this word to you. Do not attempt to sound it out.

Point to the third word 'come' and tell the children what it says. Do not attempt to sound it out. It is a sight word. Sound out 'and' with 3 sound dots. Read the sentence so far 'Can I come and'.

Point to the word 'eat' and draw 2 sound dots under the graphemes. **There are two sounds.** Work with the children to sound these out as /ee/ as ea and t. Read the sentence together 'Can I come and eat?'.

Well done for helping me to read the birds' question.

Can I come and eat?
••• ••• •••

3 DECODABLE TEXT

15 min

Can I come to see the big trees in the forest?

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

30 min

What is the title of the story this week?
What happened in the story yesterday?
What was lost forever?
What happened to the birds when their homes were destroyed?



Read the whole story again.

Many of the words are decodable or common sight words now. Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

Long, long ago the forest was full of living things. The forest was full of birds. The forest was full of beautiful sounds. The forest was a beautiful place. The birds built their nests in the trees. The birds ate seeds, flowers and berries. The birds sang sweetly in the tree tops. The forest was a beautiful place.



What is in the forest?
What makes beautiful sounds in the forest?
What do you think birds are saying when they make those beautiful sounds?



PLACE WEB

Get children to put the forest from the story in the middle of their page. Draw lines from the place to words and phrases they have learned or can sound out which describe the setting.



How do you think the birds are feeling?

Ask children to make a happy, sad or angry face to show what they think the birds are feeling.

1 SONG

optional

Good morning
 Good morning, good morning,
 good morning to you.
 Good morning to teacher,
 and all my friends too.
 (Repeat 1 more time)



2 PHONICS & LANGUAGE

15 min

I am very impressed with how much you have learned. I am going to write a word on the board and I want to see if you can read it.



Write the word 'home' on the board. Ask the children to work with a partner to see if they can sound out the word. Ask them to read the word aloud and to show how they sounded it out – first sound, second sound, etc. Rub the word off the board.

I want to play a game with the word 'home'. I want to know if you can write it on the board. How many sounds are there? How many sound dots will we need? [Three /h/ /oa/ /m/] Place 3 sound dots on the board.

Point to the first sound dot. ***What sound comes here? 'home'.*** Ask a child to choose a grapheme to place over the first sound dot: h.

Point to the second sound dot. ***What sound comes here? 'home'.*** Ask a child to find the graphemes needed. [o_e] ***Where does the o go?*** [Above the second sound dot] ***Where does the e go?*** [After the third sound dot]

Point to the third sound dot. ***What sound comes here? 'home'.*** Ask a child to find the grapheme needed. [m]

Read the word together. ***Can you think of any other words that have an /oa/ sound?*** Make a list of /oa/ words with an o_e spelling. [For example, bone, note, rope] Read your list of words together. ***What good readers you are!***

home
 ● ● ●

3 DECODABLE TEXT

15 min

The bird said, "I hope to make my home in the big tree."

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

30 min

Who can tell me some of the things we can find in the forest?

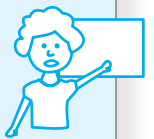
Why do you think the forest was a beautiful place?

What was the feeling of all the birds in the forest?

Read the whole story again.

Many of the words are decodable or common sight words now. Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

One day, the birds flew away from the forest. They went to see their wantoks. They flew far, far away. The landowners came to the forest. They cut down all the trees. Soon the forest was gone.

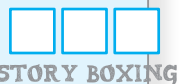


What is the problem that has just happened in the forest?

Who are landowners?

STORY BOXING

Get the children to break the story into 3 boxes, each with an important event (the beautiful forest, the trees cut down, the birds have no home). The children draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists.



STORY BOXING

1 SONG

optional

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



2 PHONICS & LANGUAGE

15 min

I think the birds would say 'I like my forest.' Can you help me to write it?



How do we write the word 'I'? Remember we always use a capital letter. Ask a child to write this on the board for you. Now we need to leave a space before the next word.

Ask children to sound out 'like' and then write it on your board. Remind the children how we write i and then the third sound, and then we put an e on the end, after the last sound dot. When you have finished, read the words 'I like' together.

Ask the children if they can remember how to write the word 'my'. If not, help them to sound it out.

Repeat the sounding and blending for 'forest' and read the word together. Read the sentence you have written together 'I like my forest.'

I like my forest

••• ••••••

3 DECODABLE TEXT

15 min

*The birds like the forest. We like the forest.
 We must look after the forest.*

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

30 min



What is the title of the story this week? What happened in the story yesterday? Why do you think the landowners cut down all the trees?

Read the whole story again.

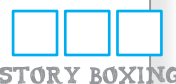
Many of the words are decodable or common sight words now. Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

The birds came back. They had no home, no food, no forest. The birds flew back to their wantoks. The forest was gone. The trees never grew again. The beautiful place was lost forever.



STORY BOXING

Get the children to break the story into 3 more boxes, each with an important event. The children draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists.



STORY BOXING

1 SONG

optional

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



2 PHONICS & LANGUAGE

⌚ 15 min

Birds can hop and jump, but humans can skip too. Write 'hop, skip and jump' on the board, but do not read it to the children.



Point to the first word. **There are three sounds in this word.** Draw 3 sound dots, 1 under each grapheme. Point to the first sound dot, h. **What sound can be written using this letter?** Choose a child to make the sound /h/. Do this again for the second and third sounds, choosing children to sound out o as /o/ and p as /p/. Encourage the children to blend the sounds and say the whole word '**hop**'. Do not do this for them!

Point to the second word. **There are four sounds in this word.** Draw 4 sound dots under the 4 graphemes. Point to the first sound dot, s. **What sound is often written using this letter?** Choose a child to make the sound /s/. Do this again for the second, third and fourth sounds, choosing children to sound out k as /c/, i as /i/ and p as /p/. Encourage the children to blend the sounds and say the whole word '**skip**'.

Repeat for 'and' and 'jump'. Read the phrase together '**hop, skip and jump**'. **I am very impressed. Now that you can read the words, you can do a hop, a skip and a jump!**

hop, skip and jump
●●● ●●●● ●●● ●●●●

3 DECODABLE TEXT

⌚ 15 min

What happens if the trees are lost? Can the birds still hop and jump?

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

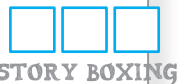


4 STORY WORK

⌚ 30 min

STORY BOXING

Get children to finish the story boxing they have been doing. They draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists.



PAIR AND SHARE

Get children to describe their work to their partner. Choose children to come to the front of the class and present their good work.



STORY

Little caterpillar

I am a little caterpillar. I am looking for a house to sleep in. The type of house I am looking for is the one that has no windows in it.

Ayee... I found it. It is a fallen leaf.

Now I can cover myself and sleep. One month, two months, three months. I have no worries. Sun, rain, moon and darkness, I don't care.

Ayee... the leaf is moving. My inside is twisting and turning. What is happening to me, oio, am I going to die? No, there is something strange happening to me.

Look at me – I am no longer the little caterpillar. What am I? I am a ... I am a beautiful butterfly!



STORI

Liklik snek

Mi liklik snek. Mi painim haus bilong slip. Kain haus mi painim em i nogat windua.

Ayeee... mi painim pinis. Wanpela lip diwai i pundaun.

Nau mi ken karamapim mi gut na slip. Wan mun, tu mun, tri mun, mi no wari. San, ren, mun, tudak, mi no seksek.

Ayee... lip diwai mek nois. Insait long mi i tanim tanim. Mi olsem wanem nau, oio, bai mi dai o? Nogat ya, wanpela kain senis i wok long kamap long mi.

Lukim mi – mi no liklik snek moa. Mi husat? Em, em, em! Mi smatpela bataflai!



lost, list, lots, home,
forest, note, rope, hope,
skip, jump

1 SONG

⌚ 10 min

I can bend my elbows

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



2 PHONICS & LANGUAGE

⌚ 15 min

I have been looking at some of our words and have noticed something. We have learned more than one way of writing the sound /oa/. In fact, we have learned four different ways of writing this sound.



Draw 3 vertical lines on your board so that you have 4 columns. **Who thinks they can remember one of the ways of writing down the /oa/ sound?** Ask a child to come to the board and write the grapheme in one of the columns: o ow o_e oa. [For example, go, slow, bone, goat]

Show the children the picture of a potato and make sure they know what it is. **Look at this picture. When we want to write the /oa/ at the end of this word, we use this way of writing the sound.** Put the picture into the o column. Write potato under it.

Show the children the picture of the bowl and tell them what it is. **Who thinks they know where to put this picture?** Ask a child to place it in the correct column and try writing the word.

Show children the picture of the rose and tell them what it is. **Who thinks they know where to put this picture?** Ask a child to place it in the correct column and try writing the word.

Ask the class to suggest more words for each column and to try writing them correctly.

3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Ask the children questions, do not write them on the board.

Where would you find caterpillars?

What colours are caterpillars?

How do they feel on your hand if you hold them?

Our story this week is 'Little caterpillar'. What do you think will happen in the story?

Read the story twice, slowly and with expression.

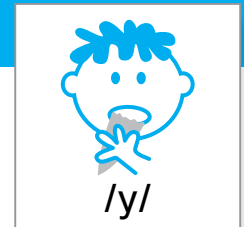
What was the little caterpillar looking for?

What did the caterpillar use as his house?

How many months did the caterpillar sleep for?

Why did the caterpillar feel his insides twisting and turning?





1 SONG

optional

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



2 PHONICS & LANGUAGE

15 min

If we asked the little caterpillar if he could change into a beautiful butterfly, he would say 'Yes I can.' Can we try to write 'Yes I can'?



How many sounds can you hear in 'yes'? Listen carefully. Don't sound it for them. **Three, /y/ /e/ /s/.** Draw 3 sound dots on the board.

Point to the first sound dot. **Which sound comes here? /y/ /y/.** This is a new sound – listen carefully. Show the children the shape of your mouth. Ask them to make the sound and show their partner. Show the children how to write the sound /y/ as y on the board and do the action, eating a yam. Ask the children to have a go at writing y on their partner's back.

Point to the second sound dot. What sound comes here? 'yes', /e/. Ask a child to write the grapheme e above the second sound dot.

Point to the third sound dot. **What sound comes here? 'yes' /s/.** Ask a child to write the grapheme s. Read the word you have written together 'yes'.

Ask a child to come and write 'l' on the board.

Ask the children how many sounds there are in the next word 'can'. Sound out into /c/ /a/ /n/ and draw 3 sound dots. Blend as 'can'.

Yes I can.

••• •••

/y/ SOUND SONG

I like to eat, eat, eat, yams and bananas.
 I like to eat, eat, eat, yams and bananas.
 I like to eat, eat, eat, yams and bananas.
 Y, y, y, y, y.



3 DECODABLE TEXT

15 min

"Yes, you can come to my home," said the caterpillar.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

30 min

Who can tell me the title of the story we heard yesterday?

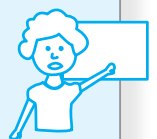


What happened in the story?

How are caterpillars related to butterflies?

Many of the words are decodable or common sight words now. Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

I am a little caterpillar. I am looking for a house to sleep in. The type of house I am looking for is the one which has no windows in it. Ayee... I found it. It is a fallen leaf.



What kind of house is the caterpillar looking for?

Why was the caterpillar looking for a house?

What is the caterpillar's house made of?



ROLE PLAY

Get children to act out part of the story as you read it.



ROLE PLAY

1 SONG

optional

Stretch your arms

Stretch your arms, clap, clap. [x4]

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

Stretch your arms, shake, shake. [x4]

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

Stamp your feet, stamp, stamp. [x4]

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

Tap your knees, tap, tap. [x4]

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



2 PHONICS & LANGUAGE

15 min

How many sounds can you hear in 'yellow'? Listen carefully. Don't sound out it for them. [y/ /e/ /l/ /oa/, four] Put 4 sound dots on the board.

Point to the first sound dot. **Which sound comes here? /y/ How can we write this sound?** Ask a child to come and choose the correct grapheme y.

Point to the second sound dot. **What sound comes here? 'yellow' /e/ How can we write it?** Ask a child to choose the grapheme e and put it above the second sound dot.

Point to the third sound dot. **What sound comes here? 'yellow' /l/** Ask a child to choose the grapheme you need for /l/ from the l and ll graphemes. Make sure that children know they both show the same sound /l/.

Point to the fourth sound dot. **What sound comes here? 'yellow' /oa/** Ask a child to choose the grapheme you need and put it above the fourth sound dot. Again, you may like to talk about other ways to write the sound /oa/, explaining that ow is the right spelling for this sound in the word 'yellow'.

Read the word you have written together **'yellow'**. **Good, we know all the sounds we need to write the word yellow.**

yellow
••••

3 DECODABLE TEXT

15 min

The caterpillar sleeps under a yellow leaf.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

30 min

Who is the main character in the story?
What did the caterpillar use to make his house?
Who can tell us the part of the story we heard about yesterday?

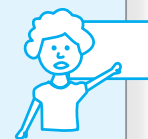
Many of the words are decodable or common sight words now. Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

Now I can cover myself and sleep. One month, two months, three months. I have no worries. Sun, rain, moon and darkness, I don't care.

Do you think the caterpillar feels hungry in those three months? Why?
What is the longest time you have slept for?

STORY TAGGING

After you have read the story several times, get children to work in pairs to retell the story. When one has retold a small part of the story, they tag (tap their partner on the arm) to continue the story. The children repeat this until the story is told.





/ooh/

1 SONG

optional

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



2 PHONICS & LANGUAGE

15 min

Before the caterpillar goes to sleep he has lots of things to do. Sound out 'lots' in the usual way and ask a child to write the sight word 'of' on the board.



How many sounds can you hear in the word 'things'? Listen carefully. Don't sound it for them. [t/h/ /i/ /ng/ /s/, four] Draw 4 sound dots on the board.

Point to the first sound dot. Which sound comes here? /th/ How can we write it? Ask a child to come and write the sound as th. Continue to build the word 'things' in the usual way.

How many sounds can you hear in the word 'to'? Listen carefully, 'to', /t/ /ooh/. Draw 2 sound dots. **Point to the first sound dot. Which sound comes here? /t/** Ask a child to come and write the correct grapheme. **Point to the second sound dot. What sound can you hear here? /ooh/ This is a new sound. Look at the shape of my mouth. Stick out your lips and make the sound together. One way of writing the /ooh/ sound is like this.** Write o over your second sound dot. Read the word together 'to'.

Sound out 'do' and draw 2 sound dots. Point to the word 'to'. **If we write the word 'to' like this, how do you think we will write the word 'do'?** Ask a child to come and try. **That's right, d o.** Read the phrase together **'lots of things to do'**.

Tell the children that the letter o is used for the /ooh/ sound mainly in a few little words like 'do' and 'to'.

lots of things to do
 ●●●● ●●●●●●●●

/ooh/ SOUND SONG

Who wants to be a cockatoo?
 Who wants to be a cockatoo?
 Who wants to be a cockatoo?
 Oo, oo, oo, oo, oo.



3 DECODABLE TEXT

15 min

The caterpillar has nothing to do but sleep.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

30 min

How many months did the little caterpillar sleep for?

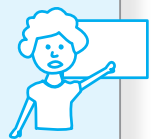
How did he feel before going to sleep?



Many of the words are decodable or common sight words now. Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

Ayee... the leaf is moving. My inside is twisting and turning. What is happening to me, oio, am I going to die? No, there is something strange happening to me.

Look at me – I am no longer the little caterpillar. What am I? I am a ... I am a beautiful butterfly!

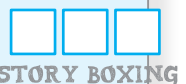


Can the butterfly become a caterpillar again? What other animals go through big changes?



STORY BOXING

Get the children to draw and label the different stages of the caterpillar's lifecycle: egg, caterpillar, cocoon, butterfly.



STORY BOXING

1 SONG

optional

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



2 PHONICS & LANGUAGE

15 min

Caterpillar might ask 'What am I going to do?'. Write the question on the board. He is going to turn into a butterfly.



Read the word **'What'** together.

Draw 2 sound dots beneath a and m. Encourage children to sound out and blend the sounds with their partner. Show them the blending, if necessary.

Who can read this word? That's right /a/ /m/ 'am'.

Write 'l' together.

Draw sound dots beneath 'going'. Encourage children to sound out and blend the sounds with their partner. You may need to remind them that the o in 'going' represents the /oa/ sound. **Who can read this word? That's right 'going'.**

Do this again for 'to' and 'do', giving as much help as needed. You may need to remind children that here the o grapheme represents the /ooh/ phoneme.

Read the question together **'What am I going to do?'. I am really impressed with the way you can read longer and longer sentences. Well done!**

What am I going to do?
 ● ● ● ● ● ● ● ● ● ●

3 DECODABLE TEXT

15 min

The caterpillar is going to become a yellow butterfly.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

30 min

PAIR AND SHARE

Get children to describe their work to their partner. Choose children to come to the front of the class and present their good work.



STORY

The wind and the sun

The cold wind and the sun began to argue about which of them was stronger. They saw a man walking along the road. He was wearing a coat. The sun and the wind agreed that whoever could get the man's coat off would show that he was the stronger.

The cold wind started first. He blew very hard and cold. At first the wind nearly tore the buttons off the man's coat. The man held his coat firmly, pulling it tightly around his body. The wind could not remove the coat.

The sun tried. He shone gently on the man's head. The man was soon feeling very hot so he took off the coat and stood under a shady tree.



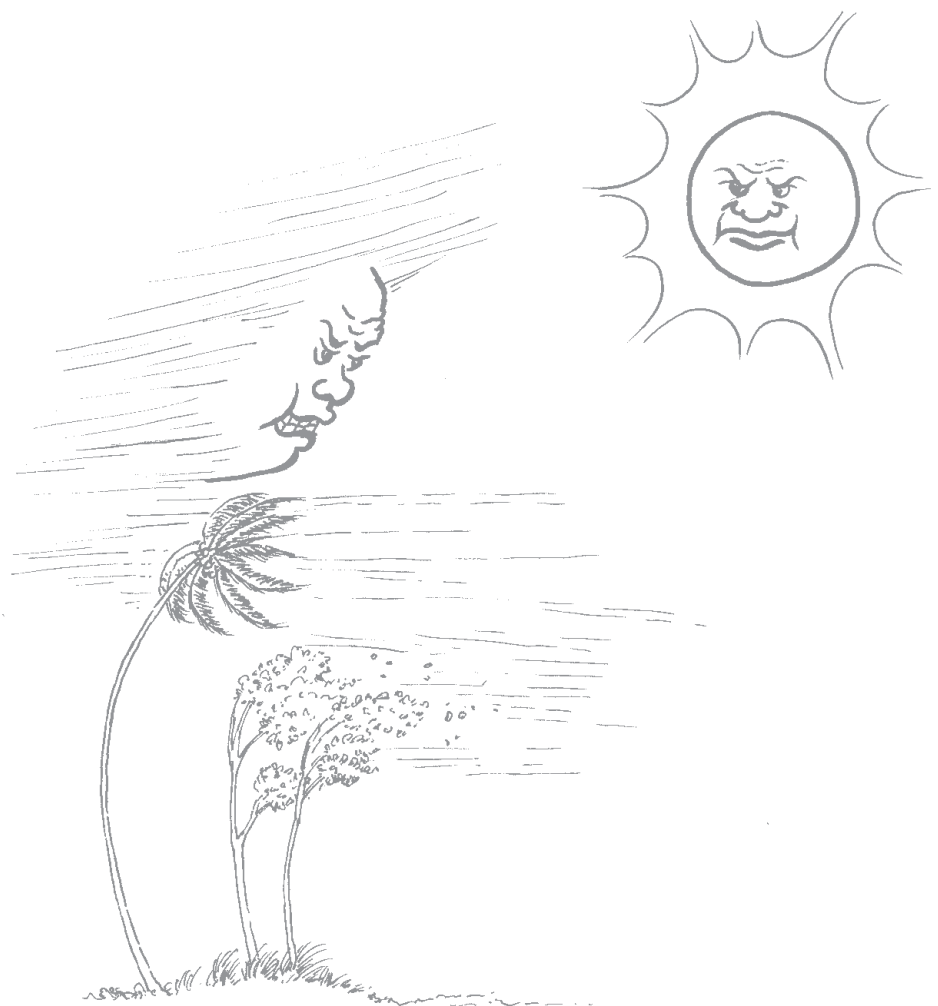
STORI

Win na san

Win na san i tok pait long husait em i strongpela. Win na san i tok pait long husait em i strongpela. San na win i wanbel osem sapos husait i mekim na man i lusim saket bilong em orait em i strongpela.

Kol win i stat pastaim. Em i kam strong wantaim kol. Na klostu win i brukim batten long saket bilong man. Tasol man i holim saket bilong em strong tru, em i pulim na taitim bodi bilong em. Na win i no inap rausim saket bilong em.

Nau san i traim. Em i lait antap long het bilong man. Na man i pilim hat nogut tru na em i rausim saket bilong em na sanap aninit long sedo bilong diwai.



SPELLING TEST WORDS

yes, slow, bone, goat,
alone, yellow, do, to,
going, potato

1 SONG

⌚ 10 min

Going home

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



2 PHONICS & LANGUAGE

⌚ 15 min

I want to play the 'sound on the back' game. I am going to remind us how to play.



Place the graphemes s, a, t, p, i, n, c, m, d, o, g, e, r, u, h, b, f, l, v, w, ch, th, sh, ng, ee, oo, j, ar, oa, ou, or, ay, ie, q, x, y on the board. Point to each one in turn, say the usual sound and make the action.

Choose a child to come to the front of the class. Write one of the graphemes and stick it on the child's back. Turn the child round so the other children can see the grapheme.

S/he has a letter/letters on her/his back. We are going to help her/him guess what sound this is. Sometimes what I have written may be a way of writing more than one sound – so you may need to choose which sound to say.

Ask children to make a sound that can be written using the letter on the child's back. Encourage them to make the action as well.

Ask the child to listen hard to the sound. **Can you write the sound you have just heard the children make?** Help, if necessary, with the sound, writing it on the board.

Ask the class: **Has s/he written the sound correctly? Is this the sound s/he has on her/his back?** Turn the child round and show them. **Well done!**

Do this again, choosing a new child and a new grapheme.

Let's play again!

3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Ask the children questions, do not write them on the board.

What do you do on a hot sunny day?

What do you do on a windy day?

Do you like it when the day is windy or when it is sunny? Why?

Our story this week is 'The wind and the sun'. What do you think might happen in the story?

Read the story twice, slowly and with expression.

What were the sun and the wind arguing about?

Who did they see on the road?

What was the man wearing?

What did the sun and the wind plan to do to show who was stronger?

Why did the man take his coat off?

Do you think that the sun is stronger than the wind?



1 SONG

optional

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



2 PHONICS & LANGUAGE

15 min

If I want you to be quiet, I could tell you 'no chatting'. Write this on your board.



Draw a sound dot beneath n and o. Encourage children to sound out and blend the sounds with a partner. **Who can read this word? That's right, 'no'.**

For the word 'chatting', draw 5 sound dots beneath the word. Point to each sound and ask the children to tell you what it is. Blend the sounds together to read the word '**chatting**'.

Read the phrase together '**no chatting**'.

If I see you talking you might say '**I am sorry**'.

How many sounds can you hear in the word 'sorry'? Ask the children to use their fingers to count the sounds. [/s/ /o/ /r/ /ee/, four sounds] Draw 4 sound dots on the board. Ask the children to do the same in their books.

Point to the first sound dot. **Which sound comes here? /s/ Write s.** Ask the children to do the same in their books. Repeat for the second sound /o/. Point to the third sound dot. **What sound is this? /r/ Remember we can write this sound using two letters: rr.** Write the letters rr. Point to the fourth sound dot. **What sound is this? /ee/ How can we write it?** Talk about the different ways: ee, ea, y, e. Write the sound /ee/ using y. Read the word together '**sorry**'. Ask the children to complete the word in their books.

no chatting

•• •••••

sorry

••••

3 DECODABLE TEXT

15 min

It is when the sun and wind are chatting that they make a bet.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

30 min

Who can tell us what happened in yesterday's part of the story?
Does the man know what is happening?



Many of the words are decodable or common sight words now. Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

The cold wind started first. He blew very hard and cold. At first the wind nearly tore the buttons off the man's coat. The man held his coat firmly, pulling it tightly around his body. The wind could not remove the coat.



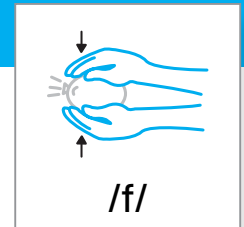
Why do you think the man didn't take his coat off when the wind was blowing very hard?
How do you think the wind felt when the man didn't take his coat off?



ROLE PLAY

Ask children to get into groups of 4. They will do a role play of today's part of the story. One child will be a narrator, one will be the wind, one the sun and one the man. (The child who is the man should think what the man might say.)





1 SONG

optional

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



2 PHONICS & LANGUAGE

15 min

Do your mama and daddy like coffee? How many sounds can you hear in the word 'coffee'? Ask the children to use their fingers to count the sounds. [/c/ /o/ /f/ /ee/, four sounds] Draw 4 sound dots on the board. Ask the children to do the same in their books.



Point to the first sound dot. **Which sound comes here? /c/ How do we write it?** Write c on the board. Get the children to copy it in their books.

Repeat for the second sound, /o/.

Point to the third sound dot. **What sound is this? /f/. We can write this sound using two letters like this.** Show how to write ff on the third sound dot. **We can write /f/ as f or ff, the sound is the same.** Get the children to copy it in their books.

Point to the fourth sound dot and talk about how we can write this sound. Write /ee/ as ee. Have the children copy it in their books.

Read the word together 'coffee'.

coffee
••••

3 DECODABLE TEXT

15 min

"It is cold!" said the man. "Let's drink coffee to keep warm."

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

30 min

**What is the title of the story this week?
What happened in the story yesterday?
Who are the three characters?
Which characters are arguing?**



Read the whole story again

Many of the words are decodable or common sight words now. Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

The sun tried. He shone gently on the man's head. The man was soon feeling very hot so he took off the coat and stood under a shady tree.



**If there was no tree close by, what do you think the man would do?
Do you know any cold places in PNG?
Tell me the names of some places in the world where you think it is cold and some places where you think it is hot.**



STORY TAGGING

Get children to work in pairs to retell the story. When one has retold a small part of the story, they tag (tap their partner on the arm) to continue the story. The children repeat this until the story is told.



1 SONG

optional

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



2 PHONICS & LANGUAGE

15 min

We are looking at double letters this week and I have some more words that have double letters for you.



Write 'stuff' on the board.

Draw sound dots beneath s, t, u and ff. Point to each sound and ask the children to tell you what it is. If necessary, help them to sound out and blend the sounds together to read the word '**stuff**'. **Well done!**

I have another word for you. Write 'off' on the board. Draw sound dots under the graphemes o and ff. Point to each sound and ask the children to tell you what it is. Read the word '**off**'.

Write the word 'getting' on the board. Draw 5 sound dots under it. Point to each sound in turn and ask the children to tell you what it is. If you need to, you can help them to sound out and blend the sounds together to read the word '**getting**'.

Good work!

stuff off getting
 ●●●● ●● ●●●●●

3 DECODABLE TEXT

15 min

The sun is getting the man to take his coat off.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

30 min

STORY BOXING

Get the children to break the story into 4 boxes, each with an important event (the wind and sun argue, the wind blows, the sun shines, the sun wins). The children draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists.



STORY BOXING

STORY

Who sank the boat?

A pig, a dog, a cat, a frog and a rat lived by the sea. One day they thought they might go for a ride in a boat.

First the pig jumped into the boat. He was very fat and really heavy. Do you think he sank the boat?

The dog was the second one to jump in the boat. He always ran around and made lots of noise. Do you think he sank the boat?

The cat was the third to jump in the boat. He was always stealing things. Do you think he sank the boat?

The frog was the fourth to jump in the boat. He was always jumping. Do you think he sank the boat?

The rat was the last one to jump in the boat. He was really small. S-P-L-A-S-H! Who sank the boat?



STORI

Husat i kapsaitim bot?

Pik, dok, pusi, rokrok na rat, ol i stap wantaim long nambis. Wanpela de ol i tingting long raun long bot.

Pik i kalap pastaim long bot. Em i gat planti gris na em i hevi tumas. Yu ting, em i kapsaitim bot?

Dok i namba tu long kalap long bot. Em i save wokabout na i save nois planti. Yu ting, em i kapsaitim bot?

Pusi i namba tri long kalap long bot. Em i save stil planti. Yu ting, em i kapsaitim bot?

Rokrok i namba foa long kalap long bot. Em i save kalap planti. Yu ting, em i kapsaitim bot?

Rat i las tru long kalap long bot. Em i liklik tru. K-A-P-S-A-I-T! Husat i kapsaitim bot?



SPELLING TEST WORDS

sitting, chatting, patting,
better, sorry, lorry,
coffee, stuff, off, batting

1 SONG

⌚ 10 min

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



2 PHONICS & LANGUAGE

⌚ 15 min

Give out flashcards for a, c, ee, f, f, g, h, i, i, n, o, s, t, t, u and mix them up. Ask the children with the flashcards to come to the front of the class. Get them to put the cards in order to make 'sitting', 'chatting', 'coffee', 'stuff', 'off' and any other sounds and words you think the children need to practise.

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



3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Ask the children questions, do not write them on the board.

Where would you find boats?

What are boats used for?

How many people do you think can get on a boat?

**Our story this week is 'Who sank the boat?'.
What do you think will happen in the story?**

Read the story twice, slowly and with expression.

What animals were mentioned in the story?

Where did the animals live?

Who was the first animal to jump into the boat?

Who jumped into the boat last?

Who do you think sank the boat? Why?





1 SONG

optional

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



2 PHONICS & LANGUAGE

15 min

An ant is just a little animal. How many sounds can you hear in the word 'little'? [Four, /l/ /i/ /t/ /l/.] Draw 4 sound dots on the board. Ask the children to do the same in their books and sound the letters with you.



Point to the first sound dot. **What is the first sound? /l/** How can we write this? Say the sound /l/ and write the grapheme l. Point to the second sound dot. **What is the second sound? /i/** Say the sound /i/ and write the grapheme i. Point to the third sound dot. **What is the third sound? /t/** Say the sound /t/ and remind the children that there is more than one way of writing the /t/ sound. **Here we need to use tt.** Write the grapheme tt. **What is the fourth sound? /l/** We have a new way of writing the /l/ sound in this word, different from the way we wrote it at the start of the word, and different from the ll we have used before. Write le above the fourth sound dot and say /l/. Have the children copy it in their books.

Point to each of the sound dots and together say the sounds you have written. Blend the sounds together to read the word 'little'.

You are learning a lot about writing and reading. Well done!

little
••••

3 DECODABLE TEXT

15 min

A rat is a little animal, not as big as a pig, a dog, a cat or a frog.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

30 min

Who can tell me the title of the story we heard yesterday?

Who was in the story?

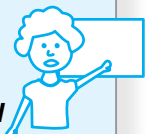
What was the story about?

What happened to the boat?



Many of the words are decodable or common sight words now. Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

A pig, a dog, a cat, a frog and a rat lived by the sea. One day they thought they might go for a ride in a boat. First the pig jumped into the boat. He was very fat and really heavy. Do you think he sank the boat?



How many animals are mentioned in the story?

Where do you think these animals wanted to go?

Why might people think the pig would sink the boat?



STORY TAGGING

Get children to work in pairs to retell the story. When one has retold a small part of the story, they tag (tap their partner on the arm) to continue the story. The children repeat this until the story is told.



1 SONG

optional

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



2 PHONICS & LANGUAGE

⌚ 15 min

Write 'three bottles today' on your board. Point to the first word. Draw 3 sound dots under th, r and ee. **How many sounds are there in this word? That's right, three sounds.**



Point to the first sound dot, th. **What sound could this be? /th/ or /tth/ We'll need to remember these and work out which one it is.** Point to the second sound dot, r. **What sound do we write this way?** Choose a child to make the sound, /r/. Point to the third sound dot, ee. **What sound is often written this way?** Choose a child to make the sound, /ee/.

Ask the children to try both /th/ and /tth/ at the beginning of the word and see which makes sense. **That's right, /th/ /r/ /ee/ 'three'.**

Point to the second word. Draw 5 sound dots under b, o, tt, le and s. Do the same again to sound out one grapheme at a time, blending at the end. Repeat with the final word **'today'**. **/t/ /oo/ as o /d/ /ay/**

Read the phrase together.

Great work!

three bottles today

••• ••••• •••••

3 DECODABLE TEXT

⌚ 15 min

The animals took bottles of water with them in the boat.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

⌚ 30 min

What is the title of the story?
What happened in the part of the story we read yesterday?
What happened to the boat as more and more animals got into it?



Many of the words are decodable or common sight words now. Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

The dog was the second one to jump in the boat. He always ran around and made lots of noise. Do you think he sank the boat? The cat was the third to jump in the boat. He was always stealing things. Do you think he sank the boat?



Who is the noisiest animal?
Who ran around a lot?
Who takes other people's things without asking?

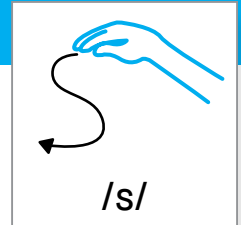


STORY BOXING

Get the children to break the story into boxes, each with an important event (each of the animals getting into the boat). The children draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists.



STORY BOXING



1 SONG

optional

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



2 PHONICS & LANGUAGE

15 min

Is there a snake in this week's story? Who doesn't like snakes? What noise do they make? Can we write the word 'hiss'?



How many sounds can you hear in the word 'hiss'? [/h/ /i/ /s/, three]. Draw 3 sound dots on the board. Have the children do the same in their books and sound it as you do.

Point to the first sound dot. **What is the first sound? /h/** Say the sound /h/ and write the grapheme h. Point to the second sound dot. **What is the second sound?** Say the sound /i/ and write the grapheme i. Point to the third sound dot. **What is the third sound? /s/ We can write this sound with two letters.** Write ss above the third sound dot. Ask the children to copy it in their books.

Point to each of the sound dots and together say the sounds you have written. Blend the sounds together to read the word 'hiss'.

Ask the children how they think you should write the rhyming word 'miss' if you write 'hiss' this way. **Which sound do we need to change?** Sound out the word 'miss' as the word 'hiss' above but with a different first letter. Ask the children to do the same in their books. Do the same for the word 'kiss'. Read the words you have written together.

hiss miss kiss
••• ••• •••

3 DECODABLE TEXT

15 min

"I would not sink the boat," hissed the snake.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

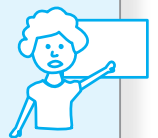
30 min

Is the smallest thing always lightest? Think of a feather. Can a small stone be heavier than a big feather?



Many of the words are decodable or common sight words now. Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

The frog was the fourth to jump in the boat. He was always jumping. Do you think he sank the boat? The rat was the last one to jump in the boat. He was really small. S-P-L-A-S-H! Who sank the boat?

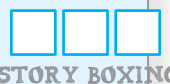


What is after third? What do you think S-P-L-A-S-H means in the story? What do you think happened to the animals?



STORY BOXING

Get the children to break the story into boxes, each with an important event. The children draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists.



1 SONG

optional

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



2 PHONICS & LANGUAGE

⌚ 15 min

Today we are going to practise playing with our sounds and making up new words by changing one sound at a time. Are you ready?



Try to make the word 'boss'. How many sounds are there? [/b/ /o/ /s/, three] Put 3 sound dots on the board. Ask a child to come and choose the first sound for 'boss' and place the flashcard b above the first sound dot. Repeat for the second and third sound dots, sounding out /o/ and **ss** for /s/. Now blend the sounds to read the word together **'boss'**.

Let's change one sound to make the rhyming word 'loss'. Which sound will we have to change? Which new letter do we need? Ask a child to come and change the b for the correct new letter l above the first sound dot. Repeat for 'mess', then 'miss'.

Now I will give you a word where you will need to change two of the sounds. Listen carefully – 'fuss'. Which sounds will we have to change? Which new sounds do we need? Ask a child to come and replace the /m/ and the /i/ with the correct new sounds above the correct sound dots.

I like the way you can make new words by changing some of the sounds. Well done!

boss loss mess miss fuss
 ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ●

3 DECODABLE TEXT

⌚ 15 min

The pig, the dog, the frog and the rat are in the water. Which animal is missing?

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

⌚ 30 min

PAIR AND SHARE

Get children to describe their work to their partner. Choose children to come to the front of the class and present their good work.



STORY



Papa and the snake

Once upon a time there was a papa who was sitting on his veranda. There was a snake sleeping under his veranda.

The papa saw the snake. The snake saw the papa. The snake went on the veranda.

The papa went on top of the table. The snake went on top of the table. The papa got down from the table. The snake got down from the table. The papa left the veranda. The snake left the veranda.

The papa went into the car. The snake went into the car. The papa got out of the car. The snake got out of the car.

The papa went up the tree. The snake went up the tree. The papa jumped to the ground. The snake jumped to the ground.

The papa went into his house. The snake went into the house. The papa got his axe. The snake slithered away in a hurry.

STORI

Papa wantaim snek

Wanpela taim papa sindaun i stap long haus bilong em. Wanpela snek i slip aninit long haus.

Papa lukim snek. Na snek lukim papa. Snek i go antap long haus.

Papa go antap long tebol. Snek go antap long tebol. Papa go daun long tebol. Snek go daun long tebol. Papa go outsait long haus. Snek go outsait long haus.

Papa go insait long kar. Snek go insait long kar. Papa go outsait long kar. Snek go outsait long kar.

Papa go antap long diwai. Snek go antap long diwai. Papa kalap long graun. Snek kalap long graun.

Papa go insait long haus. Snek go insait long haus. Papa kisim tamiok. Snek ronawe.



SPELLING TEST WORDS

little, handle, three,
bottles, today, hiss,
boss, miss, mess, fuss

1 SONG

⌚ 10 min

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



2 PHONICS & LANGUAGE

⌚ 15 min

We have learned more than one way of writing the sound /l/. In fact we have learned three ways of writing this sound.



Draw 2 vertical lines on your board so that you have three columns. **Who can remember one of the ways of writing the /l/ sound?** Ask a child to come to the board and write one of the graphemes. Repeat for the other two graphemes. Make sure you have l, ll and le.

Show children the picture card of the lizard and make sure they know what it is. Look at this picture. **When we want to write this word, we use this way of writing the /l/ sound.** Put the picture in the l column. Write the word lizard beneath.

Show children the picture of the bell and ask them what it is. Tell them if necessary. **Who thinks they know where to put this picture?** Ask a child to place it in the correct column, ll, and try to write the word.

Show children the picture of the kettle and ask them what it is. Tell them if necessary. Ask a child to place it in the correct column, le, and have a go at writing the word.

Ask the class to think of more words for each column and to try writing them. Ask where the sound /l/ comes, at the beginning, middle or end of a word?

3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Ask the children questions, do not write them on the board.

Who has seen a snake before?

Can you describe the snake?

Were you scared when you saw the snake?

Our story this week is 'Papa and the snake'.

What do you think will happen in the story?

Read the story twice, slowly and with expression.

What did Papa do?

What did the snake do every time?

Why do you think the snake was following Papa?

Can a snake run away?

Why did the snake slither away?





1 SONG

optional

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



2 PHONICS & LANGUAGE

15 min

Mama was digging when the snake came in the story. How many sounds can you hear in the word 'digging'? [d/ /i/ /g/ /i/ /ng/, five] Draw 5 sound dots on the board. Ask the children to do the same in their books, sounding out with you.



Point to the first sound dot. **What is the first sound?** Say the sound /d/ and write the grapheme d. Point to the second sound dot. **What is the second sound?** Say the sound /i/ and write the grapheme, i. Point to the third sound dot. **What is the third sound?** Say the sound /g/ and explain to children that we have a new way of writing the /g/ sound in this word. Write the grapheme gg on the board and ask them to copy it in their books. **What is the fourth sound?** Say the sound /i/ and write the grapheme i on the board and ask them to copy it in their books. **What is the fifth sound?** Say the sound /ng/ and write the grapheme ng on the board and in books. Point to each of the sound dots and say the sounds you have written. Blend the sounds together to read the word 'digging'.

Ask the children if they can remember any other sounds that can be written with a double letter. Encourage them to recall the graphemes ll, tt, ff and ss. Ask the children if they can tell you any words with these double letters in. Try writing some of them.

digging
 ●●●●●

3 DECODABLE TEXT

15 min

Papa was sitting on the veranda. Mama was digging the garden.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

30 min

Who can tell me the title of the story we heard yesterday?
What was the story about?
Where was the papa sitting when he saw the snake?
What did the snake do when he saw the papa?



Many of the words are decodable or common sight words now. Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

Once upon a time there was a papa who was sitting on his veranda. There was a snake sleeping under his veranda. The papa saw the snake. The snake saw the papa. The snake went on the veranda. The papa went on top of the table. The snake went on top of the table.



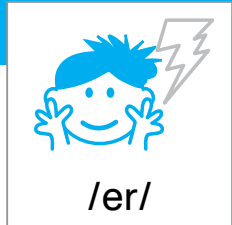
Was papa scared when he saw the snake? How do you know?
Why do you think the snake went on the veranda?



ROLE PLAY

With you as the narrator, children in pairs act out the story. One child plays the snake and one the papa.





1 SONG

optional

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



2 PHONICS & LANGUAGE

15 min

How many sounds can you hear in the word 'bigger'? [/b/ /i/ /g/ /er/, four]. Draw 4 sound dots on the board.



Point to the first sound dot. **What is the first sound?** Say the sound /b/ and write the grapheme b. Point to the second sound dot. **What is the second sound?** Say the sound /i/ and write the grapheme i. Point to the third sound dot. **What is the third sound?** Say the sound /g/ and remind children of the new way of writing down the /g/ sound gg. Write the grapheme gg on the board above the third sound dot. **What is the fourth sound?** Say the sound /er/ and tell the children that this is a new sound that we have not written before. **We need two letters to write this sound.** Write the grapheme er above the last sound dot.

Point to each of the sound dots in turn and together say the sounds you have written. Blend the sounds to read the word 'bigger'.

bigger
 ●●●●

/er/ SOUND SONG

The driver on the bus goes
 er, er, er, er, er, er, er, er, er.
The driver on the bus goes
 er, er, er.
Going to the market.



3 DECODABLE TEXT

15 min

"Every time the snake moves it looks bigger!" thinks Papa.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

30 min

How big can snakes grow?
Can you tell me the names of any snakes?
How do snakes that are not poisonous kill their prey?



Many of the words are decodable or common sight words now. Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

The papa got down from the table.
The snake got down from the table.
The papa left the veranda. The snake left the veranda.
The papa went into the car.
The snake went into the car. The papa got out of the car. The snake got out of the car.



Which places did the papa go to to run away from the snake?
Why was the snake following the papa around?



STORY TAGGING

Get children to work in pairs to retell the story. When one has retold a small part of the story, they tag (tap their partner on the arm) to continue the story. The children repeat this until the story is told. You can do this outside in a circle.



1 SONG

optional

Walking to school

I'm walking to school today.

Got my books and my lunch in my bag on my back.

Climb the hill, cross the stream, carry on straight.

Go faster, I don't want to be late.

I'm walking to school today.



2 PHONICS & LANGUAGE

15 min

We can write 'sister' now. Draw 5 sound dots beneath the word. Point to each sound dot and ask the children to say the sound. Remind the children of the /er/ sound.



Ask the children to sound out and blend the sounds with their partner. **Who can read this word?**

That's right, 'sister'. Read the word together.

Are there are other family members whose names end with the same sound /er/? Do not sound these fully, but write mother, father and brother on the board. Read the words together.

sister

•••••

3 DECODABLE TEXT

15 min

Father and his brother kill the snake with an axe.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

30 min

Who would like to retell yesterday's part of the story?

What would you do if the snake was following you around like that?

Many of the words are decodable or common sight words now. Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

The papa went up the tree. The snake went up the tree. The papa jumped to the ground. The snake jumped to the ground. The papa went into his house. The snake went into the house. The papa got his axe. The snake slithered away in a hurry.



Why do you think the snake slithered away?

What do you think would happen to the snake if he did not slither away?

Where do you think the snake went?



STORY BOXING

Get the children to break the story into boxes, each with an important event, such as the places the snake followed the papa to. The children draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists.



STORY BOXING

1 SONG

optional

Walking to school

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



2 PHONICS & LANGUAGE

15 min

Today we are going to play a word changing game again. Are you ready?



Let us make the word 'letter'. How many sounds are there? [/l /e/ /t/ /er/, four] Put 4 sound dots on the board. Ask a child to come and choose the first grapheme for 'letter' and place it above the first sound dot. Repeat for second, third and fourth sound dots. Now blend the sounds to read the word '**letter**' together.

Now change one sound to make the word 'litter'. **Which sound will we have to change? Which new sound do we need? Which letter do we need?** Ask a child to come and replace the e with the correct new grapheme above the second sound dot. It can be helpful to group the vowels together on the board. Read the new word together. Do the same to make 'bitter' and 'fatter'.

I am going to give you a word where you will need to add another sound. Listen carefully – 'flatter'. Which sound do we need to add? Where do we need to put it?

Ask a child to come and add the l in the right place.

What do we do to make the word into 'matter'? Encourage children to work out what changes they need to make and do it on the board. Discuss the meaning of the words.

I like the way you can change a sound to make a new word.

letter litter bitter fatter flatter

••••• ••••• ••••• ••••• •••••

matter
•••••

3 DECODABLE TEXT

15 min

Father sent a letter to his sister about killing the snake.

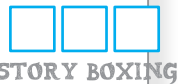
Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

30 min

STORY BOXING



Get children to finish the story boxing they have been doing. They draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists.

PAIR AND SHARE



Get children to describe their work to their partner. Choose children to come to the front of the class and present their good work.

STORY

The wood carver

The wood carver sat looking at a piece of wood. What should he make? It wasn't big enough to make a mask. He sat thinking for a while.

As he was thinking a rooster walked past. The rooster had his big red comb on the top of his head and his tail spread out.

"Ah!" said the carver, "I will make a rooster," and he started to work on his piece of wood. Soon it was looking like a rooster.

When he finished working on the wood he looked for some paint. He found some red and brown paint. He painted the rooster. It looked good. He was very pleased with his work. I must make more of these to sell, he thought.

The first one was special. He would give it to his mother. She had always cared for him and she deserved a present.



STORI

Man bilong sapim diwai

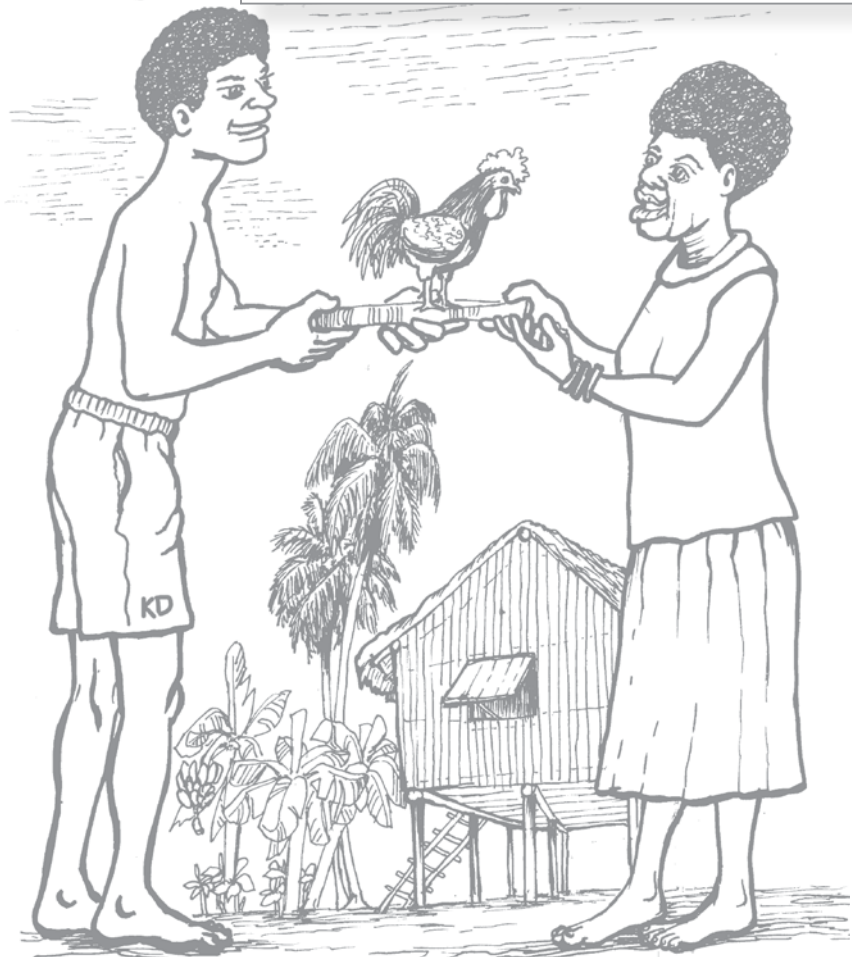
Man bilong sapim diwai i sindaun na lukluk long wanpela hap diwai. Em i tingting, em bai sapim na mekim wanem samting? Em i no bikpela tumas inap long mekim bilas bilong pes. Em i sindaun na tingting.

Taim em i sindaun tingting i stap, wanpela kakaruk man i kam wokabaut i go. Dispela kakaruk i gat retpela kom antap long het na tel bilong em i stap ples klia.

Na em kirap na tok, "Yes, mi bai sapim kakaruk." Olsem na em statim wok bilong sapim diwai. Klostu nau em bai kamap olsem kakaruk.

Taim em i pinisim wok long hap diwai, em i painim pen, bilong penim. Em i painim ret na broun pen. Em i penim kakaruk man. Em i luk gutpela tru na em i amamas long wok bilong em. Na em i kisim tingting long mekim planti bilong salim.

Nambawan wok em mekim i gutpela tru na em bai givim long mama bilong em olsem presen long em save lukautim em oltaim.



digging, bigger, sister,
brother, letter, smaller,
ever, under, hugging,
bugging

1 SONG

⌚ 10 min

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



2 PHONICS & LANGUAGE

⌚ 15 min

Give out flashcards for a, b, d, e, er, f, g, g, g, i, i, l, n, r, s, s, t, t, th and mix them up. Ask the children with the flashcards to come to the front of the class. Get them to put the cards in order to make 'digging', 'bigger', 'sister', 'letter', 'father' and any other sounds and words you think the children need to practise.

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



3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Ask the children questions, do not write them on the board.

What is a good gift you have given your mother or father?

How did they feel about what you gave them?

How did you feel about what you did?

Our story this week is 'The wood carver'.

What do you think might happen in the story?

Read the story twice, slowly and with expression.

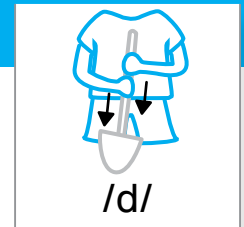
What is a wood carver?

Why didn't he carve a mask?

What colour paint did the carver use to paint the rooster?

What have you learnt in today's story?





1 SONG

optional

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



2 PHONICS & LANGUAGE

15 min

If you want to go out in a canoe on the coast you need a paddle. A wood carver could make a paddle. Can we write the word 'paddle'?



How many sounds can you hear in the word 'paddle'? Ask children to use fingers to count the sounds. [p/ /a/ /d/ /l/, four sounds] Draw 4 sound dots on the board.

Point to the first sound dot. **What sound comes here? /p/** Ask a child to write the correct grapheme, p. Do the same for the second sound, /a/ and write as a. Point to the third sound dot.

What sound is this? /d/ We can write this sound using two letters like this. Show writing dd on the third sound dot. **There are two ways of writing /d/, d and dd, but the sound is the same.**

Point to the fourth sound dot. **What sound is this? /l/. Can you remember the different ways we have learnt of writing this sound?** Ask the children to come to the board to try writing which they think is correct here. Then model writing le on the third sound dot. Read the word 'paddle' together. **We often write /l/ as le at the end of a word after a double letter like dd or tt.** Ask children to try to remember a word they have written with a tt in it and le at the end. Write the word 'little' together.

paddle little
 ● ● ● ● ● ● ● ●

3 DECODABLE TEXT

15 min

The wood carver made a paddle last week. What will he make now?

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

30 min

What was yesterday's story about?
Who was the main character in the story?
What was the kind act in the story?



Many of the words are decodable or common sight words now. Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

The wood carver sat looking at a piece of wood. What should he make? It wasn't big enough to make a mask. He sat thinking for a while. As he was thinking a rooster walked past. The rooster had his big red comb on the top of his head and his tail spread out.

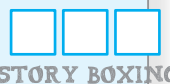


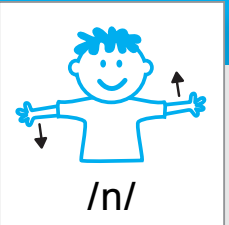
What did the wood carver usually carve?
What gave him a good idea?



STORY BOXING

Get the children to start breaking the story into 4 boxes, each with an important event (thinking, rooster walking past, carving and painting, giving the carving to his mother). The children draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists.





1 SONG optional

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



2 PHONICS & LANGUAGE ⌚ 15 min

I like running. Do you? I want to write 'I like running.'



How do we write the word 'I'? Remember, we always use a capital letter. Ask a child to write this on the board.

How many sounds can you hear in the word 'like'? Ask children to use fingers to count the sounds. [/ /ie/ /c/, three]. Draw 3 sound dots on the board. Ask children to do the same in their books.

Point to the first sound dot. ***What sound comes here? /I/.*** Ask a child to come and write the letter I. Point to the second sound dot. ***What sound is this? /ie/.*** We write *i* and then the third sound, and then we put an *e* on the end. Write *i* on the second sound dot and then *e* after the third sound dot. Ask the children to copy it in their books. Point to the third sound dot. ***What sound is this? Listen carefully /c/.*** What are the ways we can write /c/? Which letter do we need for the word 'like'? Write *k* on the board and have the children copy it in their books. Read the word together 'like'.

How many sounds can you hear in 'running'? [Five] Draw 5 sound dots. Point to the first one and ask a child to supply the first letter, *r*. Repeat for the second sound /u/. Point to the third sound dot. ***What sound is this? /n/*** We can write this sound using two letters like this. Model writing *nn* on the third sound dot. Have the children copy. Emphasise the two ways of encoding /n/ as *n* and *nn*. Encode the final two sounds /i/ and /ng/ on the board and in the books. Read the word 'running' together.

I like running.
 ●● ●● ●● ●● ●●

3 DECODABLE TEXT ⌚ 15 min

The wood carver went running to his mother to give her the present.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK ⌚ 30 min

***Why did the wood carver choose to give the first carving he made to his mother?
 What is the best thing you have ever done for your mum?***



Many of the words are decodable or common sight words now. Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

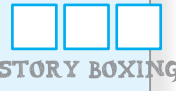
"Ah!" said the carver, "I will make a rooster," and he started to work on his piece of wood. Soon it was looking like a rooster. When he finished working on the wood he looked for some paint. He found some red and brown paint.



***What colour paint did the carver find?
 Why do you think the colours are good for a rooster?***



STORY BOXING
 Get the children to continue breaking the story into 4 boxes. The children draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists.



1 SONG

optional

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



2 PHONICS & LANGUAGE

15 min

Write the word 'dinner' on your board, using the nn and er graphemes.



Ask the children to count the sounds you have on the board. Stress the number of sounds rather than the number of letters. There are four sounds in this word.

Point to the first sound, d. **What sound is often written this way?** Choose a child to make the sound /d/. Point to the second sound dot, i. **What sound is often written this way?** Choose a child to make the sound /i/. Point to the third sound dot, nn. **What sound can be written this way?** Choose a child to make the sound /n/. If necessary, remind children of this sound. Point to the fourth sound dot, er. **What sound can be written this way?** Choose a child to make the sound /er/.

Blend the sounds together and read the word 'dinner'.

I am going to change one of the sounds in this word – look carefully.

Write the words 'thinner' and then 'winner', and sound out as above. **I am impressed with your reading!**

3 DECODABLE TEXT

15 min

The wood carver's mother cooked him a big dinner to say 'thank you' for the rooster.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

30 min

What is the title of this week's story?
How does the wood carver show his love for his mother?



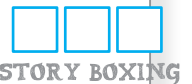
Many of the words are decodable or common sight words now. Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

He painted the rooster. It looked good. He was very pleased with his work. I must make more of these to sell, he thought. The first one was special. He would give it to his mother. She had always cared for him and she deserved a present.



STORY BOXING

Get the children to continue breaking the story into 4 boxes, each with an important event. The children draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists.



STORY BOXING

1 SONG

optional

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



2 PHONICS & LANGUAGE

⌚ 15 min

Use the sounds t, f, l, s, g, d, n.

Point to each one in turn, and say the usual sound.

Choose a child and remind them there are two ways to write the sound, /t/ as t and tt for example. Send him/her out of the classroom. Write one of the letters on the board for the rest of the class to see. Rub out or hide the letter and call the child back into the classroom. Ask children to make the sound that they have just seen. Encourage them to make the action as well. The child listens hard to the sound. Write out the letter of the sound you have heard, in both the ways it can be written that we have learned. /s/ as s and ss for example. Consult the class. **Has s/he written the sound correctly? Is this the sound that was written?** Uncover the sound or write it on the board for the child to see.

Play again, choosing a new child and a new sound.



3 DECODABLE TEXT

⌚ 15 min

*The wood carver ate the dinner and was happy.
 He will make a bigger, better paddle next.*

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

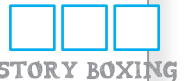


4 STORY WORK

⌚ 30 min

STORY BOXING

Get children to finish the story boxing they have been doing. They draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists.



PAIR AND SHARE

Get children to describe their work to their partner. Choose children to come to the front of the class and present their good work.



STORY

How the crow got black feathers

Long long ago, Crow and Dog were good friends. They played together. Crow had beautiful, white feathers. At night, Crow and Dog slept together. The fire was warm. Dog slept and slept and slept. Zzzzzzz! Zzzzzzz! Sometimes, Crow stole Dog's kaukau.

One night, Crow stole all the kaukau. Crow's tummy was full. Crow slept and slept and slept. Zzzzzzz! Zzzzzzz!

Dog woke up. He was hungry. He was angry. All the kaukau was gone. "Crow is not my friend. I'll play a trick on him."

Crow woke up. His beautiful, white feathers were covered with ash and charcoal. He was terrified. He flew away. "My beautiful, white feathers have gone forever," he cried. "I'll never speak to Dog again." Crow's feathers stayed black. Dog and Crow never played together again.



STORI

Olsem wanem Buka i kisim blakpela gras

Bipo tru Buka na Dok tupela i poroman. Tupela i save pilai wantaim. Buka em i gat naispela waitpela gras. Long tudak, Buka na Dog i save slip wantaim. Paia i save hat. Dok i save slip olsem daiman. Zzzzzzz! Zzzzzzz! Sampela taim Buka i save stilim kaukau bilong dok.

Wanpela nait, Buka i stilim pinis olgeta kaukau. Bel bilong Buka i pulap tru. Buka i slip olsem daiman. Zzzzzzz! Zzzzzzz!

Dok i kirap. Em i hangre. Em i belhat. Olgeta kaukau i pinis. Nogat wanpela kaukau i stap. "Buka em i no pren bilong mi. Bai mi trikim."

Buka i kirap. Sit bilong paia i karamapim naispela waitpela gras bilong em. Em i pret nogut tru. Em i flai i go. "Naispela waitpela gras bilong mi em i go pinis olgeta," em i krai. "Bai mi no inap toktok long dok gen." Nau gras bilong Buka em i blak i stap. Dok na Buka i no save pilai wantaim gen.



SPELLING TEST WORDS

paddle, puddle, muddle,
sadder, madder, running,
dinner, thinner, winner,
sinner

1 SONG

⌚ 10 min

Peanut seed

*I am a little peanut seed.
Sleeping in the ground.
Waiting for a drink of rain.
And a bit of sun.
So I can reach up to the sky.
And spread my leaves out wide.
(Repeat 1 more time)*



2 PHONICS & LANGUAGE

⌚ 15 min

Place the target graphemes on the board.
Point to each one in turn and say the usual
sound.



s, a, t, p, i, n, c, m, d, o, g, e, r, u, h, b, f, l, v, w, ch,
sh, ng, th, ee, oo, j, ar, oa, ou, or, ay, ie, q, x, y, ooh,
er

SOUND ALIKE

Say 'bottle'. Place four sound dots on the
board and encode /b/ as b, /o/ as o, /t/ as
tt and // as le.



Ask children to study the word. Do this again for
'battle' [which means a fight] and cattle [which
means cows].

bottle battle cattle
●●●● ●●●● ●●●●

3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the
week.

Ask the children questions, do not write them on
the board.

***Do you sometimes wish you were different?
What is one thing you would want to change
about yourself?***



Who would you want to be for a day?

***Our story this week is 'How the crow got
black feathers'. What do you think might
happen in the story?***



Read the story twice, slowly and with expression.

Where did Crow and Dog sleep?

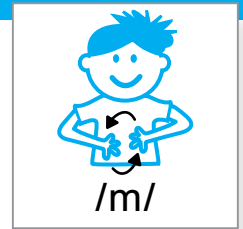
Why did Dog want to play a trick on Crow?

How did Crow get black feathers?

Why did they become enemies?

What would make them become friends again?





1 SONG

optional

Five little leaves

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



2 PHONICS & LANGUAGE

15 min

I want to write the word 'summer'. How many sounds can you hear in the word 'summer'? Ask the children to use their fingers to count the sounds. [Four, /s/ /u/ /m/ /er/]



Draw 4 sound dots on the board. Get the children to do the same in their books and copy the letters as you write them.

Point to the first sound dot. **What sound comes here? /s/ How do we write it?** Ask a child to write the correct letter, s. Repeat for the second sound /u/ and write u. Point to the third sound dot. **What sound is this? /m/ We can write this sound using two letters like this.** Show how to write mm on the third sound dot. The children do the same in their books. Say that there are two ways of encoding /m/, m and mm, but the sound is the same. Point to the fourth sound dot. **What sound is this? /er/ How can we write it?** Ask a child to write the correct grapheme, er.

Now point to each grapheme you have written and say the sound together /s/ /u/ /mm/ /er/. Now blend the sounds together to read the word 'summer'. **I am pleased we can write the word!**
summer
● ● ●

3 DECODABLE TEXT

15 min

On a summer night, Crow took Dog's food.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

30 min

**What was the story we read yesterday?
Who were the characters in the story?
How did the friends become enemies in the story?**



Do you know of people who were friends before and are now enemies?

Many of the words are decodable or common sight words now. Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

Long long ago, Crow and Dog were good friends. They played together. Crow had beautiful, white feathers. At night, Crow and Dog slept together. The fire was warm. Dog slept and slept and slept. Zzzzzzz! Zzzzzzz! Sometimes, Crow stole Dog's kaukau. One night, Crow stole all the kaukau. Crow's tummy was full. Crow slept and slept and slept. Zzzzzzz! Zzzzzzz!



ROLE PLAY

With you as the narrator, children in pairs act out the story. One child plays Crow and one Dog.



1 SONG

optional

Five little leaves

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



2 PHONICS & LANGUAGE

15 min

Who do you think would be the best swimmer, Dog or Crow? Use 5 sound dots to make 'swimmer' on your board, using the mm and er graphemes.



Ask the children to count the sounds you have on the board. **There are five sounds in this word. Some of them are written with more than one letter.**

Point to the first sound, s. **What sound is often written this way?** Choose a child to make the sound /s/ and the action [slithering snake]. Point to the second sound, w. **What sound is often written this way?** Choose a child to make the sound /w/ and the action [wind]. Point to the third sound, i. **What sound is often written this way?** Choose a child to make the sound /i/ and the action [insect]. Point to the fourth sound, mm. **What sound can be written this way?** Choose a child to make the sound /m/ and the action [rubbing stomach]. Point to the fifth sound, er. **What sound can be written this way?** Choose a child to make the sound /er/.

Blend the sounds /s/ /w/ /i/ /m/ /er/ and read the word together 'swimmer'.

Write the word winner, and sound out as above.

swimmer winner
••••• • •••••

3 DECODABLE TEXT

15 min

*Crow was not the winner. He lost his white feathers.
Dog was not the winner. He lost his good friend.*

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

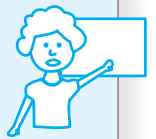
30 min

**What is the title of the story this week?
What happened in the story yesterday?
What would you have done if you were Crow?**



Many of the words are decodable or common sight words now. Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

**Dog woke up. He was hungry. He was angry. All the kaukau was gone. "Crow is not my friend. I'll play a trick on him."
Crow woke up. His beautiful, white feathers were covered with ash and charcoal. He was terrified.**



**Do you think Dog was fair to Crow? Why?
How did Crow feel?**



CHARACTER WEB

Get children to place a character in the middle of their page. Draw lines from the character to words and phrases they have learned or can sound out which describe the character.



1 SONG

optional

Flowers and trees
 When you take a seed to sow,
 trees and flowers they will grow.
 The more trees we plant the cleaner our air.
 So plant one more tree to show how much
 you care.
 (Repeat 1 more time)



2 PHONICS & LANGUAGE

15 min

'Gobble' is a word for eat and 'nibble' is also a word for eat. Let's see if we can read it.



Use sound dots to write the word 'nibble' on your board, using bb and le graphemes. Ask the children to count the sound dots you have on the board. [n i bb le, four] **There are four sounds in this word, one for each sound dot.**

Point to the first sound dot, n. **What sound is often written this way?** Choose a child to make the sound /n/. Point to the second sound dot, i. **What sound is often written this way?** Choose a child to make the sound /i/. Point to the third sound, bb. **What sound can be written this way?** Choose a child to make the sound /b/. Point to the fourth sound, le. **What sound can be written this way?** Choose a child to make the sound /l/.

Blend the sounds /n/ /i/ /b/ /l/ and read the word together, /nibble/. Try sounding out dribble, wobble and pebble in the same way.

nibble dribble wobble pebble
 ●●●● ●●●●●● ●●●●●● ●●●●●●

3 DECODABLE TEXT

15 min

Silly Crow, he should have nibbled his own food.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

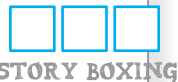


4 STORY WORK

30 min

STORY BOXING

Get children to finish the story boxing they have been doing. They draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists.



PAIR AND SHARE

Get children to describe their work to their partner. Choose children to come to the front of the class and present their good work.



TERM 1 ASSESSMENT

We have reached the end of Term 1 in E2. This is the time to assess what the children have learned in the past 7 weeks. This assessment sheet will give you a few tests to assess the level of reading and writing the children have reached.

You should do this assessment with each child individually. Below you will find the tests and some examples of how to keep a record of the children's progress.

Assessment test

Writing and reading decodable words

- Say the words that are listed in the first column of the table
- Ask the child to write the word
- Mark with a tick if the child writes the word correctly

- Write down the words in the third column of the table
- Ask the child to say the word
- Mark with a tick if the child says the word correctly

Writing		Reading	
You say the word	Child writes it	You show the word	Child reads it
yes		yam	
to		do	
letter		matter	
coffee		offer	
little		simple	
miss		kiss	
digging		bigger	
sister		rooster	
running		dinner	
summer		hammer	
nibble		gobble	

TERM 2 OVERVIEW

WEEK	THEME	OVERVIEW
WEEK 2	Pig in school	Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/ oo/j/ar/oa/ou/or/ay/ie/q/x/y/ooh/er/ Revision Spelling: summer, dimmer, swimmer, hammer, gobble, nibble, scribble, dribble, wobble, hobble
WEEK 3	Who will help me?	Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/ oo/j/ar/oa/ou/or/ay/ie/q/x/y/ooh/er/ /or/ written as ore, /ie/ written as i Spelling: mister, sister, blister, eating, miss, kiss, mess, wish, dish, fish
WEEK 4	The crane	Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/ oo/j/ar/oa/ou/or/ay/ie/q/x/y/ooh/er/ /ay/ written as ai, /e/ written as ea Spelling: more, score, before, sore, snore, kind, find, mind, behind, blind
WEEK 5	The kingfisher	Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/ oo/j/ar/oa/ou/or/ay/ie/q/x/y/ooh/er/ ue/ Spelling: rain, pain, main, brain, chain, stain, head, instead, bread, dead
WEEK 6	Anni's pineapple	Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/ oo/j/ar/oa/ou/or/ay/ie/q/x/y/ooh/er/ ue/oy/ Spelling: stew, new, few, view, river, kingfisher, tube, cube, tune, because
WEEK 7	Rat and Frog	Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/ oo/j/ar/oa/ou/or/ay/ie/q/x/y/ooh/er/ ue/oy/ /r/ written as wr, /air/ written as air Spelling: soil, boil, foil, coil, coins, avoid, toy, boy, joy, kettle
WEEK 8	The runaway pig	Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/ oo/j/ar/oa/ou/or/ay/ie/q/x/y/ooh/er/ ue/oy/air/ /j/ written as g, /s/ written as c Spelling: sorry, wrong, pair, chair, fair, hair, stair, written, wrist, wrap
WEEK 9	-	Assessment
WEEK 10	-	Feedback and review

STORY

Pig in school

This is where Telu goes to school. Telu likes to run and play. Telu laughs and plays with all her friends. This is Telu's teacher. Telu likes to read and write. She is writing a story.

This is Telu's pig. His name is Poki. One day Poki follows Telu to school. Poki goes inside the classroom. He wants to find Telu. Poki jumps on a chair. Poki tries to read. Poki tries to write. But Poki cannot read or write. So Poki jumps up on the desk. Poki jumps down! The children try to catch him. Poki Pig is much too quick. Off he runs, the children fall. Boom!

The teacher shouts, "Get that pig!" The children cannot catch him. The teacher is not happy. "A pig cannot come to school," he says.

"Now I've got you! You bad pig!" says Telu. Telu and Rani take Poki outside. Now the teacher is happy. No more pig in school.



STORI

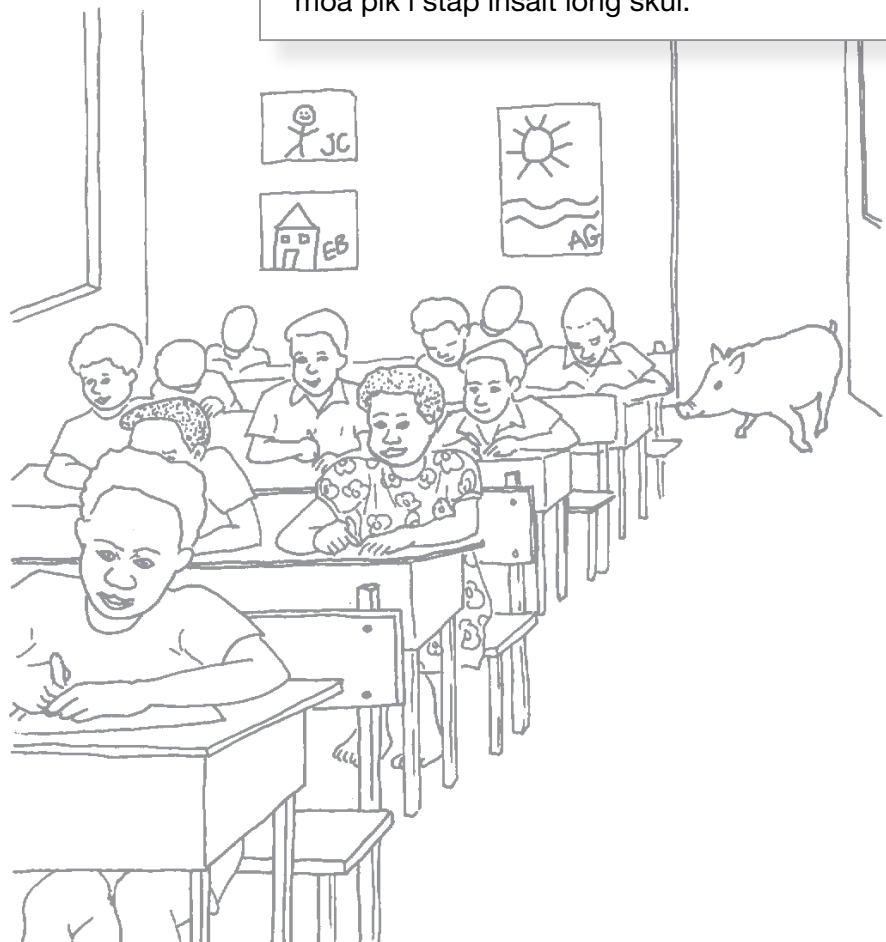
Pik i go long skul

Dispela hap em we Telu i save go long skul long en. Telu i save laik long ran na pilai. Telu i save lap na pilai wantaim ol pren o poroman bilong em.

Dispela em i tisa bilong Telu. Telu i save laik long rit na rait. Nau em i raitim wanpela stori i stap. Dispela em i pik bilong Telu na nem bilong em i Poki. Wanpela taim, Poki i bihainim Telu i go long skul. Poki i go insait long klasrum long painim Telu. Poki i kalap i go antap long wanpela sia. Poki i traim long rit. Poki i traim long rait. Tasol Poki i no inap long rit o rait olsem na Poki i kalap i go antap long des. Poki i kalap i kam daun! Ol pikinini traim long holim em tasol Poki pik em i kwik tumas na ol i no inap long holim em. Em i ran i go na ol pikinini i pundaun. Bom!

Tisa i singaut na i tok, "Holim dispela pik!" Tasol ol pikinini i no inap long holim em. Tisa i no amamas na i tok, "Ol pik i no save kam long skul."

"Nau mi holim yu pinis! Yu bikhet pik!" Telu i tok. Telu na Rani i kisim Poki i go outsait. Nau dispela tisa i amamas bilong wanem, nogat moa pik i stap insait long skul.



SPELLING TEST WORDS

summer, dimmer, swimmer,
hammer, gobble, nibble,
scribble, dribble, wobble,
hobble

1 SONG

⌚ 10 min

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



2 PHONICS & LANGUAGE

⌚ 15 min

I have been looking at some of our work and I have noticed something. We have learned more than one way of writing the sound /oa/. In fact we have learned four ways of writing this sound.



Draw 3 vertical lines on your board so that you have 4 columns. **Who can remember one of the ways of writing the /oa/ sound?** Ask a child to come to the board and write one of the graphemes. Repeat for the other 3 graphemes. Make sure you have oa, o, ow and o_e.

Show children the flashcard of the hippo and make sure they know what it is. Look at this picture.

When we want to write this word, we use this way of writing the /oa/ sound. Put the picture into the o column. Write 'hippo' under it.

Show the children the picture of the bowl and tell them what it is. **Who thinks they know where to put this picture?** Ask a child to place it in the correct column and try writing the word.

Show children the picture of the rose and tell them what it is. **Who thinks they know where to put this picture?** Ask a child to place it in the correct column and try writing the word.

Show children the picture of the goat and tell them what it is. **Who thinks they know where to put this picture?** Ask a child to place it in the correct column and try writing the word.

Ask the class to suggest more words with the /oa/ sound for each column and to try writing them correctly.

You are getting really good at writing sounds!

3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Ask the children questions, do not write them on the board.

Are you allowed to bring animals into the classroom?

Why not?

Our story this week is 'Pig in school'. What do you think could happen in this week's story?

Read the story twice, slowly and with expression.

Who are the main characters in the story?

Why did Poki go to school?

How did the students react to Poki?

How do you think Telu felt when her pig was chased around the school?



1 SONG

optional

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



2 PHONICS & LANGUAGE

⌚ 15 min

Give out flashcards for b, b, d, e, er, g, i, l, m, m, n, o, s, t, u, w and mix them up. Ask the children with the flashcards to come to the front of the class. Get them to put the cards in order to make 'bottle', 'summer', 'swimmer', 'gobbled' 'nibble' and any other sounds and words you think the children need to practise.

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



3 DECODABLE TEXT

⌚ 15 min

Telu has a pig. The pig's name is Poki.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

⌚ 30 min

***What was the story we read yesterday?
Who were the characters?
What are some silly things that Poki the pig did in school?***

Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

This is where Telu goes to school. Telu likes to run and play. Telu laughs and plays with all her friends. This is Telu's teacher. Telu likes to read and write. She is writing a story. This is Telu's pig. His name is Poki.



CHARACTER WEB

Get the children to place Telu in the middle of their page. Draw lines from the character to words and phrases they have learned or can sound out which describe the character.



1 SONG

optional

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



2 PHONICS & LANGUAGE

15 min

You might call the teacher in this week's story 'Mister'.



Make 'mister' with flashcards on the board. Ask the children to count the flashcards: m i s t e r. Point to each flashcard and ask the children to identify each sound. Remind the children of the /er/ sound if necessary.

Encourage children to blend the sounds with their partner. Model blending if necessary. **Who can read this word? That's right, it's 'mister'.** Read the word together.

I want to know if we can think of any rhymes for the word 'mister'. Help children as much as necessary to come up with the word 'sister'. Blend this together using flashcards.

Write the words 'run better' on the board, using the er grapheme. Ask the children to make each sound as you point to it. Encourage children to blend the sounds with their partner. **Who can read this word? That's right, 'run'.** Read the word together. Repeat for the word 'better'.

3 DECODABLE TEXT

15 min

"Mister" is what Telu says to teacher.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

30 min

Who else went to school apart from Telu and the students?

Did Poki behave while he was in school?

How did the teacher feel about Poki being in school?



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

One day Poki follows Telu to school. Poki goes inside the classroom. He wants to find Telu. Poki jumps on a chair. Poki tries to read. Poki tries to write. But Poki cannot read or write. So Poki jumps up on the desk. Poki jumps down! The children try to catch him. Poki Pig is much too quick. Off he runs, the children fall. Boom!



STORY TAGGING

Get the children to work in pairs to retell the story. When one has retold a small part of the story, they tag (tap their partner on the arm) to continue the story. The children repeat this until the story is told.



1 SONG

optional

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



2 PHONICS & LANGUAGE

15 min

Before school maybe you have breakfast. I think Telu from our story this week did. But I do not like eating eggs for breakfast, I just like tea. Write 'I do not like eggs.' on the board.



Ask a child to read the word 'I'. Do not sound it out.

Draw a sound dot under d and o. Point to each sound dot and ask the children to identify the sound. Remind children that this is one of the few words where o is used for the /ooh/ sound. Encourage the children to blend the sounds.

Repeat sounding and blending for the word 'not'.

Draw sound dots beneath l and i and k, but not under the e at the end. Remind the children that here i and e are one sound so they have one sound dot. Point to each sound in turn and ask the children to tell you what it is. Ask them to blend the sounds together to read the word 'like'. Read the phrase so far together **'I do not like'**.

Repeat for the fifth word 'eggs'. Draw sound dots beneath e, gg and s. Point to each sound dot and ask the children to identify each sound. Ask children to blend the sounds with their partner. **Who can read this word? That's right, 'eggs'.**

Read the sentence together. **I am impressed with how much you can read. You really have learned a lot!**

I do not like eggs.
 ● ● ● ● ● ● ● ● ● ●

3 DECODABLE TEXT

15 min

Do you think it is OK for a pig to go to class?

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

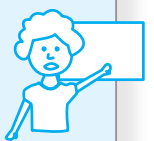
30 min

**What happened in the story yesterday?
 What animals can read and write?
 Do you think a pig could ever read or write?
 What if it had a really good teacher who knew how to talk to pigs?**



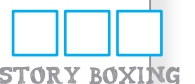
Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

The teacher shouts, "Get that pig!" The children cannot catch him. The teacher is not happy. "A pig cannot come to school." he says. "Now I've got you! You bad pig!" says Telu. Telu and Rani take Poki outside. Now the teacher is happy. No more pig in school.



STORY BOXING

Get the children to break the story into 3 boxes (beginning, middle and end).



The children draw and write what is happening using sounds and words they have learned.

Monitor the children, guiding them to useful words and phrases on the board and in class lists.

1 SONG

optional

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



2 PHONICS & LANGUAGE

15 min

Telu would miss her pig if it got lost. I want us to write the word 'miss'.



How many sounds are there? [Three] Put 3 sound dots on the board. Ask a child to come and choose the first sound for 'miss' and place the flashcard m above the first sound dot. Repeat for the second and third sound dots. Talk about the choices for /s/. Now blend the sounds to read the word 'miss'.

I now want us to change one sound to make the rhyming word 'kiss'. Which sound will we have to change? Which new letter do we need?

Talk about the possible choices of grapheme for /c/. Ask a child to come and change the m for the correct new letter k above the first sound dot. Repeat this process for the word 'hiss'.

Now I want to change two of the sounds. Listen carefully – one of the sounds is nearly the same. Look at the shape of my mouth 'fish'. Which sound is the same? Which will we have to change? Which new sounds do we need?

Ask a child to come and replace the h and the ss with the correct new graphemes f and sh above the sound dots. Do this again for 'wish', 'dish' and then 'fresh'.

Some of the words rhyme. **Can you see which ones?**

miss kiss hiss
 ●●● ●●● ●●●

fish wish dish fresh
 ●●● ●●● ●●● ●●●●

3 DECODABLE TEXT

15 min

Teacher was cross that Poki the pig made a mess in the class.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

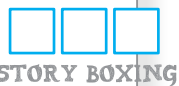


4 STORY WORK

30 min

STORY BOXING

Get the the children to continue breaking the story into 3 boxes (beginning, middle and end). The children draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists.



STORY BOXING

PAIR AND SHARE

Get the children to describe their work to their partner. Choose children to come to the front of the class and present their good work.



PAIR AND SHARE

STORY

Who will help me?

One day Mother Hen was looking out for food. She found an ear of corn.

She went and asked Pig, "Hey, can you help me plant this corn?"

Pig answered, "No, I cannot."

So she went and planted it herself.

Then the corn grew and she asked Dog, "Hey can you help me harvest the corn?"

Dog answered, "No, I cannot."

So she went and harvested it herself.

Then she asked Rat, "Hey, can you help me carry the corn to the house?"

Rat answered, "No, I cannot."

So she went and carried it herself.

Then she asked Cat, "Hey, can you help me cook the corn in my clay pot?"

Cat answered, "No, I cannot."

So she cooked it herself.

When it was cooked, everybody came. She said, "Hey, who will help me eat it?" Pig, Dog, Rat and Cat said together, "We will."

"No, you cannot help me. I will eat it with my chicks."



STORI

Husat bai i helpim mi?

Wanpela de Mama Kakaruk i wok long painim kaikai, na em i painim wanpela kon.

Orait, em i go tokim Pik, "Ai poro, inap yu halivim mi long planim dispela kon?"

Pik i tokim, "Nogat mi no inap."

Olsem na em yet i go planim kon.

Kon i redi pinis na Mama Kakaruk i tokim Dok, "Ai poro, inap yu halivim mi long kisim ol kon i redi pinis?"

Dog i tokim, "Nogat mi no inap."

Olsem na em yet i go kisim ol kon i redi pinis.

Orait, em i tokim Rat. "Ai poro, inap yu halivim mi long karim kon i go long haus?"

Rat i tokim, "Nogat mi no inap."

Olsem na em yet i karim kon i go long haus.

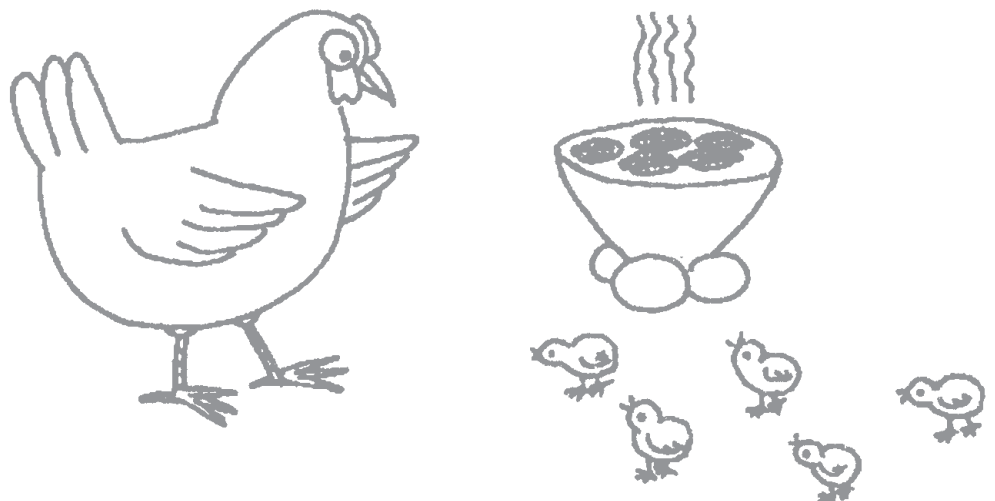
Orait, em i tokim Pusi, "Ai poro, inap yu halivim mi long kukim kon long sospen bilong mi?"

Pusi i tokim, "Nogat mi no inap."

Olsem na em yet i kukim kon.

Taim kon i kuk pinis, Pik, Dok, Rat, na Pusi i go kamap. Mama Kakaruk i tokim ol, "Ai poro, husat bai i halivim mi long kaikai kon?" Olgeta yet i singaut wantaim, "Mipela."

"Nogat, yupela bai i no inap long halivim mi. Bai mi na ol pikinini bilong mi tasol i kaikai."



SPELLING TEST WORDS

mister, sister, blister,
eating, miss, kiss, mess,
wish, dish, fish

1 SONG

⌚ 10 min

The wheels on the bus

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

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

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

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

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

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

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

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



2 PHONICS & LANGUAGE

⌚ 15 min

Give out flashcards for b, d, e, er, h, i, l, m, o, p, r, s, s, t, w and mix them up. Ask the children with the flashcards to come to the front of the class. Get them to put the cards in order to make 'hippo', 'bowl', 'rose', 'mister', 'do', 'miss' and any other sounds and words you think the children need to practise.

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



3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Tell the children that one corner of the class is the 'like to cook corner', another is the 'do not like to cook corner'. Ask them to decide whether they like to cook or not and move to the respective corners. Ask them to give reasons for their choices.



***Our story this week is 'Who will help me?'
What do you think the story will be about?***

Read the story twice, slowly and with expression.

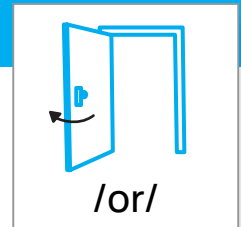
***Who are the main characters in this story?
Who did Mother Hen ask to help her plant the ear of corn?***

Who helped Mother Hen harvest the corn?

Where did Mother Hen cook her corn?

How many animals refused to help Mother Hen?





1 SONG

optional

Up in the air, I fly
 Up in the air, I fly,
 zoom, zoom-a, zoom-a, zoom zoom.
 Up in the clear, blue sky,
 zoom, zoom-a, zoom-a, zoom zoom.
 Zoom, zoom, zoom, zoom-a, zoom, zoom, zoom, zoom.
 Zoom, zoom, zoom, zoom-a, zoom, zoom.

(Repeat 1 more time)



2 PHONICS & LANGUAGE

15 min

Mother hen wanted more help. Can we write the word 'more' on the board?



How many sounds can you hear in the word 'more'? Ask the children to use their fingers to count the sounds. [m/ /or/, two]. Draw 2 sound dots on the board.

Point to the first sound dot. **What sound comes here? /m/** Ask a child to write the correct sound, m. Point to the second sound dot. **What sound is this? /or/** We have learned how to write this sound as o and r. But today we are learning a new way of writing this sound. Show how to write ore on the second sound dot. **There are two ways of writing /or/, or and ore. The sound is the same.** Read the word together, 'more'.

If you can write the word 'more' then you can write the word 'score'.

How many sounds can you hear in the word 'score'? Ask the children to use their fingers to count the sounds. [s/ /c/ /or/, three] Draw 3 sound dots on the board.

Point to the first sound dot. **What sound comes here? /s/** Ask a child to come and write it. **What sound is this? /c/** Ask a child to write the correct sound, c. Point to the third sound dot. **What sound is this? /or/** How have we learned to write the /or/ sound today? Ask a child to write ore above the second sound dot. Read the word together.

more score
 • • •••

3 DECODABLE TEXT

15 min

Mother Hen asked for more help.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

30 min

What was the story we read yesterday?
Who were the characters?
What did Mother Hen ask Dog to help her with?
Have you ever asked someone to help you with something and they refused?



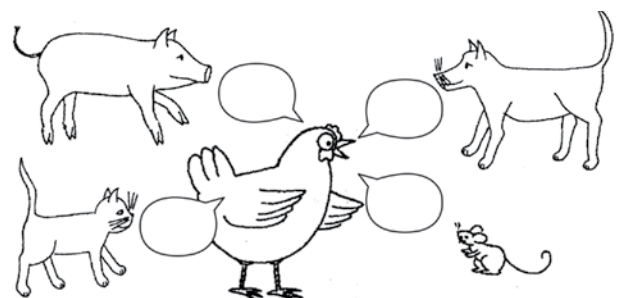
Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

One day Mother Hen was looking out for food. She found an ear of corn. She went and asked Pig, "Hey, can you help me plant this corn?" Pig answered, "No, I cannot." So she went and planted it herself.



STORY TAGGING

Get the children to work in pairs to retell the story. When one has retold a small part of the story, they tag (tap their partner on the arm) to continue the story. The children repeat this until the story is told. [The order of characters is pig, dog, rat and cat]



1 SONG

optional

Lo bikpla solwara

Lo bikpla solwara, yu ken pull lo canoe.

Lo hiway rot, yu ken ron lo PMV.

Lo sky antap yu ken fly lo balus

tu na go long olgeta hap.

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

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

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



2 PHONICS & LANGUAGE

15 min

I have been looking at the work you did yesterday. There is a word you should be able to read because it uses the sound you learned to write yesterday. Write the word 'before' using four sound dots on your board and the ore grapheme.

Ask the children to count the sound dots you have on the board. ***There are four sounds in this word, one for each sound dot /b/ /ee/ /f/ /ore/.***

Point to the first grapheme, b. ***What sound is often written this way?*** Choose a child to make the sound /b/ and the action for /b/. Point to the second sound, e. ***What sound can be written this way? What other ways can we write this sound?***

Choose a child to make the sound, /ee/. Point to the third sound, f. ***What sound is often written this way?*** Choose a child to make the sound, /f/. Point to the fourth sound, ore. ***What sound can be written this way?*** Choose a child to make the sound, /or/.

Blend the sounds together ***/b/ /ee/ /f/ /or/*** and read the word 'before' together.

If you fall it can be sore. Write 'sore' on your board. Ask the children to count the sounds in this word, one for each sound dot [two]. Sound out the word as above.

before sore
•••• ••

3 DECODABLE TEXT

15 min

Mother Hen asked Pig before Dog for more help.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

30 min

Why do you think Dog and Rat did not help Mother Hen?

How do you think that made Mother Hen feel?

Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

Then the corn grew and she asked Dog, "Hey can you help me harvest the corn?" Dog answered, "No, I cannot." So she went and harvested it herself. Then she asked Rat, "Hey, can you help me carry the corn to the house?" Rat answered, "No, I cannot." So she went and carried it herself.

CHARACTER WEB

Get the children to place Mother Hen in the middle of their page. Draw lines from the character to words and phrases they have learned or can sound out which describe the character.





/ie/

1 SONG

optional

Up in the air, I fly
 Up in the air, I fly,
 zoom, zoom-a, zoom-a, zoom zoom.
 Up in the clear, blue sky,
 zoom, zoom-a, zoom-a, zoom zoom.
 Zoom, zoom, zoom, zoom-a, zoom, zoom, zoom, zoom.
 Zoom, zoom, zoom, zoom-a, zoom, zoom.

(Repeat 1 more time)



2 PHONICS & LANGUAGE

15 min

Mother Hen is very kind to her chicks. How can we write 'She is very kind.'? Can you help?



How many sounds can you hear in the word 'she'? Blend the word 'she' in the usual way, drawing 2 sound dots and pointing to each in turn, asking the children which sound they can hear for each sound dot. Talk about other ways to write the /ee/ sound.

Can you remember how to write the word 'is'? Ask a child to come and write it.

How many sounds can you hear in the word 'very'? Ask the children to use their fingers to count the sounds. [v/ /e/ /r/ /ee/, four]. Draw 4 sound dots on the board and blend in the usual way, one sound at a time. Blend the sounds to make the word and read it together.

How many sounds can you hear in the word 'kind'? Ask the children to use their fingers to count the sounds. [c/ /ie/ /n/ /d/, four]. Point to the first sound dot. **What sound comes here? /c/ How can we write this? What other ways can we write this sound?** Point to the second sound dot. **What sound is this? /ie/ We can write this sound in a new way, like this.** Write i. **This is another way of writing down the /ie/ sound.** Blend /n/ and /d/ as above. Read the whole phrase together. **Well done!**

She is very kind.
 • • •••• ••••

3 DECODABLE TEXT

15 min

Pig, Dog, Rat and Cat were not kind to Mother Hen, but Mother Hen was kind to her chicks.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

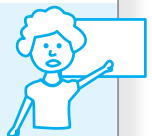
30 min

How do you feel if someone helps you?
How do you feel if you help someone else?
Who helps you the most?
Who do you help the most?



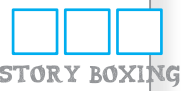
Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

Then she asked Cat, "Hey, can you help me cook the corn in my clay pot?" Cat answered, "No, I cannot." So she cooked it herself. When it was cooked, everybody came. She said, "Hey, who will help me eat it?" Pig, Dog, Rat and Cat said together, "We will." "No, you cannot help me. I will eat it with my chicks."



STORY BOXING

Get the children to break the story into boxes, each with an important event. [Use: First ... Then ... After that ... Next ... Finally ...]



The children draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists.

1 SONG

optional

Lo bikpla solwara

Lo bikpla solwara, yu ken pull lo canoe.

Lo hiway rot, yu ken ron lo PMV.

Lo sky antap yu ken fly lo balus

tu na go long olgeta hap.

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

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

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



2 PHONICS & LANGUAGE

15 min

I have been looking at the work you did yesterday. I have got a word you should be able to read because it uses the new way of writing the /ie/ sound.



Write the word 'find' using sound dots on your board. Ask the children to count the flashcards you have on the board. [Four] **There are four sounds in this word, one for each sound dot.**

Point to the first, f. **What sound is often written this way?** Choose a child to make the sound /f/. Point to the second sound dot, i. **What sound can be written this way?** Choose a child to make the sound /ie/. You may be offered the sound /i/ but explain that here the sound is /ie/. Remind them that we learned this way of writing /ie/ yesterday. Point to the third sound dot, n. **What sound is often written this way?** Choose a child to make the sound /n/. Point to the sound dot, d. **What sound can be written this way?** Say the sound /d/. Blend the sounds /f/ /ie/ /n/ /d/ and read the word together 'find'.

Write the word 'mind' using sound dots on your board. Count the sounds in the same way as above, one for each sound dot. Sound out as above.

Do the same for 'behind'.

find mind behind
●●●● ●●●● ●●●●●●

3 DECODABLE TEXT

15 min

Pig, Dog, Rat and Cat went to find Mother Hen and eat her food. She said "You cannot eat the food, you did not help me, you were not kind."

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

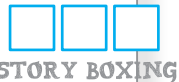


4 STORY WORK

30 min

STORY BOXING

Get the children to finish the story boxing they have been doing. They draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists.



STORY



The crane

Once upon a time there was a crane who lived by the lake where the sun rises. For a long time there was no water. So the crane flew off to look for some water to drink.

As he flew he saw a bottle on the ground. He went down to the bottle to see if there was any water inside.

When he landed he saw that there was water in the bottom of the bottle. He tried to drink some of the water but he couldn't because the mouth of the bottle was too small for his beak. He tried and tried to get a drink but he couldn't.

Soon he became very tired, so he sat down to think. Suddenly he got up and started putting small stones (pebbles) inside the bottle. As he dropped more pebbles in he saw the water rising towards the top. So he continued to drop pebbles in the bottle until the water was at the top.

The crane was very happy because he was able to drink all the water in the bottle. He said, "Oh, I am very wise!" Then he flew away as the sun set.

STORI

Longpela nek pisin

Long bipo, bipo tru i bin i gat wanpela longpela nek pisin i save i stap long wanpela raun wara long ples bilong san kamap. Long wanpela taim i no gat wara na dispela longpela nek pisin i go aut long painim wara long dring.

Em flai i go na lukim wanpela botol stap na em flai i go daun long lukim o sekim sapos i gat sampela wara i stap insait.

Taim em i go daun pinis, em lukluk i go insait na lukim sampela wara i stap daunbilo tru as bilong dispela botol. Em traim long dring tasol i no inap, bikos maus bilong botol em i liklik tru. Em wok long traim traim tasol i no inap.

Longpela nek pisin em i les nogut tru, em i sin daun na tingting. Em kirap na kisim ol liklik ston nabaut na i putim i go insait. Nau em lukim olsem wara i wok long i kam antap na em putim sampela moa inap long wara em pulap.

Longpela nek pisin i hamamas nogut tru na i dringim olgeta wara i stap insait long dispela botol na em i tok "mi save man tru," olsem na em i kirap na flai i go long san i go daun.



SPELLING TEST WORDS

more, score, before, sore,
snore, kind, find, mind,
behind, blind

1 SONG

⌚ 10 min

Water, water everywhere
Water, water everywhere.
Water from the rain to drink.
Water draining down the sink.
Water for us all to share.



2 PHONICS & LANGUAGE

⌚ 15 min

Place graphemes on the board. Ones to practise may include tt, ff, ss, gg, dd, nn, mm, bb as well as q, oo, y, o, ow, z, le, er, ore, i and igh.



I want to play a game we haven't played for a long time – the 'sound on the back' game. I will remind us how to play.

Point to each grapheme on the board in turn and say all the sounds each can be.

Choose a child to come up to the front. Secretly write one of the graphemes on a piece of paper and stick it on the child's back. Turn the child round so the other children can see the letter.

We are going to help her/him guess the letter(s) on her/his back. We are going to make the sound that is usually written using this letter/ these letters. The children should all make the sound. Ask the children to do the action as well.

Get the child to listen hard to the sound. ***Can you write the sound you have just heard the children make? How do we usually write this sound?*** Help the child if necessary, making the sound or writing it on the board.

Ask the class. ***Has s/he written the sound correctly? Is this the sound s/he has on her/his back?*** Turn the child round and remove the piece of paper and show it. ***Well done!*** Play again with a new child.

3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Ask the children questions, do not write them on the board.

When do you get thirsty?

How do birds drink?

What will happen to birds if there is no water?

Our story this week is 'The crane'. Do you know what kind of bird a crane is?

Read the story twice, slowly and with expression.

***Why did the crane fly down to the bottle?
How did he get to drink the water from the bottle?***

If there had been no small stones, how do you think the crane would have drunk the water in the bottle?

Ask the class to bring in plastic bottles and pebbles for Thursday.





1 SONG

optional

Water, water everywhere
 Water, water everywhere.
 Water from the rain to drink.
 Water draining down the sink.
 Water for us all to share.



2 PHONICS & LANGUAGE

15 min

What do we call it when water comes from the sky? Rain. How many sounds can you hear in the word 'rain'? Ask the children to use their fingers to count the sounds. [r/ /ay/ /n/, three]

Point to the first sound dot. **What sound comes here? /r/ How can we write it?** Write r on the board. Point to the second sound dot. **What sound is this? /ay/** Remind the children that we have learned to write /ay/ as a_e and also as ay. **Today we have a new way of writing /ay/.** Write ai above the second sound dot. **This is another way of writing the /ay/ sound.** Point to the third sound dot. **What sound comes here? /n/ How can we write it?** Write n on the board. Read the word together. **Well done!**

rain
 • • •

3 DECODABLE TEXT

15 min

The crane had no water, no rain fell.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

30 min

Who was the main character in the story?
Where does the crane live?
Have you experienced a time when there was no water? How did you feel?

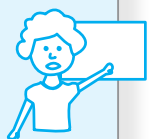
Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

Once upon a time there was a crane who lived by the lake where the sun rises. For a long time there was no water. So the crane flew off to look for some water to drink.

Do you think there was water in the lake? Why?
What other places do you think the crane went to look for water?
From which direction does the sun rise?

ROLE PLAY

Get children to act out part of the story as you read it.



1 SONG

optional

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



2 PHONICS & LANGUAGE

15 min

I have made a list of rhymes for the word 'rain' that we wrote yesterday. If we can read what we wrote yesterday we should be able to read all of the words on the list.



Write the word 'pain' on the board, using the ai grapheme and 3 sound dots. Ask the children to count the sounds you have on the board. [Three, /p/ /ay/ /n/] ***There are three sounds in this word, one for each dot.***

Point to the first, p. ***What sound is often written this way?*** Choose a child to make the sound /p/.

Point to the second dot, ai. ***What sound can be written this way?*** Choose a child to make the sound /ay/. Remind children of this new way of writing /ay/ if necessary.

Point to the third dot, n. ***What sound is often written this way?*** Choose a child to make the sound /n/. Read the word together '***pain***'.

Do this again for the words 'main', 'brain' 'chain' and 'stain'. Read all the words together.

pain
 • • •

3 DECODABLE TEXT

15 min

With no rain, the crane was in pain. The crane did not want to die.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

30 min

What is one thing you tried to get but you couldn't? What did you do to try to get what you wanted?



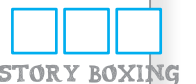
Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

As he flew he saw a bottle on the ground. He went down to the bottle to see if there was any water inside. When he landed he saw that there was water in the bottom of the bottle. He tried to drink some of the water but he couldn't because the mouth of the bottle was too small for his beak. He tried and tried to get a drink but he couldn't. Soon he became very tired, so he sat down to think.



STORY BOXING

Get the children to break the story into boxes, each with an important event [crane was thirsty, he flew away and saw a bottle, he got water out of the bottle with stones, crane was happy]. The children draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists.



Remind the children to bring their plastic bottles and pebbles tomorrow.





1 SONG

optional

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



2 PHONICS & LANGUAGE

15 min

If you don't drink enough water you will be like the crane and say 'My head is sore.' Write 'My head is sore.' on the board.



Ask children if they can remember how to write the word 'my'. If not, blend the word in the usual way, drawing two sound dots, pointing and asking the children which sound they can hear for each sound dot and encoding them. Talk about alternatives for /ie/. Read the word together.

How many sounds can you hear in the word 'head'? [Three /h/ /e/ /d/] Draw 3 sound dots on the board.

Point to the first sound dot. **What sound comes here? /h/ How do we write it?** Ask a child to write h. Point to the second sound dot. **What sound is this? /e/ We can write this sound in a new way.** Write ea on the board. **This is another way of writing down the /e/ sound. We have to be careful when we see this ea because we have learned that this is also a way of writing down the /ee/ sound as in 'meat'. Here, we are writing the /e/ sound.** Point to the third sound dot. **What sound comes here? /d/** Ask a child to write d. Read the word together.

Can you remember how to write the word 'is'? If not, blend the word in the usual way.

How many sounds can you hear in the word 'sore'? [Two /s/ /or/] Blend /s/ as s and /or/ as ore, reminding the children of your work on ore words last week. Read the sentence together.

My head is sore.
 ● ● ● ● ● ● ● ●

3 DECODABLE TEXT

15 min

The crane's head was sore, but the crane was clever.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

30 min

What did the crane try to drink from?
Why couldn't he drink out of the bottle?
Why was he tired?
What did he do?



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

As he dropped more pebbles in he saw the water rising towards the top. So he continued to drop pebbles in the bottle until the water was at the top. The crane was very happy because he was able to drink all the water in the bottle. He said, "Oh, I am very wise!" Then he flew away as the sun set.



Get a clear plastic bottle. Fill it half full of water. Bring some small stones for children to drop in the bottle. Put a mark at the start before the water rises.



What happens to the water as we drop more stones into the bottle? [the water rises] Then you tell them that is exactly what the crane did.

Let the children try with their own bottles.

1 SONG

optional

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



2 PHONICS & LANGUAGE

⌚ 15 min

The crane did not stay at the dry lake, he wanted to drink instead. Write 'he wanted to drink instead' on the board.



Point to the first word and ask children if they can remember what it says. **That's right, 'He'.**

Point to the second word and read it to the children. Point to the third word and ask children if they can remember what it says. **That's right, 'to'.** Sound out only if necessary.

Point to the fourth word, 'drink'. **How many sounds are there in this word?** [Five] Draw 5 sound dots. Point to the first sound dot. **What sound is written in this way?** Choose a child to make the sound /d/. Repeat this for each sound dot and sound in turn /d/ /r/ /i/ /n/ /k/. Blend the sounds to make the word 'drink' and then read the phrase so far.

Point to the fifth word. **How many sounds are there in this word?** Mark the sounds with sound dots. [Six] Point to the first sound dot. **What sound is often written this way?** Choose a child to make the sound /i/.

Repeat this for each sound dot and sound in turn /i/ /n/ /s/ /t/ /e/ /d/. Give as much help as needed with the /e/ as ea. Blend the sounds to make the word and then read the whole phrase together.

Brilliant! What good readers you are. Well done!

he wanted to drink instead



3 DECODABLE TEXT

⌚ 15 min

The crane did not die. The crane found a way to drink instead. Clever crane!

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

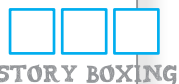


4 STORY WORK

⌚ 30 min

STORY BOXING

Get children to finish the story boxing they have been doing. They draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists.



If you have time: PAIR AND SHARE

Get children to describe their work to their partner. Choose children to come to the front of the class and present their good work.



STORY



The kingfisher

The birds of the forest had finished their meeting. They had all agreed that the paradise bird should have the beautiful, flaming red plume. All except one, the blue kingfisher.

He was sad and angry. He said to the eagle “Why can’t I have it”?

The eagle answered, “You see my small one, the paradise bird deserves it because he is a hard working fellow and the plume fits him. You should be happy for him.”

But the kingfisher said, “I will not live in the trees to hear him sing for me. I am going to live by the river.”

Still angry, he left and flew down to the river. Here the earth had fallen away and left a steep cliff. He found a small hole in the cliff and made this his new home. To this very day the noise of a river rushing over the stones keeps the blue kingfisher from hearing the paradise bird sing.

STORI

Kingfisa

Ol pisin bilong bus i pinisim bung bilong ol. Olgeta i wanbel olsem Kumul i mas kisim dispela retpela gras bilong pisin tasol wanpela pisin tasol i no wanbel, em Kingfisa.

Em wari na belhat. Em tokim Tarangau “Olsem wanem na mi i no kisim?” Tarangau i tok, “Liklik bilong mi yu lukim, Kumul i mas kisim bikos em man bilong wok hat na gras bilong pisin i stap gut long em. Yu mas amamas long em.”

Tasol Kingfisa i tok, “Mi i no inap i stap long diwai na harim em singsing long mi. Mi bai go stap long arere long wara.”

Kingfisa i stap belhat yet, na em lusim ol na flai i go daun long wara. Klostu long wara graun i buruk na ples i nogut. Em painim wanpela liklik hul long ples nogut na wokim nupela haus bilong em. Na olgeta taim nois bilong wara ron antap long ston i save pasim Kingfisa long harim singsing bilong Kumul.



rain, pain, main, brain,
chain, stain, head,
instead, bread, dead

1 SONG

⌚ 10 min

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



2 PHONICS & LANGUAGE

⌚ 15 min

Place graphemes on the board. Ones to practise include tt, ff, ss, gg, dd, nn, mm, bb, as well as q, oo, ea, u, ow, ie, ai, er, ore and igh.



I want to play the 'sound on the back' game. I am going to remind us how to play.

Point to each grapheme on the board in turn and say all the sounds each can be.

Choose a child to come up to the front. Secretly write one of the graphemes on a piece of paper and stick it on the child's back. Turn the child round so the other children can see the letter.

We are going to help her/him guess the letter(s) on her/his back. We are going to make a sound that is written using this letter/these letters.

The children should all make the sound. Ask the children to do the action as well.

Get the child to listen hard to the sound. **Can you write the sound you have just heard the children make? How do we usually write this sound?**

Help the child if necessary, making the sound or writing it on the board.

Ask the class. **Has s/he written the sound correctly? Is this the sound s/he has on her/his back?** Turn the child round and remove the piece of paper and show it. **Well done!** Play again with a new child.

3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Ask the children questions, do not write them on the board.

**Which is your favourite bird?
What noise does the bird make?
Have you seen a bird of paradise?**

Our story this week is 'The kingfisher'. What do you think could happen in the story?

Read the story twice, slowly and with expression.

**Why was the kingfisher sad and angry?
Do you get sad and angry when people don't listen to you?**

What would have happened if the kingfisher was not sad and angry?





/ue/

1 SONG

optional

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



2 PHONICS & LANGUAGE

15 min

The kingfisher had to make a new home. How many sounds can you hear in the word 'new'? Ask children to use fingers to count the sounds. [Two, /n/ /ue/] You may need to explain to children that the /ue/ sound is a new sound. Draw 2 sound dots.



Point to the first sound dot. **What sound comes here? /n/ How can we write it?** Write n on the board. Point to the second sound dot. **What sound is this? /ue/ This is a new sound we have not written before. It sounds a lot like the /oo/ sound in 'do', but it's different – listen carefully: /ue/ /ue/.** Write ew above the second sound dot. **This is one way of writing down the /ue/ sound.** Read the word together 'new'.

What other words have the same spelling pattern? [few, stew]

new few stew
 • • • • • • • •

/ue/ SOUND SONG

Suzie Que what will you do?
 Ue, ue, ue, ue, ue, ue.
 Suzie Que what will you do?
 For your barbeque?



3 DECODABLE TEXT

15 min

The kingfisher had to look for a new home.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

30 min

**Who were the characters in the story?
 Where did they have the meeting?
 Who was chosen to have the beautiful red plume?**



Where did the kingfisher make his new home after he was sad and angry?

Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

The birds of the forest had finished their meeting. They had all agreed that the paradise bird should have the beautiful, flaming red plume. All except one, the blue kingfisher.



CHARACTER WEB

Get children to place the kingfisher in the middle of their page. Draw lines from the character to words and phrases they have learned or can sound out which describe the character.



1 SONG

optional

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



2 PHONICS & LANGUAGE

15 min

I have made a list of rhymes for the word 'new' that we wrote yesterday. If we can read what we wrote yesterday, we should be able to read all of the words on the list.



Write the word 'new'. Ask the children to read this word they wrote yesterday.

Write the word 'few'. Ask the children to count the sounds you have on the board. [Two] **There are two sounds in this word.**

Point to the first, f. **What sound is often written this way?** Choose a child to make the sound /f/. Point to the second sound, ew. **What sound can be written this way?** Choose a child to make the sound. Remind children of this sound /ue/ as in 'you'. Read the word together **'few'**.

Repeat this for the word 'pew'. Explain the meaning of these words to children if they are uncertain. Write the word 'stew'. Ask the children to count the sounds you have on the board. [Three] **There are three sounds in this word.**

Sound the word 'stew' as above and read it together. Read all the words together. **Good, you have learned this new sound!**

3 DECODABLE TEXT

15 min

The kingfisher had few friends at his new home.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

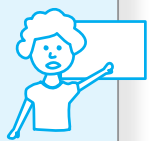
30 min

**What is the title of this week's story?
 Who are the characters?**



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

He was sad and angry. He said to the eagle "Why can't I have it"? The eagle answered, "You see my small one, the paradise bird deserves it because he is a hardworking fellow and the plume fits him. You should be happy for him."



**Who asked the eagle the question?
 Why do you think the eagle said 'small one' to the kingfisher?
 Are you as hardworking as the paradise bird?
 What do you do?**

CHARACTER WEB

Get children to draw a hardworking bird of paradise in the middle of their page. Draw lines from the character to words and phrases they have learned or can sound out, such as 'This is a paradise bird.' If the children have not seen a paradise bird, show them a 10t, 20t or 50t coin so they can copy it.





/ue/

1 SONG

optional

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



2 PHONICS & LANGUAGE

15 min

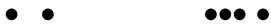
The kingfisher goes to live in a cliff where he has a view of the river. Let us write 'a view of the river'. Ask a child to write 'a' on the board. How many sounds can you hear in the word 'view'? [Two /v/ /ue/] Draw 2 sound dots.



Point to the first sound dot. **What sound comes here?** /v/ **How do we write it?** Write v on the first sound dot. **What is the second sound?** /ue/ **In this word we have another way of writing the /ue/ sound. We write ieu.** Write ieu on the second sound dot and blend to read 'view'.

Ask a child to write the words 'of the'. **How many sounds can we hear in the word 'river'?** [Four /r/ /i/ /v/ /er/] Draw 4 sound dots and get different children to write r on the first, i on the second, v on the third and er on the last. Blend the sounds to read 'river' and then read the phrase together.

a view of the river



3 DECODABLE TEXT

15 min

The kingfisher's home had a view of the river.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

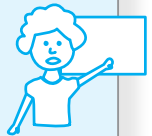
30 min

Who are the main characters from yesterday's story?
Do you want to be the paradise bird, eagle or kingfisher? Why?
What do you do when you are sad and angry?
Is it good to be sad and angry? Why?



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

Still angry, he left and flew down to the river. Here the earth had fallen away and left a steep cliff. He found a small hole in the cliff and made this his new home.



Where did the kingfisher fly to?
What did he do there?



RETELL

Get children to write their favourite part of the story (at least 3 sentences).



The children can use any words from their character work to help them. Monitor the children, guiding them to useful words and phrases on the board and in class lists. If they finish early, they can draw a picture to go with it.



1 SONG

optional

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



2 PHONICS & LANGUAGE

⌚ 15 min

I have made some words using the new sound you have been writing. I want to see if you can read and write them.



Write the word 'cube' on the board. **How many sounds?** [/c/ ue/ /b/] **When we write the word, u goes on the second sound dot and e goes at the end. The u and e are a new way to write the sound /ue/.** Sound the word together. Help the children to blend and read the word.

Now I want to write the word 'tube'. **How many sounds will I need to change? Which sound will I need to change? Which letter will I need to change?** Ask a child to come and choose t to replace the c. Help them to place it correctly and read the word 'tube' together.

Now I want to write the word 'tune'. **How many sounds will I need to change? Which sound will I need to change? Which letter will I need to change?** Ask a child to come and choose n to replace the b. Help them to place it correctly and read the word 'tune' together.

Brilliant! You have managed really well with this hard sound where the letters get split up.

cube tube tune
 ●●● ●●● ●●●

3 DECODABLE TEXT

⌚ 15 min

The bird in the tree can sing a sweet tune.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

⌚ 30 min

PAIR AND SHARE

Get children to describe their work to their partner. Choose children to come to the front of the class and present their good work.



STORY



Anni's pineapple

Anni was a small girl. She liked to help in the garden. Anni's auntie gave her some beans to plant. Anni looked after the bean plants as they grew. One day when Anni went to the garden she saw lots of beans. Anni picked all the long green beans and took them to her mother. There were too many for her mother to cook.

Anni made the spare beans into bundles. Anni went with her auntie to the market. They sold all the beans. Anni carefully put the money in her small bilum. She went to look at the other things being sold.

One old lady was selling pineapples. Anni liked sweet juicy pineapples. She had enough money to buy a big one. She bought a pineapple big enough for the whole family to enjoy eating.

Anni planted the top of the pineapple, with its leaves on, in the garden. One day she would have a pineapple of her own.

STORI

Painapol bilong Ani

Ani em i wanpela liklik meri. Na em i save laikim tru long helpim long wok gaden. Anti bilong Ani i givim sampela bin long Ani long planim. Ani i lukautim ol bin taim ol i gro. Wanpela de taim Ani i go long gaden em i lukim planti bin. Ani kisim planti longpela bin bilong em na karim i go long mama. Na ol bin i planti tumas long mama long kukim.

Olsem na sampela bin Ani i pasim ol long bandol. Na Ani i go long maket wantaim anti bilong en. Ol i salim olgeta bin. Ani putim gut mani insait long liklik bilum bilong em. Em i go na lukluk long ol samting ol arapela i salim.

Wanpela lapun meri wok long salim painapol. Ani i laikim switpela wara bilong painapol. Em i gat inap mani long baim wanpela bikpela painapol. Em i baim wanpela bikpela inap long famili olgeta i kaikai.

Ani i plantim kru bilong painapol long gaden. Wanpela taim bai em i gat painapol bilong em yet.



stew, new, few, view,
river, kingfisher, tube,
cube, tune, home

1 SONG

⌚ 10 min

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



2 PHONICS & LANGUAGE

⌚ 15 min

Place graphemes on the board. The list could include: tt, ff, ss, gg, dd, nn, ck, pp, as well as ew, oo, ea, u, ow, ie, ai, er, ore and igh.



I want to play one of my favourite games. It's the 'sound on the back' game!

Point to each grapheme on the board in turn and say all the sounds each can be.

Choose a child to come up to the front. Secretly write one of the graphemes on a piece of paper and stick it on the child's back. Turn the child round so the other children can see the letter.

We are going to help her/him guess the letter(s) on her/his back. We are going to make a sound that is written using this letter/these letters.

The children should all make the sound. Ask the children to do the action as well.

Get the child to listen hard to the sound. **Can you write the sound you have just heard the children make? How do we usually write this sound?**

Help the child if necessary, making the sound or writing it on the board.

Ask the class. **Has s/he written the sound correctly? Is this the sound s/he has on her/his back?** Turn the child round and remove the piece of paper and show it. **Well done!** Play again with a new child.

3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Ask the children questions, do not write them on the board.

Which is your favourite food from the garden? Do you know how to plant your favourite food in the garden?



Our story this week is 'Anni's pineapple'. What do you think could happen in the story?



Read the story twice, slowly and with expression.

What did Anni's auntie give her to plant? Why did Anni sell the beans at the market? Why do you think Anni chose to buy the pineapple?



What would have happened if Anni did not sell the beans?



/oy/

1 SONG

optional

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



2 PHONICS & LANGUAGE

15 min

What do plants need in order to grow, apart from water? Write 'sun and soil'.



How many sounds can you hear in the word 'sun'? Ask the children to use their fingers to count the sounds. [Three /s/ /u/ /n/] Draw 3 sound dots on the board.

Point to the first sound dot. **What sound comes here? /s/ How can we write it?** Write s on the board. Point to the second sound dot. **What sound comes here? /u/ How can we write it?** Write u on the board. Point to the third sound dot and do the same again. Blend the sounds and read the word together **'sun'**.

How many sounds can you hear in the word 'soil'? Ask the children to use their fingers to count the sounds. [Three /s/ /oy/ /l/] Draw 3 sound dots on the board.

Point to the first sound dot. **What sound comes here? /s/** Write s on the board. Point to the second sound dot. **What sound comes here? /oy/ This is a new sound we have not written before. Listen carefully /oy/ /oy/. Look at each other's mouths /oy/.** Write oi above the second sound dot. This is one way of writing down the /oy/ sound. Point to the third sound dot. **What sound comes here? /l/.** Write l on the board. Blend the sounds and read the word together **'soil'**. Read the phrase together.

You have learned how to write a new sound. Well done!

sun and soil
 ●●● ●●●

/oy/ SOUND SONG

My best friend Roy has lost his toy.
 Oy, oy, oy, oy, oy.
 Let's help him find it, hurry now.
 Oy, oy, oy, oy, oy.



3 DECODABLE TEXT

15 min

Seeds need sun and soil to grow.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

30 min

What is the title of this week's story? Who are the characters in the story?
What did Anni plant?
What did Anni buy?



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

Anni was a small girl. She liked to help in the garden. Anni's auntie gave her some beans to plant. Anni looked after the bean plants as they grew. One day when Anni went to the garden she saw lots of beans.



Have you eaten beans?
Do you like beans?
Now that you know how to plant bean seeds, do you think you can try to plant beans at home and watch them grow?



CHARACTER WEB

Get children to place Anni in the middle of their page. Draw lines from the character to words and phrases they have learned or can sound out which describe her.



1 SONG

optional

The sky song

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



2 PHONICS & LANGUAGE

15 min

I have made a list of words with the new sound we learnt yesterday. We will be able to read all of the words on the list by just changing one sound at a time.



Write 'soil', using the oi grapheme. Ask the children to read the word. Tell them that it is one of the words they wrote yesterday.

Write 'foil' and sound it out. Ask the children to count the sounds you have on the board. [Three] **There are three sounds in this word.** Point to the first, f. **What sound is often written this way?** Choose a child to make the sound /f/. Point to the second, oi. **What sound can be written this way?** Choose a child to make the sound /oy/. Remind the children of this sound if necessary. Point to the last, l. **What sound is often written this way?** Choose a child to make the sound /l/. Blend the sounds to read the word together.

Ask the children which sound they will need to change to write the word 'boil'. Ask a child to choose the correct sound they will need to replace the /f/. Read the word together.

Repeat for the words 'coin' and 'join'.

soil foil
 ● ● ● ● ● ●

3 DECODABLE TEXT

15 min

Harvest the beans from the soil to sell at market for some coins.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

30 min

How do we plant beans?
What is the first thing to come out of the ground?
What does the bean need to survive?



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

Anni made the spare beans into bundles. Anni went with her auntie to the market. They sold all the beans. Anni carefully put the money in her small bilum. She went to look at the other things being sold.



ROLE PLAY

Bring some food or things the children can sell at the market. Put all the items in a big box or bag. Put students into small groups. Ask 3 from each group to pick an item each from the box. Each group should then decide on a price for their 3 items.



Get the children to do a role play of a market. Some will be the sellers and some the buyers. They can use pretend money like leaves or paper.



/oy/

1 SONG

optional

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



2 PHONICS & LANGUAGE

15 min

With some coins like Anni you could buy a toy. What is your best toy? Write 'my best toy' on the board.



Ask children if they can remember how to say the first word ['my'] If not, ask them to count the sounds and blend the word in the usual way on the board, drawing 2 sound dots, and asking the children which sound they can hear for each sound dot. Read the word together.

How many sounds can you hear in the word 'best'? [Four] Draw 4 sound dots on the board. Point to each sound dot in turn and ask the children which sound they can hear. Blend /b/ as **b**, /e/ as **e**, /s/ as **s** and /t/ as **t**. Blend and read the word together.

How many sounds can you hear in the word 'toy'? [Two /t/ /oy/] Draw 2 sound dots on the board. Point to the first sound dot. **What sound comes here? /t/.** Ask a child to come and write the sound, t. Point to the second sound dot. **What sound is this? /oy/ We learnt one way to write this sound on Tuesday, but in this word we have another way of writing the /oy/ sound. We can also write /oy/ like this.** Write oy above the second sound dot. Read the phrase together 'my best toy'.

Practise both ways of writing the /oy/ sound: 'toy', 'joy' and 'soil', 'boil'.

my best toy
 ●● ●●●●●●

3 DECODABLE TEXT

15 min

Anni had coins to spend on things. Will she buy a toy for herself?

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

30 min

Reflect on what was learnt yesterday by asking students to imagine they are bean seeds. They should all make their bodies smaller then slowly grow into a tall bean stalk with beans on the branches to harvest.



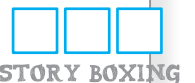
Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

One old lady was selling pineapples. Anni liked sweet juicy pineapples. She had enough money to buy a big one. She bought a pineapple big enough for the whole family to enjoy eating. Anni planted the top of the pineapple, with its leaves on, in the garden. One day she would have a pineapple of her own.



STORY BOXING

Get the children to break the story into boxes, each with an important event [Anni planted seeds, she sold the beans, she bought a pineapple with the money, she planted the top]. The children draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists.



STORY BOXING

1 SONG

optional

The sky song

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



2 PHONICS & LANGUAGE

15 min

After Anni's family enjoyed eating the pineapple, a boy made tea. Write 'The boy boils the kettle.' on the board.



Point to the first word and ask children what it says.

Point to the second word. Mark the sounds in the word with 2 sound dots. Point to the first sound dot. **What sound is often written this way?** Choose a child to make the sound /b/. Point to the second sound dot. **What sound can be written this way?** Choose a child to make the sound /oy/. Blend the sounds to read the word 'boy'.

Point to the third word. Mark the sounds with 4 sound dots. Point to the first sound dot. **What sound is often written this way?** Choose a child to make the sound /b/. Point to the second sound dot. **What sound can be written this way?** Choose a child to make the sound /oy/. Point to the third and fourth sound dots and sound out l and s. Blend the sounds to read the word 'boils'. Read the phrase so far together 'The boy boils'.

Point to the fourth word and ask children what it says.

Point to the fifth word. Mark the sound dots. Sound out **k** as /c/, **e** as /e/, **tt** as /t/ and **le** as //l/. Blend and read 'kettle'. Read the whole sentence. **You used two ways of writing the /oy/ sound. Well done!**

The boy boils the kettle.
 • • • • •

3 DECODABLE TEXT

15 min

Anni got a pineapple for her coins, not a toy. After eating the pineapple, a boy boils the kettle for tea.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

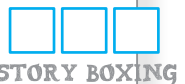


4 STORY WORK

30 min

STORY BOXING

Get children to finish the story boxing they have been doing. They draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists.



If you have time: PAIR AND SHARE

Get children to describe their work to their partner. Choose children to come to the front of the class and present their good work.



STORY



Rat and Frog

One day Rat and Frog went into the bush to find some mangoes. Frog saw a nut from a tree on the ground so he asked Rat, "Is that a mango?"

Rat answered, "No it is a galip nut."

They walked together further into the bush. Once again Frog saw a nut from a tree. He said to Rat, "I think this is a mango. Right?" Rat said, "No that is a laulau (Malay apple)."

They walked on further into the bush. Frog saw some fruit from a tree. He said to Rat, "I think this is a mango. Yes?"

Rat said, "No that is a banana."

They both walked further yet, right into the big bush. There Frog saw a lot of ripe fruit from a tree on the ground. Frog asked Rat, "Are all of these mangoes?" Rat said, "Yes, these are mangoes."

So the two friends sat down and ate all the mangoes. They did not think to save any of the mangoes and take them back to their friends in the village.

STORI

Rat na Rokrok painim mango

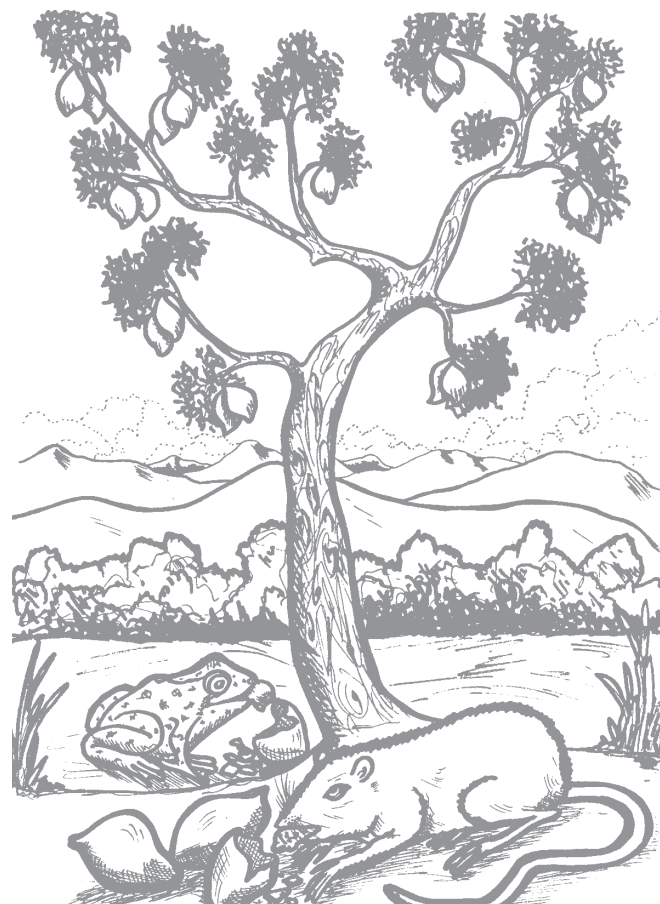
Long wanpela de, Rat na Rokrok i go painim mango long bus. Tupela i wokabaut i go. Na Rokrok i lukim wanpela pikinini bilong diwai. "Em mango, ah?" Rokrok i askim Rat. Na Rat i tok, "Nogat, ya. Em i galip ya!"

Tupela i wokabaut i go moa yet long bus. Rokrok i lukim wanpela pikinini diwai gen. "Ating dispela em i mango ya?" Rokrok i askim Rat. Na Rat i tok, "Nogat ya! Em laulau ya!"

Tupela i wokabaut i go na i go long bus. Rokrok i lukim wanpela pikinini diwai gen. "Ating dispela em i mango ya?" Rokrok i askim Rat. Na Rat i tok, "Nogat ya! Em i banana!"

Tupela i wokabaut i go moa yet long bik bus tru. Long dispela hap nau Rokrok i lukim planti pikinini diwai i mau tru na i stap nabaut long graun. Rokrok i askim Rat, "Em ol dispela em i mango ah?" Na Rat i tok, "Yes! Em i mango stret ya!"

Tupela poroman i sindaun na mekim save long kaikaim ol dispela pikinini mango. Tasol ol i lus tingting long kisim sampela mango i go long ol poroman tu i stap long ples!



soil, boil, foil, coil, coins,
avoid, toy, boy, joy, kettle

1 SONG

⌚ 10 min

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



2 PHONICS & LANGUAGE

⌚ 15 min

Give out flashcards for c, e, e, f, i, k, l, o, n, s, t, y and mix them up. Ask the children with the flashcards to come to the front of the class. Get them to put the cards in order to make 'soil', 'foil', 'coin', 'toy', 'kettle' and any other sounds and words you think the children need to practise.

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



3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Ask the children questions, do not write them on the board.

How many of us like frogs?

How many like rats?

Why do you dislike frogs/rats?

Would you have a frog or a rat as a pet? Why/why not?

Our story this week is 'Rat and Frog'. What do you think Rat and Frog will do?

Read the story twice, slowly and with expression.

What was the first fruit that Rat and Frog found?

What did they find next?

Do you think Rat has ever seen mangoes before? How do you know?

If you were with Rat and Frog, would you have taken some mangoes home to share with your friends?





1 SONG

optional

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



2 PHONICS & LANGUAGE

15 min

Frog thought that a nut from a tree was a mango. He could say 'I am sorry. I was wrong.' to Rat.



Ask a child to come and write the word 'I' on the board.

How many sounds can you hear in the word 'am'? [Two] Draw 2 sound dots. Point to each sound dot in turn and ask the children which sound they can hear. Blend /a/ as **a**, and /m/ as **m**. Blend and read the word together.

How many sounds can you hear in the word 'sorry'? [Four] Draw 4 sound dots on the board. Point to each sound dot in turn and ask the children which sound they can hear. Blend /s/ as **s**, /o/ as **o**, /r/ as **rr** and /ee/ as **y**. Blend and read the word together. Read the phrase.

Ask a child to come and write the word 'I' on the board. Write the word 'was' on the board for the children and read it – don't attempt to blend it.

How many sounds can you hear in the word 'wrong'? [Three /r/ /o/ /ng/] Draw 3 sound dots. Point to the first. **What sound is this? We have learned how to write this sound, but today we need to learn a new way of writing /r/.** Show how to write wr on the sound dot. Point to the next two sound dots in turn and ask the children which sounds they can hear. Blend /o/ as **o**, and /ng/ as **ng**. Blend and read the word together. Read the whole phrase together.

I am sorry. I was wrong.

••• ••••• •••••

3 DECODABLE TEXT

15 min

Rat and Frog went into the forest. "Is this a mango?" said Frog. "I am sorry, I was wrong, it is a nut from a tree."

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

30 min

What was yesterday's story about?
Who were the characters in the story?
Where did Rat and Frog find the mangoes?
Did they share the mangoes with their friends?



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

One day Rat and Frog went into the bush to find some mangoes. Frog saw a nut from a tree on the ground so he asked Rat, "Is that a mango?" Rat answered, "No it is a galip nut."



Why did Frog and Rat go into the bush?
What did Frog see?
Where was the nut?
Was it a mango?



Point to objects and ask what they are. For example, point to the board and ask "Is this a chair?" Children respond "No, that is a board." Repeat for at least 6 objects.



1 SONG

optional

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



2 PHONICS & LANGUAGE

15 min

Write 'wrong' on your board using the wr and ng graphemes.



Ask the children to count the sounds you have on the board. [Three] **There are three sounds in this word.**

Point to the first grapheme, wr. **What sound can be written this way?** Choose a child to make the sound /r/. Practise saying this sound together. Point to the second sound, o. **What sound is often written this way?** Choose a child to make the sound /o/. Point to the third sound, ng. **What sound can be written this way?** Choose a child to make the sound /ng/. Blend the sounds to read the word '**wrong**'.

Write 'wrist' on your board. Do the same again to sound out 'wrist'.

wrong wrist



3 DECODABLE TEXT

15 min

Frog was wrong a lot.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

30 min

**What did Rat and Frog find in the story yesterday?
 Do you like mangoes?**



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

Once again Frog saw a nut from a tree. He said to Rat, "I think this is a mango. Right?" Rat said, "No that is a laulau (Malay apple)." They walked on further into the bush. Frog saw some fruit from a tree. He said to Rat. "I think this is a mango. Yes?" Rat said, "No that is a banana."



ROLE PLAY

Put children into groups of 3. Get each group to take the parts of a narrator, the Rat and the Frog and act out the story.





1 SONG

optional

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



2 PHONICS & LANGUAGE

15 min

For sweet juicy mangoes it is best that they are soft. I need a soft pair of mangoes from the market. Write 'I need a soft pair.' on the board.



Ask a child to come and write the word 'I' on the board.

How many sounds can you hear in the word 'need'? [Three, /n/ /ee/ /d/] Draw 3 sound dots on the board. Point to the first sound dot. **What sound is this? How can we write it?** Ask a child to write n. Point to the second sound dot. **What sound is this?** Ask a child to write ee. You may need to talk about other ways to write it. Point to the third sound dot. **What sound is this?** Ask a child to write d. Blend and read the word.

Ask a child to come and write the word 'a' on the board. **How many sounds can you hear in the word 'soft'?** [Four, /s/ /o/ /f/ /t/] Draw 4 sound dots and blend in the usual way, one sound at a time. Blend and read the word.

How many sounds can you hear in the word 'pair'? [Two, /p/ and /air/] Point to the first sound dot. **What sound comes here? /p/. How can we write it?** Ask a child to write p. Point to the second sound dot. **What sound is this? /air/. This is a new sound that we can write like this.** Demonstrate writing air. **This is one way of writing the /air/ sound.** Blend the sounds and read the word together. Read the whole phrase together.

Well done for all your hard work!

I need a soft pair.

• • • • •

/air/ SOUND SONG

There is a bear sitting in a square,
with fuzzy wuzzy hair, the big brown bear.
There is a bear sitting in a square,
with fuzzy wuzzy hair, the big brown bear.



3 DECODABLE TEXT

15 min

Frog and Rat had plenty of mangoes. They did not think of bringing a pair back.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

30 min

Who are the characters in our story for this week?

What were some of the key words found in our story?



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

They both walked further yet, right into the big bush. There Frog saw a lot of ripe fruit from a tree on the ground. Frog asked Rat, "Are all of these mangoes?" Rat said, "Yes, these are mangoes." So the two friends sat down and ate all the mangoes. They did not think to save any of the mangoes and take them back to their friends in the village.

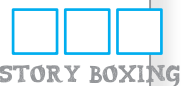


STORY BOXING

Break up the story into 4 boxes. Each box marks a scene in the story.

Label the boxes:

- Box 1: galip nut
- Box 2: laulau
- Box 3: banana
- Box 4: mango



The children draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists.

1 SONG

optional

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



2 PHONICS & LANGUAGE

15 min

I want to see if you can read the word I have written today. Write 'chair' on your board. Ask them to count the sounds you have on the board. [Two, /ch/ /air/] **There are two sounds in this word.**



Point to the first, ch. **What sound is often written this way?** Choose a child to make the sound /ch/. Make the chicken action together.

Point to the second sound, air. **What sound can be written this way?** Make the sound /air/ together. Blend and read the word 'chair'.

What do we need to change to write the word 'pair' – like in a pair of glasses or mangoes? Ask a child to come and choose the sound they need. Read the word together 'pair'.

Now I want to change the word 'pair'. Get one student to remove the p and replace it with an f. **Can you read what he has written?** Sound out and blend to read the word 'fair'.

Do this again for the words 'hair' and 'stair'.

Brilliant work. You have learnt so many new sounds and new ways to write old sounds, I can hardly keep up!

3 DECODABLE TEXT

15 min

Rat and Frog's friends were not happy. They said, "That is not fair".

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

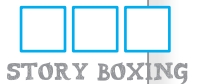


4 STORY WORK

30 min

STORY BOXING

Get children to finish the story boxing they have been doing. They draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists.



If you have time: PAIR AND SHARE

Get children to describe their work to their partner. Choose children to come to the front of the class and present their good work.



STORY

The runaway pig

Tom said, "Look at that happy, fat pig. He's good-for-nothing."

"No, my pig can run as fast as an arrow. Watch." Piop bent down and pinched Linus.

Linus squealed and started running. He ran and ran and ran. The children ran and ran and ran. They found Linus hiding in the bush. Piop caught Linus by the tail. Tom and Jenny sat on his back.

Tom said, "Linus is a fast, happy, fat pig." They laughed and laughed and laughed. It was time to go home.

Piop put a rope around Linus. They started to walk home. Soon it was dark. The children were lost. Jenny was crying. Linus pulled on the rope. He led the children through the bush. He was a clever, fast, happy, fat pig.

At last, they saw a fire burning. They were home. Piop's father was happy to see the children. Linus had brought them home. Linus was soon asleep. He was a tired, clever, fast, happy, fat pig.



STORI

Pik i ranawe

Tom i tok, "Lukim dispela naispela, patpela pik. Em i nogat gutpela wok bilong em."

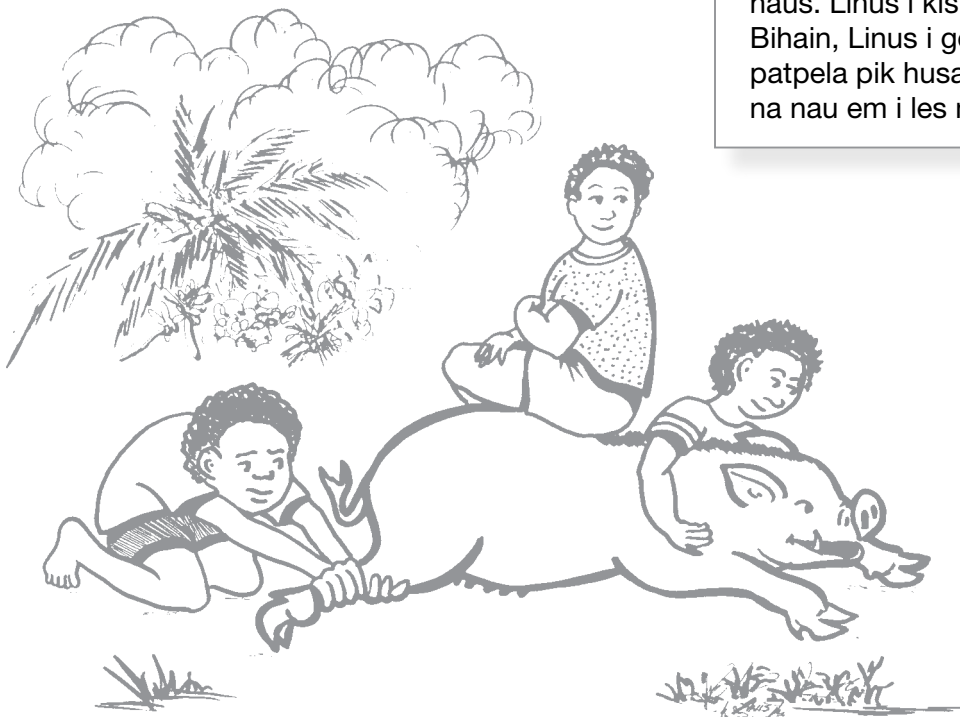
"Nogat, pik bilong mi, em i ken ran hariap tru olsem wanpela bunara. Lukim i stap." Piop i brukim baksait i go daun long Linus i stap long en na em i pinsim Linus.

Linus i pilim pen na singaut nogut tru na stat long ran. Em i ran i go i go na ol pikinini tu i ran na bihainim em. Bihain ol i painim Linus i hait long wanpela liklik bus i stap. Piop i holim Linus long tel bilong em na Tom wantaim Jeni i sindaun long baksait bilong em.

Tom kirap na tok, "Linus em i wanpela naispela, patpela pik we i save ranim hariap tru."

Orait, Piop i pasim wanpela rop long lek bilong Linus na olgeta i wokabaut bek i go long haus. I no long taim na ples i tudak na ol pikinini i paul long rot nau. Jeni stat long krai tasol Linus i wok long pulim rop na go yet. Em i kisim ol pikinini i kamaut long bus. Em i wanpela naispela patpela pik na i save gut long rot.

Bihain tru ol i lukim long longwe yet, wanpela paia i lait i stap na ol i save olsem ol i kamap pinis long haus. Papa bilong Piop i amamas nogut tru long lukim ol pikinini i kamap long haus. Linus i kisim ol i kam bek long haus. Bihain, Linus i go slip. Em i wanpela naispela, patpela pik husat i save ran hariap na tu fit pik na nau em i les nogut tru na slip i stap.



sorry, wrong, pair, chair,
fair, hair, stair, written,
wrist, wrap

1 SONG

⌚ 10 min

Old stories, new stories
Old stories, new stories,
Stories from near and far.
Stories of the land,
Stories of the sea,
Just for you and me.
(Repeat 1 more time)



2 PHONICS & LANGUAGE

⌚ 15 min

I have a game for you. But we can only play this game if we can first spell the word 'game' on the board. How many sounds can you hear in the word 'game'? [Three]



Choose a child to put up the 3 sound dots.

Point to the first sound dot. **What sound can you hear? That's right /g/. How can we write it?**

Choose a child to come and write it on the board.

Point to the second sound dot. **What sound can you hear? /ay/. Do you remember how we write it in these words – 'made' 'cake' 'make'?** Remind the children of how the grapheme is split. Choose a child to write the letters on the board, placing the a on the second sound dot and the e after the third sound dot.

Point to the third sound dot and blend /m/ as **m**.

Can you make each sound as I point at each sound dot? Now help the children to blend the sounds and read the word **'game'**.

Now our game can now begin! Who can think of a way to change one sound in the word 'game' to make a new word?

Encourage the children to change the first sound in order to make new words, for example same, lame, blame, name.

The third sound could also be changed, for example gate, hate, date, crate. Give lots of praise.

game
•••

3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Ask the children questions, do not write them on the board.

Do you own a pet?

If you don't, do you know someone who does own a pet?

Is the pet clever? What is one thing your/their pet can do?

Our story this week is 'The runaway pig'.

What do you think might happen in the story?

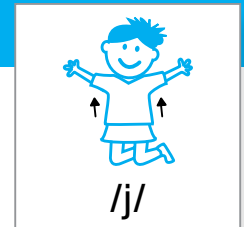
Read the story twice, slowly and with expression.

Why did Linus the fat pig run into the bush?

How did Piop catch Linus when they found him?

What would have happened to the children if Linus did not lead them back home?





1 SONG

optional

Sitting by the fire
 Sitting by the fire,
 Sitting by the fire.
 Listening to a story,
 Listening to a story.
 A tumbuna story
 Full of mysteries.
 A funny story full of jokes and laughs.



2 PHONICS & LANGUAGE

15 min

My sister is reading 'The runaway pig' to her children too. She sent me a text and said 'I am on my last page.' Write 'I am on my last page.' on the board.



Ask a child to count the number of words. Use the usual process of counting the sounds, drawing sound dots and blending sounds to write 'I am on my last' together, with the children using their books while you write it on the board.

In pairs, count how many sounds there are in the word page. [Three, /p/ /ay/ /j/] Choose a child to segment the word. Choose another child to draw the correct number of sound dots on the board.

Point to the first sound dot. **What sound comes here? /p/ How can we write it?** Choose a child to blend it as p on the board. The children do the same in their books.

Do this again for the second sound dot, sounding /ay/ as **a_e**, saying that the e is written after the third sound dot.

Now point to the third sound dot and choose a child to give you the sound, /j/. **We have heard this sound before, but today we are learning a new way of writing it.** Write g on the third sound dot, revising how to write it. Explain that we have met this grapheme already for the sound /g/, but that in some words it represents the sound /j/. Read the sentence together.

Finish by writing a few words with g for /j/, such as age, huge, giant, rage.

I am on my last page.



3 DECODABLE TEXT

15 min

This week we are reading a book. The book has lots of pages. I think it has 12 pages.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

30 min

Who were the main characters in yesterday's story?

Have you or someone you know ever been lost? What did you/they do?



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

Tom said, "Look at that happy, fat pig. He's good-for-nothing." "No, my pig can run as fast as an arrow. Watch." Piop bent down and pinched Linus. Linus squealed and started running. He ran and ran and ran.



Put children into teams of 4. In their teams they will blindfold one person. The other 3 will stand behind the blindfolded child and take turns to give him/her instructions and directions for getting to a finish mark. They are not allowed to touch or move the blindfolded child. Remind them that they need to work together as a team.



1 SONG

optional

Stories by the fire
 Stories by the fire,
 Stories in the bed,
 Stories that are told
 And stories that are read.
 (Repeat 1 more time)



2 PHONICS & LANGUAGE

15 min

Suppose we have to show your parents our reading of 'The runaway pig'. I might ask you 'Come on the stage.' Write it on the board. Can you help me read this?



Supply the word 'come' rather than try to sound it out. Sound out and blend the word 'on' in the usual way. Ask the children to read the word 'the' to you. Do not sound it out.

Point to the word 'stage'. **This word has our new way of writing the /j/ sound. Can anyone see it?** Ask a child to draw a sound dot under the new way of writing /j/. **Let me show you the other sounds in the word.** Draw in the remaining 3 sound dots under s, t and a [not for e].

Point to each sound dot in turn, asking children to identify the sounds /s/ /t/ /ay/ /j/. **Who can say all the sounds and push them back together?**

Now read the whole sentence.

Listen to the following words and when you hear the sound /j/ I want you to stand up.

Say the following words: **orange, rag, wriggle, ginger, radio, giraffe.**

Come on the stage.
 ●● ●●●●

3 DECODABLE TEXT

15 min

Teacher may tell us to read "Come on stage and read a page from the long book".

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

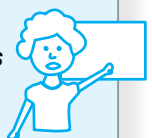
30 min

What is the title of our story?
What happened in the part we read yesterday?
If you are lost in the bush, what can you do to find your way back home?



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

Piop caught Linus by the tail. Tom and Jenny sat on his back. Tom said, "Linus is a fast, happy, fat pig." They laughed and laughed and laughed. It was time to go home. Piop put a rope around Linus. They started to walk home. Soon it was dark. The children were lost.



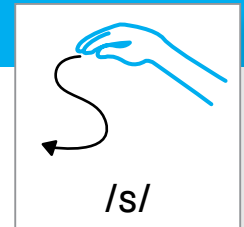
STORY BOXING

Get the children to break the story into 4 boxes, each with an important event.



STORY BOXING

[The first two today - Box 1: Pig character; Box 2: Pig chasing] The children draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists.



1 SONG

optional

Sing one of the songs 'Old stories, new stories', 'Sitting by the fire' and 'Stories by the fire'.



2 PHONICS & LANGUAGE

⌚ 15 min

Point to your face. **What is this? How many sounds in the word 'face'?** [Three, /f/ /ay/ /s/]



Choose a child to put the correct number of sound dots on the board.

Point to the first sound dot. **Who knows what sound this is? /f/ How can we write it?** Choose a child to write it on the board.

Point to the second sound dot. **Who remembers this sound? That's right, /ay/. How can we write it?** Choose a child to write a_e on the board, ensuring the e is placed after the third sound dot.

Point to the third sound dot. **Who can make the third sound? That's right, /s/. Practise making the sound together. Today we are learning a new way of writing this sound. Watch carefully as I write this sound for you. Model writing c on the board. This is a letter we have met before, which is often used for the /c/ sound. Here it is used for the /s/ sound. What a useful letter!**

Blend to read the word 'face'.

Now write it on the class list.

face



3 DECODABLE TEXT

⌚ 15 min

In the book, the children run fast. When you run fast, your face will get hot.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

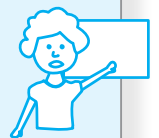
⌚ 30 min

What is the title of our story?
What happened in the part we read yesterday?
If you are lost in the bush, what can you do to find your way back home?
How does it feel to be lost in the bush?
Do you sometimes play into the night?
What games do you play?



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

Jenny was crying. Linus pulled on the rope. He led the children through the bush. He was a clever, fast, happy, fat pig. At last, they saw a fire burning. They were home.



STORY BOXING

Get the children to continue the story boxing they have been doing.



STORY BOXING

[The second two boxes today - Box 3: Getting lost; Box 4: Finding the way home thanks to the pig]

The children draw and write what is happening using sounds and words they have learned.

Monitor the children, guiding them to useful words and phrases on the board and in class lists.

1 SONG

optional

Sing one of the songs 'Old stories, new stories', 'Sitting by the fire' and 'Stories by the fire'.



2 PHONICS & LANGUAGE

⌚ 15 min

Write 'race' and 'space' on the board.

Look at the words 'race' and 'space'.

Now point to each word in turn and mark the sounds, sound out the graphemes and blend the sounds to read the words together. For both words you may need to remind the children of the split grapheme for the /ay/ sound.



Can you write 'race' in your books? I want us to make as many words as we can by changing only one sound in the word 'race'. Who can change the first sound to make a new word?

Ask for suggestions, like 'face'. **Can you come and write the new word for us all?** Form other words, such as place, trace, grace.

Can you think of a way to change the third sound in 'race'? You may need to prompt by asking what would happen if we put a /c/ sound in the middle of race [rake]. Form other words, such as lake, fake, wake, stake, brake.

Do you know which sound we kept the same in all the words? That's right - /ay/.

race space
●●● ●●●●

3 DECODABLE TEXT

⌚ 15 min

In the book, the children run fast and race after the pig.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

⌚ 30 min

PAIR AND SHARE

Get children to describe their work to their partner. Choose children to come to the front of the class and present their good work.



TERM 2 ASSESSMENT

We have reached the end of Term 2 in E2. This is the time to assess what the children have learned in the past 7 weeks. This assessment sheet will give you a few tests to assess the level of reading and writing the children have reached.

You should do this assessment with each child individually. Below you will find the tests and some examples of how to keep a record of the children's progress.

Assessment test

Writing and reading decodable words

- Say the words that are listed in the first column of the table
- Ask the child to write the word
- Mark with a tick if the child writes the word correctly

- Write down the words in the third column of the table
- Ask the child to say the word
- Mark with a tick if the child says the word correctly

Writing		Reading	
You say the word	Child writes it	You show the word	Child reads it
more		score	
find		kind	
pain		rain	
read [yesterday I read a book]		bread	
new		few	
tube		cube	
foil		boil	
joy		toy	
wrong		write	
pair [pair of shoes]		chair	
race		face	
page		age	

TERM 3 OVERVIEW

WEEK	THEME	OVERVIEW
WEEK 2	Fishing, fishing	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/oo/j/ar/oa/ou/or/ay/ie/q/x/y/ooh/er/ue/oy/air/ /w/ written as wh</p> <p>Revision</p> <p>Spelling: game, gate, hate, date, late, page, stage, face, race, space</p>
WEEK 3	Duck and Rooster	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/oo/j/ar/oa/ou/or/ay/ie/q/x/y/ooh/er/ue/oy/air/ /d/ written as ed</p> <p>Spelling: toilet, enjoy, way, tail, mate, canoe, puppy, player, pair, which</p>
WEEK 4	Whose friend is he?	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/oo/j/ar/oa/ou/or/ay/ie/q/x/y/ooh/er/ue/oy/air/ /oo/ written as oul</p> <p>Spelling: filled, spilled, grilled, drilled, killed, wedding, middle, called, pulled, paddle</p>
WEEK 5	You belong in the water	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/oo/j/ar/oa/ou/or/ay/ie/q/x/y/ooh/er/ue/oy/air/ /ay/ written as ey and ea</p> <p>Spelling: would, should, could, look, book, cook, took, put, push, pull</p>
WEEK 6	The good brothers	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/oo/j/ar/oa/ou/or/ay/ie/q/x/y/ooh/er/ue/oy/air/ /u/ written as o_e, /e/ written as ea and a, /t/ written as ed</p> <p>Spelling: they, have, say, come, pay, home, grey, gate, play, game</p>
WEEK 7	Pidik goes to the market	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/oo/j/ar/oa/ou/or/ay/ie/q/x/y/ooh/er/ue/oy/air/ /ng/ written as n, /s/ written as se and ce</p> <p>Spelling: above, dead, hills, ahead, bumped, head, many, thread, bread, read</p>
WEEK 8	You must be my friend	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/oo/j/ar/oa/ou/or/ay/ie/q/x/y/ooh/er/ue/oy/air/ /n/ written as kn</p> <p>Spelling: thank, think, house, since, sing, horse, thing, wing, ring, voice</p>
WEEK 9	-	Assessment
WEEK 10	-	Feedback and review

STORY

Fishing, fishing

ToNur looked at the sea. "It's a great day for fishing," he said. "The sky is blue and the sea is calm." ToNur got his fishing line and hooks. He walked down to the beach. Soon, he was paddling out to the reef. He loved fishing.

At last, ToNur arrived at the reef. He started fishing, fishing, fishing. He started counting. One, two, three, four... Soon, the canoe was full of fish. Big fish, small fish, thin fish, fat fish. "It's my lucky day," thought ToNur.

The sun was hot. ToNur felt tired. Soon he was sleeping, sleeping, sleeping. The canoe was drifting, drifting, drifting... Suddenly, ToNur woke up. The canoe had drifted near a small island. Fierce warriors were shouting, shouting, shouting. "It's my unlucky day," thought ToNur.

He grabbed his paddle and started paddling, paddling, paddling. At last, he was home. Everyone came running, running, running. His body was aching, aching, aching. He was tired and hungry. He had a good rest.

ToNur shared his fish with everyone. They had a good feast. He talked about his lucky escape. It was a good lesson for everyone. Today, no-one goes fishing too far from home.



STORI

Painim pis

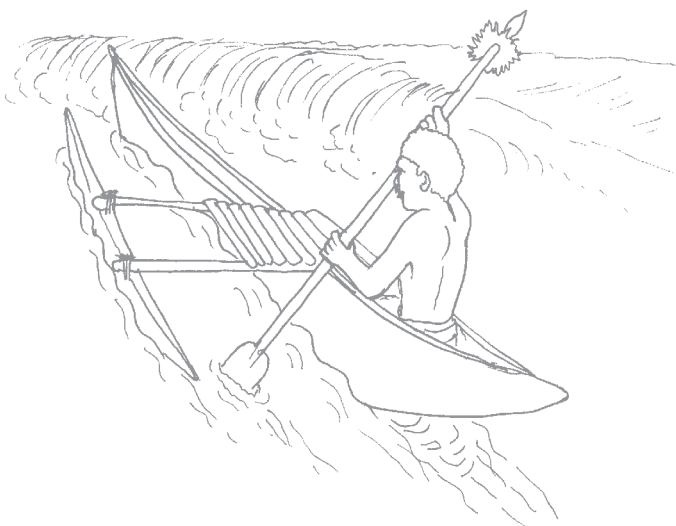
ToNur em sanap na lukluk long solwara. "Em gutpela dei tru long painim pis," em tok. "No gat klaut antap long skai na solwara em stap isi." Olsem na ToNur kisim huk na rop bilong en. Em wokabout i go long nambis. Bihain liklik, em kisim liklik kanu na wokim pul bilong en. Em go stret long rip. Em hamamas tru long painim pis.

ToNur kamap pinis long rip. Em stat long painim pis. Em painim painim i go i go yet. Na em kaunim hamas pis em kisim, na em tok olsem "wan, tu, tri, por, paip...". Bihain liklik, kanu bilong en em pulap wantaim pis. Ol kain kain pis i stap olsem bikpela, liklik, longpela na sotpela. "Mi laki tru tude," ToNur em tingting.

San i hat. ToNur em ai hevi nau. Bihain liklik em slip nogut tru, na em slip, na em slip i go yet. Kanu bilong en i raun nating long solwara. Nau wanpela samting i kirapim ToNur. Kanu em kamap klostu long wanpela ailan na sampela paitman sanap kros na singautim em. Ol paitman i kros nogut na singaut strong i go i go yet. "Mi no laki tude," ToNur em tingting.

Em kisim pul bilong en hariap na em pulim strong. Em pulim i go i go yet na kanu bilong en i spid i go. Bihain em kamap gen long ples bilong en. Olgeta lain bilong en ol i ron i kam. Ol ron i kam hariap. Bun bilong em pen na tumas. Dispela pen i go i go yet. Em tait pinis na em hangere tu. Em malolo gut.

ToNur em skelim pis bilong en wantaim olgeta lain. Ol i kaikai gut. Em tokim ol long dispela stori bilong en na olsem wanem ol paitman ol i klostu long kilim em. Olgeta harim toktok na kisim skul gut. Na nau bai i no gat wanpela man o meri bai go longwe tumas long ples taim ol i laik painim pis.



game, gate, hate, date,
late, page, stage, face,
race, space

1 SONG

⌚ 10 min

I can jump, skip and run
I can jump, skip and run,
Run, run, run.
I can hop, kick and bat,
Bat, bat, bat.
I can score lots of goals.
I can score lots of tries.
Let's play together, you and I.
(Repeat 1 more time)



2 PHONICS & LANGUAGE

⌚ 15 min

We have learned several different ways of writing the sound /ay/. Draw 2 vertical lines on the board so that you have 3 columns.



Who can remember one of the ways of writing down the /ay/ sound? Ask three children to come to the board and each write one of the ways. Make sure you have ay, ai and a_e.

Say the word **'gate'** and ask the children to repeat it. **When we want to write this word, we use this way of writing the /ay/ sound.** Write the word 'gate' in the a_e column.

Say the name **'Daisy'** and ask the children to repeat it. Discuss how we write the /ay/ sound in this word. Ask a child to write the word 'Daisy' in the correct column, ai.

Say the word **'day'** and ask children to repeat it. **How do we write the /ay/ sound in this word?** Ask a child to write the word 'day' in the correct column, ay.

Do you know any more words with the /ay/ sound? Ask children to write each one in the correct column.

3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Ask the children questions, do not write them on the board.

Have you ever gone fishing?

What do people use when they go fishing?

What colour fish have you seen or eaten?

Our story this week is 'Fishing, fishing'.

What do you think will happen in the story?

Read the story twice, slowly and with expression.

What did ToNur use to catch fish?

Who can show us how ToNur used his fishing line and hooks to catch fish?

Were there times when you were scared of people shouting at you?

Did you run away?



1 SONG

optional

Pass me the ball
 Pass me the ball, the basket ball.
 Kick me the ball, the soccer ball.
 Throw me the ball, the rugby ball.
 Lots of fun and games
 For one and all.
 Bat me the ball, the cricket ball.
 Spike me the ball, the volley ball.
 Roll me the ball, the bowling ball.
 Lots of fun and games
 For one and all.



2 PHONICS & LANGUAGE

15 min

Give out flashcards for a, c, e, f, g, m, n, o, p, r, s, t, and mix them up. Ask the children with the flashcards to come to the front of the class. Get them to put the cards in order to make 'game', 'page', 'stage', 'orange', 'face', 'space' and any other sounds and words you think the children need to practise.

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



3 DECODABLE TEXT

15 min

ToNur cannot wait to go fishing. Today he catches fish at a fast rate.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

30 min

Who was the main character in the story?
Where did he go?
What did he use to go out to sea?
What do you think his canoe was made of?

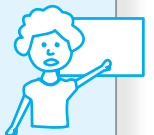
Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

ToNur got his fishing line and hooks. He walked down to the beach. Soon, he was paddling out to the reef. He loved fishing. At last, ToNur arrived at the reef. He started fishing, fishing, fishing... He started counting. One, two, three, four... Soon, the canoe was full of fish. Big fish, small fish, thin fish, fat fish. "It's my lucky day," thought ToNur.

How many fish do you think ToNur caught?
How did ToNur feel?

PLACE

Get the children to write words and phrases they have learned or can sound out which describe the place and setting of the story. Ask the children to draw the big sea, reef and beach. If they have not seen the sea, they can imagine it is a big pool or river with stones and sand.



1 SONG

optional

I love playing games
 I love playing games,
 Games are lots of fun.
 Playing with my friends,
 We can hop and skip and run.
 Some games are fast,
 Some games are slow,
 Some games we catch and some games we throw.
 I love playing games.
 I'm sure that you do too.
 Playing with my friends,
 Like you and you and you and you.



2 PHONICS & LANGUAGE

15 min

Make the word 'toilets' on the board. Ask the children to count the letters.



Point to each letter in turn and ask the children to identify the sound. Remind the children of the /oy/ sound if necessary. Encourage children to blend the sounds with their partner. **Who can read this word? That's right, it's 'toilets'.**

Can we write the word 'boil'? It uses the same sound /oy/. Help children to write this word, counting the 3 sounds, /b/ /oy/ /l/ and building each one on the board. Blend the sounds and read 'boil'.

Say the word 'soil'. Ask the children to try writing this word. Remind them that it rhymes with 'boil'.

Write the words 'enjoy the toy' on the board. Point to each sound dot and ask the children to identify the sounds.

Ask the children to blend the sounds with their partner. **Who can read the first word? That's right, 'enjoy'.** Read the word 'the' together. Repeat to sound out and blend the word 'toy'.

toilets

••••••••

boil

•••

enjoy the toy

••••• ••

3 DECODABLE TEXT

15 min

ToNur does not enjoy hearing the shouting.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

30 min

What creatures live in the sea?
Why did ToNur think that it was his lucky day in the part we read yesterday?



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

The sun was hot. ToNur felt tired. Soon he was sleeping, sleeping, sleeping. The canoe was drifting, drifting, drifting... Suddenly, ToNur woke up. The canoe had drifted near a small island. Fierce warriors were shouting, shouting, shouting. "It's my unlucky day," thought ToNur. He grabbed his paddle and started paddling, paddling, paddling.



How does it feel to paddle so fast?
What would have happened if ToNur went ashore on that small island with fierce warriors?
Why did ToNur think it was his unlucky day?
Is it good to sleep while you are out in the sea all by yourself? Why not?



ROLE PLAY

Ask the children to get into small groups and imagine that they are the fierce warriors shouting at ToNur. Ask them to create a chant or words they would use and to imagine what action they would be doing while shouting. Remind the children that they can repeat a phrase in their chant. After they have practised, get the children to present to the class.





/w/

1 SONG

optional

Sing one of the songs 'I can jump, skip and run', 'Pass me the ball' and 'I love playing games'.



2 PHONICS & LANGUAGE

15 min

Imagine Tonur took a puppy with him.

Write 'The puppy which went into the canoe had a space.' on the board.



Ask a child to read the word 'The'. Do not sound it out.

Draw sound dots beneath 'puppy'. Point to each sound dot in turn. **What sound is this? This is a word where pp is used for the /p/ sound.**

Encourage children to blend the sounds to read the word 'puppy'.

Point to the next word, 'which'. Draw sound dots beneath the sounds. Point to the first sound dot.

Do you know which sound we sometimes write like this? It is the same sound that we sometimes write w. Make the sound /w/. Point to i and then ch, and sound them out as /i/ and /ch/. Blend the sounds /w/ /i/ /ch/ to read 'which'.

Sound out and blend the words 'went' and 'into'. Give 'the' and 'canoe' as sight words. Do not try and sound them out. Sound out 'had' in the normal way. Give 'a' as a sight word.

Draw 4 sound dots beneath 'space'. **Here a and e are one sound so they have one sound dot.**

Point to each grapheme in turn, s p a_e and c and ask the children to tell you what the sound is. Remind them that c can represent the /s/ sound as well as the /c/ sound. Blend /s/ /p/ /ay/ /s/ and read 'space'. Read the whole sentence together.

The puppy which went into

•••• •••• ••••••••

the canoe had a space.

•••• •••••

3 DECODABLE TEXT

15 min

ToNur was happy when he made it back to the place he left from.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

30 min

What did ToNur do when he felt tired? Where did the canoe drift to?



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

At last, he was home. Everyone came running, running, running. His body was aching, aching, aching. He was tired and hungry. He had a good rest. ToNur shared his fish with everyone. They had a good feast. He talked about his lucky escape. It was a good lesson for everyone. Today, no one goes fishing too far from home.



What did ToNur do with the fish he caught? What lesson did he learn?



STORY TAGGING

Get the children to work in pairs to retell the story. When one has retold a small part of the story, they tag (tap their partner on the arm) to continue the story. The children repeat this until the story is told.



1 SONG

optional

Sing one of the songs 'I can jump, skip and run', 'Pass me the ball' and 'I love playing games'.



2 PHONICS & LANGUAGE

⌚ 15 min

Today we are going to practise playing with our sounds and making new words by changing one sound at a time.



How many sounds are there in 'chair'? [Two, /ch/ /air/] Put 2 sound dots on the board. Ask a child to choose the first sound for 'chair' and write ch on the first sound dot. Say the word again and ask what the second sound is. **How do we write this sound?** Write air on the second sound dot. Now blend the sounds to read the word 'chair'.

Now change one sound to make the rhyming word 'stair'. **Which sound will we have to change? Which two new sounds do we need? The two sounds are /s/ and /t/ which come at the start of 'stair'.** Ask a child to replace the ch with the letters s and t.

Do the same again to make the word 'pair'.

Now change two of the sounds and make the word 'player'. **Which sound is the same? /p/ Which sound comes next in 'player'? /l/. We need to add a letter for this sound.** Add l to the board after p.

Look at /air/. **Do we need this sound? Which new sounds do we need instead? /ay/ and /er/.** Ask a child to come and replace air with the correct new letters ay and er. Read the word 'player'.

Can you think of a word that rhymes with player? [prayer]

chair stair pair player
 • • ••• •• •••••

3 DECODABLE TEXT

⌚ 15 min

ToNur sat in his Papa's chair and told the tale of his trip.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

⌚ 30 min

RETELL

Get the children to write their favourite part of the story (at least three sentences).



The children can use any work from their books to help them. Monitor the children, guiding them to useful words and phrases on the board and in class lists. If they finish early they can draw a picture to go with it.

PAIR AND SHARE

If you have time, get the children to describe their work to their partner. Choose children to come to the front of the class and present their good work.



STORY

Duck and Rooster

Long long ago, Duck and Rooster lived together. They were good friends. At night, they sat together by the fire. Duck told lots of duck stories. Rooster told lots of rooster stories. One night, Rooster said, "I know we're friends, but I'd like to build my own house." Duck agreed.

They both worked hard. Duck built his house near the water. Rooster built his house on top of the mountain. The two friends felt very pleased. They were happy to have their own house.

Duck stayed in his house. Rooster stayed in his house. Duck couldn't sleep and Rooster couldn't sleep. They were both lonely. There was no-one to tell duck and rooster stories to.

"I don't like living in an empty house," crowed Rooster. When the sun came up he crowed, "Come and visit me, Duck."

Duck soon got tired of walking up the mountain everyday. "My legs are too short to climb this mountain," he said. He decided to burn down Rooster's house. He forgot that Rooster was still inside. Rooster got burned by the red flames and the black smoke.

Today, Duck and Rooster live together again. Every morning, you can still hear Rooster crowing. He has beautiful black and red feathers. Can you guess why?



STORI

Pato na Kakaruk

Bipo bipo tru, Pato na Kakaruk i save stap wantaim. Tupela i stap gutpela poro. Long nait tupela i save sindaun wantaim klostu long paia. Pato i save stori planti long pasin bilong ol pato. Kakaruk i save stori planti long pasin bilong ol kakaruk. Wanpela nait Kakaruk i tok olsem, "Mi save yumi poroman tru, tasol, mi laik wokim wanpela haus bilong mi yet." Pato i tok orait.

Tupela i wok hat tru long wokim haus bilong tupela yet. Pato i wokim haus bilong em klostu long wara. Kakaruk i wokim haus bilong em antap long maunten. Tupela pren i pilim bikpela amamas. Tupela i amamas long i gat haus wanwan.

Pato i save stap long haus bilong en. Kakaruk i save stap long haus bilong en. Pato i no inap slip na Kakaruk i no inap slip tu. Tupela wantaim i stap wanpis. Nogat narapela inap harim stori bilong ol pasin bilong ol pato na ol kakaruk.

Kakaruk i tok, "Mi no laik stap wanpela tasol long haus." Taim san i kamap em i save singaut, "Kam lukim mi, Pato."

Olsem na liklik taim Pato i les long wokabout na i go antap olgeta de. "Lek bilong mi i sotpela tumas long i go antap long maunten," em tok. Em i tingting long kukim haus bilong Kakaruk. Em i lusim tingting long Kakaruk i stap insait. Retpela paia na blakpela smok i kukim Kakaruk.

Tude Pato na Kakaruk i save stap wantaim gen. Olgeta de yu inap harim singaut bilong Kakaruk. Em i gat naispela blakpela na retpela gras. Yu inap tingting gras i stap olsem bilong wanem?



SPELLING TEST WORDS

toilet, enjoy, way, tail,
mate, canoe, puppy,
player, pair, which

1 SONG

⌚ 10 min

Mama's going to the market
To the market, to the market,
Mama's going to the market.
To the market, to the market,
Papa's going to the market.
Buying kaukau, buying kumu,
Mama's buying in the market.
Selling taro, selling fish too,
Papa's selling in the market.



2 PHONICS & LANGUAGE

⌚ 15 min

We need two teams. Divide the children, making sure there is a mix of abilities in each group. Divide the board into 2 columns, 1 for each team. Name each team.



I am going to write a word on the board. I want the first team to read the word and send up one person to write a new word on their side of the board. The new word must begin with the same sound as the last sound in the word I write. If you get it right, you score one point. Then the second team has a turn. The word they write has to begin with the last sound of the first team's word. We keep going until everybody in both teams has had a go. Then we add up the points.

Let me give you an example before we start. Write the word 'dog' on the board. Ask the children to tell you what it says. **What is the last sound in the word 'dog'? That's right, /g/. So the next word you write has to begin with the /g/ sound. It is the same sound that should be used, not the same letter.**

Write the word 'bed' on the board. Ask a volunteer from the first team to come and try writing a word. Do not tell them what the sound should be, but allow them to talk in their team.

Take turns, until everyone on both teams has had a go. Add up the points. Remember that the children score points for using the same sound, not for the same spelling.

3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Ask children questions, do not write them on the board.

**Do you have a best friend?
What do you and your friend do together?
Have you been alone in the house sometimes?
If you have, how did you feel?**



**Our story this week is 'Duck and Rooster'.
What do you think Duck and Rooster will do in the story?**



Read the story twice, slowly and with expression.

**What did Duck and Rooster do together?
Why did Duck and Rooster build their own houses?
Why were they lonely?**





/d/

1 SONG

optional

To market, to market
 To market, to market to buy some fresh fish.
 There are big ones and small ones and some
 in a dish.
 Some kumu and carrots and onions too.
 The market has healthy food
 for me and you.



2 PHONICS & LANGUAGE

15 min

When I came to work this morning, I had lots of things I needed to bring. My plans, my books, my pens, my lunch. I had so much that I filled up my bag. I want you to help me write 'I filled up my bag.'



Ask a child to come and write the word 'I' on the board. **How many sounds can you hear in the word 'filled'?** That's right, four. Draw 4 sound dots on the board.

Point to the first sound dot and ask the children what sound they can hear. Ask a child to come and write /f/ on the board as f. Repeat for the next sound, /i/. Ask a child to write /i/ above the second sound dot as i. Point to the third sound dot. **What sound comes here? //.** Who thinks they know which way to write down the // sound in this word? Encourage children to remember the different ways to write it: l, le and ll. Ask one of them to write /l/ above the sound dot as ll. Point to the fourth sound dot. **What sound comes here? /d/.** Today I am going to show you another way of writing the /d/ sound. Write ed above the fourth sound dot. **This is a new way of writing the /d/ sound.** Run your finger beneath the sound dots and ask the children to join the sounds back together to read the word /f/ /i/ // /d/, 'filled'.

Continue to take apart and build the words 'up my bag' in the same way. Read the whole phrase together.

I filled up my bag.



3 DECODABLE TEXT

15 min

Duck and Rooster still live in a little house.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

30 min

**Who are the characters in yesterday's story?
 Where did Duck build his house?
 Where did Rooster build his house?**



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

Long long ago, Duck and Rooster lived together. They were good friends. At night, they sat together by the fire. Duck told lots of duck stories. Rooster told lots of rooster stories. One night, Rooster said, "I know we're friends, but I'd like to build my own house." Duck agreed.



ROLE PLAY

In pairs, get one child to be Duck and the other to be Rooster. Ask them to have a conversation with each other, pretending to be the two characters. Get some children to present their stories to the class.



ROLE PLAY

Was it easy to think like Duck or Rooster?



1 SONG

optional

Today is market day
 Today is market day.
 There's much to do today.
 Pack all the food to sell.
 I'm feeling very well.
 Let's all be on our way.
 There's no need for us to stay.
 We're going to the market
 to buy and sell today.
 (Repeat 1 more time)



2 PHONICS & LANGUAGE

15 min

I have found some words that rhyme with one of the words you wrote yesterday.



Write the word 'filled' on the board, using the ll and ed letters. **Who can remember this word we wrote yesterday?** If the children find this difficult, help them by finding each sound and then blending them together.

How do we change 'filled' to write the word 'grilled'? Point to the letter f. **Do we need this sound? What sound can you hear at the beginning of 'grilled'?** **What sound can you hear next?** Ask children to come and choose the correct letters and place them correctly on the board to make the word 'grilled'. Read the word together.

What sound do you need to change to make the word 'drilled'? Make sure that children can clearly hear the /d/ and /r/ phonemes and are not confusing them with /j/. Select a child to come and choose the correct letter and place it on the board to make the word 'drilled'. Read the word together.

Do the same for other words with the same spelling pattern and sound, such as 'killed' and 'spilled'. Ask the children to try writing these words in their books.

3 DECODABLE TEXT

15 min

The Rooster was grilled in his home. Poor Rooster!

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

30 min

Do you like to tell stories?
Do you like to listen to stories?
How would you feel if your friend was leaving you?



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

They both worked hard. Duck built his house near the water. Rooster built his house on top of the mountain. The two friends felt very pleased. They were happy to have their own house. Duck stayed in his house. Rooster stayed in his house. Duck couldn't sleep and Rooster couldn't sleep. They were both lonely.



PLACE

In pairs, ask the children to describe to each other the kind of house they would build.

Ask the children to draw Duck's house near the water and Rooster's house on top of the mountain. Get the children to write words and phrases they have learned or can sound out which describe the place and setting of the story.



1 SONG

optional

Sing one of the songs 'Mama's going to the market', 'To market, to market' and 'Today is market day'.



2 PHONICS & LANGUAGE

15 min

Do animals get married? Would Rooster and Duck have a wedding day?



How many sounds can you hear in the word 'wedding'? [Five] Draw 5 sound dots on the board. Ask the children to do the same in their books.

Build the first two sounds /w/ and /e/ as w and e in the usual way on the board. Get the children to do the same in their books. Point to the third sound dot. **What sound comes here? /d/ We have learned different ways of writing the /d/ sound.** Ask the children to suggest the different ways of writing /d/ they have learned: d, dd and ed. Ask them to choose which they think would look correct in this word. Give as much help as the children need. Write dd on the board and ask children to do the same in their books. Continue to build the word 'wedding' with the fourth and fifth sounds /i/ as i and /ng/ as ng. Blend the sounds and read the word together.

How many sounds are there in the second word, 'day'? [Two] Draw 2 sound dots and point to the first. **What sound comes here? /d/** Get the children to write it in their books. Build the final sound /ay/ as ay. Blend the sounds and read the word 'day'.

Read the whole phrase together.

wedding day



3 DECODABLE TEXT

15 min

Rooster was in a muddle and forgot Rooster was in his house.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

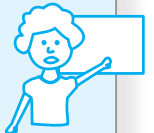
30 min

Who built his house near the water and who built his house on the top of the mountain? Why do you think Duck built his house near the water? Why do you think Rooster built his house on top of the mountain? What tools would you need to build a house?



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

Duck soon got tired of walking up the mountain, every day. "My legs are too short to climb this mountain," he said. He decided to burn down Rooster's house. He forgot that Rooster was still inside. Rooster got burned by the red flames and the black smoke.



ROLE PLAY

Ask the children to stand in a space in the classroom. Tell them to imagine walking up and down a mountain every day. Ask them to walk in their space as if they are climbing a mountain. Then ask them how they feel after climbing the mountain.



STORY TAGGING

Get the children to work in pairs to retell the story. When one has retold a small part of the story, they tag (tap their partner on the arm) to continue the story. The children repeat this until the story is told.



1 SONG

optional

Sing one of the songs 'Mama's going to the market', 'To market, to market' and 'Today is market day'.



2 PHONICS & LANGUAGE

⌚ 15 min

We have used three ways to write the /d/ sound this week. Can you remember what they are?

Write the word 'bad' on the board. Ask the children to count the letters you have on the board. [Three] **There are three sounds in this word, one for each letter.**

Point to the first letter b. **What sound is often written this way?** Choose a child to make the sound /b/. Point to the second letter, a. **What sound can be written this way?** Choose a child to make the sound /a/. Point to the last letter, d. **What sound can be written this way?** Choose a child to make the sound /d/. Blend the sounds to read the word together.

Do the same for the words 'mad', 'sad', 'paddle', 'middle', 'pulled' and 'called'. Each time count the number of sounds and give the children lots of opportunities to blend the sounds to read the words.

You have learned three different ways to write the /d/ sound.

3 DECODABLE TEXT

⌚ 15 min

*Duck was in a muddle and did a bad thing.
Rooster's home was filled with fire.*

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

⌚ 30 min

RETELL

Get the children to write their favourite part of the story (at least three sentences).



The children can use any work from their books to help them. Monitor the children, guiding them to useful words and phrases on the board and in class lists. If they finish early they can draw a picture to go with it.

PAIR AND SHARE

If you have time, get the children to describe their work to their partner. Choose children to come to the front of the class and present their good work.



STORY

Whose friend is he?

One day when Pig was walking he saw Flying Fox sleeping on a branch of a tree and he said, "Whose friend is he?"

He went and called Dog, Cat and Bird and said, "Hey, come and see a strange creature. Whose friend is he?"

They looked at him and then Pig said. "Dog, he must be your friend because he has a face like yours."

Dog said, "That's true but I don't have sharp claws. Cat, he must be your friend because he has sharp claws like yours."

Cat said, "That's true but I don't have wings. Bird, he must be your friend because he has wings like yours."

Bird said, "That's true but his wings are different from mine. He is not my friend."

So all of them said, "Then whose friend is he?" Then, they all walked away.

Flying Fox pretended to be sleeping but he was listening to them. He opened his eyes sadly and said, "Nobody wants to be my friend." He went to hide himself under the brown branch of a coconut tree. He only came out when it was dark. That is why Flying Fox sleeps during the day and comes out only at night.



STORI

Em i pren bilong husat ya?

Wanpela de taim Pik i raun i stap, em i lukim Blakbokis i slip long han bilong diwai na em i askim, "Em i pren bilong husat ya?"

Em i go singautim Dok, Pusi na Pisin, "Oi, kam lukim wanpela kain animal. Em i pren bilong husat ya?"

Oi i lukluk i stap na Pik i tok, "Dok, ating em pren bilong yu ya. Pes bilong en i olsem bilong yu."

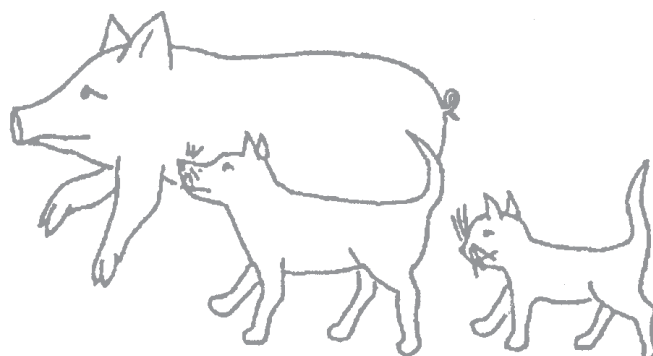
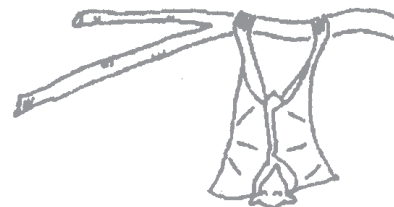
Tasol Dok i tok, "Em i tru, tasol ol kapa long pinga bilong mi i no sap tru olsem bilong en. Pusi, ating em i pren bilong yu ya. Oi kapa bilong pinga bilong yu i sap olsem bilong en."

Tasol Pusi i tok, "Em i tru tasol mi i no inap long flai. Pisin, ating em i pren bilong yu ya, bilong wanem em inap long flai."

Tasol Pisin i tok, "Em i tru, tasol gras bilong en i narakain tru. Em i no pren bilong mi."

Olsem na olgeta i askim, "Na em i pren bilong husat ya?" Na ol i wokabaut i go pinis.

Taim ol i toktok i stap Blakbokis i bin gamin slip, tasol em i harim olgeta toktok ol i mekim. Taim fopela i go pinis Blakbokis i opim ai na klostu tru em i krai. "Sori tru, nogat ol lain i laik pren wantaim me." Em i go hait aninit long han bilong kokonas i drai pinis. Em i save lusim dispela hap taim ples i tudak pinis. Olsem na nau bai yu lukim olsem ol Blakbokis i save slip long san na raun tasol long nait.



SPELLING TEST WORDS

filled, spilled, grilled,
drilled, killed, wedding,
middle, called, pulled,
paddle

1 SONG

⌚ 10 min

What makes you feel glad?
What makes you feel glad?
What makes you feel shy?
What makes you feel sad?
What makes you feel worried?
What makes you feel scared?
What makes you feel brave?
I feel all these things
and I'm sure that you do too.
(Repeat 1 more time)



2 PHONICS & LANGUAGE

⌚ 15 min

We need two teams. Divide the children, making sure there is a mix of abilities in each group. Divide the board into 2 columns, 1 for each team. Name each team.



I am going to write a word on the board. I want the first team to read the word and send up one person to write a new word on their side of the board. The new word must begin with the same sound as the last sound in the word I write. If you get it right, you score one point. Then the second team has a turn. The word they write has to begin with the last sound of the first team's word. We keep going until everybody in both teams has had a go. Then we add up the points.

Let me give you an example before we start. Write the word 'cat' on the board. Ask the children to tell you what it says. **What is the last sound in the word 'cat'? That's right /t/. So the next word you write has to begin with the /t/ sound. It is the same sound that should be used, not the same letter.**

Write the word 'pig' on the board. Ask a volunteer from the first team to come and try writing a word. Do not tell them what the sound should be, but allow them to talk in their team.

Take turns, until everyone on both teams has had a go. Add up the points. Remember that the children score points for using the same sound, not for the same spelling.

3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Ask children questions, do not write them on the board.

Have you seen a flying fox?

How does a flying fox sleep?

When does a flying fox look for its food?

Our story this week is 'Whose friend is he?'

What do you think might happen in this story?

Read the story twice, slowly and with expression.

Who saw Flying Fox first?

What did the Flying Fox hear the Pig, Dog, Cat and Bird say?

What would have happened if the Pig, Dog, Cat and Bird said nice things about Flying Fox?





/oo/

1 SONG

optional

If you're happy and you know it
 If you're happy and you know it clap your hands.
 If you're happy and you know it clap your hands.
 If you're happy and you know it and you really have
 to show it.
 If you're happy and you know it clap your hands.
 If you're happy and you know it stamp your feet.
 If you're happy and you know it stamp your feet.
 If you're happy and you know it and you really have
 to show it,
 If you're happy and you know it stamp your feet.



3 DECODABLE TEXT

15 min

Dog and Cat and Bird would not be friends with Flying Fox.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

2 PHONICS & LANGUAGE

15 min

I am sure if the animals in our story had asked Flying Fox to come to play he would have said, 'Yes, I would like to come.'



Ask a child to come and write 'l' on the board.

How many sound s can you hear in the word 'would'? Draw 3 sound dots on the board. Point to the first sound dot and build /w/ as w. Point to the second sound dot. ***What sound comes here? /oo/. Today I am going to show you another way to write the /oo/ sound.*** Write oul over the second sound dot. ***This is a new way of writing the /oo/ sound in a few very important words. Point to the third sound dot. What sound comes here? /d/*** Ask a child to come and write /d/ on the board as d. Blend the sounds and read the word ***'would'***.

How many sounds can you hear in the word 'like'? [Three] Draw 3 sound dots on the board and build the first sound /l/ as l. ***Point to the second sound dot. What sound is this? /ie/*** Remind children of i_e. Write i on the second sound dot and e after the third sound dot. Point to the third sound dot. ***What sound is this? /c/ How do we write it in this word?*** Ask a child to write /c/ on the board as k. Blend and read the word ***'like'***.

Give the children 'to' and 'come' as sight words. Read the whole phrase together.

I would like to come.



4 STORY WORK

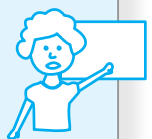
30 min

Who were the characters in yesterday's story? Where does Flying Fox sleep? How would you feel if no-one wanted to be your friend?



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

One day when Pig was walking he saw Flying Fox sleeping on a branch of a tree and he said, "Whose friend is he?" He went and called Dog, Cat and Bird and said, "Hey, come and see a strange creature. Whose friend is he?"



CHARACTER WEB

Get children to place Flying Fox in the middle of their page. Draw lines from the character to words and phrases they have learned or can sound out which describe the character and other things, such as the flying fox's home, the time of day it moves and sleeps, the type of food it eats, its colour, and so on.



1 SONG

optional



How do you feel today?
 How do you feel today?
 How do you feel today?
 If you're feeling sad then say boo hoo,
 feeling sad then say boo hoo,
 feeling sad then say boo hoo.
 How do you feel today?
 How do you feel today?
 If you're feeling happy then say hello,
 feeling happy then say hello,
 feeling happy then say hello.
 How do you feel today?



2 PHONICS & LANGUAGE

15 min



Write the word 'would' on the board, using the oul grapheme. I have made a word that we wrote yesterday.

Ask the children to count the sounds you have on the board. [Three] **There are three sounds in this word.** Draw 3 sound dots under the word.

Point to the first sound dot under the w. **What sound is often written this way?** Choose a child to make the sound /w/. Point to the second dot under oul. **What sound can be written this way?** Choose a child to make the sound /oo/.

Point to the last dot under the d. **What sound can be written this way?** Choose a child to make the sound /d/. **Who can tell me what this word says?** Blend the sounds to read the word together.

Now I want to change this to make the word 'could'. What will I have to do to make this word into 'could'?

Give the children as much help as they need to identify the change in the first sound. Ask a child to come and choose the correct sound from a choice of letters. If a child chooses the letter k, ask them if it looks right for the beginning of 'could'. Tell them they have the right sound, but they need to choose another way of writing it. When you have the word 'could', blend the sounds and read the word together.

Do the same to make the word 'should'. 'Would', 'could' and 'should' are like a sound family. Read all three words together. **Well done! What good readers and writers you are!**

would could should
 ● ● ● ● ● ● ● ● ●

3 DECODABLE TEXT

15 min

You should not choose your friends because of how they look.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

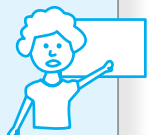
30 min

**Why is it good to be friendly?
 Do all your friends look like you?**



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

They looked at him and then Pig said, "Dog, he must be your friend because he has a face like yours." Dog said, "That's true but I don't have sharp claws. Cat, he must be your friend because he has sharp claws like yours." Cat said, "That's true but I don't have wings. Bird, he must be your friend because he has wings like yours." Bird said, "That's true but his wings are different from mine. He is not my friend." So all of them said, "Then whose friend is he?" Then, they all walked away.



**Did Flying Fox look like Dog, Cat and Bird?
 If they all had something that looked like Flying Fox, why did they say he was not their friend?**




STORY TAGGING

Get children to work in pairs to retell the story. When one has retold a small part of the story, they tag (tap their partner on the arm) to continue the story. The children repeat this until the story is told.



1 SONG


optional

Sing one of the songs 'What makes you feel glad?', 'If you're happy and you know it' and 'How do you feel today?'. 



2 PHONICS & LANGUAGE

15 min

If you want to see the pictures for our Flying Fox story you can look in the reading book. I want to write the words 'look' and 'book'. How many sounds can you hear in 'look'? Three /l/ /oo/ /k/. Draw 3 sound dots on the board. 

Point to the first sound dot. **What sound comes here? /l/.** Ask a child to come and write the sound /l/ above the first sound dot. Point to the second sound dot. **What sound comes here? /oo/.** **We have learned three different ways to write this. Who thinks they know which is the right way in the word 'look'?** Give children as much help as they need to choose the oo letter to write the sound /oo/. Point to the third sound dot. **What sound comes here? /k/** Ask a child to come and write the sound /k/ above the third sound dot. Ask the children to write the word 'look' in their books.

Point to the word 'look'. **If we write 'look' like this, how do you think we will write the word 'book'?** **Which sound will we need to change?** Ask the children to try in their books, before building it together.

Well done. You now know three ways to write the /oo/ sound.

look book
● ● ● ● ● ●

3 DECODABLE TEXT

15 min

The animals only have friends who look the same.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.




4 STORY WORK


30 min

What did Dog and Flying Fox have in common? **What did Cat and Flying Fox have in common?** **What did Bird and Flying Fox have in common?** 

Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

Flying Fox pretended to be sleeping but he was listening to them. He opened his eyes sadly and said, "Nobody wants to be my friend." He went to hide himself under the brown branch of a coconut tree. He only came out when it was dark. That is why Flying Fox sleeps during the day and comes out only at night. 

STORY BOXING

Get the children to break the story into boxes, each with an important event. 

STORY BOXING


The children draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists.

If necessary, you could give them sentences to complete, such as:

- _____ pretended to be sleeping.
- Flying Fox had a face like _____.
- Flying Fox had claws like _____.
- Flying Fox had wings like _____.

1 SONG


optional

Sing one of the songs 'What makes you feel glad?', 'If you're happy and you know it' and 'How do you feel today?'. 



2 PHONICS & LANGUAGE

⌚ 15 min

Flying Fox can hook on to the tree to hang upside down. Write the word 'hook' on the board, using the oo grapheme. Ask the children to count the sounds you have on the board. [Three] **There are three sounds in this word.** 

Point to the first letter, h. **What sound is written this way?** Choose a child to make the sound /h/. Repeat to sound out /oo/ and /c/. Blend the sounds to read the word together, **'hook'**.

Do this again for the words 'cook', 'shook', 'crook', 'took' and 'rook'. Each time count the number of sounds by counting the sound dots and give the children lots of opportunities to blend the sounds to read the words. Ask them to write the words in their books once you have sounded them out. Talk about the meaning of the words.

Remember there are two other ways to write this /oo/ sound. Write 'put' on the board. Draw 3 sound dots under the sounds. Help the children to sound out each sound, p as /p/, u as /oo/ and t as /t/. Point out that the /oo/ sound can be written as u. Write 'push' and 'pull' beside 'put'.

Remind the children that we can also write the /oo/ sound using oul. Write a list of words like 'could', 'should', 'would'. Together, read the list of words you have written.

hook put
••• •••

3 DECODABLE TEXT

⌚ 15 min

It is good to have friends who look different.


Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK


⌚ 30 min

STORY BOXING

Get the children to finish the story boxing they have been doing. They draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists. 

STORY BOXING

PAIR AND SHARE

If you have time, get the children to describe their work to their partner. Choose children to come to the front of the class and present their good work. 

PAIR AND SHARE

STORY

You belong in the water

One day, Tadpole and Fish were playing together happily. Some time later, as they were still playing, Fish looked at Tadpole and said, "Tadpole what happened to you? You have legs."

Tadpole said, "That's right."

Some time later, as they were still playing, Fish looked at Tadpole and said, "Tadpole, what happened to you? You have hands."

Tadpole said, "That's right."

Some time later, as they were still playing, Fish looked at Tadpole and said, "Tadpole, what happened to you? You have lost your tail."

Tadpole said, "That's right."

Fish saw a frog on a rock and said, "Tadpole, you look like that frog."

Tadpole said, "That's right, I am a frog."

Tadpole said, "I'd better go and play with him." He jumped out of the water and the two frogs played together.

Fish was lonely and wanted to play with them. So he jumped out of the water.

Soon, Fish was out of breath. The frogs asked him, "Why did you jump out of the water?"

Fish replied, "I wanted to play with you."

The frogs said, "You cannot get out of the water. You belong in the water." They picked him up and threw him into the water. Splash!



STORI

Yu mas i stap long wara

Wanpela de pis na poro bilong en i wok long plai i stap. Sampela taim i go pinis na pis i lukluk long poro bilong en na tokim em, "Oi, wanem samting i kamap long yu? Yu gat lek." "Em i tru."

Sampela taim i go pinis gen na pis i lukluk long poro bilong en na tokim em, "Oi, wanem samting i kamap long yu? Yu gat han." "Em i tru."

Sampela taim i go pinis gen na pis i lukluk long poro bilong en na tokim em, "Oi, wanem samting i kamap long yu? Tel bilong yu i lus." "Em i tru."

Pis i lukim wanpela rokrok antap long ston na tokim poro, "Oi, Poro, yu luk olsem dispela rokrok i sindaun antap long ston." "Em i tru. Mi tu mi rokrok. Mi mas i go pilai wantaim em." Em i kalap i go antap long ol ston na pilai wantaim narapela rokrok.

Pis i no amamas long stap em yet. Em i laik pilai wantaim tupela rokrok. Olsem na em i lusim wara na kalap i go antap long ol ston. Pis i sotwin i stap na tupela rokrok i askim em. "Bilong wanem yu lusim na kalap i kam antap long ples drai?" "Mi laik pilai wantaim yutupela ya." Tupela rokrok i tokim em, "Sori tru yu no ken kam antap long ples drai. Yu mas i stap long wara." Tupela i kisim em na tromoim em i go bek long wara. Em i pairapim wara taim em i pundaun i go bek!



SPELLING TEST WORDS

would, should, could,
look, book, cook,
took, put, push, pull

1 SONG

🕒 10 min

*I am the music man
I am the music man.
I come from far away
and I can play.
What can you play?
I play the piano.
Pia pia piano,
piano, piano.
Pia pia piano, pia, piano.
I am the music man.
I come from far away
and I can play.
What can you play?*

*I play the garamut.
Gara gara garamut,
garamut, garamut.
Gara gara garamut,
gara gara mut.
I am the music man.
I come from far away
and I can play.
What can you play?
I play the kundu drum.
Kundu kundu
kundu drum.
Kundu drum kundu drum.*

*Kundu kundu
kundu drum,
kundu kundu
drum.
I am the music man.
I come from far away
and I can play.
What can you play?
I play the panpipe.
Lutu lutu lutu tu,
lutu tu, lutu tu.
Lutu lutu lutu tu,
lutu lutu tu.*



2 PHONICS & LANGUAGE

🕒 15 min

Today introduce a new game called 'What's my word?' to the children. Try to practise many possible ways of writing one sound.



We need four teams. Divide the children, making sure there is a mix of abilities in each group. Divide the board into 4 columns, 1 for each team. Name each team.

Each team must think of a word. Write it on a piece of paper, but do not show the other teams! Look at your word and count the number of sounds. Make sure you agree. Choose someone to draw the matching number of sound dots at the top of your column.

Now each team has to guess the other teams' words. Choose a child in the first team. Ask them to say a sound. Repeat the sound. Choose a child to write this sound on the board. They have to think of one way of writing the sound. If this is correct, praise them. Choose another child to think of another way of writing the sound. Keep going until you have all the possible letters for this sound written on the board. If any team has this sound in their word, they must own up! Choose a member of each team to say whether they have this sound in their word. If they do, that child writes it on the sound dot they have. Choose a child in the second team and ask them to say a sound. Write all the possible ways of writing this sound on the board. Is it in any team's word? Keep going like this until a team can guess another team's word. The first team to guess a word correctly wins.

3 STORY WORK

🕒 35 min

Write the story up on the board and leave it for the week.

Ask the children questions, do not write them on the board.

Have you seen a frog?

Do you know what a frog looks like when it is born?

If you do, what colour is it?

How does a frog jump? Can you show the class?

Our story this week is 'You belong in the water'. What do you think will happen in the story?

Read the story twice, slowly and with expression.

Why was Tadpole's body changing?

What did Tadpole grow first?

Why did Fish jump out of the water?

What would have happened to Fish if he was out of the water for a long time?





1 SONG

optional

Can you hear the music playing?
 Can you hear the music playing?
 Beating drums and guitars strumming.
 Voices singing, voices humming.
 Can you hear the music playing?
 Can you hear the music playing?
 Loudly, softly, fast or slowly.
 Dancing to the beat while singing.
 Can you hear the music playing?



2 PHONICS & LANGUAGE

15 min

In the story yesterday the frogs threw Fish back into the water. Frogs can live in the water too, so they have come home. Write 'They have come home.' on the board.



How many sounds can you hear in the word 'they'? Listen hard! [Two, /tth/ /ay/] Draw 2 sound dots on the board.

Point to the first sound dot and ask the children what sound they can hear. Be sure they do not say /v/ or /f/. Write /tth/ as th on the board. Point to the second sound dot. **What sound comes here? /ay/. Today I am going to show you another way of writing the /ay/ sound.** Write ey above the second sound dot. This is a new way of writing the /ay/ sound that we use in a very few words. Run your finger under the sound dots and ask the children to blend the sounds together to read the word.

Give the children 'have' as a sight word. Continue to take apart and build the words 'come' and 'home'. Point out that the /u/ sound in 'come' and the /oa/ sound in 'home' are written in the same way. Read the whole sentence together.

They have come home.
 • • • • • • • •

3 DECODABLE TEXT

15 min

When they become frogs, tadpoles grow legs.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

30 min

**What was the title of our story?
 Who were the main characters in the story?
 Do you think Fish was lonely after Tadpole became a frog and left? Why?**



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

One day, Tadpole and Fish were playing together happily. Some time later, as they were still playing, Fish looked at Tadpole and said, "Tadpole what happened to you? You have legs." Tadpole said, "That's right."



CHARACTER

Get the children to draw Tadpole with just the legs and Fish playing together. Then ask them to write words and phrases they have learned or can sound out which describe the characters.



1 SONG

optional

I love to play some music
 I love to play some music,
 I love to play some tunes.
 I will strum the guitar,
 you will play the bass drum.
 Playing music together's lots of fun.
 I love to play some music,
 I love to play some tunes.
 I will shake the little tambourine,
 you will play the violin.
 Playing music together's lots of fun.



2 PHONICS & LANGUAGE

15 min

Today we help the children to remember that we write 'they' as they. We then write 'grey' in the same way. We then remind the children that we mostly write /ay/ words using ay. The children write 'day', 'say', 'hay' and 'way'. Write 'they' on the board. **Who can remember this word from yesterday?**



If you write 'they' like this, how do you think you write the word 'grey'? Point to the letters th. **Do we need this sound? What sounds can you hear at the beginning of 'grey'? What sound can you hear last?** Ask a child to draw the correct number of sound dots for 'grey'. [Three] **Which sound is the same as in 'they'? /ay/** Choose a child to point at the ey. **We need this sound.** Ask a child to write this on the last sound dot in the new word. **What sound comes first in 'grey'?** Choose a child to say /g/ and to write g on the first sound dot. **What sound comes next? /r/** Choose a child to write the r on the second sound dot. Read the word together 'grey'.

What sounds do you need to change if you want to make the word 'play'? Count the sounds and draw 3 sound dots on the board. Build the first two sounds /p/ and /l/ as p and l. Point to the last sound dot. **This is the same sound as in 'they' and 'grey', but it is written differently. Can you remember how we learned to write this sound last year?** Encourage the children to remember /ay/ as ay. Do the same for words with the same spelling pattern and sound, such as 'pay', 'say', 'day', 'hay' and 'way'. Ask the children to try writing these words in their books.

grey play
 ●●● ●●●

3 DECODABLE TEXT

15 min

One day the grey tadpole plays with the fish.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

30 min

Would you still be friends with someone if they grew a tail?
Would you like to grow an extra set of hands?
Why? Why not?



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

Some time later, as they were still playing, Fish looked at Tadpole and said, "Tadpole, what happened to you? You have hands." Tadpole said, "That's right."



CHARACTER

Ask the children to get the picture they drew yesterday and add two hands to Tadpole. Get the children to write words and phrases they have learned or can sound out which describe the characters.





1 SONG

optional

Sing one of the songs 'I am the music man', 'Can you hear the music playing?' and 'I love to play some music'.



2 PHONICS & LANGUAGE

15 min

I have a friend who played a brilliant soccer game last night. He helped his team win. I want to send him a text saying 'great game'. Can you help me?



How many sounds can you hear in the word 'great'? [Four] Draw 4 sound dots on the board. Ask the children to do the same in their books.

Build the first 2 sounds, /g/ and /r/, as g and r. Get the children to do the same in their books. Point to the third sound dot. **What sound comes here? /ay/ We have learned several different ways of writing the /ay/ sound.** Ask the children to suggest the different ways of writing /ay/ they have learned. [ey, ay, ai or a_e] **In this word, we need a new way of writing this sound.** Write ea on the board. **This is a new way of writing /ay/ in a few words.** Get the children to copy it in their books. Build the last sound in 'great', /t/ as t, and get the children to write it in their books. Blend the sounds and read the word together **'great'**.

How many sounds are there in the second word 'game'? [Three] Draw 3 sound dots and build the /g/ as g. Point to the second sound dot and talk about the ways of building /ay/ in this word. Tell the children it is written with a and e. Write the a and remind them that the e goes at the end. Build /m/ as m and blend the sounds to read the word **'game'**. Read the phrase together.

great game
●●●● ●●●

3 DECODABLE TEXT

15 min

Tadpole and Fish had a great time playing games.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



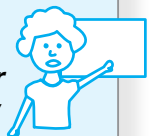
4 STORY WORK

30 min

What body parts has Tadpole grown so far? Do you think human beings also grow? How long does it take for a tadpole to turn into an adult? What about children turning into adults?

Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

Some time later, as they were still playing, Fish looked at Tadpole and said, "Tadpole, what happened to you? You have lost your tail." Tadpole said, "That's right." Fish saw a frog on a rock and said, "Tadpole, you look like that frog." Tadpole said, "That's right, I am a frog." Tadpole said, "I'd better go and play with him." He jumped out of the water and the two frogs played together.



LIFECYCLE

Use the flashcards of the frog's lifecycle or draw the parts of the lifecycle on the board. Ask the children to put them in order. Then ask children to copy them and add labels to them.



1 SONG

optional

Sing one of the songs 'I am the music man', 'Can you hear the music playing?' and 'I love to play some music'.



2 PHONICS & LANGUAGE

⌚ 15 min

We have used five ways to write down the /ay/ sound this week. Can you remember what they are? [ay, a_e, ai, ea, ey] Draw 5 columns on the board. **I am going to write some words to see if you can read them.**



In the first column, write 'tray' and mark the sounds with sound dots. Ask the children to count the dots. Sound out each in turn and blend them to read '**tray**'.

In the second column, write 'gate'. Draw the sound dots and sound out each in turn. Remind the children that in this way of building the /ay/ sound as a_e, we write the e at the end of the word. Blend the sounds to read '**gate**'.

In the third column, write 'rain' and sound it out. In the fourth column, write 'great' and sound it out. In the fifth column, write 'they' and sound it out.

Write other words in each column, for example: day, say, play; late, hate, made; train, brain; steak, break; grey.

tray gate rain great they
 ●●● ●●● ●●● ●●●● ●●

3 DECODABLE TEXT

⌚ 15 min

Tadpole and Frog had such a great time. They played all day in the rain without a break.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

⌚ 30 min

Ask the children to complete the frog life cycle in their books, with explanations of the different stages in a frog's life.



LIFE CYCLE

PAIR AND SHARE

Get the children to describe their work to their partner. Choose children to come to the front of the class and present their good work.



PAIR AND SHARE

STORY



The good brothers

A long time ago, Sun and Moon lived together. They were good brothers. They lived over the mountains far from the sea. One day, Sun went fishing in the river. He caught two small fish. Moon saw the fish. He said, "You have two small fish. Please give me one."

Sun said, "Oh no, I will not give you any. I will eat one for breakfast and the other for lunch."

Moon was very sad. He ate kaukau and banana that day. In the afternoon, Moon went fishing. He caught two big fish. Sun saw the big fish. He said, "You have two big fish. Please give me one."

Moon said, "Oh no, we both have fish to eat. I need my fish for dinner."

Sun was very angry. He got a stick. Moon saw Sun and ran away. Sun ran fast after Moon. They ran over the mountains. They ran across the sky. They ran into the sea.

Moon said, "I am very fast. You will never catch me." Today Sun is still chasing Moon over the mountains, up the sky and into the sea. Day after day, night after night, Sun and Moon run without stopping.

You can feel now how angry the Sun is. Go outside at noon and you can feel him.

STORI

Tupela gutpela brata

Bipo tru San na Mun tupela gutpela brata. Tupela save stap long maunten long we long solwara. Wanpela dei san igo painim fis. Em ketsim tupela liklik fis. Mun lukim na tok, "Yu gat tupela liklik fis. Plis givim me wanpela." Tasol San i tok, "oh nogat, mi no inap givim yu. Bai mi kaikai wanpela long moning na narapela long belo."

Mun i wari tru. Em kaikai kaukau na banana long dispela dei. Long abinun Mun igo painim fis na em ketsim tupela bikpela fis. San i lukim ol bikpela fis na em tokim Mun long givim em wanpela.

Mun i tok, "Nogat mitupela wantaim igat fis. Mi bai kaikai fis bilong mi long abinun."

San i belhat long Mun na em kism stik na em laik paitim Mun. Mun i lukim na em ranawe. San ronim Mun igo kalapim maunten na igo long skai na igo aburusim solwara.

Mun i tok, "Mi save ron hariap tru. Yu no inap ketsim mi." Tudei San I wok long ronim Mun yet. Em ronim Mun igo kalapim maunten igo long skai na igo aburusim solwara. Dei na nait Sun i save ronim Mun. Nogat stop blong en.

Yu ken filim belhat blong San sapos yu go aut long Sun long belo taim nambaut.



SPELLING TEST WORDS

they, have, say, come,
pay, home, grey, gate,
play, game

1 SONG

⌚ 10 min

Papua New Guinea
Papua New Guinea,
My home and my country.
From the highlands to the seas,
Land of natural beauty.
Papua New Guinea,
Let's sing out clear and strong
As we join our hands and work together
To care for our PNG.



2 PHONICS & LANGUAGE

⌚ 15 min

We need two teams. Divide the children, making sure there is a mix of abilities in each group. Divide the board into two columns, one for each team. Name each team.



I am going to write a word on the board. I want the first team to read the word and send up one person to write a new word on their side of the board. The new word must begin with the same sound as the last sound in the word I write. If you get it right, you score one point. Then the second team has a turn. The word they write has to begin with the last sound of the first team's word. We keep going until everybody in both teams has had a go. Then we add up the points.

Let me give you an example before we start. Write the word 'dog' on the board. Ask the children to tell you what it says. **What is the last sound in the word 'dog'? /g/, that's right. So the next word you write has to begin with the /g/ sound. It is the same sound that should be used, not the same letter.**

Write the word 'pen' on the board. Ask a volunteer from the first team to come and try writing a word. Do not tell them what the sound should be, but allow them to talk in their team.

Take turns, until everyone on both teams has had a go. Add up the points. Remember that the children score points for using the same sound, not for the same spelling.

3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Ask the children questions, do not write them on the board.

**Do you have a brother or sister?
Do you sometimes argue and fight over things?
Do you enjoy being outside during the day or night? Why?**



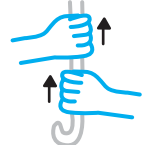
**Our story this week is 'The good brothers'.
What do you think happens in the story?**



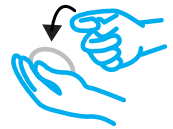
Read the story twice, slowly and with expression.

**Where did Sun and Moon live?
What did each of them catch?
What might have happened if they had shared the fish with each other?**





/u/



/e/

1 SONG

optional

Our land is the land
 Our land is the land of high mountains
 Of swaying palms and coral seas. Where the
 people sing as the drums are beating. Our land is
 strong and free. Papua New Guinea, Papua New
 Guinea, our mother land. Every tribe and race.
 Let us work together. United we shall stand.



2 PHONICS & LANGUAGE

15 min

Did Sun share his fish in the story yesterday? No, he ran away above the hills instead. I want to write 'above the hills instead'.



How many sounds can you hear in the word 'above'? [Four] Draw 4 sound dots on the board. Point to the first. **What sound comes here?** /a/ Ask a child to come and write /a/ above the first sound dot as a. Point to the second sound dot. **What sound comes here?** /b/ Ask a child to come and write /b/ above the second sound dot as b. Point to the third sound dot. **What sound is this? /u/ Who can write this sound in the word 'above'?** Tell children about the o_e way of spelling /u/ and ask them to write o above the third sound dot and then put an e after the last sound dot. Point to the fourth sound dot. **What sound is this? /v/** Ask a child to write /v/ on the board as v. Blend the sounds and read the word 'above'. Now ask a child to write the word 'the' on the board.

How many sounds can you hear in the word 'hills'? [Four] Draw 4 sound dots and build the 4 sounds /h/ /i/ /l/ /s/ as 'hills'. Remind children of the 2 ways to write /l/ as l and ll and ask them to decide which one to use here. Blend the sounds and read the word 'hills'.

How many sounds can you hear in the word 'instead'? [Six] Draw 6 sound dots. Build the first two sounds /i/ and /n/ as i and n. Point to the third sound dot. **What sound comes here? /s/ What two letters can give us the sound /s/? Which one do we need here?** Ask a child to write 's' on the board. Do the same for /t/ on the fourth sound dot. Point to the fifth sound dot. **What sound comes here? /e/ I am going to show you a new way of writing the sound /e/.** Write ea above the sound dot. **This is another way of writing /e/, which we use in some words.** Point to the fourth sound dot and build /d/ as d. Blend the sounds and read the word 'instead'. Read the whole phrase together.

above the hills instead
 ●●●● ●●●●●●●●●●

3 DECODABLE TEXT

15 min

Sun did not love Moon much. He ran away above the hills instead.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

30 min

Who were the main characters in yesterday's story?
What happened in the story?
Why didn't Sun and Moon stay as good brothers?



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

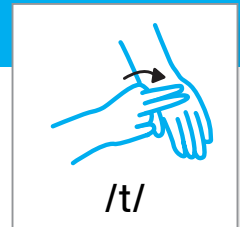
A long time ago, Sun and Moon lived together. They were good brothers. They lived over the mountains far from the sea. One day, Sun went fishing in the river. He caught two small fish. Moon saw the fish. He said, "You have two small fish. Please give me one." Sun said, "Oh no, I will not give you any. I will eat one for breakfast and the other for lunch." Moon was very sad. He ate kaukau and banana that day.



PLACE

Get the children to write words and phrases they have learned or can sound out which describe the place and setting of the story, such as mountains, sea and river.





1 SONG

optional

Children of Papua New Guinea
 Children of Papua New Guinea
 You are the future of our country.
 You are unique and so very special
 To all your parents, your aunties and uncles.
 So, children of Papua New Guinea,
 Strive to be the best that you can be.
 As you work and as you all play
 In your school and your homes each day.
 (Repeat 1 more time)



2 PHONICS & LANGUAGE

15 min

Write 'I bumped my head.' on the board.

Ask children to read the first word 'I'.

Draw 5 sound dots under bumped. **There are five sounds in this word.** Sound out the letters **b, u, m, p** in turn as /b/, /u/, /m/, /p/. Point to the fifth sound dot, ed. **We learned three weeks ago that ed can be the sound /d/. It can also be the sound /t/. Now who can read this word for me?** Blend the sounds to read the word together, 'bumped'.

Ask a child to read the third word 'my' to the class.

Draw 3 sound dots under head. **There are three sounds in this word.** Point to the first sound dot, h. **What sound is often written this way?** Make the sound together /h/. Point to the second sound dot, ea. **What sound can be written this way?** Discuss the alternatives /ee/, /e/ and /ay/. **Which one is it in this word?** Remind them of 'bread'. Make the sound together, /e/. Point to the third sound dot, d. **What sound is often written this way?** Make the sound together, /d/. Blend the sounds to read 'head'. Read the whole phrase together.

I bumped my head.
 ●●●●● ●●●



3 DECODABLE TEXT

15 min

Moon ran ahead of Sun.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

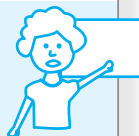
30 min

**Which brother caught the small fish?
 Which brother caught the big fish?**



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

In the afternoon, Moon went fishing. He caught two big fish. Sun saw the big fish. He said, "You have two big fish. Please give me one." Moon said, "Oh no, we both have fish to eat. I need my fish for dinner." Sun was very angry. He got a stick. Moon saw Sun and ran away.



STORY TAGGING

Get the children to work in pairs to retell the story. When one has retold a small part of the story, they tag (tap their partner on the arm) to continue the story. The children repeat this until the story is told.





1 SONG

optional

Sing one of the songs 'Papua New Guinea', 'Our land is the land' and 'Children of Papua New Guinea'.



2 PHONICS & LANGUAGE

15 min

If you are greedy, do you think you will have lots of friends? Probably not many, like Sun in the story. Let's write 'not many'.



Blend the sounds and read the word 'not'.

How many sounds can you hear in the word 'many'? [Four] Draw 4 sound dots on the board. Point to the first. **What sound comes here? /m/** Ask a child to come and write /m/ above the first sound dot as m. Point to the second sound dot. **What sound is this? /e/ Today I am going to show you a new way to write the /e/ sound.** Write a above the second sound dot. **We have used this letter to write the sound /a/, but in just a very few words, this is a way of writing down the /e/ sound.** Point to the third sound dot. **What sound is this? /n/** Ask a child to write /n/ above the first sound dot as n. Point to the fourth sound dot. **What sound is this? /ee/ How do we often write this sound at the end of words?** Ask a child to write /ee/ on the board as y. Blend the sounds and read 'many'.

Read the whole phrase together. Ask children to write 'not many' in their books.

not many
••• ••••

3 DECODABLE TEXT

15 min

Moon did not give Sun any fish.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

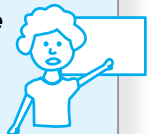
30 min

Do you know some people who do not like to share food or things with others? How do you feel about them?
Is it good to be greedy? Why not?



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

Sun ran fast after Moon. They ran over the mountains. They ran across the sky. They ran into the sea. Moon said, "I am very fast. You will never catch me." Today Sun is still chasing Moon over the mountains, up the sky and into the sea. Day after day, night after night, Sun and Moon run without stopping. You can feel now how angry the Sun is. Go outside at noon and you can feel him.



Has the Sun stopped chasing the Moon? Why do you say that?
How do you feel if you are out in the sun too long?



ROLE PLAY

Get children to act out part of the story in pairs, one as Sun and the other as Moon.



1 SONG

optional

Sing one of the songs 'Papua New Guinea', 'Our land is the land' and 'Children of Papua New Guinea'.



2 PHONICS & LANGUAGE

⌚ 15 min

Write 'many' on the board. ***I have written a word that you wrote yesterday. How many sounds are there in this word?*** [Four] ***There are four sounds in this word.***



Point to each letter in turn and sound out the sounds ***m*** as /***m***/, ***a*** as /***e***/, ***n*** as /***n***/ and ***y*** as /***ee***/. Blend the sounds to read the word together '***many***'.

Remove the m letter. ***What word do I have now?*** Ask children to sound out and blend the sounds if they are unsure. Do the same for the word 'anything' by adding the appropriate letters.

Let's practise another way of writing the /e/ sound. Write 'men' on the board. Count the number of sounds by counting the letters. Sound out each letter in turn, ***m*** as /***m***/, ***e*** as /***e***/ and ***n*** as /***n***/. Blend the sounds to read '***men***'. Repeat for 'hen', 'then', 'went' and 'sent'.

We also learned a third way to write the /e/ sound. Write 'thread' on the board. ***How many sounds in this word?*** [Four]

Help the children to sound out each sound, reminding them that ea is the third way of writing the /e/ sound. Write 'bread', 'head', 'read' and 'dead' on the board and read the words.

3 DECODABLE TEXT

⌚ 15 min

Sun and Moon do not spend any time together.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

⌚ 30 min

RETELL

Get the children to write their favourite part of the story (at least 3 sentences).



The children can use any work from their books to help them. Monitor the children, guiding them to useful words and phrases on the board and in class lists. If they finish early they can draw a picture to go with it.

PAIR AND SHARE

If you have time, get the children to describe their work to their partner. Choose children to come to the front of the class and present their good work.



STORY

Pidik goes to the market

Pidik and his mother are at the market in Rabaul. Many people are at the market. Pidik has a big pawpaw. His mother bought the pawpaw at the market. Pidik likes to eat pawpaw.

Mother has a basket. She put the pawpaw in the basket. "May I get some peanuts too, Mother," asked Pidik.

"Yes, you may get some peanuts," said Mother.

"Thank you, Mother. I do like pawpaw and peanuts," said Pidik.

Rabaul market has big trees. Many people bring different kinds of food to sell at the market. Pidik likes to go to the market in Rabaul. The market is a very big, nice market.

The sun is hot. Pidik and his mother are standing under the big tree. Their basket of food is on the ground near the tree.

A big green truck is parked near the tree. Some people are sitting in the truck. They have some fish. "Oh Mother, I like fish, too," said Pidik. "Can you buy some fish for Father and me?"

"Yes, I will buy some fish for you and Father," said Mother.

Then Pidik and his mother got into the PMV and went home. They carried the pawpaw, peanuts and fish home in the basket. That night Pidik and his mother and father ate the pawpaw, peanuts and fish. Pidik thought that the food tasted very good.



STORI

Pidik i go long maket

Pidik wantaim mama bilong em i stap long Rabaul maket. Planti manmeri i stap long maket. Pidik i gat bikpela paupau. Mama bilong em i baim paupau long maket. Pidik i save laik kaikai paupau.

Mama i putim paupau insait long basket bilong em. Pidik i askim em, "Mama, inap mi kisim sampela pinat tu?"

Na Mama i tok, "Yes, yu ken kisim sampela pinat."

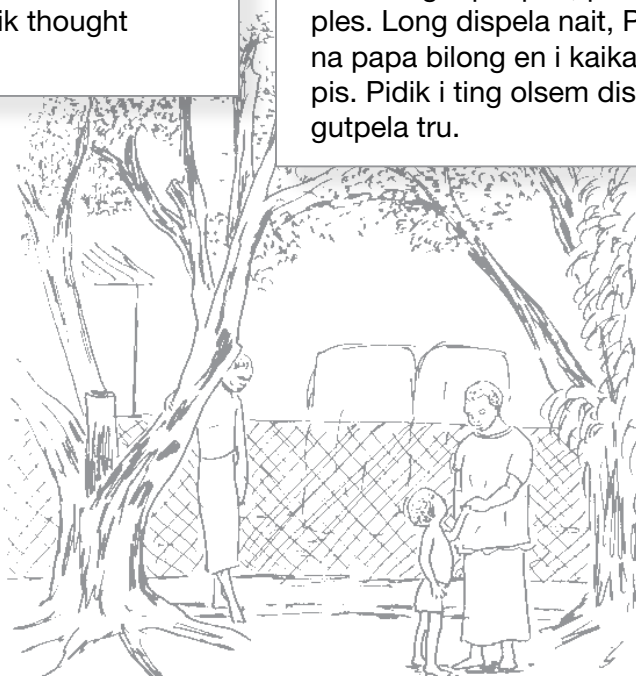
Pidik i tok, "Tenk yu, Mama. Mi save laik kaikai ol paupau na pinat."

Rabaul maket i gat ol bikpela diwai. Planti manmeri i save bringim kainkain kaikai long salim long maket. Pidik i save laik long go long Rabaul maket. Dispela maket em i bikpela na gutpela tru.

San em i hat na Pidik wantaim mama bilong em i sanap aninit long bikpela diwai. Na basket wantaim kaikai bilong tupela i stap long graun klostu long diwai. Na bikpela grinpela kar i stop klostu long diwai. Sampela manmeri i sindaun long kar. Ol i gat sampela pis. Pidik i tok, "O, Mama, mi laikim pis tu. Inap yu baim sampela pis bilong Papa na mi?"

Mama i tok, "Yes, bai mi baim sampela pis bilong yu na Papa."

Bihain Pidik wantaim mama bilong en i kalap long PMV na i go long ples. Na tupela karim basket i gat paupau, pinat na pis i go long ples. Long dispela nait, Pidik wantaim mama na papa bilong en i kaikai paupau, pinat na pis. Pidik i ting olsem dispela kaikai em i gutpela tru.



SPELLING TEST WORDS

above, dead, hills, ahead,
bumped, head, many,
thread, bread, read

1 SONG

⌚ 10 min

Across the oceans
Across the oceans,
over the mountains,
there are many countries
for you and me to see.
There are China and Malaysia,
Japan and Indonesia,
Palau, Nauru and Tuvalu,
Samoa and there's Tonga too.
Across the oceans,
over the mountains,
we'll visit these countries,
away across the seas.



2 PHONICS & LANGUAGE

⌚ 15 min

Divide the class into pairs or threes. **I am going to write a word on the board.** Write 'helicopters' on the board. Read the word together.



Each group has to use some of the sounds in this word to make a new word. Let me give you an example before we start. Write the word 'pot' on the board. Ask the children to tell you what it says. **All the sounds in 'pot' are in 'helicopter'. 'pot' has three sounds /p/ /o/ /t/. That means that I would score three points for writing 'pot'. I will give you a few minutes and then we'll see who has managed to find a word and write it.**

Allow the children a few minutes. When you think most groups have written a word, call the children's attention back to the board.

Choose a group. Ask them what word they have found. Take apart the word and count the sounds. Build each sound correctly. Talk about its spelling, if the group has the right sounds but the wrong spelling. If they have the right sounds they get the points, one per sound.

Choose another group and play again. Keep going like this.

3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Ask the children questions, do not write them on the board.

When was the last time you went to a market?

When you go to the market, what do you like to buy?

Who do you go to the market with?

Our story this week is 'Pidik goes to the market'. What do you think will happen in the story?

Read the story twice, slowly and with expression.

Where did Mother put the pawpaw?

What did Pidik and Mother buy from the market?

Does Pidik like going to the market? Why?





/ng/

1 SONG

optional

Sailing across the sea
Sailing across the sea
To visit a new country.
It will be nice to see
Another land that's new to me.
I'll make new friends
In foreign lands.
Across the sea
In another country.



2 PHONICS & LANGUAGE

15 min

Pidik said 'thank you very much' to his mother. Say 'thank you very much'.



Ask the children how many sounds they can hear in the word 'thank'. **Listen hard!** [Four, /th/ /a/ /ng/ /c/] Draw 4 sound dots on the board. Get the children to draw 4 sound dots in their books.

Point to the first sound dot and ask the children what sound they can hear. /th/ Be sure they do not say /f/. Write /th/ as th on the board. Get the children to do the same in their books. Point to the second sound dot. **What sound comes here? /a/ How do we write it?** Write /a/ as a. Point to the third sound dot. **What sound do we hear next? /ng/. Today I am going to show you another way of writing the /ng/ sound.** Write n above the third sound dot. **This is a new way of writing the /ng/ sound.** Finally, point to the last sound dot and build /c/ as k. Remind the children that /c/ is often written as k when it comes at the end of a word. Run your finger under the sound dots and ask the children do the same. Blend the sounds to read **'thank'**.

Say the sentence again. Encourage the children to write 'you'. Repeat the sentence, **'thank you very much'**, and help the children take apart and build each of the sounds in the words 'very' and 'much'. Read the whole phrase together.

thank you very much
••••• ••••• •••••

3 DECODABLE TEXT

15 min

Pidik thanks his mother for the peanuts.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

30 min

Who were the main characters in yesterday's story?
Where is the market?



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

Pidik and his mother are at the market in Rabaul. Many people are at the market. Pidik has a big pawpaw. His mother bought the pawpaw at the market. Pidik likes to eat pawpaw. Mother has a basket. She put the pawpaw in the basket. "May I get some peanuts too, Mother," asked Pidik? "Yes, you may get some peanuts," said Mother. "Thank you, Mother. I do like pawpaw and peanuts." said Pidik.



PLACE

Get children to put the place from the story in the middle of their page. Draw lines from the place to words and phrases they have learned or can sound out which describe the setting such as the types of food, the tree, the truck and the PMV.



1 SONG

optional

From PNG to Africa
 From PNG to Africa,
 From Asia to America.
 That's where many countries are,
 Some are nearer and some are far.
 From Europe to Australia,
 From the UK to Arabia.
 That's where many countries are,
 Some are nearer and some are far.



2 PHONICS & LANGUAGE

15 min

Write the word 'think' on the board. Draw 4 sound dots under the sounds. Help the children sound out each sound, **th** as /th/, **i** as /i/, **n** as /ng/ and **k** as /c/. Blend the sounds to read 'think'.



If you write 'think' like this, how might you write the word 'sink'? Point to the letter th. **Do we need this sound? What sound can you hear at the beginning of 'sink'?** Ask a child to draw the correct number of sound dots for 'sink'. [Four] **Four sounds in 'sink'. Which sounds are the same as in 'think'? Which sounds are different?** Help the children to write 'sink' in their books, using 'think' to help them. Read the word together. Do the same to write 'drink'.

We know another way of writing the /ng/ sound. Can anyone remember this? Say 'sing'. **How many sounds in 'sing'?** [Three] Draw 3 sound dots below 'sing'. Stress the first two sounds in 'sing'. Choose children to write s and i. Point to the last sound dot. **This is the /ng/ sound again but it is written differently from how we wrote it in 'sink'. Can anyone remember how we learned to write this sound last year?** Encourage the children to remember that we can write /ng/ as ng.

Repeat this for words with the same spelling pattern and sound, such as 'thing', 'wing' and 'ring'. Ask the children to try writing one of these words in their books.

think sink sing
 ● ● ● ● ● ● ● ● ● ● ●

3 DECODABLE TEXT

15 min

Pidik's mother buys food but nothing to drink.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

30 min

What is your favourite food and why?
What are two types of food sold at the market that you dislike? Why?
Do you think you should eat healthy food?



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

Rabaul market has big trees. Many people bring different kinds of food to sell at the market. Pidik likes to go to the market in Rabaul. The market is a very big, nice market. The sun is hot. Pidik and his mother are standing under the big tree. Their basket of food is on the ground near the tree. A big green truck is parked near the tree. Some people are sitting in the truck. They have some fish. "Oh Mother, I like fish, too," said Pidik. "Can you buy some fish for Father and me?" "Yes, I will buy some fish for you and Father," said Mother.



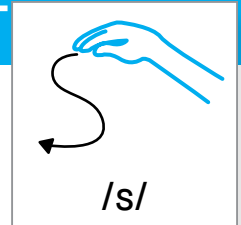
Where is the nearest market to your house?
Do a lot of people come to the market?
Are there a lot of people who sell food at the market?



STORY TAGGING

Get the children to work in pairs to retell the story. When one has retold a small part of the story, they tag (tap their partner on the arm) to continue the story. The children repeat this until the story is told.





1 SONG

optional

Sing one of the songs 'Across the oceans', 'Sailing across the sea' and 'From PNG to Africa'.



2 PHONICS & LANGUAGE

⌚ 15 min

After the market, Pidik went to his house. How many sounds can you hear in the word 'house'? [Three] Draw 3 sound dots on the board. Ask the children to do the same in their books.



Build the first two sounds /h/ and /ou/ as **h** and **ou**. Get the children to do the same in their books. Point to the third sound dot. **What sound comes here? /s/. What is the usual way of writing the /s/ sound?** Choose a child to write /s/ as s. **In this word, we need a new way of writing this sound.** Show the children by writing 'se' on the board. **This is a new way of writing /s/.** Get the children to do the same in their books.

Blend the sounds /h/ /ou/ /s/ and read the word together **'house'**.

Another word that has the same /s/ spelling is horse, with /s/ as se.

house
• • •

3 DECODABLE TEXT

⌚ 15 min

Pidik and his mother go home to the house.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

⌚ 30 min

Why were Pidik and his mother standing under the tree? ?

What did they buy from the people in the truck? ?

Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

Then Pidik and his mother got into the PMV and went home. They carried the pawpaw, peanuts and fish home in the basket. That night Pidik and his mother and father ate the pawpaw, peanuts and fish. Pidik thought that the food tasted very good.

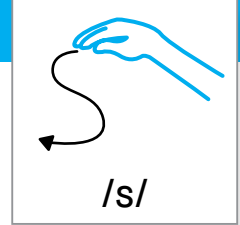


How much do you think Mother spent on the pawpaw, peanut and fish? ?

How do you think they cooked the fish? ?

Get the children to draw and label some of their favourite food.





1 SONG optional

Sing one of the songs 'Across the oceans', 'Sailing across the sea' and 'From PNG to Africa'.



2 PHONICS & LANGUAGE ⌚ 15 min

We now have four ways to write the /s/ sound: s, ss, c and se. There is a new way of writing this sound.

Say the word **'voice'**. **How many sounds?** Encourage the children to count carefully. [Three, /v/ /oy/ /s/] Draw 3 sound dots on the board.

Build the first two sounds /v/ and /oy/ as **v** and **oi**. Point to the last sound dot. **We have learned to write /s/ like this.** Write s and the word 'bus' on the board. **And like this.** Write ss and the word 'miss'. **And like this.** Write c and the word 'face'. **And then, this week, like this.** Write se and the word 'mouse'. **Now we are going to learn a new way of writing this sound.** Write ce on the last sound dot. **This is the new way of writing /s/ in some words.** Blend the sounds to read the word **'voice'**.

Write the word 'since' on the board. Draw sound dots to mark the sounds and count them. Build the first three sounds /s/, /i/, /n/ as **s**, **i** and **n**. Point to the last sound dot, ce. **What sound have we just learned to write this way?** Choose a child to make the sound /s/. Blend the sounds to read the word together **'since'**.

Revise all 5 ways of writing /s/ – as s, ss, c, se and ce. Write them at the top of 5 columns on the board and make lists of words for each spelling.

voice since
 ● ● ● ● ● ●

3 DECODABLE TEXT ⌚ 15 min

The market is a very big, nice market.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK ⌚ 30 min

PAIR AND SHARE

Get children to describe their work to their partner. Choose children to come to the front of the class and present their good work.

STORY

You must be my friend

Once upon a time, an ant who had wings lived together with other ants. One day she said to herself, "I am not their friend because they don't have wings."

She went to Bird and said, "You must be my friend because you have wings."
The bird said, "No, you are Ant and I am Bird."

Then she went to a wasp and said, "You must be my friend because you have wings."
The wasp said, "No you are Ant and I am Wasp."

Then she went to Mosquito and said, "You must be my friend because you have wings."
Mosquito said, "No, you are Ant and I am Mosquito."

Then she went to Butterfly and said, "You must be my friend because you have wings."
Butterfly said, "No, you are Ant and I am Butterfly."

Then she went to Fly and said, "You must be my friend because you have wings."
The fly said, "No you are Ant and I am Fly."

Then she went back to an ant and said, "You must be my friend even though you don't have wings." The ant said. "Yes you are Ant and I am Ant. So all the ants welcomed her and said, "Ant with wings, you are our queen. We want you to stay with us."



STORI

Yu wantok bilong mi a?

Wanpela taim i gat wanpela Anis husat inap long flai. Em i stap wantaim ol arapela anis. Wanpela de em i tok, "Mi no wantok bilong ol. Mi inap long flai tasol ol i no inap."

Olsem na em i go tokim Pisin, "Yu wantok bilong mi a? Yu inap long flai." Pisin i tok "Nogat yu Anis ya, na mi Pisin."

Orait em i go tokim Binen, "Yu wantok bilong mi a? Yu inap long flai." Binen i tok "Nogat yu Anis ya, na mi Binen."

Orait em i go tokim Natnat, "Yu wantok bilong mi a? Yu inap long flai." Natnat i tok "Nogat yu Anis ya, na mi Natnat."

Orait em i go tokim Bataplai, "Yu wantok bilong mi a? Yu inap long flai." Bataplai i tok "Nogat yu Anis ya, na mi Bataplai."

Orait em i go tokim Lang, "Yu wantok bilong mi a? Yu inap long flai." Lang i tok "Nogat yu Anis ya, na mi Lang."

Orait em i go bek long Anis na tok, "Ating yu wantok bilong mi ya, maski yu no inap long flai." Anis i tok, "Yes yu Anis ya na mi tu mi Anis."

Olsem na olgeta anis amamas tasol long kisim em bek, "Anis yu inap long flai olsem na yu mas kamap Kwin bilong mipela. Mipela i laik yu mas i stap wantaim mipela."



SPELLING TEST WORDS

thank, think, house,
since, sing, horse, thing,
wing, ring, voice

1 SONG

⌚ 10 min

Do you want to be a teacher?
Do you want to be a teacher?
In a classroom by the sea.
Do you want to be a doctor?
Helping patients who are sick.
Do you want to be a pilot?
Flying planes up in the sky.
Do you want to be a mechanic?
Fixing cars for us to drive.
Whatever you may want to be,
You can do it if you try.
From a teacher to a doctor,
Or a pilot in the sky.



2 PHONICS & LANGUAGE

⌚ 15 min

Today we will play the 'sound chain' game to revise the sounds we have learnt so far.



We need two teams. Divide the children, making sure there is a mix of abilities in each group. Divide the board into 2 columns, one for each team. Name each team.

I am going to write a word on the board. I want the first team to read the word and send up one person to write a new word on their side of the board. The new word must begin with the same sound as the last sound in the word I write. If you get it right, you score one point. Then the second team has a turn. The word they write has to begin with the last sound of the first team's word. We keep going until everybody in both teams has had a go. Then we add up the points.

Let me give you an example before we start. Write the word 'dog' on the board. Ask the children to tell you what it says. **What is the last sound in the word 'dog'? That's right, /g/. It is the same sound that should be used, not the same letter.**

Write the word 'house' on the board. Ask a volunteer from the first team to come and try writing a word. Do not tell them what the sound should be, but allow them to talk in their team.

Take turns, until everyone on both teams has had a go. Add up the points. Remember that the children score points for using the same sound, not for the same spelling.

3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Ask the children questions, do not write them on the board.

**Can you name some creatures with wings?
Do you think ants have wings?**

**Our story this week is 'You must be my friend'.
What do you think will happen in the story?**

Read the story twice, slowly and with expression.

**In the beginning, who did Ant live with?
What did she think of all the other ants?
Why did she think all the other ants were not her friends?**

**What was the first creature Ant talked to?
Why did she think that all the creatures were her friends?**

What was the last creature Ant talked to?



1 SONG

optional

Working on a farm

When I grow up, I want to work on a farm,
Keep the ducks in a pond and the pigs in a pen.
I'll do some digging and some planting in the garden as well,
And I'll sell them to the people from miles away.
(Repeat 1 more time)



2 PHONICS & LANGUAGE

15 min

Some classrooms have a hard concrete floor. They make it by mixing water with sand and cement. I want to write 'sand and cement'.



How many sounds can you hear in the word 'sand'? [Four] Draw 4 sound dots on the board.

Point to the first. **What sound comes here? /s/** Ask a child to come and write /s/ above the first sound dot as s. Build the rest of the sounds – /a/ /n/ and /d/ as a, n and d. Blend the sounds and read the word together **'sand'**.

Ask a child to come and write 'and' on your board. If necessary, point out its similarity to 'sand'.

How many sounds can you hear in the word 'cement'? [Six] Draw 6 sound dots on the board.

Point to the first sound dot. **What sound comes here? /s/ Can you remember another way we have learned to write /s/ differently from this?** [Pointing to the s in 'sand'] Write c and say the sound /s/.

Take apart and build the next five sounds – /e/ /m/ /e/ /n/ /t/ – as e, m, e, n and t. Blend the sounds and read the word, **'cement'**.

Today we have written the /s/ sound in two ways – s and c. We often find that c is a /s/ sound when followed by e or an i. Can you think of any other words? Write the suggestions on the board, such as 'circle', 'city' and 'central'.

sand and cement
●●●● ●●●●●●

3 DECODABLE TEXT

15 min

Once upon a time an ant with wings lived with other ants.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

30 min

Who can tell me the title of the story we heard yesterday?

Who was always asking the other animals questions?

What did Ant say when she met animals with wings?

Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

Once upon a time, an ant who had wings lived together with other ants. One day she said to herself, "I am not their friend because they don't have wings." She went to Bird and said, "You must be my friend because you have wings." The bird said, "No, you are Ant and I am Bird."



Who did Ant talk to?

Was that animal Ant's friend?



STORY BOXING

Get the children to break the story into 7 boxes [Ant; Ant and Bird; Ant and Wasp; Ant and Mosquito; Ant and Butterfly; Ant and Fly; Ant and the ants]. The children draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists. Start today with:



Box 1 - Ant

Box 2 - Ant and Bird

1 SONG

optional

When I grow up
 When I grow up I will fly a plane,
 fly a plane, fly a plane.
 When I grow up I will fly a plane,
 I will go to see the world.
 I'll go to Lae or to Madang,
 I'll go wherever I please.
 To Kavieng or Namatanai,
 I'll go to see the world.
 (Repeat for 'Drive a car' and 'Sail a ship')



2 PHONICS & LANGUAGE

15 min

Let's make the word 'moss'. How many sounds are there? [Three] Put 3 sound dots on the board.



Ask a child to come and choose the first sound for 'moss' and write the letter above the first sound dot. Repeat for the second and third sound dots, reminding children to use the ss spelling. Blend the sounds to read the word 'moss' together.

We can change one sound to make the word 'mass'. Which letter will we have to change? Which new letter do we need? Ask a child to replace the o with the correct new letter a above the second sound dot. Do the same for 'mess' and 'miss'.

For the next word you need to change two of the sounds. Listen carefully – 'fuss'. Which sounds will we have to change? Which new sounds do we need? Ask a child to come and replace the m and the i with the correct new letters f and u above the sound dots.

Let's make a list of words with the /s/ sound, make one list for the s spelling and another for the ss spelling. Work with a partner and see how many you can write in your books in five minutes.

Discuss the position of the sound in the words.
Does ss ever come at the beginning of a word?

moss fuss
 • • • • • •

3 DECODABLE TEXT

15 min

Ant missed having friends like her.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

30 min

Who did Ant talk to in the part of the story we read yesterday?

Why do you think birds and ants cannot be friends?



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

Then she went to a wasp and said, "You must be my friend because you have wings." The wasp said, "No you are Ant and I am Wasp." Then she went to Mosquito and said, "You must be my friend because you have wings." Mosquito said, "No, you are Ant and I am Mosquito." Then she went to Butterfly and said, "You must be my friend because you have wings." Butterfly said, "No, you are Ant and I am Butterfly."



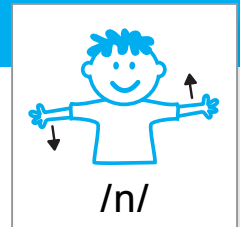
How many creatures did Ant talk to today? Who did she talk to?



STORY BOXING

Get the children to continue the story boxing. They draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists. Continue today with:
 Box 3 - Ant and Wasp
 Box 4 - Ant and Mosquito
 Box 5 - Ant and Butterfly





1 SONG

optional

Sing one of the songs 'Do you want to be a teacher?', 'Working on a farm' and 'When I grow up'.



2 PHONICS & LANGUAGE

15 min

How can we write, 'I know it'?

Ask a child to come and write the word 'I' on the board.

Ask the children how many sounds they can hear in the word 'know'. Draw 2 sound dots on the board. Point to the first sound dot. **What sound comes here? /n/ Today I am going to show you a new way to write the /n/ sound.** Write kn over the first sound dot. **This is another way of writing the /n/ sound in some words.** Point to the kn and say the sound /n/. Ask the children to say the sound with you.

Point to the second sound dot. **What sound comes here? /oa/ We have lots of ways of writing this sound.** Ask children to come to the board and show ways of writing the /oa/ sound. When you have several examples [o, oa, o_e and ow], ask the children which they think is the correct way to write /oa/ in the word 'know'. Write ow on the second sound dot. Blend the sounds /n/ and /oa/ to read the word '**know**'.

Ask a child to write the word 'it' on the board. Then read the whole phrase together '**I know it.**'

Ask the children to look carefully at the word 'know' and then cover it up. Ask them to try writing the word in their books. Check to see if they are correct.

I know it.



3 DECODABLE TEXT

15 min

Ant knows that she is different.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

30 min

Who did Ant talk to in the part of the story we read yesterday?

Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

Then she went to Fly and said, "You must be my friend because you have wings." The Fly said, "No you are Ant and I am Fly." Then she went back to an ant and said, "You must be my friend even though you don't have wings." The ant said, "Yes you are Ant and I am Ant. So all the ants welcomed her and said, "Ant with wings, you are our queen. We want you to stay with us."

Did Ant find any friends? Who? What kinds of ants have wings?

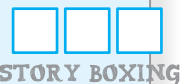
STORY BOXING

Get the children to continue the story boxing. They draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists.

Continue today with:

Box 6 - Ant and Fly

Box 7 - Ant and the ants



1 SONG

optional

Sing one of the songs 'Do you want to be a teacher?', 'Working on a farm' and 'When I grow up'.



2 PHONICS & LANGUAGE

🕒 15 min

Write 'know' on your board.

I have written a word that you wrote yesterday. How many sounds are there in this word? [Two] Draw 2 sounds under the word.

Point to the first sound dot, kn. **What sound can be written this way?** Make the sound together /n/. Point to the second sound dot, ow. **What sound can be written this way?** Make the sound together /oa/. Blend the sounds to read the word together 'know'.

Remove the ow letters and add ee. **What word do I have now?** Ask children to identify the /ee/ sound and blend the sounds to read 'knee'.

I have got a knot in my shoelaces – how do you think we can write the word 'knot'? How many sounds are there? Three. Place the kn letter letter on the first sound dot and ask the children to finish writing the word.

We have learned other ways to write the /n/ sound. Ask the children to suggest words with a /n/ sound.

Write 'run' on the board. **How many letters are there in this word? There are three sounds in this word.**

Point to the first letter, r and sound out it as /r/. Repeat for the other two letter letters u and n. Blend the sounds to read the word 'run'.

Repeat for the word 'running'. Make explicit to the children that the nn letter represents the same sound as n, but usually comes in the middle of a word.

know knee knot

• • • • •

run running

••• •• •••

3 DECODABLE TEXT

🕒 15 min

Ant does not know that she is the queen.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

🕒 30 min

PAIR AND SHARE

Get children to describe their work to their partner. Choose children to come to the front of the class and present their good work.



TERM 3 ASSESSMENT

We have reached the end of Term 3 in E2. This is the time to assess what the children have learned in the past 7 weeks. This assessment sheet will give you a few tests to assess the level of reading and writing the children have reached.

You should do this assessment with each child individually. Below you will find the tests and some examples of how to keep a record of the children's progress.

Assessment test

Writing and reading decodable words

- Say the words that are listed in the first column of the table
- Ask the child to write the word
- Mark with a tick if the child writes the word correctly

- Write down the words in the third column of the table
- Ask the child to say the word
- Mark with a tick if the child says the word correctly

End of Term Assessment – Writing and reading			
Name: _____			
Year: E2			
Term: 3			
Writing		Reading	
You say the word	Child writes it	You show the word	Child reads it
killed		filled	
would [would you]		could	
they		grey	
play		say	
mate		late	
break [break a bone]		great	
pain		brain	
think		sink	
know [I know]		knot	

TERM 4 OVERVIEW

WEEK	THEME	OVERVIEW
WEEK 2	Feeling warm	Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/ oo/j/ar/oa/ou/or/ay/ie/q/x/y/ooh/er/ue/oy/air/ Revision Spelling: sand, knee, cement, fuss, knot, city, central, moss, know, running
WEEK 3	Hornbill and cassowary	Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/ oo/j/ar/oa/ou/or/ay/ie/q/x/y/ooh/er/ue/oy/air/ /ooh/ written as ew, ue and u_e Spelling: they, looked, kissed, dance, prey, missed, slapped, steak, would, made
WEEK 4	Thirsty crow	Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/ oo/j/ar/oa/ou/or/ay/ie/q/x/y/ooh/er/ue/oy/air/ /f/ written as ph and gh, /u/ written as ou Spelling: grew, fast, blue, rule, hoop, threw, who, crew, June, true
WEEK 5	The boy who cried "Fire!"	Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/ oo/j/ar/oa/ou/or/ay/ie/q/x/y/ooh/er/ue/oy/air/ /air/ written as ear, are and ere Spelling: phone, enough, coffee, thief, fell, roughly, fish, stiff, photo, glue
WEEK 6	Give me your legs	Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/ oo/j/ar/oa/ou/or/ay/ie/q/x/y/ooh/er/ue/oy/air/ /z/ written as s Spelling: swear, care, missed, share, lied, here, nobody, wear, there, city
WEEK 7	How snakes came to be	Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/ oo/j/ar/oa/ou/or/ay/ie/q/x/y/ooh/er/ue/oy/air/z/ /j/ written as dge Spelling: cheers, fear, pond, near, made, photo, here, June, home, they
WEEK 8	A new roof for our toilet	Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/ oo/j/ar/oa/ou/or/ay/ie/q/x/y/ooh/er/ue/oy/air/z/ /er/ written as ear, ir and or Spelling: edge, forest, giraffe, giant, gentle, hunting, jelly, heart, judge, bridge
WEEK 9	-	Assessment
WEEK 10	-	Feedback and review

STORY

Feeling warm

Long ago all the animals lived together. “Brr! Brr! I’m cold,” croaked Frog.

“Me, too,” shivered Lizard.

“Me, too,” sniffed Rat.

“Me, too,” squeaked Flying Fox.

Dog barked, “I want to feel warm.”

“Me, too,” grunted Pig.

“Me, too,” hissed Snake.

They all wanted to feel warm.

Pussy Cat miaowed, “I know a warm place, inside a cave. A fire burns brightly all the time. But the fire belongs to a big monster who guards the cave.”

Rat sniffed, “Let’s go and get the fire. Frog can swim like a fish, Flying Fox can fly like a bird, and Rat, Pig and Dog can all run like the wind.”

So they decided to work together. Flying Fox flew like a bird and scared the monster at the entrance of the cave. Rat crept inside. He took a piece of burning stick and gave it to Pig. Pig ran through the tall grass and gave the burning stick to Dog. Dog ran as fast as the wind. He gave the burning stick to Frog. Frog grabbed the burning stick and leapt towards the river. The monster tried to catch all of them. He almost caught Frog. But Frog leapt into the water and swam like a fish. The monster couldn’t swim. Frog escaped with the burning stick.

The animals jumped for joy. They made a fire. “Ummm! Now I’m as warm as a kitten,” purred Pussy Cat. They all agreed.



STORI

Olsem wanem paia i kamap

Bipo tru olgeta abus i bin i stap wantaim. “Brr! Brr! Mi kol,” Rokrok i tok.

“Mi tu,” Palai i tok na skin i guria.

“Mi tu,” Rat i tok.

“Mi tu,” Blakbokis i tok long liklik nek.

Dok i tok, “Mi laik skin bilong mi i mas hot.”

“Mi tu,” Pik i tok.

“Mi tu,” Snek i tok.

Olgeta i laik skin bilong ol i hot.

Pusi i tok olsem, “Mi save long wanpela hatpela ples, insait long hul long maunten. Wanpela paia i save lait olgeta taim. Tasol dispela paia em paia bilong wanpela traipela masalai, na em i lukautim gut dispela paia.” Rat i tok, “Yumi go na kisim dispela paia. Rokrok yu inap swim olsem pis, Blakbokis yu inap flai olsem pisin na Rat, Pik na Dok ol inap ran hariap, olsem win.”

Olgeta i tingting long wok wantaim. Blakbokis i flai olsem pisin. Taim traipela masalai long maus bilong hul bilong maunten i lukim em i pret. Rat i go insait isi isi. Em i kisim wanpela hap diwai long paia na givim em long Pik. Pik i ran long longpela gras na givim hap diwai i gat paia long Dok. Dok i ran hariap olsem win. Em i givim hap diwai long Rokrok. Rokrok i kisim hap diwai i gat paia na em i kalap na go long wara. Draipela abus i trai long kisim olgeta wanwan. Klostu em i kisim Rokrok. Tasol Rokrok i kalap long wara na em i swim olsem pis. Traipela masalai i no inap swim.

Rokrok i lusim em na kisim hap diwai i gat paia i go long hapsait. Ol abus i amamas tru. Ol inap wokim paia nau. “Ummm! Nau mi hot, nogat kolpela i stap,” Pusi i tok. Olgeta i tok, “Em nau.”



sand, knee, cement, fuss,
knot, city, central, moss,
know, running

1 SONG

⌚ 10 min

Co-operation

Co-operation is a big word.

It means to help each other.

*When you help someone else at school
or help someone in the home,
you really make a big difference.*



2 PHONICS & LANGUAGE

⌚ 15 min

Today we will play the 'sound chain' game to revise the sounds we have learnt so far.



We need two teams. Divide the children, making sure there is a mix of abilities in each group. Divide the board into 2 columns, one for each team. Name each team.

I am going to write a word on the board. I want the first team to read the word and send up one person to write a new word on their side of the board. The new word must begin with the same sound as the last sound in the word I write. If you get it right, you score one point. Then the second team has a turn. The word they write has to begin with the last sound of the first team's word. We keep going until everybody in both teams has had a go. Then we add up the points.

Let me give you an example before we start.

Write the word 'dog' on the board. Ask the children to tell you what it says. **What is the last sound in the word 'dog'? That's right, /g/. It is the same sound that should be used, not the same letter.**

Write the word 'book' on the board. Ask a volunteer from the first team to come and try writing a word. Do not tell them what the sound should be, but allow them to talk in their team. Someone should start a new word with the /c/ sound.

Take turns, until everyone on both teams has had a go. Add up the points. Remember that the children score points for using the same sound, not for the same spelling.

3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Ask the children questions, do not write them on the board.

When you are cold, what do you do to keep warm?

Do you think animals feel cold as well?

How can you tell if an animal is feeling cold?

What do animals do to keep themselves warm?

Our story this week is 'Feeling warm'. What do you think will happen in the story?

Read the story twice, slowly and with expression.

What animals are mentioned in the story?

How did the animals feel?

Who lives inside a cave?

What is inside the cave that the animals want?

Who did the monster almost catch?

Why couldn't the monster catch Frog?

Why couldn't Snake help out, even though he was also feeling cold?



1 SONG

optional

You help me and I help you
 You help me and I help you.
 Working together is so much fun
 because together we get the job done.
 You help me and I help you.
 (Repeat 1 more time)



2 PHONICS & LANGUAGE

15 min

What was wrong with the animals in the story? They were cold so maybe they looked sad. Write 'they looked sad' on the board using the oo and ed graphemes.



Point to the word 'they'. **Who can read this word? That's right, 'they'.**

Look at the next word and point to the l grapheme. **Which sound is this? /l/.** Point to the oo grapheme. **What sound could this be?** Sound out the k as /c/ in the usual way. Point to the ed grapheme. **What sound could this be?** If necessary, remind children that this is not 2 sounds, /e/ and /d/, but 1 sound, /t/. Blend the sounds to read the word together **'looked'**.

Do this again to sound out and blend the final word 'sad' and then read the whole phrase together.

If we write the word 'looked' like this, how do you think we write the word 'cooked'? Ask the children to write it in their books.

Ask the children to try writing 'kissed', 'missed', 'mashed', 'dashed', 'clapped' and 'slapped'. Talk about the meaning of the words.

3 DECODABLE TEXT

15 min

The animals looked sad. They did not feel good.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

30 min

Who can tell me the title of the story we heard yesterday?

What was the story about?

What animals were mentioned in the story?

What problem did they want to solve?

Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

Long ago all the animals lived together.

"Brr! Brr! I'm cold," croaked Frog. "Me, too," shivered Lizard. "Me, too," sniffed Rat. "Me, too," squeaked Flying Fox. Dog barked, "I want to feel warm." "Me, too," grunted Pig. "Me, too," hissed Snake. They all wanted to feel warm.



Who was the first animal to say he was cold?

Who shivered?

Who squeaked?

What did Dog do?

Draw a three-column table on the board, as below, and ask the children to copy and complete it with the animals from the story.

Animals that can fly	Animals that can walk and run	Animals that can slide

1 SONG

optional

When we all help together
 When we all help together, together, together.
 When we all help together, that's co-operation.
 We'll dig so much faster, we'll clean so much better.
 When we all help together, that's co-operation.



2 PHONICS & LANGUAGE

15 min

If we asked one of the animals in the story if they would like some warmth, they might say 'I would love some.'



Ask a child to come and write 'I' on the board.

How many sounds can you hear in the word 'would'? [Three] Draw 3 sound dots on the board. Point to the first sound dot and ask the children what sound they can hear. **How can we write /w/?** Ask a child to write /w/ on the board as w. Point to the second sound dot. **What sound comes here? /oo/.** **How do we write the /oo/ sound in this word?** Ask a child to write oul over the second sound dot. Point to the third sound dot. **What sound comes here?** Ask a child to come and write /d/ on the board as d. Blend the sounds and read the word 'would'.

How many sounds can you hear in the word 'love'? Three. Draw 3 sound dots on the board. Point to the first sound dot and ask the children what sound they can hear. Ask a child to write /l/ as l. **What is the second sound you can hear in the word 'love'?** /u/. **How do we write the /u/ sound in this word?** Write o above the second sound dot and e at the end after the third sound dot. **What is the last sound in the word 'love'?** Build the /v/ sound as v. Blend the sounds and read the word.

Do the same for the word 'some'. Read the whole phrase together.

I would love some.



3 DECODABLE TEXT

15 min

The animals wanted warmth. They would have loved some heat.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

30 min

How many animals were mentioned in yesterday's part of the story?
Which animals were they? Can you make the sound they make.
How were those animals feeling?



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

Pussy Cat miaowed, "I know a warm place, inside a cave. A fire burns brightly all the time. But the fire belongs to a big monster who guards the cave." Rat sniffed, "Let's go and get the fire. Frog can swim like a fish, Flying Fox can fly like a bird, and Rat, Pig and Dog can all run like the wind." So they decided to work together. Flying Fox flew like a bird and scared the monster at the entrance of the cave. Rat crept inside. He took a piece of burning stick and gave it to Pig.



What do you think a monster is?
Why do you think dogs can run like the wind?



STORY TAGGING

Get children to work in pairs to retell the story. When one has retold a small part of the story, they tag (tap their partner on the arm) to continue the story. The children repeat this until the story is told.



1 SONG

optional

Sing one of the songs 'Co-operation', 'You help me and I help you' and 'When we all help together'.



2 PHONICS & LANGUAGE

15 min

Draw 3 columns down the board. Point to the first column. **In this column we will write words that have the /ay/ sound as ey.** Write 'grey', and draw 3 sound dots. Sound out each sound together and blend them to read the word. **How do you think we write 'they'?** Ask the children to come and write the word 'they' in the column. **How do you think we should write 'prey' like animal prey?** Ask the children to come and write 'prey'. **Choose one of these words and write it in your books.**



Point to the second column. **In this column we will write words that have the /ay/ sound as ea.** Write 'great', and draw 4 sound dots. Sound out each sound to read the word. **How do you think we should write 'steak'?** Ask the children to come and write 'steak' in the column beneath 'great'. Repeat for the word 'break'. Choose one of these words and write it in your books.

Point to the third column. **In all these words the /ay/ sound is written a_e.** Repeat the steps above for the words 'name', 'game', 'same', 'take' and 'made'. **Choose one of these words and write it in your books.**

What are the other ways of writing this sound?
Look for the answers ay and ai.

grey great
••• •••••

3 DECODABLE TEXT

15 min

The animals had the same great plan to make a fire and not be prey for the monster.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

30 min

What did the animals want from the monster? Why did they want it? Why couldn't they just go up to the monster and ask him for it?



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

Pig ran through the tall grass and gave the burning stick to Dog. Dog ran as fast as the wind. He gave the burning stick to Frog. Frog grabbed the burning stick and leapt towards the river. The monster tried to catch all of them. He almost caught Frog. But Frog leapt into the water and swam like a fish. The monster couldn't swim. Frog escaped with the burning stick. The animals jumped for joy. They made a fire. "Ummm! Now I'm as warm as a kitten," purred Pussy Cat. They all agreed.



What was Pig carrying? Who did Pig give the burning stick to? Who was the last person to get the burning stick?



If you jump into the water with a burning stick, will it continue to burn or will it go out? How do you think Frog managed to keep the burning stick alight while in the water?

ROLE PLAY

Get children to act out part of the story. You read today's section, children act it out. Tell the children that they will pretend to be the animals in the story and will walk or move like those animals.



1 SONG

optional

Sing one of the songs 'Co-operation', 'You help me and I help you' and 'When we all help together'.



2 PHONICS & LANGUAGE

⌚ 15 min

Let's write the word 'chance'. How many sounds are there? [Four] Put 4 sound dots on the board.



Ask a child to come and write the first sound for 'chance', ch, above the first sound dot. Repeat for the second and third sound dots. Point to the fourth sound dot. **What sound is this? /s/. Who thinks they know how to write this sound in the word 'chance'?** Give children as much help as they need to recall the /s/ as the ce grapheme. Blend the sounds to read the word '**chance**' together.

Which sound will we have to change to make the word 'dance'? Which new sound do we need? Ask a child to come and write the grapheme d above the first sound dot.

I am now going to give you another word to write. How many sounds are there in the word 'advance'? Put 6 sound dots on the board. Ask a child to come and choose the first grapheme for 'advance' and place it above the first sound dot. Repeat for the other sound dots. Blend the sounds to read the word together '**advance**'.

chance dance advance
 ● ● ● ● ● ● ● ● ● ● ● ● ● ●

3 DECODABLE TEXT

⌚ 15 min

The animals took their chance to make a fire. Now they can dance all night long.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

⌚ 30 min

RETELL

Get the children to write their favourite part of the story (at least 3 sentences). The children can use any work from their books to help them. If they finish early they can draw a picture to go with it.



PAIR AND SHARE

If you have time, get the children to describe their work to their partner. Choose children to come to the front of the class and present their good work.



STORY



Hornbill and cassowary

A long time ago the cassowary and the hornbill were good friends. The cassowary lived in the trees and the hornbill lived on the ground.

One day the cassowary said to his friend, "Every day I fly high in the sky and I don't like that life, I want to live on the ground." His friend the hornbill said, "I am tired of walking in the bush. I don't like that life, I want to fly in the sky. Why don't we change places?" So they changed places. The cassowary lived on the ground and the hornbill lived in the trees and flew in the sky.

One day they met again and the hornbill asked, "Are you happy with your new life?" The cassowary replied, "Oh yes I am very happy now. I enjoy eating the berries but I am afraid of men coming to hunt me. Are you happy hornbill?" "Yes, I am happy," the hornbill replied, "I can see men from up here and I will warn you by flying over you and calling loudly so that you can run away."

This is so that the cassowary can run away from the hunters and live safely on the ground eating the berries. And so every time men go with their bows and arrows to hunt the cassowary, the hornbill will fly ahead and cry out to warn the cassowary.

STORI

Kokomo na muruk

Long taim tru bipo Kokomo na Muruk i bin gutpela wantok tru. Muruk i save stap long ol diwai na Kokomo i save stap long graun.

Wanpela dei Muruk tok long poro bilong em, "Olgeta dei mi save flai long skai na mi no laikim dispela laip, mi laik stap long graun." Poro bilong em Kokomo i tok, "Mi les long wokabout long bus na mi les long dispela laip, mi laik flai long skai, i moa beta yumi tupela i senisim ples." Nau tupela i senisim ples. Muruk i wokabout long graun na Kokomo i flai long skai.

Wanpela dei tupela bung gen na Kokomo askim, "Yu hamamas tasol long niupela laip bilong yu?" Na Muruk i bekim, "O yes mi hamamas tru nau. Mi hamamas long kaikai ol pikinini bilong diwai tasol mi poret long ol man bai kilim mi. Na yu Kokomo, yu hamamas?" "Yes, mi hamamas," Kokomo i bekim, "Mi bai lukim ol man na toksave long yu na yu ken ronawe." Olgeta taim ol man i karim supia na bunara na spia i kam long kilim Muruk, Kokomo i save flai i go pas na toksave long Muruk.

Nau Muruk i ken ronawe long ol man na stap gut na kaikai gut ol pikinini diwai.



SPELLING TEST WORDS

they, looked, kissed, dance,
prey, missed, slapped,
steak, would, made

1 SONG

⌚ 10 min

Our environment

Let's care for our oceans

Let's care for our forests

Let's look after our animals

In our environment.

Don't throw your rubbish on the ground

Don't throw your rubbish in the rivers.

Let's care for our environment

For now and for our future.



2 PHONICS & LANGUAGE

⌚ 15 min

Today we will play the 'sound chain' game to revise the sounds we have learnt so far.



We need two teams. Divide the children, making sure there is a mix of abilities in each group. Divide the board into 2 columns, one for each team. Name each team.

I am going to write a word on the board. I want the first team to read the word and send up one person to write a new word on their side of the board. The new word must begin with the same sound as the last sound in the word I write. If you get it right, you score one point. Then the second team has a turn. The word they write has to begin with the last sound of the first team's word. We keep going until everybody in both teams has had a go. Then we add up the points.

Let me give you an example before we start.

Write the word 'care' on the board. Ask the children to tell you what it says. **What is the last sound in the word 'care'? That's right, /r/. So the next word you write has to begin with the /r/ sound.**

Write the word 'make' on the board. Ask a volunteer from the first team to come and try writing a word. Do not tell them what the sound should be, but allow them to talk in their team. Someone should start a new word with the /c/ sound.

Take turns, until everyone on both teams has had a go. Add up the points. Remember that the children score points for using the same sound, not for the same spelling.

3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Ask the children questions, do not write them on the board.

Who has a best friend?

What is one good thing you have done for your friend?

What is one good thing your friend has done for you?

Our story this week is called 'Hornbill and cassowary'. What do you think the hornbill and the cassowary will do? Do you think they are friends?

Read the story twice, slowly and with expression.

What kind of friends were the hornbill and the cassowary?

Where did the cassowary live and where did the hornbill live?

Why did the cassowary and the hornbill change places?

Were the two birds happy when they changed places?

What was the cassowary worried about when he was on the ground?

How did the hornbill say he would help the cassowary?





/ooh/

1 SONG

optional

Care for your school
 How can I care for my school?
 I'll follow some very simple rules,
 I'll plant some flowers and I'll plant some trees
 And I'll sweep and I'll pull some weeds.
 I'll help pick up all the rubbish,
 Because there's really no place for garbage.
 That's how I can care for my school.



3 DECODABLE TEXT

15 min

The hornbill flew into the blue sky.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

2 PHONICS & LANGUAGE

15 min

There are five different ways of writing the /ooh/ sound that we looked at yesterday. Today we will learn two new ways.



Say 'blue'. How many sounds are there? [Three] Draw 3 sound dots on the board and ask the children to draw 3 sound dots in their books.

Build the first 2 sounds /b/ and /l/ as **b** and **l**. Write ue on the third sound dot on the board.

This is a new way of writing /ooh/. Ask the children to write ue on the third sound dot in their books. Blend the sounds /b/ /l/ /ooh/ to read the word 'blue'.

That was the first new way of writing the /ooh/ sound. Now here is another. Say 'rule' and explain the meaning of the word, saying that Papua New Guinea has a government to rule it. **How many sounds are there?** [Three /r/ /ooh/ /l/] Draw 3 sound dots on the board and ask the children to draw 3 sound dots in their books.

Build the first sound /r/ as r and write it on the first sound dot. Ask the children to write it in their books. Write u on the second sound dot and e after the third sound dot. **This is a new way of writing /ooh/.** Ask the children to write u on the second sound dot and e after the third sound dot in their books. Build the third sound /l/ as l and write it on the third sound dot. Get the children to write it in their books. Blend the sounds /r/ /ooh/ /l/ to read 'rule'.

blue rule
 ●●● ●●●

4 STORY WORK

30 min

Where did the hornbill live and where did the cassowary live after they changed places? Who can tell me a word from the story that they can sound out and spell?



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

The cassowary lived on the ground and the hornbill lived in the trees and flew in the sky. One day they met again and the hornbill asked, "Are you happy with your new life?" The cassowary replied, "Oh yes I am very happy now. I enjoy eating the berries but I am afraid of men coming to hunt me. Are you happy hornbill?" "Yes, I am happy," the hornbill replied, "I can see men from up here and I will warn you by flying over you and calling loudly so that you can run away."



Why was the cassowary happy with his new life?
 Was the hornbill happy?
 Why was the cassowary afraid?
 How did the hornbill say he was going to help the cassowary?
 Was the hornbill a good friend? How do you know?



CHARACTER WEB

Get the children to place a good friend in the middle of their page. Ask them to draw lines from their friend to words and phrases they have learned or can sound out which describe the character.



1 SONG

optional

Sing one of the songs 'Our environment', 'Clean around your homes' and 'Care for your school'.



2 PHONICS & LANGUAGE

15 min

Someone threw a hoop through a window at school. The teacher asked, 'Who threw the hoop?'



Ask the children how many sounds they can hear in the word 'who'. [Two] Draw 2 sound dots on the board.

Point to the first sound dot. **Which sound comes here? /h/ Can you remember how we write /h/ in this sight word?** Point out that it is not just h. Choose a child to write wh. Point to the second sound dot. **What sound comes here? /oo/ We know lots of ways of writing this sound. Can you remember how we write it here?** Choose a child to write /oo/ as o on the second sound dot. Blend /h/ and /oo/ to read the word 'who'.

Say the word 'threw'. **How many sounds can we hear?** Draw 3 sound dots on the board. Build the first 2 sounds /th/ and /r/ as **th** and **r**. Say the word again 'threw'. **What sound comes last? /oo/ We learned more ways of writing this sound.** Ask children to come and write different ways of writing /oo/ [o, oo, ew, ue and u_e] **In 'threw' we write /oo/ like this.** Write ew on the board. Blend the sounds to read the word 'threw'.

Choose a child to write 'the' on the board.

Sound out and blend the word 'hoop'. Talk about the different ways to write /oo/. Read the whole sentence, looking at the different ways of writing /oo/.

Who threw the hoop?



3 DECODABLE TEXT

15 min

Now the hornbill sings out when he sees hunters who try to shoot the cassowary.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

30 min

What do cassowaries like to eat? What do hornbills like to do?



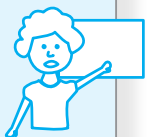
Ask children to say 'cassowary' and tell you how many sounds it contains. Put 7 sound dots on the board and ask the children to come up and put a sound for each sound dot. Do the same with 'hornbill'.

cassowary hornbill



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

So that the cassowary can run away from the hunters and live safely on the ground eating the berries. And so every time men go with their bows and arrows to hunt the cassowary the hornbill will fly ahead and cry out to warn the cassowary.

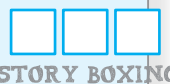


Who hunts for cassowaries? What do they use when hunting? What does the cassowary do when it sees men coming with bows and arrows?



STORY BOXING

Get the children to break the story into 3 boxes [the beginning, middle and end of the story], each with an important event. The children draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists.



STORY BOXING

1 SONG

optional

Sing one of the songs 'Our environment', 'Clean around your homes' and 'Care for your school'.



2 PHONICS & LANGUAGE

⌚ 15 min

Write the word 'chew' on your board using the ch and ew graphemes.



I have written a word that rhymes with a word we wrote yesterday. How many graphemes are there in this word? [Two] **There are two sounds in this word.**

Point to the first grapheme ch. **What sound can be written this way?** Make the sound together /ch/. Point to the second grapheme, ew. **What sound can be written this way?** Make the sound together /ooh/. Blend the sounds to read the word together '**chew**'.

Remove the ch grapheme. Add the c and r graphemes. **What word do I have now?** Help the children to identify /c/ and /r/ and blend the sounds to read the word '**crew**' like boss crew on the PMV.

Remove the r and the ew graphemes, and replace them with l and ue to make c l ue. **What word do we have now?** Point to the last grapheme. **Remember, this is another way of writing the /ooh/ sound.** Help the children to identify /c/ and /l/ and then blend with /ooh/ to read '**clue**'.

We have learned other ways to write the /ooh/ sound. Write 'to', 'room', 'grew', 'true' and 'June' along the top of your board. Read each word. Draw 5 columns, so that each word heads a column. **These are all the ways of writing the /ooh/ sound.** Encourage the children to think of words with the /ooh/ sound and write them in the right columns.

chew crew clue
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3 DECODABLE TEXT

⌚ 15 min

The hornbill and the cassowary are true friends.

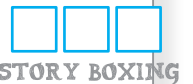
Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

⌚ 30 min

STORY BOXING

Get the children to finish the story boxing they have been doing. The children draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists. Make sure they have got 3 sentences for each of the 3 boxes.



PAIR AND SHARE

If you have time, get the children to describe their work to their partner. Choose children to come to the front of the class and present their good work.



STORY



Thirsty crow

A bird was in a very dry place where there was no water. The sun was very hot and the bird was very thirsty, but there was no water to drink. He cried, "Where will I drink water?" He thought and then he said, "I think there might be water where the sun rises."

So he got up and flew to where the sun rose, but he did not find any water there. So he came back again. Then he thought, "I think there is water where the sun goes down." So he flew to where the sun goes down, but he did not find any water there. So he came back again. Then he thought, "I think there is water right up high where the sun is now." So he flew up high but he did not find water there. So he came back. Then he cried and said, "Oh, where will I drink water?" He looked down to the ground and he heard something call out.

He looked very hard and then he saw an old coconut shell. He saw a big ant inside the coconut shell. Then he heard the big ant say, "There is water inside this coconut shell. You must come and drink all this water." The bird was very happy. He flew down and drank all the water in the coconut shell. Then the big ant could crawl outside the coconut shell.

The big ant said thank you to the bird and then he crawled away. Then the bird flew away. He was very glad that he could drink the water.

STORI

Wanpela pisin i painim wara

Wanpela pisin em i stap long drai ples i no gat wara. San em i hat tumas na pisin em i laik dring tasol i no gat wara. "Bai mi dring we nau ya?" em i krai. Em i tingting i go na i tok, "Ating em i gat wara long san kamap!"

Na em i kirap na i flai i go long san kamap, tasol em i no painim wara. Na em i kam bek. "A ting em i gat wara long san i go daun!" Na em i flai i go long san i go daun tasol em i no painim wara. Na em i kam bek. "A ting em i gat wara antap long ples san i stap long em!" Em i ting na flai i go antap, tasol em i no painim wara. Na em i kam bek. "O, sori, bai mi dring we?" em i krai i stap. Na em i luk luk i go daun long graun na i harim singaut.

Dispela pisin i lukluk na i lukim sel kokonas na i lukim kurakum insait long sel kokonas. Em i harim kurakum i tokim em olsem, "I gat wara insait long hia! Yu kam na dringim olgeta dispela wara!" Dispela pisin i amamas. Em i flai i go daun na dringim olgeta wara long sel kokonas. Na kurakum i kalap i kam autsait long sel kokonas.

Kurakum i tok tenkyu na i go. Pisin i kirap na i flai i go. Em i amamas long wanem i dring wara pinis.



SPELLING TEST WORDS

grew, fast, blue, rule,
hoop, threw, who, crew,
June, true

1 SONG

⌚ 10 min

Hello my friend
Hello my friend
Hello my friend
I'm glad to see you once again.
We've games to play and lots to learn.
Hello my friend
Hello my friend.



2 PHONICS & LANGUAGE

⌚ 15 min

Today we will play 'What's my word?' to revise our sounds.



We need four teams. Divide the children, making sure there is a mix of abilities in each group. Divide the board into 4 columns, 1 for each team. Name each team.

Each team must think of a word. Write it on a piece of paper, but do not show the other teams! Look at your word and count the number of sounds. Make sure you agree. Choose someone to draw the matching number of sound dots at the top of your column.

Now each team has to guess the other teams' words. Choose a child in the first team. Ask them to say a sound. Repeat the sound. Choose a child to write this sound on the board. They have to think of one way of writing the sound. If this is correct, praise them. Choose another child to think of another way of writing the sound. Keep going until you have all the possible letters for this sound written on the board. If any team has this sound in their word, they must own up! Choose a member of each team to say whether they have this sound in their word. If they do, that child writes it on the sound dot they have.

Choose a child in the second team and ask them to say a sound. Write all the possible ways of writing this sound on the board. Is it in any team's word? Keep going like this until a team can guess another team's word. The first team to guess a word correctly wins.

3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Ask the children questions, do not write them on the board.

When do you normally feel thirsty?

What do you want to do when you are very thirsty?

Do you think birds also feel thirsty?

What do birds drink when they are thirsty?

Our story this week is 'Thirsty crow'. What do you think will happen in the story?

Read the story twice, slowly and with expression.

Why was there no water where the bird was living?

How many places did the bird go to to look for water?

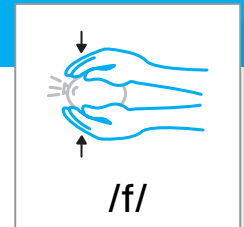
Which places were they?

Who told the crow where to find water?

Why did the ant want the crow to drink all the water?

Why did the ant thank the crow?





1 SONG

optional

I'm happy that you are my friend
 This is my friend.
 My very best friend.
 We share our lunch. We share our books.
 We share our toys and share our blocks.
 That's why you are my friend.
 My very best friend.



3 DECODABLE TEXT

⌚ 15 min

It was tough for the crow, but the ant had a plan.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



2 PHONICS & LANGUAGE

⌚ 15 min

I have to remember something important today. Can you help me by writing a note to remind me? I have to phone my teacher friend Phillip because he is reading the 'Thirsty crow' story too. I need to write 'phone Phillip'.



Say 'phone'. **How many sounds can you hear in the word 'phone'?** [Three] Draw 3 sound dots on the board and ask the children to do the same in their books. Point to the first sound dot. **What sound comes here? /f/ We know several ways of writing this sound.** Ask different children to come and write a way of writing /f/. Encourage them to remember f as in 'fish', ff as in 'cliff' and gh as in 'tough'. **Today we shall learn a new way of writing this sound.** Demonstrate how to write /f/ as ph, by writing it on the board. Get the children to do the same in their books. Build the remaining sounds /oa/ as o_e (writing e after the third sound dot) and /n/. Blend to read 'phone'.

How many sounds can you hear in the word 'Phillip'? [Five] Draw 5 sound dots and get the children to do the same in their books. Point to the first sound dot. **What sound comes here? /f/ We write this in the new way.** Write Ph on the first sound dot on the board and get the children to write it on the first sound dot in their books, reminding them to write a capital letter for a name. Point to the second sound dot and build /i/ as i. Then build /l/ as ll, /i/ as i and /p/ as p. Blend the sounds /f/ /i/ /ll/ /i/ /p/ to read 'Phillip'.

Thank you very much. Now I shall remember to phone Phillip!

phone Phillip
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4 STORY WORK

⌚ 30 min

Who can tell me the title of the story we heard yesterday?
Which animals were mentioned in the story?
What was the crow looking for?
How did he find water?



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

A bird was in a very dry place where there was no water. The sun was very hot and the bird was very thirsty, but there was no water to drink. He cried, "Where will I drink water?" He thought and then he said. "I think there might be water where the sun rises." So he got up and flew to where the sun rose, but he did not find any water there. So he came back again.



Why do you think there was no water at the sun?
How do you think the crow felt after he returned from where the sun rises?



CHARACTER WEB

Get the children to place the crow in the middle of their page. Draw lines from the character to words and phrases they have learned or can sound out which describe the character.



1 SONG

optional

Sing one of the songs 'Hello my friend', 'I'm happy that you are my friend' and 'I've got a friend'.



2 PHONICS & LANGUAGE

15 min

Yesterday I made lots of coffee for my teacher friends. But today, when I looked in the tin, at least half of it had gone! I asked everyone and they all said they hadn't taken it. We joked that my friend Phillip had taken it. I said, 'Phillip the coffee thief!' Let's write it!



Ask the children how many sounds they can hear in the word 'Phillip'. [Five] Draw 5 sound dots on the board. Point to the first sound dot. **What sound comes here? /f/. Can you remember how we have just learned to write this sound?** Encourage the children to suggest ph. Choose a child to write ph on the first sound dot. Point to the second sound dot. **What sound comes here? /i/.** Ask a child to write /i/ as a on the second sound dot. Build the rest of the word, then blend the sounds to read '**Phillip**'.

Write 'the' on the board. Do not sound it out.

Say the next word '**coffee**'. **How many sounds?** [Four] Build each sound /c/ as **c**, /o/ as **o**, /f/ as **ff** and /ee/ as **ee**. Blend to read '**coffee**'.

Say the last word '**thief**'. Write this for the children on the board. Do not sound it out. Read it together '**thief**'. Point to the last letter. **Here we have the /f/ sound again. This time it is written with just one f.**

Read the whole phrase. Point out each way of writing /f/ as ph in 'Phillip', as ff in 'coffee' and as f in 'thief'.

Phillip the coffee thief!

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3 DECODABLE TEXT

15 min

The crow was not a thief, he helped the ant. The ant was huffing and puffing to get out of the shell.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

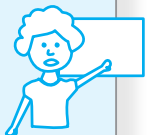
30 min

Ask some children to tell you what happened in yesterday's part of the story. Ask some children to spell some words they know from the story.



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

He looked very hard and then he saw an old coconut shell. He saw a big ant inside the coconut shell. Then he heard the big ant say, "There is water inside this coconut shell. You must come and drink all this water." The bird was very happy. He flew down and drank all the water in the coconut shell. Then the big ant could crawl outside the coconut shell. The big ant said thank you to the bird and then he crawled away. Then the bird flew away. He was very glad that he could drink the water.



**Who was inside the coconut shell?
Why do you think the ant asked the bird to finish all the water in the shell?
How do you think the bird felt after he drank all the water in the shell?**



ROLE PLAY

Put the children in pairs and get them to act out today's part of the story.



ROLE PLAY

1 SONG

optional

Sing one of the songs 'Hello my friend', 'I'm happy that you are my friend' and 'I've got a friend'.



2 PHONICS & LANGUAGE

⌚ 15 min

I have a silly sentence to help us practise the /f/ sound. Here it is. Write 'Fat fluffy Fred fell roughly over the phone.' Ask the children to count the words on the board. **There are eight words.**



In these eight words, the /f/ sound is used seven times. Can you help us to find all the ways of writing /f/ in this sentence? Choose a child to come and underline one of the /f/ sounds. Do this again until you have all 7 /f/ sounds.

Help the children to read each word, underlining the sounds in each word and saying them. Give the children lots of opportunities to blend the sounds to read the words. Ask them to write the words in their books once you have sounded them out.

Can you remember all the ways of writing the /f/ sound? Write 'fish', 'stiff', 'tough' and 'photo' along the top of the board and create 4 columns. Underline the /f/ sound in each word.

Ask the children to suggest words with this sound in them and put them in the right columns. Together, read the lists of words.

3 DECODABLE TEXT

⌚ 15 min

The ant was a rough, tough little animal. The crow was good enough to help him and got a drink for himself.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

⌚ 30 min

RETELL

Get the children to write their favourite part of the story (at least 3 sentences). The children can use any work from their books to help them. If they finish early they can draw a picture to go with it.



PAIR AND SHARE

If you have time, get the children to describe their work to their partner. Choose children to come to the front of the class and present their good work.



STORY



The boy who cried “Fire!”

One day a little boy was playing outside his house. His father had gone away to town for a few days. A man came running from the far end of the village calling, “Fire! Help, my house is on fire!” All the people in the village ran to help put out the fire.

The little boy got a very naughty idea. He built a small fire on the ground behind his house. He put lots of green leaves on the fire to make lots of smoke. Then he ran to the front of the house and cried, “Fire! Help! The house is on fire!” All the people in the village came to help put out the fire. When they realised that the boy had tricked them they were angry and went back to their own houses. But the boy laughed. He had tricked everyone!

The next day the boy did the same thing again. When all the people came to put out the fire, the boy laughed so much that he fell over. The people were very angry that he had tricked them again.

The next day the boy was filling the lamp and spilt the kerosene in the house. Some kerosene ran towards the fireplace. Suddenly the house was on fire. He ran outside and cried, “Fire! Help! The house is really on fire!” But the people thought the naughty boy was trying to trick them again, so no-one came to help.

When the boy’s father came back from town, the house was all burnt and his son was crying. The people told the boy’s father what had happened and he was very angry with his son. He said, “You lied twice, so no-one believed you when you told the truth.”

STORI

Boi i singaut “Paia!”

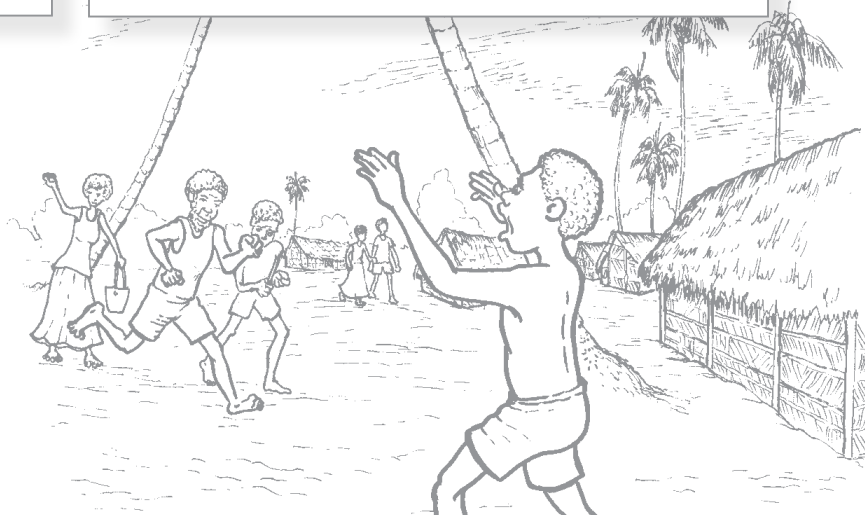
Wanpela de wanpela liklik mangi i pilai autsait long haus bilong em. Papa bilong em bin go long taun. Em bai kam bek bihain long sampela de. Wanpela man i ron i kam na singaut, “Paia! Helpim mi, haus bilong mi i paia!” Olgeta man long ples i ran i go long helpim putim aut paia.

Dispela liklik mangi i kisim wanpela hambak tingting. Em wokim wanpela liklik paia long graun baksait long haus bilong em. Em putim planti nupela lip long paia bilong mekim planti simok. Bihain em i ron i go long frant bilong haus na singaut, “Paia! Helpim mi! Paia i kukim haus!” Olgeta man long ples i kam bilong helpim putim aut paia. Taim ol man i luksave olsem dispela mangi i giamanim ol, ol man i belhat na go bek long ol haus bilong ol. Tasol dispela mangi i lap. Em i trikim olgeta man.

Narapela de bihain dispela mangi i mekim wankain gen. Taim olgeta man i kam long putim aut paia, dispela mangi i lap, lap nogut. Ol man i belhat nogut long wanem em i trikim ol gen.

Narapela de gen dispela mangi i pulimapim karasin long lam na mekim karasin kapsait insait long haus. Sampela karasin i ron i go long ples bilong paia. I no long taim haus i paia. Em i ron i go autsait na singaut, “Paia! Helpim mi! Haus i paia tru.” Tasol ol man ting olsem dispela hambak mangi i laik giamanim ol gen, olsem na nogat man i kam long helpim.

Taim papa bilong dispela mangi i kam bek long taun, haus i paia pinis na pikinini bilong em i krai stap. Ol man i stori long wanem samting bin kamap long papa bilong dispela mangi na em i belhat nogut long pikinini bilong em. Em tok, “Yu bin giaman tupela taim, olsem na nogat man i harem tok bilong yu taim yu tok tru.”



SPELLING TEST WORDS

phone, enough, coffee,
thief, fell, roughly, fish, stiff,
photo, glue

1 SONG

🕒 10 min

I may be short, you may be tall
I may be short. You may be tall. We may be very different. But we are still much the same. We both live under the same blue sky. And breathe in the same fresh air. So let's be kind and respectful friends. To show how much we care. I may be from the Highlands. You may be from the coast. We may be very different. But we are still much the same. We both live under the same blue sky. And breathe in the same fresh air. So let's be kind and respectful friends. To show how much we care.



2 PHONICS & LANGUAGE

🕒 15 min

Today we will play the 'sound chain' game to revise the sounds we have learnt so far.



We need two teams. Divide the children, making sure there is a mix of abilities in each group. Divide the board into 2 columns, one for each team. Name each team.

I am going to write a word on the board. I want the first team to read the word and send up one person to write a new word on their side of the board. The new word must begin with the same sound as the last sound in the word I write. If you get it right, you score one point. Then the second team has a turn. The word they write has to begin with the last sound of the first team's word. We keep going until everybody in both teams has had a go. Then we add up the points.

Let me give you an example before we start. Write the word 'fur' on the board. Ask the children to tell you what it says. **What is the last sound in the word 'fur'? /er/, that's right. So the next word you write has to begin with the /er/ sound.**

Write the word 'early' on the board. Ask a volunteer from the first team to come and try writing a word. Do not tell them what the sound should be, but allow them to talk in their team. Someone should start a new word with the /ee/ sound.

Take turns, until everyone on both teams has had a go. Sometimes, stop the chain and start again, choosing a word that ends with a sound you want the children to practise, for example /ng/. Add up the points. Remember that the children score points for using the same sound, not for the same spelling.

3 STORY WORK

🕒 35 min

Write the story up on the board and leave it for the week.

Ask the children questions, do not write them on the board.

Have you ever tricked someone?

What did you do?

Did they find out that you tricked them?

Were they angry with you?

Do you think it is good to trick someone? Why not?

Our story this week is 'The boy who cried "Fire!"'. What do you think will happen in the story?

Read the story twice, slowly and with expression.

What is the title of the story?

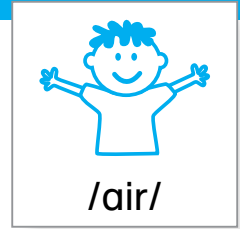
Where was the boy's father that day?

What did the boy use to make lots of smoke?

Why didn't the villagers help him when his house actually burnt down?

What would have happened if the boy didn't trick the villagers in the first place?





1 SONG

optional

Care and respect
 Learning to show one another
 Care and respect for each other,
 Helping to build trust through friendship,
 Are lessons to value through our lives.
 (Repeat 1 more time)



2 PHONICS & LANGUAGE

15 min

There is another way to write the /air/ sound. The boy in the story did not share and care.



Say 'share'. **How many sounds are there?** [Two]
 Draw 2 sound dots on the board and ask the children to draw 2 sound dots in their books. Build the first sound /sh/ as **sh** on the board and ask the children to write it in their books. Write are on the second sound dot on the board. **This is a new way of writing /air/.** Ask the children to write are on the second sound dot in their books. Blend the sounds /sh/ /air/ to read the word 'share'.

Choose a child to write 'and' on the board. Get everyone else to write it in their books. Read the words 'share and'.

Count the sounds of 'care' and draw 2 sound dots. Build the first sound /c/ as **c**. Point to the second sound dot. **We use the same way of writing the /air/ sound as in 'share'.** Write are on the second sound dot. Blend the sounds /c/ and /air/ to read 'care'.

Read the 3 words together 'share and care'. Look at the two new way of writing /air/ in both words.

Write 'wear' on the board. Choose a child to read this. Remind the children of the two ways we have learned so far this week of writing /air/; as are and as ear.

share and care
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3 DECODABLE TEXT

15 min

The boy did not care.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

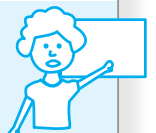
30 min

What is the title of the story we are reading this week?
Who are the main characters?
What would you have said to the boy if he had tricked you?



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

The next day the boy did the same thing again. When all the people came to put out the fire, the boy laughed so much that he fell over. The people were very angry that he had tricked them again. The next day the boy was filling the lamp and spilt the kerosene in the house. Some kerosene ran towards the fireplace.



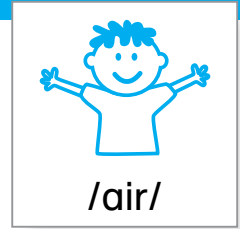
What did the boy do again?
Why did he fall over?
What ran towards the fireplace?



PLACE WEB

Get children to put the place from the story in the middle of their page. Draw lines from the place to words and phrases they have learned or can sound out which describe the setting, e.g. lamp, kerosene, fire, village, hut, town.





1 SONG

optional

Sing one of the songs 'I may be short, you may be tall', 'It's OK to be different' and 'Care and respect'.



2 PHONICS & LANGUAGE

⌚ 15 min

Ask the children how many sounds they can hear in the word 'where'. Draw 2 sound dots on the board.



Point to the first sound dot. **What sound comes here? /w/ How do we write it in this word?** Choose a child to write wh. Point to the second sound dot. **What sound comes here? /air/. In 'where' we write /air/ in another new way.** Write ere on the second sound dot. Blend /w/ /air/ to read **'where'**.

Say **'there'**. **How many sounds can we hear?** [Two] Ask the children to draw 2 sound dots in their books. Do the same on the board. Build the first sound /tthh/ as **th**. **Listen to the second sound. We write this in the same way as in 'where'.** Help them to write /air/ as ere. Do the same on the board. Blend the sounds to read the word **'there'**.

where there
• • • •

3 DECODABLE TEXT

⌚ 15 min

The boy lied here and there.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

⌚ 30 min

Why do you think the boy kept tricking the villagers?

If you were one of the villagers, what would you have done to the boy?



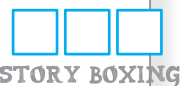
Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

When the boy's father came back from town, the house was all burnt and his son was crying. The people told the boy's father what had happened and he was very angry with his son. He said, "You lied twice, so no one believed you when you told the truth."



STORY BOXING

Get the children to break this part of the story into 3 boxes, each with an important event.



Box 1 - the boy's father returning

Box 2 - people telling his father what happened

Box 3 - the father scolding his son

The children draw and write what is happening using sounds and words they have learned.

Monitor the children, guiding them to useful words and phrases on the board and in class lists.

STORY



Give me your legs

Long, long ago, an eel lived in a cold pond. He swam around and around in the pond. He got cold and tired of swimming in the cold pond.

One day, Piggy came to drink from the pond. Eel said, "Piggy, give me your legs. I'm tired of swimming. I want to walk on land." "Oh no, you can't have my legs. I need them to run away from men when they come hunting." So, poor Eel swam around and around in the pond.

The next day, Eel saw Doggie. Eel said, "Doggie, give me your legs. I'm tired of swimming. I want to walk on land." "Oh no, you can't have my legs. I need them to hunt pigs with my owner." So, Eel went back into the pond again. He swam around and around. He got cold and tired of swimming in the cold water pond.

The next morning, Cassowary came to have a drink. Eel called out, "Casu, give me your legs. I'm tired of swimming. I want to walk on land." "Oh no, you can't have my legs. I like my long legs. I can run very fast with my legs," and off he ran. Eel was very sad. He thought he would never walk on land.

Then, he saw Cat walking by. Eel sang out, "Hey Cat, give me your legs?" Cat smiled. "All right. You can have my legs. But come a bit closer." Eel was so happy. At last he was going to walk on land. But Cat had another idea. When Eel was close enough, Cat grabbed Eel and ate him up! Poor Eel. Well, at least he doesn't have to swim in the cold water any more.

STORI

Givim mi lek bilong yu

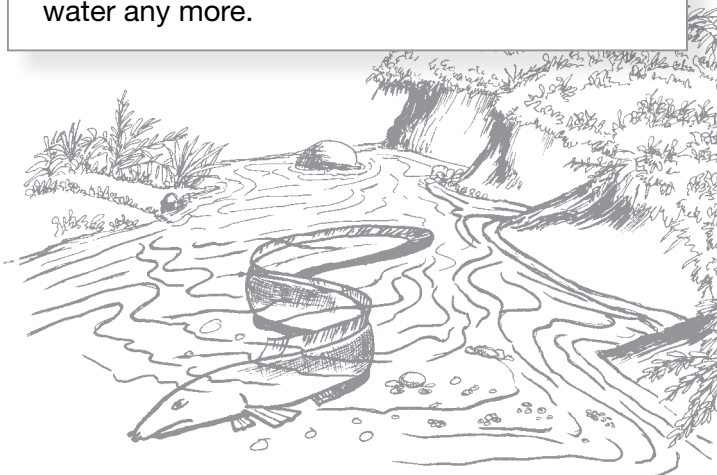
Bipo, bipo tru, i gat wanpela malio husat i save stap long wanpela raunwara we i kol long en. Em i save swim na raun raun insait long dispela raunwara. Em i save mekim olsem i go na em i pilim kol na les long swim insait long dispela raunwara we i kol long en.

Wanpela taim, Pigi kam long dring wara long dispela raunwara na Malio i tok, "Pigi, givim mi ol lek bilong yu. Mi les long swim long wara na mi laik wokabaut antap long graun." "O, nogat. Yu no inap long kisim lek bilong mi. Mi nidim ol long ranawe wantaim, taim ol man i laik kilim mi i kam." Olsem na tarangu dispela Malio i swim raun raun insait long dispela raunwara i stap.

Neks de, dispela Malio i lukim Doki na tok, "Doki, givim mi lek bilong yu. Mi les long swim long wara na mi laik wokabaut long graun." "O, nogat. Yu no inap long kisim lek bilong mi. Mi nidim ol long go kilim pik wantaim papa bilong mi." Olsem na tarangu dispela Malio i go bek gen long dispela raunwara. Em i go swim raun raun insait long dispela raunwara. Em i pilim kol na les long swim insait long dispela raunwara we i kol long en.

Long neks moning, Muruk i kam long dring sampela wara na dispela Malio i singaut na tok, "Kasu, givim lek bilong yu long mi. Mi les long swim long wara na mi laik wokabaut antap long graun." "O, nogat. Yu no inap long kisim lek bilong mi. Mi save laikim dispela ol longpela lek bilong mi. Mi ran hariap tru wantaim lek bilong mi." Em tok olsem na ran i go. Dispela Malio i pilim wari na i no amamas bilong wanem, em i ting olsem em bai no inap long wokabaut antap long graun.

Bihain em i lukim Pusi i wokabaut i kam na em i singaut na tok, "Hei, Pusi, givim lek bilong yu long mi? Pusi i smail i na tok, "Olrait. Yu ken kisim lek bilong mi tasol kam klostu liklik. Malio i amamas nogut tru olsem nau em bai wokabaut antap long graun. Tasol Pusi i gat narapela tingting. Taim dispela Malio i kam klostu long em, em pulim dispela Malio na kaikaim em! Tarangu Malio! Tasol em orait, nau em i no inap long swim gen long dispela kol wara.



swear, care, missed, share,
 lied, here, nobody, wear,
 there, city

1 SONG

⌚ 10 min

Honesty
 H O N E S T Y
 That spells honesty.
 It means don't fib or tell a lie
 H O N E S T Y.



2 PHONICS & LANGUAGE

⌚ 15 min

Today we will play the 'sound chain' game to revise the sounds we have learnt so far.



We need two teams. Divide the children, making sure there is a mix of abilities in each group. Divide the board into 2 columns, one for each team. Name each team.

I am going to write a word on the board. I want the first team to read the word and send up one person to write a new word on their side of the board. The new word must begin with the same sound as the last sound in the word I write. If you get it right, you score one point. Then the second team has a turn. The word they write has to begin with the last sound of the first team's word. We keep going until everybody in both teams has had a go. Then we add up the points.

Let me give you an example before we start. Write the word 'puppy' on the board. Ask the children to tell you what it says. **What is the last sound in the word 'puppy'? /ee/, that's right. So the next word you write has to begin with the /ee/ sound.**

Write the word 'hand' on the board. Ask a volunteer from the first team to come and try writing a word. Do not tell them what the sound should be, but allow them to talk in their team. Someone should start a new word with the /d/ sound.

Take turns, until everyone on both teams has had a go. Sometimes, stop the chain and start again, choosing a word that ends with a sound you want the children to practise, for example /er/. Add up the points. Remember that the children score points for using the same sound, not for the same spelling.

3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Ask the children questions, do not write them on the board.

Is there anything about yourself that you would like to change? ?

What would it be?

How would you like it to be?

Who would you like to be for a day? Why?

Our story this week is 'Give me your legs'.

What do you think will happen in the story? ?

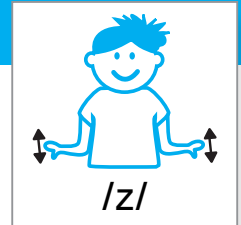
Read the story twice, slowly and with expression.

Who was tired of swimming in the cold pond?

How many animals did he approach? ?

What did he ask them?





1 SONG

optional

It's OK to say "I'm sorry"
 When you're hurt and when you're angry
 There are times when we all get grumpy.
 But my friend don't you really worry
 Because it's OK to say "I'm sorry".



2 PHONICS & LANGUAGE

15 min

If Eel had got his legs, he would have been happy and said 'three cheers'. How can we write 'three cheers'?

Say 'three'. How many sounds can you hear in the word 'three'? [Three] Draw 3 sound dots on the board and ask the children to do the same in their books.

Build the sounds in 'three' as **th r and ee** in the usual way on the board. Ask the children to do the same in their books. Blend the sounds to read the word 'three'.

Say 'cheers'. How many sounds? [Four] **The sound /ee/ is followed by /r/ to make /ee//r/. These two sounds like to be together, but remember that they are two sounds and they each need a sound dot.**

Draw 4 sound dots. Say the sounds as you do so /ch/ /ee//r/ /z/. Get the children to draw 4 sound dots in their books. Point to the first sound dot and build /ch/ as **ch**. Point to the next 2 sound dots and say /ee//r/. **Do you remember these two sounds that we often find together? We write /ee/ like this [ee] and /r/ like this [r].** Point to ee and r and say the sounds together, /ee//r/. Finally build the new sound /z/ as **s**. Get the children to write the word in their books. Blend the sounds to read the word 'cheers'.

three cheers



/z/ SOUND SONG

Have you ever heard a bee buzz,
 a bee buzz, a bee buzz?
 Have you ever heard a bee buzz?
 Z, z, z, z.



3 DECODABLE TEXT

15 min

Eel asked three animals for legs before he asked Cat.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

30 min

What was the title of the story we read yesterday?
 Who were the characters in the story?
 Where did the story take place?
 Did the story have a sad or a happy ending?

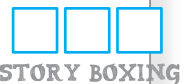
Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

He got cold and tired of swimming in the cold pond. One day, Piggy came to drink from the pond. Eel said, "Piggy, give me your legs. I'm tired of swimming. I want to walk on land." "Oh no, you can't have my legs. I need them to run away from men when they come hunting." So, poor Eel swam around and around in the pond. The next day, Eel saw Doggie. Eel said, "Doggie, give me your legs. I'm tired of swimming. I want to walk on land." "Oh no, you can't have my legs. I need them to hunt pigs with my owner."



STORY BOXING

Get the children to break the story into boxes, each with an important event. Start today with Box 1 containing speech bubbles for Eel and Pig. Eel: "I want your legs because ..."; Pig: "I need my legs to ...". The children draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists.



1 SONG

optional

Sing one of the songs 'Honesty', 'It's OK to say "I'm sorry"' and 'Sharing'.



2 PHONICS & LANGUAGE

⌚ 15 min

Today we practise sounding the /ee//r/ sounds, written as ea r.

Cat wanted to get closer to Eel. If something is close, it means it is near. Write the words 'It is near' on the board.

Point to the first 2 words. Choose a child to read 'It is'.

Point to the next word, 'near'. Run your finger under the last three letters, ea and r. **These are the two sounds we learned yesterday that we often find together, but today the spelling is different.**

Encourage the children to say /ee//r/. Point to the first letter, n. **What sound is this? /n/.** Blend the sounds /n/ /ee//r/ to read 'near'.

Read the phrase together 'It is near'.

3 DECODABLE TEXT

⌚ 15 min

Dear Eel, come near, no need to fear.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

⌚ 30 min

**Why did Cassowary go to the pond?
What did Cassowary say he needed his legs for?
Why did Cat smile when Eel asked for his legs?
How did Eel feel about Cat's answer?**

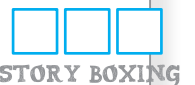
Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

But Cat had another idea. When Eel was close enough, Cat grabbed Eel and ate him up! Poor Eel. Well, at least he doesn't have to swim in the cold water any more.



STORY BOXING

Get the children to continue breaking the story into boxes, each with an important event. Continue today with Box 3 containing speech bubbles for Eel and Cassowary: Eel: "I want your legs because ..."; Cassowary: "I need my legs to ...". The children draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists.



STORY BOXING

1 SONG

optional

Sing one of the songs 'Honesty', 'It's OK to say "I'm sorry"' and 'Sharing'.



2 PHONICS & LANGUAGE

⌚ 15 min

Write 'getting near, Eel full of fear, shed a tear, come here'. ***I have made a set of words using the sound we practised yesterday.*** Ask the children to count the words on the board. [Eleven] ***There are eleven words.***

In these eleven words, the sounds /ee//r/ are used together four times. Can you find all the ways of writing /ee//r/? Choose a child to come and underline one of the /ee//r/ sounds. Repeat this to get all 4. [near, fear, tear, here]

Help the children to read each word, underlining the sounds in each and sounding each sound, apart from the word 'here'. Point out that 'here' has the sound written differently, but that this is a special word that we need to remember how to write. Give the children time to blend the sounds to read the words. Ask them to write the words in their books.

Can we remember both ways of writing the /ee//r/ sounds. Write 'cheer' and 'spear' on the top of the board and create two columns. Underline the /ee//r/ sounds in each word. Ask the children to suggest words with this sound in them and write them in the right column. Together, read the lists of words.

3 DECODABLE TEXT

⌚ 15 min

Cat got near Eel to catch him. He did not shed a tear.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

⌚ 30 min

STORY BOXING

Get the children to finish breaking the story into boxes, each with an important event. Continue today with Box 4 containing the conclusion of the story with Eel and Cat. The children draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists.



PAIR AND SHARE

If you have time, get the children to describe their work to their partner. Choose children to come to the front of the class and present their good work.



STORY



How snakes came to be

Long ago there lived two brothers. Ragin was hard-working and Permalas was lazy. One morning, there was no meat to eat. So Ragin went hunting. He met an old woman. “Help me carry this firewood,” said the old woman. Ragin carried the old woman’s firewood. At the old woman’s house, she said, “Climb the tallest coconut tree and pick only two coconuts. Eat one now and the other later.” Ragin had one and kept the other. Ragin said goodbye and went back hunting. But he was not lucky. The sun was hot now and Ragin was tired and thirsty too. “I’ll drink my last coconut,” he said. When Ragin got his knife to cut the coconut he heard a voice. “Don’t! Don’t! You’ll hurt me.” Out of the coconut appeared a very beautiful girl. Ragin took the girl and went home. When Permalas saw this girl, he was surprised and he asked, “How did you get her?” “I helped an old woman, she told me to get two coconuts, and out of one of them appeared this wonderful girl,” explained Ragin. “I’m going hunting tomorrow,” said Permalas.

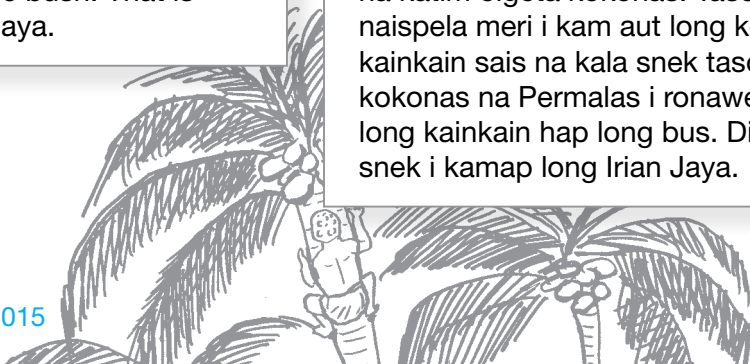
Next morning, Permalas went hunting. On the way he met the same old woman. “Help me carry this firewood” said the old woman. “This is too much for you,” said Permalas. He threw half of it away and carried a small load. At the old woman’s house she said to Permalas, “Climb the tallest coconut tree and get only two nuts. Eat one now and one later.” But Permalas didn’t listen. While he was climbing the shortest coconut tree, he thought to himself, “This is my only chance to have many beautiful wives and I’m not going to miss out on it.” He brought many nuts down. He grabbed a bush knife and started to cut all of them open. Instead of beautiful girls, out of the coconuts came snakes of all sizes, shapes and colours. Permalas ran away. The snakes went in all directions into the bush. That is how snakes came to Irian Jaya.

STORI

Olsem wanem paia i kamap

Long bipo bipo tru tupela brata i bin stap. Ragin em man bilong wok hat tasol Permalas em wanpela les man. Wanpela moning tupela nogat abus long kaikai olsem na Ragin i go painim abus. Long rot em bungim wanpela lapun meri. “Helpim mi na karim paia wut bilong mi,” lapun meri i tok. Taim ol i kam long haus bilong lapun meri, em i tok, “Go antap long longpela kokonas diwai na rausim tupela kokona tasol. Kaikai wanpela nau na narapela bihain yu kaikai.” Ragin kaikai wanpela na karim narapela na tok gutbai long lapun meri na em i go painim abus. Tasol em i no painim wanpela abus. San i hot na em hangere long wara na em i katim kokonas na dring na taim em i laik katim kokonas em harim wanpela nek i tok, “noken katim, noken katim, bai yu bagarap mi.” Insait long kokonas wanpela naispela meri i kam aut na Ragin i kisim em i go long haus. Taim Permalas i lukim dispela meri em i guria na askim Ragin, “yu kisim em olsem wonem?” “Mi helpim wanpela lapun meri na em tokim mi long kisim tupela kokonas na long wanpela kokonas dispela meri i kamap.” “Bai mi i go painim abus tumora.”

Long moning Permalas i go painim abus na long rot em bungim dispela seim lapun meri. Lapun meri i tok, “Helpim mi na karim paia wut.” Permalas i tok, “Dispela paia wut em planti tumas long yu.” Olsem na em tromoi sampela i go na karim liklik tasol. Long haus bilong lapun meri em tokim Permalas, “Go antap long longpela kokonas na kisim tupela kokonas tasol. Kaikai wanpela nau na narapela bihain.” Tasol Permalas i no harim tok. Em i go antap long sotpela kokonas na em wok long tingting, “Dispela em sans bilong mi long i gat planti naispela meri na mi no inap westim dispela sans.” Em rausim planti kokonas i kam daun na kisim naip bilong em na katim olgeta kokonas. Tasol nogat wanpela naispela meri i kam aut long kokonas. Ol kinkain sais na kala snek tasol i kam aut long kokonas na Permalas i ronawe. Ol snek i go long kinkain hap long bus. Dispela em hau snek i kamap long Irian Jaya.



SPELLING TEST WORDS

cheers, fear, pond, near,
made, photo, here, June,
home, they

1 SONG

⌚ 10 min

Biodiversity

*From the kumul to the kokomo
From the mumut to the birdwing
From the guria to the tilapia.
We are a rich and a blessed country,
With such biodiversity.
From the smallest, tiniest insect,
To the largest, tallest tree.
From creeping vines to bright coloured birds.
We are a rich and a blessed country,
With such biodiversity.*



2 PHONICS & LANGUAGE

⌚ 15 min

Divide the children into 2 teams of mixed ability to play the 'clue' game. Choose a child from the first team. Write a word or a grapheme you wish to revise on paper. Make sure the child does not see it and place it on her/his back.



Ask the child to turn around slowly so that everyone in the class can see the word/ grapheme. Ask that child's team to think of clues they can give to help her/him guess what it is.

Clues for graphemes could include: a sound the grapheme represents (in some cases there may be quite a few!); an action that represents the sound; or a word containing the grapheme, either at the beginning, in the middle or at the end.

Clues for words could include: rhyming words; other words that start or end with the same sound; the number of sounds; or other information about the sounds the word contains.

Allow time for a number of clues to help the child guess the word. When the child thinks s/he knows the word/grapheme, s/he should try writing it on the board. If they are exactly right they score two points, if they are partly right (for example the right sound, wrong letter or right word, wrong spelling) they score one point.

Continue by choosing children from each team in turn.

3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Ask the children questions, do not write them on the board.

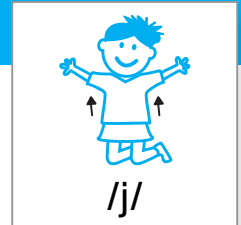
**How many of you have eaten a snake?
Would you like a snake for a pet?
Does anyone have a tumbuna story about a snake? Can you tell the class your story?**

Our story this week is 'How snakes came to be'. What do you think will happen in the story?

Read the story twice, slowly and with expression.

**Who are the characters in the story?
What was the first thing the old woman asked Ragin to do for her?
What did Ragin bring back from his hunting trip?
Where did the girl come from?
What did Permalas bring back from his hunting trip?**





1 SONG

optional

In our oceans
 In our rivers, lakes and oceans
 There are sharks and whales and seals.
 There are turtles, crabs and shellfish
 Prawns and crayfish swim so free.
 In our rivers, lakes and seas.



2 PHONICS & LANGUAGE

15 min

In the story there was one character called Ragin. Ragin went hunting at 'the edge of the forest'. How could we write 'the edge of the forest'?



Choose a child to write 'the' on the board.

Say 'edge'. **How many sounds can you hear?**
 [Two, /e/ /j/] Ask the children to draw 2 sound dots in their books, while you do the same on the board. Point to the first sound dot and build /e/ as e. Point to the second sound dot. **What sound is this? The second sound is /j/. Today we shall learn a new way of writing this sound.** Show how to write /j/ as dge on the board. Ask the children to do the same in their books. Blend the sounds to read 'edge'.

Choose a child to write 'of the' after 'edge' on the board. Read the phrase so far 'The edge of the'.

Say 'forest'. Count the sounds and draw 6 sound dots on the board, as the children to do the same in their books. Blend the sounds to read 'forest'.

Read the whole phrase together, pointing to each word. **We have learned a new way to write /j/. Well done!**

the edge of the forest
 ● ● ● ● ● ●

3 DECODABLE TEXT

15 min

Ragin went hunting and met an old woman at the edge of the forest.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

30 min

**What was the title of yesterday's story?
 Who were the characters?
 Which brother found a beautiful girl in the coconut?**



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

Long ago there lived two brothers. Ragin was hard-working and Permalas was lazy. One morning, there was no meat to eat. So Ragin went hunting.



STORY TAGGING

Get the children to work in pairs to retell the story. When one has retold a small part of the story, they tag (tap their partner on the arm) to continue the story. The children repeat this until the story is told.



1 SONG

optional

Jungles, rivers and rolling plains
 Jungles, rivers and rolling plains
 Housing creatures great and small.
 Bright green beetles, creeping bugs,
 Gentle turtles, flying cranes.
 Our land is rich with plants, trees and so many
 animals.
 Jungles, rivers and rolling plains
 Housing creatures great and small.



2 PHONICS & LANGUAGE

15 min

Ragin was a good boy with a gentle, caring heart. How many sounds does the word gentle have? [Five] Draw 5 sound dots on the board.



What is the first sound? Do you know how we can write the /j/sound? Yesterday we learned to write /j/ as dge, but in this word we write /j/ as g. Write g on the first sound dot. **This happens for other words, like giant.**

Point to the next sound dot. **How do we write /e/ here?** Ask a child to write /e/ as e on the board. Get the children to do the same in their books.

What sound comes next? /n/ Ask a child to come and write n on the third sound dot.

What is the fourth sound? /t/ Who can come and write this sound for us?

What is the last sound? // The last sound is // and we write is the same way as we do at the end of little. We write it with le for the // sound. Blend the sound together to make 'gentle'.

gentle
 ●●●●●

3 DECODABLE TEXT

15 min

Ragin was gentle with a good heart.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

30 min

In what ways were Ragin and Permalas different?

Why did Ragin go to the bush?

What do you normally eat if there is no meat in the house?



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

At the old woman's house, she said, "Climb the tallest coconut tree and pick only two coconuts. Eat one now and the other later." Ragin had one and kept the other. Ragin said goodbye and went back hunting. But he was not lucky. The sun was hot now and Ragin was tired and thirsty too. "I'll drink my last coconut," he said. When Ragin got his knife to cut the coconut he heard a voice. "Don't! Don't! You'll hurt me". Out of the coconut appeared a very beautiful girl. Ragin took the girl and went home.



CHARACTER WEB

Get the children to place 2 characters, Ragin and Permalas, in the middle of their page. Draw lines from the character to words and phrases they have learned or can sound out which describe the character.



1 SONG

optional

Sing one of the songs 'Biodiversity', 'In our oceans' and 'Jungles, rivers and rolling plains'.



2 PHONICS & LANGUAGE

15 min

How would you judge the boys' behaviour?

Write 'judge' on the board. Put 3 sound dots under it.

Point to the first sound. Encourage the children to remember what sound we write with j, /j/. Point to the second sound and sound out **u** as /u/. Point to the third sound. **This is our new way of writing the sound we have been working on this week /j/.** Get the children to practise writing /j/ as dge in their books. Encourage them to make the sound /j/ as they write dge. Blend all the sounds /j/ /u/ /j/ to read 'judge'.

Another word with the /j/ sound is 'jump'. You might jump if you saw a snake. Write 'jump' on the board. Put 4 sound dots under it. Point to the 'j' and remind the children that this is another way of writing the /j/ sound. Sound out each sound /j/ /u/ /m/ /p/ and blend to read 'jump'.

judge
••••

3 DECODABLE TEXT

15 min

Did the old woman judge Ragin and Permalas?

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

30 min

What is the title of our story for this week?
What does the old woman tell Ragin to do?
What happens when he tries to drink the second coconut?

Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

At the old woman's house she said to Permalas, "Climb the tallest coconut tree and get only two nuts. Eat one now and one later. But Permalas didn't listen. While he was climbing the shortest coconut tree, he thought to himself, "This is my only chance to have many beautiful wives and I'm not going to miss out on it." He brought many nuts down. He grabbed a bush knife and started to cut all of them open. But Permalas didn't listen. While he was climbing the shortest coconut tree, he thought to himself, "This is my only chance to have many beautiful wives and I'm not going to miss out on it." He brought many nuts down. He grabbed a bush knife and started to cut all of them open. Instead of beautiful girls, out of the coconuts came snakes of all sizes, shapes and colours. Permalas ran away. The snakes went in all directions into the bush. That is how snakes came to Irian Jaya.

The old woman knows what will happen to Permalas. Why doesn't she warn him?

CHARACTER

Get children to write words and phrases they have learned or can sound out which describe the old woman, such as wise, clever, magic, old.

CHARACTER

1 SONG

optional

Sing one of the songs 'Biodiversity', 'In our oceans' and 'Jungles, rivers and rolling plains'.



2 PHONICS & LANGUAGE

⌚ 15 min

We are going to practise the different ways of writing the /j/ sound. Write 'bridge', 'jelly' and 'giraffe' at the top of 3 columns on the board, underlining the dge, j and g. **Let's write some lists of words under the spellings.** If a word is suggested which is not spelled in one of these ways, say that it is the right sound but do not record it.

Read the lists of words you have created, such as 'wedge', 'hedge', 'badge'; 'jam', 'jelly', 'job', 'gentle', 'giant', 'gem'.



3 DECODABLE TEXT

⌚ 15 min

Ragin did just the job that the old woman asked of him.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

⌚ 30 min

RETELL

Get the children to write their favourite part of the story (at least 3 sentences). The children can use any work from their books to help them. If they finish early they can draw a picture to go with it.



PAIR AND SHARE

If you have time, get the children to describe their work to their partner. Choose children to come to the front of the class and present their good work.



INSTRUCTIONS

A new roof for our toilet

Our toilet roof is leaking. When it rains we get wet. We will make a new roof. We will make a new roof by sewing sago leaves. We call this 'sisoro'.

Get:

- sago fronds
- a piece of betelnut palm trunk
- a black palm needle
- bush rope

1. Cut fronds from sago palm.
2. Carry them to school.
3. Remove the spines from the leaves.
4. Split the betelnut palm trunk into long sticks.
5. Fold the leaves over the sticks.
6. Sew the leaves with the needle...
7. ...and the sago leaf spines.
8. Carry the sisoro to the school toilet.
9. Put them on the roof.

Now we don't care if it rains. We will be dry when we use our toilet!



TOK TOK BILONG BIHAINIM LONG MEKIM SAMTIM

Wanpela nupela rup bilong toilet bilong mipela

Wara i wok long kam daun long rup bilong toilet bilong mipela. Taim em i ren, mipela i save wet. Mipela bai i mekim nupela rup. Mipela bai i mekim nupela rup wantaim ol lip bilong saksak. Bai mipela i samapim dispela ol lip bilong saksak wantaim, na dispela kain rup em ol i save kolim 'sisoro'.

Kisim:

- Ol lip bilong saksak diwai
 - Hap bun bilong buai diwai
 - Blakpela nidel bilong pam diwai
 - Sampela bus rop
1. Katim ol lip bilong diwai saksak.
 2. Karim ol i go long skul.
 3. Rausim strongpela bun bilong dispela ol saksak lip.
 4. Brukim dispela ol hap bun bilong buai diwai i go olsem ol longpela stik.
 5. Foldim dispela ol lip antap long dispela ol longpela buai stik.
 6. Samapim dispela ol lip wantaim dispela blakpela nidel bilong pam diwai...
 7. ...na bun bilong dispela ol lip bilong saksak.
 8. Karim dispela sisoro i go long toilet bilong skul.
 9. Putim i go antap long rup bilong dispela toilet.

Nau mipela i no bisi sapos em i ren o nogat. Mipela bai stap drai taim mipela i go long yusim toilet!



SPELLING TEST WORDS

edge, forest, giraffe,
giant, gentle, hunting,
jelly, heart, judge, bridge

1 SONG

⌚ 10 min

The time has come to say goodbye
The time has come to say goodbye
The time has come to say goodbye
The year has been long
The year has been good
We have sung new songs
We have shared our food
We have learnt new things
We have.



2 PHONICS & LANGUAGE

⌚ 15 min

Divide the children into two teams of mixed ability to play the 'clue' game. Choose a child from the first team. Write a word or a grapheme you wish to revise on paper. Make sure the child does not see it and place it on her/his back.



Ask the child to turn around slowly so that everyone in the class can see the word/ grapheme. Ask that child's team to think of clues they can give to help her/him guess what it is.

Clues for graphemes could include: a sound the grapheme represents (in some cases there may be quite a few!); an action that represents the sound; or a word containing the grapheme, either at the beginning, in the middle or at the end.

Clues for words could include: rhyming words; other words that start or end with the same sound; the number of sounds; or other information about the sounds the word contains.

Allow time for a number of clues to help the child guess the word. When the child thinks s/he knows the word/grapheme, s/he should try writing it on the board. If they are exactly right they score two points, if they are partly right (for example the right sound, wrong letter or right word, wrong spelling) they score one point.

Continue by choosing children from each team in turn.

3 STORY WORK

⌚ 35 min

Write the instructions up on the board and leave them for the week.

Ask the children questions, do not write them on the board.

What are instructions?

Why do we need them?

What different kinds of instructions are there?

Our text for today is called 'A new roof for our toilet'.

Read the story twice, slowly and with expression.

What were these instructions for?

Who were they written by?

Why did they write them?

Do you think you could follow them?



1 SONG

optional

Farewell my friends

Farewell my friends, farewell my friends.
 Finally, the term has come to an end.
 I'll go back home and so will you.
 We won't meet again until the holiday's through.
 Take care my friends, take care my friends.
 I'll see you when the term begins again.



2 PHONICS & LANGUAGE

15 min

I ate something new last night. I ate a 'new kind of stew'.



How many sounds can you hear in the word 'new'? [Two] Draw 2 sound dots on the board and point to the first. Ask the children what sound they can hear. Ask a child to write /n/ on the board as n. Point to the second sound dot. **What sound comes here? /ue/** The different ways to write /ue/ are – u_e, ew and ieu. **How do you think we should write the /ue/ sound in this word?** Ask a child to write ew over the second sound dot. Blend the sounds and read 'new'.

How many sounds can you hear in the word 'kind'? [Four] Draw 4 sound dots on the board. Build the sounds in the usual way: /c/ as k, /ie/ as i, /n/ as n and /d/ as d. Talk about different ways to write /c/ and /ie/. Blend the sounds and read the word 'kind'.

Ask a child to come and write the word 'of' on the board.

How many sounds can you hear in the word 'stew'? Three. Draw 3 sound dots on the board.

Build the first two sounds /s/ and /t/ as s and t.

Point to the last sound dot. **What sound comes here? /ue/** How do you think we should write the /ue/ sound in this word? Remind the children of 'new'. Ask a child to write ew over the last sound dot. Blend the sounds and read 'stew'.

Read the whole phrase together.

new kind of stew

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3 DECODABLE TEXT

15 min

The children tell us how to make a new roof.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

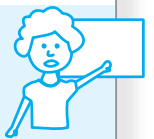
30 min

What kind of text did we read yesterday?
What were the instructions for?
What were some of the instructions?
What do you need before you can follow these instructions?



Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

Our toilet roof is leaking. When it rains we get wet. We will make a new roof. We will make a new roof by sewing sago leaves. We call this 'sisoro'.



In pairs, get the children to decide on something they will write instructions for. Talk about how to make a toy truck, or the way to prepare favourite food, for example.



1 SONG

optional

It's time to go home
 It's time to go,
 But don't be sad
 We've learnt new things
 We've made new friends.
 Don't cry, don't fret
 O just be glad
 We'll come back soon.



2 PHONICS & LANGUAGE

15 min

To fix the roof on the toilet the children will need to 'keep the doorway clear'.

Write 'keep the doorway clear' on the board. Ensure you write the word 'doorway' using the graphemes d, oor, w, ay and do not separate the oo and the r graphemes. In this word oor represents one sound, /or/.

Point to the word 'keep'. **Who thinks they can read the word?** Point to the k grapheme. **Which sound is this? /c/** Point to the ee grapheme. **Which sound is this? /ee/** Point to the p grapheme. **Which sound is this? /p/** Blend the sounds to read together 'keep'.

Ask a child to read the next word 'the'.

Point to the word 'doorway'. **How many sounds are there in this word?** [Four, /d/ /or/ /w/ /ay/] Point to the d grapheme and sound this out as /d/. Point to the oor grapheme. **What sound could this be?** Encourage the children to recognise oor as a way of writing down the sound /or/. Point to the w grapheme. **What sound is this? /w/** Point to the ay grapheme. **What sound is this? /ay/** Blend the sounds to read together 'doorway'.

Point to the word 'clear'. **Who thinks they can read this word?** Point to the c grapheme. **Which sound is this? /c/** Point to the l grapheme. **Which sound is this? /l/** Point to the ea r graphemes. **Which sounds could these be? /ee//r/.** Blend the sounds to read together 'clear'. Read the whole phrase together.



3 DECODABLE TEXT

15 min

The children keep the doorway clear to mend the roof.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

30 min

Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

Get:

- sago fronds
- a piece of betelnut palm trunk
- a black palm needle
- bush rope



Write the things that someone will need before they can follow the instructions that you are going to write. Put them in a list. Use numbers or bullet points to make them clear.



1 SONG

optional

Sing one of the songs 'The time has come to say goodbye', 'Farewell my friends' and 'It's time to go home'.



2 PHONICS & LANGUAGE

⌚ 15 min

Draw two columns on the board. **We looked at the /air/ sound last term. Who thinks they can remember a way to write it down?** You may be given ear, ere, are or air.



Today we are going to practise two of the most common ways of writing /air/. How many sounds are there in the word 'fair'? Can you write the word 'fair' in your books? Check the children's work and write 'fair' in the first column on your board.

What do I need to do to the word 'fair' to change it into 'pair', like a pair of socks? Ask the children to try writing the word 'pair' in their books. When they have finished, write it on your board and read it together.

What do I need to do to the word 'pair' to change it into 'chair'? Ask the children to try writing the word 'chair' in their books. When they have finished, write it on the board and read it together.

Write the word 'dare' in the second column and read it together. **We have the same sound here but a different spelling. What do I need to do to the word 'dare' to change it into 'care'?** Ask the children to try writing the word 'care' in their books. When they have finished, write it on your board and read it together.

Do the same for 'share', 'scare' and 'square'.
Read all the words you have written together.

3 DECODABLE TEXT

⌚ 15 min

Now the children will not care if it rains.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.

4 STORY WORK

⌚ 30 min

How many things did the children need to fix the roof?

What were those things?

How many things do you need for your toy or favourite food or whatever you chose?

Point to the words as you read this part slowly. Ask the children to help you read the words. Do this at least twice.

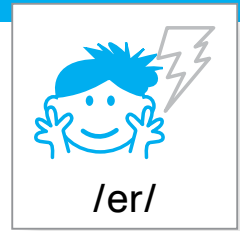
1. Cut fronds from sago palm.
2. Carry them to school.
3. Remove the spines from the leaves.
4. Split the betelnut palm trunk into long sticks.



What is the first thing you will need to give instructions for?

Look at the first words of the numbered instructions. They tell you what to do, with verbs like 'cut', 'carry', 'remove' and 'split'. Use verbs to begin your instructions.





1 SONG

optional

Sing one of the songs 'The time has come to say goodbye', 'Farewell my friends' and 'It's time to go home'.



2 PHONICS & LANGUAGE

⌚ 15 min

Have you heard the saying 'the early bird catches the worm'? Discuss the meaning of the saying. The sentence has 3 different ways of writing the sound /er/ (ear, ir, and or). Write 'The early bird catches the worm.'



Point to the word 'The'. Ask a child to read the word.

Put sound dots under the word 'early', ear | y. Point to the ear grapheme. **Which sound is this?** Encourage the children to recognise this as /er/. Sound out l and y as /l/ and /ee/. Blend the sounds to read the word 'early'.

Point to the word, 'bird' and put sound dots under it. Point to the b grapheme and sound out it as /b/. Point to the ir grapheme. **What sound could this be?** Encourage the children to recognise ir as another way of writing /er/. Point to the d. **What sound is this? /d/** Blend the sounds to read the word 'bird'.

Point to the word 'catches' and put sound dots under it. Point to the graphemes in turn, c, a, tch, e, s and sound out as the corresponding phonemes /c/ /a/ /ch/ /e/ /z/. Blend the sounds to read the word.

Choose a child to read the word 'the'.

Point to the word 'worm'. **What is the first sound in this word? /w/** Point to the or grapheme. **What sound could this be?** Encourage the children to recognise or as another way of writing down /er/. Point to the m. **What sound is this? /m/**. Blend the sounds to read the word together 'worm'.

Read the sentence together.

the early bird catches the worm



3 DECODABLE TEXT

⌚ 15 min

The clever children fixed the roof early.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



4 STORY WORK

⌚ 30 min

PAIR AND SHARE

Get children to describe their work to their partner. Choose children to come to the front of the class and present their good work.



TERM 4 ASSESSMENT

We have reached the end of Term 4 in E2. This is the time to assess what the children have learned in the past 7 weeks. This assessment sheet will give you a few tests to assess the level of reading and writing the children have reached.

You should do this assessment with each child individually. Below you will find the tests and some examples of how to keep a record of the children's progress.

Assessment test

Writing and reading decodable words

- Say the words that are listed in the first column of the table
- Ask the child to write the word
- Mark with a tick if the child writes the word correctly

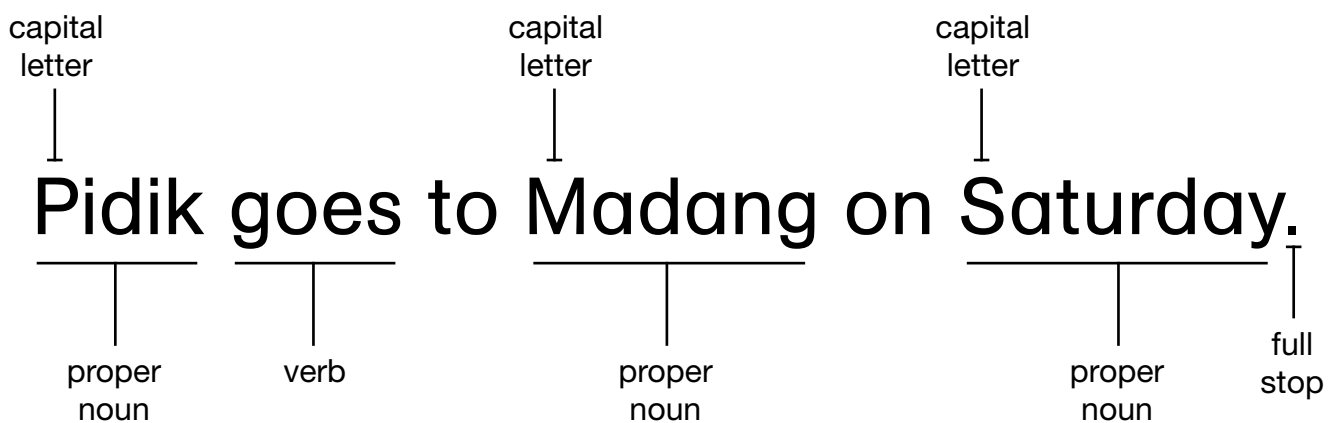
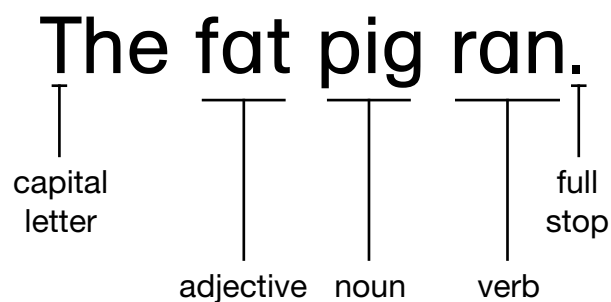
- Write down the words in the third column of the table
- Ask the child to say the word
- Mark with a tick if the child says the word correctly

Writing		Reading	
You say the word	Child writes it	You show the word	Child reads it
boot		cockatoo	
blue		grew	
tune		rule	
photo		phone	
tough		rough	
swear		bear	
share		care	
where		there	
easy		please	
cheer		near	
edge		bridge	
gentle		giant	
early		bird	

APPENDIX

Grammar

		Examples
Noun	A word to name a person, a thing or an idea.	teacher, pen, lesson
Verb	A word to describe an action. [a doing word]	play, laugh, read
Adjective	A word to describe a noun.	big, red, sunny
Capital letter	A letter in the larger form used to begin sentences and proper nouns.	A, B, C
Proper noun	A word for an individual person, place, etc. spelled with an initial capital letter.	Telu, Kundiawa, December, English
Full stop	A punctuation mark used at the end of a sentence.	.



SD-card

- Speaking and listening songs (mp3)
- Sound songs (mp3)
- Sound action videos (mp4)
- Sound action videos (3gpp)
- Teacher training videos (mp4)
- Teacher training videos (3gpp)
- Singing na stori tambuna CD (mp4)

3 booklets

- Speaking and listening song texts
- Sound song texts and sound story texts
- Decodable texts

Set of 142 flashcards

3 A1 posters

- Phoneme example words
- Sight words
- Nouns, adjective and verbs

23 readers

Shell Books, E1

- Butterfly story
- I am a bird
- I am a butterfly
- I'm bigger than you are
- My rooster
- My turtle
- Party time
- Sun and flower
- The runaway pig
- What am I?
- Who sank the boat?

Shell Books, E2

- Art of Papua New Guinea
- Duck and Rooster
- Stone boy
- The crane
- Vagi and Tatoi at home

School Journals, E2

- Bridge 6
- Bridge 7
- Bridge 8
- Bridge 9

Our English series for Melanesia, E2

- Something for me
- Something for you
- Something for them

