

Nguzu Nguzu English

Teacher's Guide Book 1



Standard 4

Reprinted in 2004 with assistance from the New Zealand Agency for International Development (NZAID).



First edition 2003

Published in 2003 by the Curriculum Development Centre
P.O. Box G27
Honiara
Solomon Islands.



Copyright © Ministry of Education and Human Resources Development 2003

All rights reserved. Any parts of the book may be copied, reproduced or adapted to meet the local needs, without permission from the authors, provided the parts reproduced are distributed free for educational purposes only. Written permission should be obtained from the Curriculum Development Centre, if the book is reproduced to make profit.

ISBN 982-371-073-2

The production of this teacher's guide was funded by the Solomon Islands Government with assistance from the British Department For International Development and The European Union.



Foreword

The development of this English Teacher's Guide has arisen from the desire to make English teaching and learning more natural and relevant to the needs of Solomon Islands pupils and teachers.

The activities in the Teacher's Guide reflect the principle that children learn any new language by hearing that language used in a natural way. Through exposure to the language in use, they learn its' vocabulary, its' grammatical rules and pronunciation. Fluency and understanding are developed by practice in speaking and listening activities and literacy is promoted through reading and writing activities.

The Whole Language Approach that was the foundation for learning English in Standards 1 - 3 is developed in Standard 4 into a **functional approach to literacy** which stresses reading and writing for specific purposes. That is reading for meaning, for information, for pleasure and for understanding and writing to convey ideas, facts and opinions to a particular audience. Literacy skills useful in real life are the basis for what is taught in the classroom.

This Teacher's Guide and the related Pupil's Books have been developed locally, by Solomon Islands teachers and Curriculum Developers, to reflect the everyday customs, values and experiences of Solomon Islanders. Thus they ensure that the teaching and learning of English in schools is relevant and meaningful for our pupils and is placed firmly in the context of their daily lives.

I regard the development of these teaching and learning approaches as another important step in our efforts to provide quality, meaningful learning experiences for our children.

As Permanent Secretary responsible for the provision of education services in Solomon Islands I endorse this English Teacher's Guide for use in Primary Schools throughout the country.



Barnabas Anga
Permanent Secretary
Ministry of Education and Human Resources Development.

Acknowledgements

The Ministry of Education and training is grateful to the following people whose work has led to the development of the Nguzu Nguzu English Teacher's Guide and other materials and resources for Standard 4.

Curriculum Development Centre Team

Franco Rodie, Director CDC
Jacob Zikuli, Senior Curriculum Development Officer
David Sokaika, PEDP Curriculum Officer
Ellen Wairiu, PEDP Curriculum Officer
Lionel Damola, PEDP Curriculum Officer
Andrew Herriot, PEDP Project Adviser
Alison Blaylock, PEDP In-service Training Adviser

Writers

Nguzu Nguzu English Teacher Writers
School of Education English Department Staff

Consultant Editors, University of Queensland

Annette Woods
Ewa Czernuszewicz
Eluned Lloyd
Cindy Watson
Anna Kinnane

Funding Agencies

European Union
UK Department For International Development

Desk Top Publishing

Jacob Zikuli
Eunice Duna

Graphics & Artwork

Jackson Onahikeni

Contents	Page
Foreword	i
Acknowledgements	ii
The English Syllabus	4
The Layout of the Materials	8
Developing Literacy from Standards 4 - 6	10
Teaching Methods	16
Discussion and Oral Work	16
Language Development	17
Teaching Reading	18
Teaching Comprehension	19
Teaching Writing	20
Teaching Handwriting	22
Teaching Spelling	24
Assessment and Record Keeping	26
Assessing Reading - Running Records	26
Assessing Writing - Collecting Writing Samples	29
Assessing Oral Skills - Oral Observation Records	31
Planning Guidelines	32
Composite Class Applications	34
Glossary of Terms	36
The English Units	
Term 1	41
Unit 1 Where We Live	43
Unit 2 Village and Town	70
Unit 3 Meeting Places	101
Unit 4 Family and Friends	125
Term 2	155
Unit 5 Community Workers	156
Unit 6 Weather and Our Daily Lives	186
Unit 7 Farmers and Fishermen	211
Unit 8 Nutrition	241

The English Syllabus

The Rationale for Teaching English in the Curriculum

English is one of the international languages of the world, the official language of Solomon Islands and the recommended medium for instruction throughout the formal education system.

By the time they enter the formal education system, pupils will already have acquired one or more languages. Through the Nguzu Nguzu Curriculum in Standards 1-3 they have become familiar with English as an additional language in a classroom environment which also builds on and enriches their local language.

In the first three years of primary school, pupils will have been gradually introduced to written and spoken English, so that by Standard 4 they will be at a point where they are comfortable with it as the medium for instruction across the primary curriculum. The Standard 4 English Curriculum builds on this foundation.

Through a variety of genres pupils develop their skills in literacy (reading and writing) and oracy (speaking and listening). Factual and literary texts, different forms and styles of writing are the basis for developing confident reading and independent writing skills. The materials encourage reading and writing for a real purpose, in a real world. Pupils will learn to read and write for pleasure, for instruction, for information, to express ideas and opinions and to give and follow instructions.

Why is English Important for Solomon Island Pupils?

- A sound understanding of English is necessary for pupils to fully access all areas of the primary curriculum, and essential if they are to progress to secondary and tertiary education.
- Achieving literacy in English gives pupils access to a range of written texts including newspapers, magazines, books and poetry.
- Fluency in spoken English enables them to communicate and express their ideas with confidence in the official language of Solomon Islands.
- English opens up access to a wider range of English language media such as radio and television broadcasts and telecommunications.
- Confidence in English will provide pupils with an entry point to exploring new media such as the internet and email communications in an increasingly multi-media age.
- In adulthood, the ability to read in English promotes access to a wealth of knowledge in community life, a range of professional fields, business, science and technology.
- Confidence in the English Language contributes significantly to the achievement of social, cultural, economic and political potential.

Aims of English Language Education - Oracy and Literacy

English is used as the medium of instruction in Solomon Islands' school textbooks and in all areas of the primary curriculum. Pupils learn much of their English through immersion in an English-rich environment.

Daily English lessons, based on a whole language approach, further develop pupils' ability to communicate confidently and effectively, in both speech and writing, through encouraging the active involvement of pupils in developing their listening and speaking (oracy) and reading and writing (literacy) skills.

Teachers need to expose their pupils to as much English as possible, in natural contexts which are relevant and appropriate to the age and experience of the pupils.

Using the Nguzu Nguzu Readers, Teacher's Guides, the Pupil's Books and other available materials, teachers are encouraged to plan and implement a programme of varied learning activities to meet the specific needs of their pupils.

Aims in Oracy

To develop effective **listening and speaking skills**, pupils should learn to:

- listen, understand and respond to English instructions, directions and questions;
- organise their ideas and present them in spoken English in a way which is appropriate to their purpose and that of their listener;
- understand the ways in which the pronunciation of consonants and consonant blends differ in English and the languages of the Solomon Islands;
- understand and use the vocabulary, pronunciation and grammar of standard international English;
- understand and use the vocabulary of all subjects of the primary curriculum.

Aims in Literacy

To develop effective **reading and writing skills**, pupils should learn to:

- view reading and writing as both pleasurable and useful activities;
- read silently, with understanding and enjoyment;
- read, understand and respond to a wide range of English texts, in a variety of styles (genres) across the primary curriculum;
- read aloud, accurately, fluently, with expression and with understanding;
- write with appropriate accuracy and precision of handwriting, spelling, punctuation and text organisation;
- write narrative and factual texts confidently, expressively and effectively from their own experience, research and imagination using a draft-discuss-redraft process;
- understand that different forms of writing require writers to organise their ideas in particular ways and influence the structure, vocabulary and grammar of a text.

Syllabus Objectives Tables Standard 4

The following pages contain the **Syllabus Objectives Tables** for Standard 4 as presented in the Ministry of Education's Primary English Syllabus. The purpose of these is as follows:

- To focus the teacher's mind on the purpose of the English curriculum activities and their intended outcomes for students.
- To provide a structure for the content of the curriculum within a larger framework for the development of language and literacy.
- To assist teachers in planning work at the appropriate level for their students - the Standard 4 objectives build on the skills taught at Standard 3 and prepare students for the next level, Standard 5.
- To help teachers evaluate the effectiveness of their own teaching.
- To help teachers to assess the strengths, weaknesses and progress of their pupils.
- To ensure consistency across the education system so that teachers, trainers, education officers and school inspectors share the same expectations regarding the scope and focus of English Language teaching at Standard 4.

There are three types of objectives, **Awareness**, **Knowledge** and **Skills**

Awareness is what the pupils should see, hear and experience;

Knowledge is what the pupils should know and understand;

Skills are things that the pupils should be able to.

The Standard 4 Materials are structured to ensure that each objective is revisited several times throughout the year so that pupils develop and build on their awareness, knowledge and skills as the year progresses.

Awareness Objectives (A1 – A6) These describe the broad skills and principles underpinning Nguzu Nguzu English. They draw attention to the purpose and value of proficiency in English. They form the basis of teaching pupils to appreciate the benefits and place of English in their everyday lives. These objectives are often reflected in the **Background Information** sections of the Teacher's Guide.

Knowledge Objectives (K1 – K12) These cover grammar, punctuation, vocabulary and spelling rules and conventions that the pupils need to know. Pupils will practise and demonstrate this knowledge in the reading, writing and oral activities provided in each unit. Teachers will refer to knowledge objectives particularly when planning the Language Study and Comprehension activities suggested in the Teacher's Guide.

Skills Objectives (S1 – S27) There are 4 types of skills objectives. **Speaking** and **Listening** (Oracy) and **Reading** and **Writing** (Literacy). These outline what pupils should be able to do with confidence. Each of the teaching activities is designed to support the development of one or more of these skills.

Although the syllabus divides these into 4 separate areas, the skills are increasingly interlinked as the pupils' English Language improves. For example, teachers will find that when working on oral skills they are at the same time working towards some of the writing objectives and vice versa.

Syllabus Objectives Tables

Awareness: Pupils should become aware of ...	
A1	.. the ways in which listening and speaking in English will help them in a range of local and national contexts at the present time and in their adult lives.
A2	.. the ways in which reading and writing in English will help them in a range of contexts, at the present time and in their adult lives.
A3	.. a range of different types of spoken and written English, including; stories, reports of local events, news reports, timetables and forms and the ways in which their form/style is determined by the proposed audience and purpose.
A4	.. the different ways in which we alter our reading skills according to the type of reading material and our reasons for reading.
A5	.. the value of talking about their writing in English before writing a first draft and again before writing an improved final draft.
A6	.. the ways in which English differs from the languages of the Solomon Islands including Pijin, in terms of word order, pronunciation intonation, rhythm and stress.

Knowledge: Pupils should learn about...	
K1	.. more complex vocabulary as used locally and nationally.
K2	.. common acronyms and abbreviations. <i>am/pm P.M. M.P. cm, m, UN, SIDT</i>
K3	.. words of direction and place. <i>north, south, east, west, closer to, further from, not far, a long way</i>
K4	.. prepositions for place and time. <i>in, at, by, on, to, before, after.</i>
K5	.. words used to explain a period of time. <i>not long, half an hour, half a day, too long, soon, later</i>
K6	.. linking words. <i>and, but, also, however, although, either/or, neither/nor</i>
K7	.. question tags. <i>isn't it? don't you? aren't they? won't he?</i>
K8	.. words used to form questions. <i>Can...? Will...? Do...? Is...?</i>
K9	.. past and present tenses.
K10	.. prefixes, suffixes, roots of words.
K11	.. the spelling of a range of words with silent letters. <i>knife write, yolk, debt</i>
K12	.. uncountable and countable nouns. <i>much or many, anybody, somebody or nobody</i>

Listening Skills: Pupils should learn to...	
S1	.. listen and identify the main points of stories, short informative talks and news reports of local events.
S2	..listen and differentiate between stories and informative talks, news reporting, commands and warnings.
S3	..listen to and understand an informative talk.
S4	.. take and deliver oral messages directly from a speaker or by telephone.
S5	.. listen and differentiate between intonation as used in a statement and a question.
S6	listen and differentiate between the sounds of English and the sounds of Solomon Island languages including Pijin, especially vowels and initial or final consonants.

Speaking Skills: Pupils should learn to	
S7	.. give more detailed directions using points of a compass and a variety of words and phrases showing the relationship between places.
S8	.. use relevant language related to time. <i>in half an hour, the day before yesterday, the day after tomorrow.</i>
S9	.. agree and disagree politely and appropriately.
S10	develop a wide range of skills to identify, understand and pronounce words seen or heard for the first time.
S11	.. ask a wider range of questions.
S12	.. use intonation rhythm, stress and tone to convey meaning clearly. <i>Such as to show when making a statement or asking a question.</i>
S13	.. explain an idea in greater detail.

Reading Skills: Pupils should learn to	
S14	.. read silently, identify the main points and supporting details and understand the writer's purpose.
S15	.. read and identify sufficient detail to achieve their purpose.
S16	.. read for enjoyment and pleasure.
S17	.. develop a wide range of skills to identify, understand more complex new words.
S18	.. read and understand directions, instructions, commands and warnings.
S19	.. read a wider range of known texts aloud, with understanding, confidence and expression.
S20	.. seek out opportunities to read alone by selecting materials which interest them.

Writing Skills: Pupils should learn to	
S21	.. use appropriate upper and lower case letters in all their free writing.
S22	.. use punctuation (commas, full stops, apostrophes, question and speech marks) in all their free writing such as stories, letters and news reports.
S23	.. use a range of sentence types including short simple sentences and longer complex ones.
S24	.. use redrafting as an opportunity to improve their writing.
S25	.. select vocabulary appropriate for the type of writing, its purpose and audience.
S26	.. write brief and concise messages <i>e.g. reminders and shopping lists.</i>
S27	.. write for audiences outside the classroom and outside the local community.

Linking Activities to Syllabus Objectives

The Teacher's Guide provides links to the syllabus objectives to remind teachers to regularly refer back to the syllabus and use it as a tool to guide their teaching.

Each objective is identified by a letter and a number. A1-6 for Awareness Objectives, K1-12 for Knowledge Objectives and S1 - 27 for Skills Objectives.

In the Teacher's Guide there are **Syllabus Links** at the end of each activity like this. These point the teacher to objectives in the syllabus which are related to the activity in some way.

Syllabus Link
A3, K6, S1

You will also find that there are **Assessment Reminders** like the one shown below,



Can all the pupils read and identify sufficient detail to achieve their purpose? (S15)

The assessment reminder tells the teacher the main skill to assess following the activity.

The Layout of the Materials

The Standard 4 English materials consist of 10 books as follows:

The Standard 4 English Teacher's Guides: Book 1, Book 2.

Four Standard 4 English Pupil's Books: Term 1, Term 2, Term 3 and Term 4.

Four Standard 4 Readers: Term 1, Term 2, Term 3 and Term 4.

The Structure of the Text Books

The Teacher's Guides and Pupil's Books contain the 16 units of work. These cover the English Curriculum for the year. The Teacher's Guides include background information, advice on methodology and some suggested teaching activities for each unit.

The Pupil's Books contain additional reading texts and pupil focused activities to build on the teacher led activities in the Teacher's Guides. They are designed to be used by pupils working independently so the language in the Pupil's Books is simple.

Pupil's Books	Teacher's Guides
Reading Text with a list of new words and phrases. <i>Except the first reading text for each unit which appears in the Reader.</i>	Reading and Discussion based on the text. Background information and methodology advice. Suggestions for assessment of reading.
Comprehension activities and exercises that the pupils might complete on their own or in groups. The teacher may choose not to have the pupils complete these, if they have been involved in other teacher led activities.	Background information and methods for teaching comprehension and some alternative, teacher led comprehension activities.
Language Study exercises for pupils to practise grammatical skills taught by the teacher.	Background information on the specific language and grammatical skills and teaching methods. Teacher led language activities.
Spelling activities are provided three times per week. 10 high frequency words are included and 10 new words from the text for each unit.	Spelling activities and methods. Advice on assessing spelling.
Handwriting Practice exercises, x2 a week.	Handwriting advice for the teacher.
Oral and Writing activities. Pupils should be involved in writing every day.	Information and advice on teaching Oral and Writing Activities. Suggestions for assessing and recording writing and oral skills.

These books are used side by side. They are closely linked, each following the same structure of activities as shown in the table above. The six key activities are Reading and Discussion, Comprehension, Language Study, Handwriting, Spelling and Oral / Writing.

The Reader for each term contains four main texts. These are the basis for the four units for that term. It also contains some additional related texts to extend the pupils reading and provide the teacher with additional resources for the classroom.

The Structure of Each Unit

The starting point for each unit is the main text in the Reader. Thereafter there are other texts (usually shorter and sometimes selected from the main text) provided in the Pupil's Books. These ensure that the pupils do some reading every day and read a good variety of material for each unit.

The Teacher's Guides provide all the information and advice that teachers need to complete the activities under four headings as follows:

- **Background Information**
- **Method**
- **Teacher Led Activities**
- **Assessment Activities**

Background Information

This information is for the teacher. It provides an insight into the context or rationale of the teaching activity; shows how the activity helps develop a particular skill or objective; explains some of the grammatical points to be taught and gives information on generic structures and styles.

Method

This section tells the teacher how to plan, prepare and teach the activities. It includes advice on how to introduce new concepts or language skills to the pupils; suggestions about how to organise groups for the activity; steps to follow to complete activities; and advice on how to support pupils in independent work related to the activity.

Often, this section includes alternative activities from which the teacher can choose according to the needs of the pupils.

The method section contains the most important guidance on using the teaching materials and will be most useful for teachers as they plan their teaching activities.

Teacher Led Activities

These are presented in a box in the Teacher's Guides. They are suggested activities to support the objectives. Teachers may use the teacher led activities for whole class or group work. They may use them for certain groups in the class but not others. Teachers will also plan their own activities to go with a text based on the advice in the methods section.

Assessment Activities

These are included to remind teachers to carry out continuous assessment of achievement. They give instructions on how to assess pupil's progress. There are 12 **Assessment Activities** in all, 4 for each of the key areas of reading, writing and oral skills.

Developing Literacy from Standards 4 - 6

The Roles of the Literate Person

To be literate pupils need to be confident in a broad range of literate practices. They need to develop skills and understanding to enable them to act as code breakers, meaning makers, text users and analysts. What does this mean?

Code Breaker

To read fluently, we need to be able to **decipher and pronounce** the actual letters and words on the page and to know how to translate symbols into sounds and words.

In other words we need to know how to break the code of written script. This involves recognising and using the basic features of written text including: alphabet; sounds in words; spelling; punctuation; sentence structure; page layout; concepts of print (like direction) and formatting.

Meaning Maker

We also need to be able to make sense of the texts we read and **gain meaning** from them. When we write we must be able to compose text that is meaningful.

To do this we draw on our prior knowledge and experience and relate what we read to these, making inferences about how they are linked. By doing this we are able to come to our own understandings of what the text is about.

Text User

We also have to know something about how to use the texts that we read and write. We need to recognise how the shape, the form and the style of the text determine its meaning and purpose.

Texts have particular functions to perform and this influences the way they are structured, how formal they are, what words are used.

A recipe for example, is laid out differently to a letter and a narrative story looks different again. Knowing these styles (genres) helps us to make judgements about the purpose and intended audience of a text, which in turn helps us to understand it.

Critical Text Analyst

All texts represent particular views or opinions and not others. In this way they influence people's ideas. So to get the greatest benefit from engaging with text, we also need to be able to think critically about what we read and write. This may include 'reading between the lines' of the text.

It is also important to see that an author writes from a specific point of view - the experienced reader will be able to interpret this in the light of different ways of looking at the subject in hand and different opinions.

The critical text analyst puts text into a wider context and makes judgements about what she/he is reading or writing.

Developing Literacy

Standard 4 materials develop the 4 roles of a literate person by explicitly teaching and practising the following skills in reading, writing, speaking and listening:

Code Breaker	Meaning Maker
<p>Recognising familiar words.</p> <p>Pronouncing new words using knowledge of the phonic sounds of letters and groups of letters.</p> <p>Using context to guess at how to pronounce unfamiliar words.</p> <p>Learning strategies for correct spelling. Practicing fluent and legible handwriting.</p> <p>Learning consistent conventions of grammar and punctuation.</p>	<p>Understanding words – learning new vocabulary and widening the range of vocabulary used.</p> <p>Developing imagination, and creative thinking leading to forming ideas and opinions.</p> <p>Identifying a range of purposes for writing.</p> <p>Understanding and constructing sentences and text to get ideas and information across.</p> <p>Bringing their own knowledge, ideas and experience to reading and writing.</p> <p>Developing and demonstrating comprehension through a range of text based activities.</p>
Text User	Critical Text Analyst
<p>Recognising and selecting appropriate text types to suit purpose.</p> <p>Learning how different texts are structured and styled according to their purpose and audience.</p> <p>Developing a range of writing styles. Learning how to plan text in a range of genres.</p> <p>Developing drafting and redrafting skills.</p> <p>Using texts as part of the literacy activities that occur in the class, and as part of the functional use of text in pupils' lives.</p> <p>Acquiring a range of research skills.</p>	<p>Understanding how text can influence ideas and opinions.</p> <p>Understanding how texts can represent topics, ideas and objects in different and often opposing ways.</p> <p>Thinking critically about issues in order to practise forming and expressing opinions – active participation in discussions.</p> <p>Developing debating skills and the ability to formulate opinions and back up statements of opinion with evidence.</p> <p>Realising that text can represent opinions in different ways.</p> <p>Learning how to look for inference in text.</p> <p>Learning how to place individual texts in the wider context of an issue.</p>

Adapted from Luke & Freebody 1992

A Generic Approach to Teaching Literacy

Nguzu Nguzu materials at Standard 1 – 3 relied mainly on narrative texts, or stories, as the basis for language development and teaching literacy. In Standard 4 we move away from this focus on narrative text to broaden the experience of pupils with different genres. As they progress through school they will increasingly need to read different types of text with confidence for different purposes.

As well as fiction, they need to read factual texts for research and information, instructions to help them to do things and texts expressing opinions and ideas to help them formulate their own point of view and judge the opinions of others.

As well as reading for different purposes, pupils will learn to write for different purposes and with different audiences in mind. To do so they need to learn that different genres are structured in different ways and that styles of writing and the language used vary according to the type of text.

Thus, at Standards 4 - 6 language and literacy learning is based on 6 different genres as follows:

Narratives	in which the reader is entertained by an interesting, enjoyable or amusing story.
Recounts	in which the writer tells the reader about something that has happened to them or to another person or people.
Reports	in which factual information about a given topic is organised and recorded.
Procedures	in which the reader is given specific instructions on how to do something or directions to follow.
Explanations	in which the writer tells the reader how something works or explains some phenomenon to the reader.
Expositions	in which the writer makes an argument for or against a specific standpoint on a controversial issue.

In Standard 4 the focus is on the first two text types - Recounts and Narratives, with 5 of the 16 units using each of these as their key text in the Reader. Reports, Procedures and Explanations are also introduced with two key texts each. These will be further developed, and Exposition texts will be introduced at Standard 5 and 6.

As well as the key texts, shorter daily texts are used as further examples of the different genres and shared and independent writing activities develop the pupils' skills in composing them.

The construction of each type of text is explicitly taught to pupils through the teaching activities. Pupils will become familiar with the structure, content, style and language features of each so that they will come to compose and comprehend a broad range of texts.

Many texts do not strictly fit "rules" of generic structure, but discussing text structure is a very worthwhile way for pupils to develop literacy skills and understandings.

The table on the following pages compares these 6 different genres and gives more information about how they can be identified. It explains the purpose and focus of each text type and clarifies this by giving examples. It outlines the basic structure of each text type and it lists the language and stylistic features you might expect to see in each.

Comparison of the Purpose, Structure and Language Features of the 6 Genres Used at Standard 4

Genre	Narrative (Story)
Purpose and Focus	Purpose To entertain, to gain and hold the reader's interest and attention, and to extend imagination. May also have an instructive purpose. The focus is on character development and on a sequence of actions or events.
Examples	Many types - usually imaginary (but may also be factual). e.g. Fairy stories, mysteries, science fiction, adventure stories, parables, fables and myths. Examples from Standard 4: Paulo's New Experience, Temeka, Member of Parliament
Structure	Title: Setting: Creates atmosphere, sets the scene and introduces characters, grabs readers attention and hints at how story will develop. (Also called <i>orientation</i>) A sequence of events: The main body of the story, leading to complication. Complication: What happens to the characters may include a crisis or problem, that needs to be sorted out. Ending: When the complication or problem is solved and a crisis or climax is reached and resolved. (Also called the <i>resolution</i>). More complex narratives have a series of interlinked complications leading to a single climax.
Distinctive Features	CHARACTERS Specific characters, usually human (or animal with human characteristics). VERBS Mainly action verbs, but some verbs relating to what people said, thought or felt. Can be in first person or third person. TENSE Usually in past tense . LANGUAGE FEATURES <ul style="list-style-type: none"> • Linking words to do with time. e.g. a few days later, immediately; • Often includes dialogue or direct speech, during which tense may change to present or future; • Descriptive and imaginative language enhances the story to make it more interesting. STYLE Imaginative, creative.

Genre	Procedure Also sometimes called an Instructional Text
Purpose and Focus	Purpose To tell the reader how to do or make something. To give instructions. The focus is on a very specific sequence of actions.
Examples	Many types including: Recipes, Science Experiments, Assembly instructions, Rules of a game, Directions to reach a location etc. Examples from Standard 4: Baby Joando
Structure	Title: States the goal - what you will make Materials / Ingredients: Usually in the form of a list or lists in order of use. Method: Steps required to reach the goal, usually presented as a list. Headings, subheadings, numbers and diagrams or pictures often used to make instructions clearer.
Distinctive Features	CHARACTERS Generalised, (not people) about a class of things - (e.g. the utensils) or specific things (e.g. the eggs) Things are described in specific detail so adjectives are important. (e.g. a serrated knife, a six inch nail, 100 grams of flour). VERBS simple present tense action verbs (e.g. beat, hold, twist). LANGUAGE FEATURES <ul style="list-style-type: none"> • Short clear sentences or phrases, Linking words to do with time (first, next); • Detailed information on how things are done so lots of adverbs are used (e.g. sprinkled lightly, firmly).

Genre	Recount
Purpose and Focus	Purpose To tell the reader about something that happened. The focus is on a sequence of events relating to a particular occasion.
Examples	<u>Personal Recount</u> 'My visit to Honiara' <u>Factual or Historical Recount</u> The June 2000 Coup, Mendana's Second Voyage. <u>Imaginative Recount</u> 'My trip to the moon'. Examples from Standard 4 Lego's New Adventure, My first Trip in a Dugout Canoe.
Structure	Title: Setting: Background information and orientation such as who/what, where, when, and sometimes why. Sequence of Events: In the order in which they happened. Ending: May be a personal response to events or a summing up.
Distinctive Features	CHARACTERS Involves specific people, usually named. PRONOUNS First person pronouns (I, we) used in a personal recount. Third person pronouns (he, she, it, they) used in factual and historical recounts. TENSE Usually told in the past tense . LANGUAGE FEATURES <ul style="list-style-type: none"> • Linking phrases showing time and the order of events (next, then, two days later); • Includes some direct speech; • Irrelevant details should be left out; • Details chosen to add interest and humour are appropriate. STYLE A personal recount can be informal, including some personal response to events.

Genre	Explanation
Purpose and Focus	Purpose To give the reader an account of how something works or to explain a phenomenon (why something happens). The focus is on a process, a logical or chronological sequence.
Examples	Two basic types: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Explaining How? How a water pump works. How are coral reefs formed? </div> <div style="width: 45%;"> Explaining Why? Why are sea levels rising? Why does iron rust? </div> </div>
Structure	Title: General Introduction: To tell the reader what you are going to explain. Sequenced Explanation: Linked sentences or paragraphs setting out the explanation in a logical way. Ending: May be a summary of how this information can be used, or a general statement about the importance of the thing or event explained.
Distinctive Features	CHARACTERS Often about things more than people, although an explanation about human behaviour, (e.g. Urban Drift) will be about people in general not individuals. TENSE Usually written in the present tense (Timeless). LANGUAGE FEATURES <ul style="list-style-type: none"> • Language of cause and effect is often used - (e.g. if/then, thus, as a consequence); • Clear time relationships and vocabulary related to these - (e.g. first, then, following, finally). STYLE Direct, straightforward and clear.

Genre	Exposition (Argument)
Purpose and Focus	Purpose To: express an opinion; take a stand on an issue and to justify it; or to argue to convince others. The focus is on an issue and a logical sequence or argument related to that issue
Examples	Two main types: Persuading that - a point of view. Persuading to - an action Many examples including: Political speeches, Sermons, Letters to the editor, Newspaper editorials etc.
Structure	Title: Statement of Position: Tells the reader what the argument is about, may include background information. Argument: Includes evidence or ideas to justify the position taken, includes supporting evidence such as quotes or statistics. Usually has more than one point and includes examples - Linked directly to the argument. Summing Up: Restates argument in the light of evidence given. may also call for action.
Distinctive Features	CHARACTERS Usually generalised (e.g. people, young people. the government, the church) not specific people or characters. VERBS Variety of verb types are used including persuasive verbs (such as: should, ought to, must). TENSE Sometimes written in the present tense , but may change with argument, (e.g. historical background - past tense or call to action - future tense). LANGUAGE FEATURES <ul style="list-style-type: none"> • Includes some technical vocabulary or jargon relating to the issue; • Connecting words are often associated with reasoning (e.g. therefore, because, thus); • Strong language is often used to persuade and convince; • Written exposition uses argument, facts and evidence to convince.

Genre	Report Sometimes called an Information Report or a Factual Report.
Purpose and Focus	Purpose To document, organise and record factual information on a topic. The focus is on a thing or class of things.
Examples	All types of factual (non fiction) texts are reports such as: 'The Birds of Solomon Islands' 'Logging in Marovo' 'Solomon Islands Human Development Report'
Structure	Title: General Introduction: May include a definition, and a statement of what the report is about. Factual Information: Linked paragraphs which each contain some facts and information. Concluding Statement: To summarise the findings and round off the report. Important structural elements include paragraphing, sub headings, bullet points, diagrams or illustrations to clarify the text.
Distinctive Features	CHARACTERS More often about things than about people (e.g., cats, volcanoes). VERBS Linking verbs showing relationships (e.g. belongs to, has, are etc.). TENSE Scientific reports are usually written in the present tense, but historical reports are more likely to be past tense. LANGUAGE FEATURES <ul style="list-style-type: none"> • Language is descriptive, but factual and precise rather than lively or imaginative; • Likely to contain technical vocabulary and information. STYLE Relatively formal and objective. First person pronouns and personal responses are not usually appropriate.

(Source: Adapted from Derewianka 1990, Annette Woods. 2001)

Teaching Methods

Discussion and Oral Work

The Importance of Oral Activities

To become competent English language users, pupils need to be able to speak and communicate effectively and confidently as well as be able to read and write the language. Nguzu Nguzu English Standards 1 – 3 emphasised the importance of teaching speaking and listening skills alongside literacy. At Standard 4 there is a continued emphasis on oral skills.

The starting point for each new text is discussion. Through discussion, pupils are encouraged to talk about the topic or text, share their ideas and thoughts, tell the class what they know already about the subject and ask and answer questions. By doing this they develop a wide range of oral skills. They also discuss the meanings of new words and phrases with their teacher to develop their vocabulary and comprehension.

The Standard 4 materials also consistently link written work with oral activities. Pupils explore a topic through discussions, role-play, interviews, and language games before they get down to writing. It is through talking about what to write that pupils learn to think about and express their ideas clearly. Good oral skills also help them to ask questions, which will help them in other areas of the curriculum.

Specific Difficulties with Oral Work in the Classroom

Sometimes speaking aloud in English is very difficult, especially for pupils for whom English is an additional language. Many teachers struggle to get pupils to contribute to class discussions. Some pupils are shy, some lack confidence and even those who can express themselves very clearly in writing, sometimes find it hard to do so orally.

Why is this?	What can teachers do about it?
Perhaps English is seen as a very formal language – the official language of instruction, but not a language to communicate in every day.	Teachers must make opportunities for pupils to enjoy speaking English in a relaxed, natural way through discussion, oral activities and games to break down this sense of formality.
Perhaps teachers do not use English in the classroom in a natural way.	Teachers should make every effort to use English in the classroom and reward and encourage the pupils when they do. Teachers should remember to speak to children individually in English, as discussions with adults can help to develop other skills.
Perhaps it is hard for pupils to speak English because the classroom atmosphere is strict and formal and they are afraid of making mistakes.	Teachers can teach that making approximations is OK – it is an important part of learning. In a classroom where pupils feel that it's OK to attempt things and make mistakes, everyone will feel more confident to 'have a go'.
Perhaps pupils are shy and find it hard to speak in front of the whole class.	Teachers can help this by doing more work in small groups, and by having pupils work in pairs and talk only to their partner.

The Range of Oral Activities

There are many different oral activities included in Standard 4. Discussion and oral work is far more than the teacher just asking questions and the pupils answering them.

Teachers must provide a range of contexts in which the activities in the table below can be practised, Pupils should have the opportunity to work in groups of varying size, including in pairs, in small groups and in a whole class group.

Reading	<ul style="list-style-type: none"> • Listening to the teacher read • Reading to each other • Reading a range of texts 	<ul style="list-style-type: none"> • Reading each other's written work • Shared Reading
Discussion	<ul style="list-style-type: none"> • Participating in discussion led by the teacher with the whole class • Talking in groups about given topics • With a partner 	<ul style="list-style-type: none"> • Sharing discussion with visiting speakers
Drama	<ul style="list-style-type: none"> • Role playing such as acting out an argument or phone conversation • Performing a play 	<ul style="list-style-type: none"> • Acting out part of a story • Delivering messages
Interviews	<ul style="list-style-type: none"> • Interviewing other pupils • Conducting surveys of family or community members 	<ul style="list-style-type: none"> • Preparing questions for radio interviews • Interviewing visiting speakers • With a partner
Story Telling	<ul style="list-style-type: none"> • Recounting events or experiences orally 	<ul style="list-style-type: none"> • Predicting the ending of a story • Retelling a story in your own words
Debates	<ul style="list-style-type: none"> • Holding a formal debates • Expressing opinions 	<ul style="list-style-type: none"> • Arguing in favour of a point of view
Poetry and Singing	<ul style="list-style-type: none"> • Reading poems aloud • Working in a group to write poetry 	<ul style="list-style-type: none"> • Singing songs • Composing songs
Talks	<ul style="list-style-type: none"> • Preparing talks for the class on a given topic • Telling the class about their experiences. 	<ul style="list-style-type: none"> • Listening to talks by visiting speakers and asking questions.

Leading Discussions

Each text is introduced through **discussion** activities. The purpose of this discussion is:

- To **prepare** pupils **for reading** by identifying what they already know about the subject or topic and relating it to their own experience.
- To **assist** pupils **with reading** to make sure that they understand the words, phrases and sentences that make up the text. To make sure that they understand the overall meaning and purpose of the text.
- To **help** pupils **to analyse and interpret the text** by discussion of its structure and language features.
- To **help** pupils **to move on from the text** using it as the starting point for further reading and writing activities.

The Teacher's Guide provides a list of questions to go with a new text which the teacher can use as a starting point for the discussion. Teachers must be careful, however, that their discussion time is more than just a question and answer session.

Language Development

The **Whole Language Approach** is the foundation for Nguzu Nguzu English. This means that children learn the language by being immersed in it and by using it in a meaningful context, rather than through learning rules and grammar. Thus language study activities in the Teacher's Guide are based on the reading texts. At Standard 4 however, there is a move towards the explicit teaching of language skills to ensure that pupils know, and can apply, the language rules they need to be fluent in written and spoken English. This is particularly important when children are learning a language which is not their first language, and is not the language used by their families or communities.

Each unit includes a range of language study activities. The teacher will use these to teach the specific language skills, such as grammar rules and conventions of punctuation, that are contained in the knowledge objectives in the syllabus.

Explicit teaching of these skills means that the teacher has to spend time explaining rules and giving examples of how to apply them. Both the 'Background Information' and the 'Method' section of the Teacher's Guide help teachers with this. The exercises in the Pupil's Book give pupils a chance to practise what they have learned. It is expected that the teacher will prepare additional language study activities to ensure that the pupils have learned and fully understood the rules. These should be based on the reading texts so that they are meaningful for the pupils. Some children may also need additional work on areas suggested in the Teacher's Guide.

Developing and practising language skills through games is often successful and there are also suggestions for language games included in the Teacher's Guide.

Teaching Reading

At Standard 4 pupils build on the reading skills they have developed in the early years in a number of ways:

- They learn to read **independently and silently**;
- They learn to read **for a range of specific purposes**;
- They learn to read and use a **greater range of text types**;
- They learn to **interpret** as well as to understand what they read.

How Reading is Taught in the Standard 4 Materials

The emphasis in Standard 1 – 3 was on teaching reading through shared and guided reading. Building on this foundation, there continues to be a great emphasis on teachers sharing texts with the pupils in Standard 4, and on pupils reading aloud. There is also a shift in focus from reading as a group activity to reading silently and independently.

Even though we want our pupils to read independently, we still have to teach them how to do this, so the materials include activities for teachers to prepare pupils for reading, to give them guidance as they read and to help them follow up their reading with written and oral work.

Daily Reading

Pupils are expected to do some reading **every day**. For each unit of work, in addition to the text in the Reader, the Pupil's Book contains 9 shorter texts related to the unit theme. There are therefore enough texts to use one each day for the two weeks covered by a unit.

Teachers can use the texts **flexibly** to suit their programme of work. They do not have to do all the activities related to a particular text in one day. They can choose to use the texts in a different order, they can plan their own activities to suit the speed at which the class is working and they may choose to use different texts with different groups according to reading ability.

Each new text is accompanied by a list of new words and phrases which the teacher will explain to the pupils before reading. It is important that they understand and can use these new words with confidence firstly so that they understand the text, and secondly so that they increase their English vocabulary.

In addition to reading the text, pupils are asked to read instructions for activities in the Pupil's Book. Teachers should always go through these with them, making sure that they have read and understood what they have to do.

Opportunities to Read

Opportunities to read are sometimes very limited in schools where there is no library. Nguzu Nguzu Books provide a basic range of reading materials on which the English work is based. Teachers also have to work hard, however, to provide the pupils with additional resources and opportunities to read.

Some ideas...

- Make a collection of reading material, articles from newspapers, posters, newsletters, Link magazines, Solomon Airlines magazines, or any other texts you can find. Stick them onto cardboard to make them last, or paste them into scrap books with other texts of similar content, style or level of difficulty.
- Use texts from other curriculum areas or other textbooks. If your school has copies of 'Using English' for example, teachers may select texts related to the Nguzu Nguzu themes for additional reading materials for the pupils.
- Use children's writing as additional reading material. Pupils can be encouraged to read each other's work by having it displayed around the classroom or made into class books. Work done by other classes can also be a good source of additional reading.
- Make posters, charts and diagrams, or write up poems, songs or stories on chart paper for the classroom.

Ideas Into Practice gives plenty of practical ideas for setting up book corners in the classroom – this is just as important for the upper years of primary so that pupils are encouraged to read independently.

Teaching Comprehension

The Nguzu Nguzu approach to literacy stresses the importance of **reading for meaning**. Right through the materials there is an emphasis on comprehension – pupils must understand what they read and relate it to their own experiences.

Pupils are asked to look for three different levels of meaning in a text as follows:

Explicit meaning	Something that is clearly stated by the author.	The author said it.
Implicit meaning	Something that is not stated but is contained within the overall meaning of the text.	The author meant it.
Inferred meaning	Something that is not contained in the text but the reader might guess at from other things the author says.	The author would agree with it.

As well as understanding the obvious meaning of words, phrases sentences and texts, pupils are asked to think critically about what they read and to carry comprehension further to understanding the context, the point of view of the writer and, sometimes, the hidden meaning of a text.

Teachers must look for and teach, comprehension at **word level**, (the meaning of individual words), **sentence level** (the meaning of sentences and phrases) and **text level** (the overall meaning of the text or story).

Teachers should remember that comprehension takes place before, during and after reading. **Before**, as pupils prepare for reading by thinking about what they already know about a topic, or looking at the pictures. **During**, as they listen to and make sense of the different elements of the text. **After**, as they reflect on what they have read and apply it to their own experience and knowledge.

Comprehension is to be Taught not Just Tested

It is critical at Standard 4 that teachers adopt a direct approach to teaching children to understand what they read.

When we read with pupils and ask them questions about what we have read we are checking that they have understood, or **testing** their comprehension. In Standard 4 teachers are asked to go further than this. They must actually **teach** effective communication strategies. This means teaching students strategies, skills and tools to use to help them understand what they read and to teach them to monitor their own understanding as they read.

The Teacher's Guide includes a wide range of activities to teach comprehension including the following:

- Retelling stories 'in your own words';
- Making a list of the key points of a text, or events in a story;
- Writing new sentences using words selected from the text;
- Answering 'true or false' questions about the text;
- Discussing pictures and illustrations;
- Making a chart, map or diagram to illustrate the text;
- Drawing a picture to show details of the text;
- Sequencing jumbled up words to form sentences from the text;
- Putting sentences from the text in order to reconstruct the main points in a story.

Teaching Writing

Standard 4 introduces teachers and pupils to a more structured approach to teaching writing, which includes the following elements:

- Teachers are asked to **explicitly teach** writing skills, using such tools as shared writing, modelled writing and planning frameworks;
- Pupils are expected to write for different reasons and different audiences, and to be aware of how the **purpose and audience** influences their style of writing;
- Pupils are asked to write a much **broader range of texts** and develop an understanding of the structure, style and language features of **different types of texts**;
- Pupils are expected to learn from the **process** of writing and develop skills in **planning, drafting and redrafting** text. This means that they are asked to develop their written work over a number of days and not to see writing as a single shot activity;
- Pupils are asked to develop **research, note taking and reading for information** skills to assist them with their independent writing.

Shared Writing

There are 5 stages in the process of shared writing as follows:

- Stage 1 Introducing the Activity
- Stage 2 Talking about Writing
- Stage 3 Jointly Making a First Draft
- Stage 4 Improving the Text
- Stage 5 Follow Up

In **stage 1** the teacher introduces the topic or activity with some oral or discussion work or perhaps a research task for pupils. Writing activities can be introduced in many different ways.

In **stage 2** the teacher actually discusses the process of writing with the pupils.

The task and the process is explained clearly; the teacher reminds them of the structure of the text; some technical vocabulary about writing is introduced such as generic names and structural features; and the teacher discusses appropriate style, vocabulary and language with the pupils.

All of these things will also be continually referred to and reinforced throughout the following stages.

In **stage 3** the teacher and the pupils discuss and agree on a first draft according to the given structure. What to include is negotiated and agreed by everyone and may be changed or adapted as the process develops. This stage is completed when the whole text has been drafted.

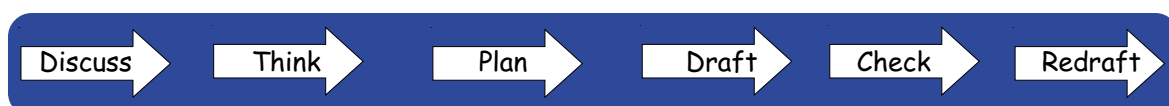
In **stage 4** the teacher and pupils look again at the text and talk about ways in which it can be improved. This may include adding descriptive language, including more details, making something clearer. In this stage the pupils also look at spelling and punctuation and at some grammatical features such as the tenses of verbs used. Only when this stage has been completed is the text considered finished.

In **Stage 5** the teacher gives the pupils individual or group work to do to follow up the shared writing. This may be simply the task of writing up a final copy of the agreed text; it might be an activity from the Pupil's Book related to the writing they have done; or it might be a related activity in which they have to plan and draft a similar piece of writing for themselves.

The Writing Process

By linking writing to oral activities, the Teacher's Guide emphasises the **process** involved in producing a piece of writing. It is suggested that teachers develop writing activities over a number of days so that pupils have plenty of time to plan and improve their work.

The suggested process for teaching pupils to write at Standard 4 is as follows:



Writing begins with ideas, talk, research, **discussion** and **thinking**.

The first thing to go on paper is a **plan, an outline of ideas and content**. This is a **rough sketch** in which there will be crossing out and partly formed, ideas, half sentences, lists and notes.

Then pupils make a **first draft**, organising their ideas into a planned sequence and using proper sentences to get their intended meaning across clearly.

Then the work of **polishing and perfecting** the text begins with a process of **proof reading**, consulting the teacher, checking the dictionary, and other sources until the pupil is ready to complete a **final draft**.

In the final copy the pupil neatly presents the text with appropriate spelling, punctuation, capital letters and grammatical structures, using their best handwriting.

The final copy is a piece of work of which the pupil can be rightly proud, but the learning process that has gone on throughout, is as important as this product.

The table on the following page illustrates this process and outlines the various things the writer does and pays attention to at each stage. The **process is flexible** and will vary depending on the kind of writing. For example: at the thinking stage, a factual report will require research and reading to find out information, but a narrative will require lots of imaginative thinking to generate ideas.

The purpose of **writing** will also affect the process - if the writing is just a note to a friend to send a simple message it is unlikely that the planning, drafting and checking stages will be very important.

If on the other hand the writer is writing an essay for a competition, a lot of emphasis will be placed on the planning, drafting and checking stages to make sure that the work is as good as the writer can make it.

Where teachers are asking pupils to plan and complete writing activities over a number of days these are the types of processes that they will use.

	Activities:	Attention to:	Tools:
1. Discuss	<ul style="list-style-type: none"> Teacher led discussion and oral activities based on texts Shared writing Oral activities from Teacher's Guide Talking with a partner 	<ul style="list-style-type: none"> The topic or subject matter What the writer already knows 	<ul style="list-style-type: none"> Concept maps Prior knowledge charts Brainstorming
2. Think	<ul style="list-style-type: none"> First ideas What do you already know? Reading Research to find out more Individual - pupils working by themselves, but may discuss ideas. 	<ul style="list-style-type: none"> Ideas Intended meaning Audience and purpose of writing 	<ul style="list-style-type: none"> Note taking Research materials Concept mapping
3. Plan	<ul style="list-style-type: none"> Make notes, lists, Sketch key ideas into the plan Organise ideas and decide on the content May be done through shared writing 	<ul style="list-style-type: none"> Structure, style and content Audience and purpose Content 	<ul style="list-style-type: none"> Skeleton or frame work. Lists and bullet points
4. Draft	<ul style="list-style-type: none"> Put plan into the final format using proper sentences and considering the appropriate style and language features. 	<ul style="list-style-type: none"> Grammar Language features and sentences How the text fits together 	<ul style="list-style-type: none"> The prepared plan
5. Check	<ul style="list-style-type: none"> Proof read Check spelling and punctuation Students read each other's work Teacher corrects draft Write final copy including corrections and improvements 	<ul style="list-style-type: none"> Spelling Punctuation Grammar 	<ul style="list-style-type: none"> Dictionary
6. Redraft	<ul style="list-style-type: none"> Write final copy including corrections and improvements 	<ul style="list-style-type: none"> Handwriting layout and presentation. Illustration or diagrams (if appropriate) 	<ul style="list-style-type: none"> The corrected first draft.

Teaching Handwriting

Cursive handwriting has been taught since Standard 3 so it is expected that Standard 4 pupils will have begun to develop a cursive style of writing. The full handwriting programme is included in the Standard 3 Teacher's Guide.

At Standard 4 teachers are encouraged to give further opportunities to practise joined-up handwriting so that pupils develop a fluent, consistent and legible style of writing.

Handwriting activities are based on the reading text to make sure that they are interesting and relevant. Two handwriting lessons have been included in the materials for each week.

Remember that good handwriting can be developed and practised all the time, not just in handwriting lessons. Pupils also learn by **observing the teacher**. It is important that teachers demonstrate good handwriting when writing on the board, during shared writing and when writing in pupils' books.

Any written activity is an opportunity to practice good handwriting. Teacher's should remind and encourage pupils to use correct, cursive script whenever they write.

The rules for joining

There are four types of joins for the children to learn.

Bottom to middle

The first join is used to join letters with tails or hooks to all other letters except for 'b', 'h', 'k', 'l', 't', and 'z'. This is called bottom to middle. For example

cr ea dr nd kn ain
cr ea dr nd kn ain

Bottom to top

The second join is used to join letters with tails or hooks to the letters for 'b', 'h', 'k', 'l' and 't'. This is called bottom to top. For example

ch cl th
ch cl th

Middle to middle

The third join is used to join the letters 'o', 'r', 'v' and 'w' to all other letters except for 'h', 'k', 'l', 't' and 'z'. This is called middle to middle. For example

ou oo ra wo wr
ou oo ra wo wr

Middle to top

The fourth join is used to join the letters 'o', 'r', 'v' and 'w' to the letters 'b', 'h', 'k', 'l' and 't'. This is called middle to top. For example

ol rk wh
ol rk wh

The break letters

No join is ever made after the following letters. No join is ever made before 'z' either.

b g j p q s x y z

Capital letters

Capital letters are not joined to lower case letters or to other capitals.

Teaching Spelling

Pupils learn to spell in many different ways, including through experience with reading, through writing, by playing word games and by using tools and strategies that they have been taught. Correct spelling, and strategies to achieve this in writing should take high priority each time the pupils are writing.

At Standard 4 pupils should also practise spelling a list of frequently used words about three times a week. A list of **high frequency words** has been compiled as shown in the table on the following page, 25. These are the most commonly used words in English. All pupils should have learned to spell these words correctly by the time they leave primary school. To ensure that this happens these words have been included in the spelling lists for Standards 4 - 6. Many of them will be easy for pupils at Standard 4, and many are much easier than the new words introduced through the texts. However, teachers are asked to cover these high frequency words to make sure that all pupils achieve this basic level of spelling. Fluency in reading and writing is achieved when pupils know enough high frequency words well enough that they do not need to stop to think at all when reading and writing them.

Five high frequency words and five new words from the text are introduced in the spelling list for each week.

Strategies and Activities

The pupils are taught the following strategy for learning to spell new words:

Look ➡ Cover ➡ Remember ➡ Write ➡ Check

Spelling Strategy

1. Look

Look carefully at the word.
Say it to yourself several times.
See if it looks the way it sounds.
Trace it with your finger to help you remember what it looks like.

2. Cover

Cover the word with your hand or a piece of paper, or shut your eyes so that you cannot see it.

3. Remember

Say the word to yourself several times and try to **remember** how it is spelt.
Look again at the word. Did you **remember** it correctly?
If not try other ways to **remember** it.
Say it aloud to yourself.
Say certain parts of the word to make it sound the way it is spelt.
Cover it again and try to **remember** it again.

4. Write

Write the word from memory without looking at it.
Try to see the word in your head as you **write**.

5. Check

Check back to see if you wrote the word correctly.
If you made a mistake, try LCRWC again.
Later in the day, try to write the word again from memory.
Check again to make sure that you are correct.

Summary

Look
Cover
Remember
Write
Check

Teachers will also teach pupils a range of other strategies and activities to help them with spelling, which they can then apply when they try to spell new words during independent writing activities. Strategies include:

- Breaking down words into syllables and spelling each syllable separately;
- Phonics, spelling out words by letter sounds;
- Rules, such as for making plurals, changing tenses, double letters, contractions;
- Using the dictionary to check spellings;
- Sounds like..... using rhyming words to guess at the spelling of new words;
- Using other known words or parts of words to help spell new words - for example knowing 'to' and 'day' could help pupils to write 'today';
- Proof reading.

A range of activities to help with spelling is included in the Teacher's Guide, such as:

Adding missing letters	Spot the mistakes	Hidden words
Adding letters to make new words	Word searches	Anagrams
Making words out of longer words	Rhyming words	Changing words
Grouping words with similar letter sounds	Word bingo	Crosswords
Synonyms - words that mean the same	Hangman / Beetle	Word circles
Homophones - words that sound the same	Word snap or pairs	Word chains

High Frequency Words

Standard 4	Standard 5	Standard 6
A about after again all an and are as at	above across almost along also always am animal another any April around ask asked August away	aeroplane afternoon allowed anybody arrived auntie
B back ball be because bed been before big black blue boy brother brown but by	baby bad began being below best better between bird both bring brought bush	beach beautiful believe beside board boat book bought broke buy
C call called come can come could	can't change children clot hes coming	cannot canoe eat ch caught church clinic close closed coast couldn't country course cousin dance dancing decided disappeared doesn't
D dad did dig do don't door down	dark day December didn't different does dog during	
E eight	earth eat eighteen eleven every eyes	each east easy end even evening ever everybody everyone early everything everywhere
F father first five for four Friday from	far farther fast February fall fifteen find fly follow found fourteen friend	family favourite few finally fishing food forest forget forgive forgot frightened front
G get girl go good got green	garden gave give goes going gone grey	grandfather grandmother guard
H had half has have help he her here him his home house how	hand happy head heard high	happened hard hiding hot hospital hour hungry hurt
I if into it	I'm inside	important island isn't it's its
J jump just	January July June jumped	
K	keep knew know	kept
L laugh like little live look	last leave left let light long love	late later leaf life lot low
M made make man me Monday more mother much mum must my	many March may May night money month morning Mr. Mrs.	men met most myself minute
N name new nine no not now	near never next night nineteen November number	narrow nearly nephew nice niece nobody noise north
O of off old on one only on other out over	October often once open orange our outside own	opened
P people play pull push put	paper pink place purple	passed permanent piece police present province
R ran red right	read reef room round run	ready really remember road running
S said Saturday saw school second see seen seven she sister six so some Sunday	sat say sea September seventeen should sing sit sixteen small soon step sound	scared ship short shouldn't show side somebody something sometimes somewhere south spare started still stopped straight such suddenly sure swimming
T ten that their them then there they this three today Thursday to took Tuesday two	take tell than these thing think thirteen those time too tree twelve twenty	they're though thought threw through tired together told town track tries truck turned
U up	under us until	uncle upon upstairs used usually
V	very	village
W want was water we Wednesday well went were what when where which white who will with woman	walk way why wish word work would	watch we're week west while whole wide window without woken want world wouldn't
Y yellow yes you your	year	you're young

Assessment and Record Keeping

Assessment in English involves collecting information about pupils' development in literacy and oracy and making judgments about their strengths, weaknesses and the progress they are making.

The assessment advice given in this Teacher's Guide is **not** designed to help teachers compare pupils or rank them in relation to the rest of the class. It simply asks teachers to make judgements about each individual's progress in order to help them improve and report to parents.

It is an ongoing process. The teacher should constantly observe and evaluate the pupils' achievements, collecting data on areas of improvement and new skills acquired. This data will then be used for planning appropriate new teaching activities.

Each teacher should keep an assessment book or file to record his or her assessments for the class. Keeping records of what is observed and assessed is also important for a number of reasons as follows:

- So that progress can be judged against an accurate baseline;
- So that an accurate report of progress can be given to parents, head teachers, school inspectors and other interested people;
- So that the pupils can see the progress they are making and identify areas they want to improve.

It is important that teachers remember to build assessment into their daily cycle of planning, teaching and evaluation. The Standard 4 Nguzu Nguzu Teacher's Guide assists with this in three ways:

- a) By including specific **assessment activities**. These provide teachers with tools to monitor their pupils' progress and enable the teacher to build up a bank of information and samples of each pupil's work.
- b) By providing **assessment reminders** at the end of each activity which link the work completed to the syllabus objectives.
- c) By identifying **syllabus links**, which remind teachers to refer back to the objectives tables as they teach to assess whether the pupils are achieving their objectives.

What Assessments should each Teacher Make?

Teachers should carry out a minimum of 4 assessments a year in each of the following:

Reading A **running record** should be made for each pupil once each term.

Writing A **sample of the pupils' writing** should be selected, analysed and kept as a record each term.

Oral Skills The teacher should make an **observation record** of each pupil's speaking and listening ability once every term.

In addition the teacher may keep records of the pupils scores in spelling tests where appropriate and samples of their handwriting. Teachers are not asked to make specific assessment of language development other than in the context of writing and oral assessments.

Assessing Reading - Running Records

A **running record** is a way to record the progress pupils are making in their reading. In a running record, the teacher listens to a pupil read a short text and, at the same time, notes the words they get right and wrong. The **purpose** of making a running record is to find what mistakes pupils are making with their reading in order for teachers to help them improve.

The Teacher's Guide recommends that 4 running records be taken each year, or one per term. These are included in Units 2, 6, 10 and 14.

How to Conduct a Running Record

1. **Select 3 suitable texts of 100 words each.** For each Running Record the Teacher's Guide suggests one easy, one of medium standard and one more difficult text. These are taken from the unit of work. The teacher should have read them once through with the class before doing the running record.
2. For each text **prepare a record sheet** with one space for you to mark each word the pupil reads. An easy way to do this is to write out the text on a piece of paper in ink, with extra line spaces between. Then, as each pupil reads from the original reading text, you mark each word in pencil on your copy. Their score can then be calculated and recorded and the pencil marks erased so the same mark sheet can be used for other pupils.

3. **Decide which text each pupil will read** based on what you know about their reading ability. You will quickly see if you have given the wrong text, as they will either read the text perfectly, in which case it is too easy, or they will make many mistakes, in which case it is too difficult. If this happens, change the text for the easier or more difficult one.
4. **Plan when you are going to do your running records.** This could be during class time while the class work on their own, or you might choose to see each pupil during break or after school. Making the running record will take about 10 minutes for each pupil and you should allow 10 more minutes to record and examine the results and make a note of any particular problems or follow up.
5. **Making the Running Record** - the teacher listens to each pupil in the class read and marks *each word* in the following way:

Read correctly	✓	Correct
Read incorrectly at first, then corrected by the pupil	SC	Self-corrected
Read incorrectly, but still makes sense	RM	Retains meaning
Left out (*)	O	Omitted
Read incorrectly (*) e.g. <i>there</i> read as ' <i>then</i> '	then	Write attempt

6. **Study the results.** Look carefully at the record and give the student a 'score' out of 100 calculated as follows:
 - Count up all the words that are read incorrectly or omitted (*).
 - Take the total number of mistakes away from 100 to get the score.
 If the pupil scores less than 90 the text is too hard. A score of 100 suggests that a more challenging text should be found.
 Make sure you **record the results** carefully in your record book. As well as the score out of 100, make a note of whether the easy, medium or the more difficult text was read, as this too may change throughout the year.
 You will need to refer to these records when you make your next running record. Make a note of specific follow up activities you need to do to help with any problems you have identified.
7. **Following up.** Having identified mistakes or areas of weakness plan additional activities for the pupils to help them improve and overcome specific reading difficulties. Examples of problems that might be identified and possible solutions are as follows:

Difficulty with letter sounds at the beginning and end of words.	<i>Provide more phonic activities, specific teaching of common word endings e.g. -ing, and -ed.</i>
Reading words in the wrong order.	<i>Practise sequencing activities, such as building up sentences using words on flashcards, and practice reading aloud.</i>
Incorrect pronunciation.	<i>Provide more oral activities focussing on correct pronunciation.</i>
Lack of understanding of what is read.	<i>Provide more comprehension activities.</i>
Lack of confidence in reading.	<i>Provide plenty of practice reading aloud in small groups, using familiar texts.</i>

Example of a Completed Running Record.

At Last

James lived in a village. His village was on a very (remote) island in Solomon Islands. He had never been to town. He wished to see Honiara. Honiara was a long way (away). He did not have (enough) money to take the ship to Honiara.

One day he didn't that he would have the money. He wanted go by ship to Honiara. He worked hard in his garden. He sold his village vegetables at the market. Two Monday later he had (saved) enough money for the fare. A ship came to his island the (following) week. James sailed away on it.

The example above shows what the pupil actually read when presented with a text from unit 2.

Below is how the teacher's record sheet would look for this running record.

At Last

✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
James lived in a village. His village was on a very remote island in
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ RM ✓ ✓
Solomon Islands. He had never been to town. He wanted to see
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
Honiara. Honiara was a long way away. He did not have enough
✓ ✓ ✓ ✓ ✓ ✓ ✓
money to take the ship to Honiara.

✓ ✓ ✓ didn't ✓ ✓ ✓ have ✓ ✓ ✓ wanted ✓
One day he decided that he would save the money. He would go
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
by ship to Honiara. He worked hard in his garden. He sold his
SC ✓ ✓ ✓ ✓ Monday ✓ ✓ ✓ ✓
vegetables at the market. Two months later he had saved enough
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
money for the fare. A ship came to his island the following week.
✓ ✓ ✓ ✓
James sailed away on it.

Having completed the above running record the teacher was able to make the following analysis of the pupil's performance and planned follow up activities to assist the pupil.

Teacher's Analysis of the Results

Score 91 (100 - total words read incorrectly or omitted)

Words omitted	x5
Self corrected	x1
Retains meaning	x1
Incorrect	x4

As well as to giving the pupil a raw score of 91 for this running record, the teacher could identify two main points from an analysis of this reading record as follows:

1. When this pupil comes to a word she does not know, she simply misses it out. This is partly why the score is low because so many words were omitted (O).

This suggests that the pupil does not know how to attempt an unfamiliar word and have a go at reading it if she does not recognise it immediately.

Suitable follow up activities to address this problem might include:

- Phonic work so that the child can use her knowledge of phonic sounds to try to spell out unfamiliar words;
- Work on breaking longer words down into syllables. For example she read 'a' and 'way' correctly but was unable to read 'away'

2. This pupil does not consistently take clues from the meaning of a sentence to help her read correctly. For example in the sentence 'He sold his vegetables at the market' she corrected her own mistake to make it make sense. The sentence 'He didn't that he would have the money' does not make sense, however, and the pupil does not try to correct it.

Suitable follow up activities would include:

- More comprehension activities, such as cutting up sentences and having the pupil put the words in the correct order, or 'spot the mistakes', looking for words which do not make sense in sentences;
- More work on teaching the pupil to monitor her own reading - encourage her to think about whether it sounds right or not as she reads and to read a sentence again if it does not.

Assessing Writing - Collecting Writing Samples

A sample of a pupils' writing taken on a certain date is in itself a record of that pupils' ability at that point in time. When compared to earlier samples, it will clearly show the progress made. The teacher can also use the sample to assess weaknesses and identify areas for the pupil to improve.

It is suggested that teachers keep at least **x4 writing samples for each pupil for a year**, which is a minimum of one per term. These are included in units 4, 8, 12 and 15. A sample should be a finished piece of work, after the pupil has had the opportunity to redraft and rewrite it, but it should not be corrected too much by the teacher. Important information can also be uncovered by looking at pupil's first drafts.

How to Conduct a Writing Assessment.

1. First **explain the writing assessment to the pupils**. They should understand the following:
 - that this is not a 'test' but just a way of keeping a record of how well they can write, so they should do their best work;
 - that you will keep 4 samples over the year and that by the end of the year it should be possible to look at these and see how students' have improved;
 - that you will discuss the sample with them after you have marked it to give them some ideas on how they can improve their writing.
2. **Select an activity or activities from the unit you are working on in the Teacher's Guide** to use for your sample. Over the year, try to choose 4 different text types to give a good range of the pupil's work.

The sample should be a finished piece of work which the pupils have had a chance to work on over a number of days to draft and improve it. Do not correct their work. It should reflect what the pupil is capable of by themselves. Try to be fair and give all pupils the same amount of help with their work, and record details of what help was given.

3. **Remind** the pupils to do their best work because it will be kept as a sample. They will complete their work as part of their usual English lessons - not as a test.
4. When the work is finished, **collect it from each pupil** - make sure everyone has marked their work clearly with their name and the date.
5. **Study** each pupil's work **and analyse** it using the following checklist. Look carefully at the work and make a note of mistakes the pupil has made and areas for further teaching.

Content	Is the meaning of the text clear? Does it contain appropriate information and detail? Does it contain anything which is irrelevant or too much detail? Is it interesting and informative? Is it appropriate for the intended audience?
Structure	Is the text well organised? Has the writer followed a suitable generic framework and used all the appropriate sections? Is there evidence of planning, drafting and redrafting?
Skills	Include comments on: . Spelling . Punctuation . Handwriting . Editing
Language	Include comments on: . Use of adjectives, verbs, adverbs etc . Sentence structure . Appropriate vocabulary . Appropriate style
Evidence of Improvement	Comment on areas of progress since the last writing assessment.
Teaching Needs	Make a note of areas in which further work is needed. List teaching activities that you feel might be helpful to include in you planning.

6. Keep your notes and the sample together in your assessment file as a permanent record. It is **most important** that the **correct date** is written on both.
7. Sit down with each pupil individually to **discuss their writing assessment**. Explain to them what is good about their work and point out things they need to improve and work on. Tell them clearly what they need to do in order to improve their writing. If there are many different things that they need to improve, select the one or two most important ones to focus on first, to avoid confusing the pupils.

This kind of assessment does not give the teacher a score or a grade for the pupils' work. It provides a qualitative assessment, not a quantitative one. If necessary the teacher can give a grade at the end of the year or term based on what has been written in these assessments, these observations will help them to give a fair grade.

Assessing Oral Skills - Observation Records

Keeping a record of each pupil's speaking and listening skills on a term-by-term basis also helps the teacher to identify areas to work on and measure progress.

It is recommended the teacher observes and evaluates every pupil's listening and speaking skills once each term. Oral assessments are included in the Teacher's Guide in Units 3, 7, 11 and 15. Each one selects suitable activities from the unit for the teacher to use for making observation records.

How to Conduct an Oral Assessment

1. First **explain the oral assessment to the pupils**. They should understand the following:
 - That this is not a 'test', but just a way of recording how well they can speak and listen in English. The assessment will be part of their usual English lessons;
 - That you will be observing them carefully during the oral and discussion activities in the next 2 weeks and recording your observations;
 - That you will do 4 such assessments over the year and that by the end of the year it should be possible to look at these and see how pupils have improved;
 - That you will discuss the assessment with them to give them ideas on how they can improve their speaking and listening skills.
2. Next **select the oral activities** that you will use for your assessment. In order to have enough time to observe all the pupils you will need more than one activity during the week - perhaps one a day for the first week of this unit. Suggested activities are included in the Teacher's Guide. Be sure that you can observe carefully during the activities you select. You can observe more than one pupil at a time.
3. Complete the activities and observe each pupil, **make brief notes on their oral skills** using the checklist below as a guide. This can be done in a record book, or on paper and kept in your assessment file. You can base your notes on what you have observed in this activity **and** on what you observe more generally in class discussions and oral activities. Make a particular note of the things that pupils need to work on and improve. Make sure you put the date on your observation notes.
4. **Discuss your observations with each pupil individually**. Make sure you tell them what they do well and also what they need to improve. Discuss with them how they are going to try to improve their oral skills before the next assessment.

<p>Content</p> <p>Has the pupil thought about and planned what they want to say?</p> <p>Does the pupil explain his/her ideas clearly?</p> <p>Are they relevant to the discussion?</p> <p>Is all appropriate information included?</p> <p>Is any irrelevant information included?</p> <p>Is what the pupil has to say interesting?</p> <p>Presentation</p> <p>Does the pupil speak clearly and loudly?</p> <p>Do they look at their audience?</p> <p>Do they use expression and appropriate body language to support what they say?</p> <p>Do they speak with confidence?</p> <p>Skills</p> <p>Include comments on:</p> <ul style="list-style-type: none">. English pronunciation;. Listening skills;. Responding to others;. Appropriate timing and speed.	<p>Language and Grammar</p> <p>Include comments on:</p> <ul style="list-style-type: none">. Use of adjectives, verbs, adverbs etc;. Sentence structure;. Appropriate vocabulary. <p>Evidence of Improvement</p> <p>Comment on areas of progress since the last oral assessment.</p> <p>Teaching Needs</p> <p>Note areas in which further work is needed, agree with the pupil what they will try to improve.</p>
--	---

Planning Guidelines

The Four-Term Arrangement

There are four, ten-week terms in a school year. It is expected that teachers will teach four units per term. Each unit has enough work for approximately two weeks. The remaining 2 weeks per term can be used flexibly by teachers and as they judge appropriate. This time may be used to revise aspects of English needing more work; to teach certain activities that have not been covered; to explore areas or topics in greater detail; or to complete assessment activities. Teachers may also wish to spend more than 2 weeks on some units - the flexibility of the programme makes this possible. Such flexibility also allows for differentiation in activities for mixed ability groups and the allocation of different amounts of time to different activities according to interest and need.

No daily teaching programme is specified as was the case in Standards 1 - 3. The activities are intended to be used flexibly by teachers as they plan their daily lessons over a two-week period. Each class of pupils is different and teachers know the needs of their pupils best.

The following 4-term arrangement shows how the units might be covered in a year. Teachers can choose to plan their programme differently if they wish.

Term 1	Term 2	Term 3	Term 4
Unit 1 Where We Live	Unit 5 Community Workers	Unit 9 Local Recipes	Unit 13 Finding Your Way Around
Unit 2 Village and Town	Unit 6 Weather and our Daily Lives	Unit 10 Water and Health	Unit 14 Local Feasts
Unit 3 Meeting Places	Unit 7 Farmers and Fishermen	Unit 11 Village Games and Sports	Unit 15 Food in Our Region
Unit 4 Family and Friends	Unit 8 Nutrition	Unit 12 Forms of Travel	Unit 16 Christmas

Themes and Topics

The themes covered in the Standard 4 units have a local and national focus and draw on topics taken from local legends, culture, science, religion, history, geography and the environment. There is, therefore, wide scope for making **cross-curricular links** with other subjects in the primary curriculum and teachers should consider these possibilities when planning their work. These themes are developed in Standards 5 and 6 where the focus shifts from the local to the regional and the international contexts.

Timetable

The following is the suggested timetable for upper primary subjects:

Daily Timetable						
	Monday	Tuesday	Wednesday	Thursday	Friday	Duration
7.45-8.00	Assembly and Registration					15 mins
8.00-8.20	Christian Education					20 mins
8.20-9.10	Mathematics					50 mins
9.10-10.30	English Language Activities Reading, Comprehension Language Study Spelling or Handwriting					1 hr 20 mins
10.30-11.00	Break					30 mins
11.00-11.40	English Language Activities Oral and Writing					40 mins
11.40-12.20	Community Studies					40 mins
12.20-12.55	Health Education	Science and Agriculture	Art and Craft	Science and Agriculture	Health Education	35 mins
12.55-13.30	Physical Education	(1 hr 10 mins)	Music	(1 hr 10 mins)	Physical Education	35 mins

A total of two hours is set aside for English Language activities each day. It is split into two periods. In the first session teachers should try to cover reading and discussion, comprehension, language study and spelling or handwriting activities. The 40-minute lesson after break can then be set aside for oral and writing activities.

Lesson Planning

Good lesson planning is the key to effective teaching.

Standard 4 Nguzu Nguzu English materials do not tell teachers exactly what to teach in each English lesson. The teacher must use the suggested activities to plan lessons appropriate to the needs of their pupils and will need to plan additional activities to teach the syllabus objectives in each area.

Different teachers plan their lessons in different ways for example:

- Once a week, at the weekend perhaps, they make a weekly plan for lessons in each subject area;
- Each day after the children go home, plan the following day's lessons;
- Make lesson plans for each unit of work (approximately 2 weeks).

It is up to the teacher to decide how best to plan their lessons, choosing a method that suits their way of working. It is important that lesson planning does not take too much time, so a simple approach is best. Remember that the lesson plan is a useful tool to help the teacher teach more effectively, it should not be a burden to the teacher.

Good lesson plans include the following elements:

- Aim / Objective
- Materials / resources required
- Activities and Methods
 - Introduction
 - Teacher led activities
 - Pupils' activities (group or individual)
- Evaluation

The **aim or objective** will be based on the syllabus objectives and describes what the teacher intends to teach the pupils. Aims and objectives help the teacher to:

- Concentrate on what to teach from the syllabus;
- Keep in mind what it is that they want the pupils to learn;
- Decide after the lesson whether they have been achieved and thus assess and evaluate the learning that has taken place;
- Decide what should be done next.

Making a note of the **materials and resources required** will help teachers to be well prepared for each lesson by making sure that teaching aids, books or other materials are ready and available.

By listing the **activities** to be covered in the lesson the teacher makes sure that there is enough for the pupils to do and that the activities support the stated objectives. This section should include notes on the teaching methods to be used and how the pupils will be grouped for each activity and should ensure that there is a balance between listening and doing in each lesson.

Some form of lesson **evaluation** is important so that the teacher knows whether the objective has been achieved. This need not be long, just a quick note in the teacher's planning book to remind them of what has been covered and areas which need more work.

Although it is important for teachers to plan their lessons in advance, it is also important to have a **flexible approach to teaching**. If a lesson is going well and the class need more time to develop or complete their work, the teacher may decide to continue into the next lesson time. If a lesson or activity does not go well, the teacher should adapt the lesson plan in order to improve the lesson.

Ideas Into Practice gives more ideas on lesson planning.

Composite Class Applications

A composite class is a class in which one teacher teaches pupils from different standards at the same time. This usually happens because of teacher shortages, or because the intake of pupils into each year group is small so classes are combined.

Composite classes are the reality for most schools, especially smaller schools in rural areas. It is likely that Standard 4 pupils will be taught alongside pupils from other year groups. How can the Nguzu Nguzu materials be used in this situation?

Teachers often perceive composite classes as a problem because they have to manage children working at different levels and on different subjects or topics. It is important, however, that teachers also begin to appreciate that the composite class has some advantages. These include:

- The opportunity to focus more on individual needs and plan learning activities at the right level for each pupil;
- The opportunity for developing good social relationships between pupils of different ages in the same class. A family atmosphere may be created in the class where older pupils help younger ones and each feels part of the group;
- The fact that a teacher may remain with the same pupils for two or more years. Teachers get to know the pupils better and can thus work more effectively with them;
- The necessity for pupils to learn to study independently when they cannot always have the attention of the teacher;
- Teachers learn flexibility and develop skills to manage learning at different levels.

All classes are, in a way, composite classes since even within one Standard 4 class there will be a wide range of ability, interests and needs.

Classroom Strategies for Managing Composite Classes

By Standard 4 pupils are expected to work more independently which can make it easier for the teacher to manage the composite class. This does not mean, however, that the pupils are just left to work by themselves. The teacher must still teach new skills, provide stimulating learning activities and monitor progress for all pupils.

The composite class teacher has to be especially well prepared and well organised with different activities for different groups. Grouping pupils appropriately is very important. It need not be that in a composite standard 3/4/5 class that the pupils are grouped in their Standard. The teacher might decide to have more able St 3 pupils and less able St 5 pupils working together on Standard 4 activities. The most important criteria for grouping is that the pupils are given work that is at the appropriate level for their ability. Nguzu Nguzu materials place significant emphasis on group work, so it should be possible for teachers to select and adapt activities from the Teacher's Guides to suit different groups within the class.

There is also an emphasis on teaching which draws on the pupil's knowledge and relates learning to their own experience. The starting point for each text in Standard 4 is discussion based on what the pupils already know. This is easily adapted to mixed class groups, because all pupils can participate at their own level. Oral activities such as brainstorming, concept mapping, and making word banks for example may be done with mixed groups. They can then be followed up with written work at different levels for different standards.

The composite class teacher has to be careful to divide his/her time equally between groups, making sure that one group has enough activities to work on independently whilst he / she gives his / her attention to another group.

The Nguzu Nguzu materials may need to be used more flexibly in the composite class.

- It may not be possible to teach unit by unit. Instead the teacher may select certain texts, themes resources or topics from the Teacher's Guide to use as the basis for teaching the class as a whole and then prepare activities at different levels for different groups within the class;
- Alternatively the teacher may choose to plan individual learning programmes for each pupil or small group of pupils. In this case different groups work together through the materials at their own pace, and the teacher monitors and marks their work. There is less scope for teacher led activities with this approach, so the teacher has to decide carefully which activities are critical for a teacher led focus. It will also be important for pupils to understand their role in monitoring their own learning and self assessment.

School Based Strategies for Managing Composite Classes

Managing composite classes is by no means the class teachers 'problem'. It is the responsibility of the Head Teacher to make sure that the classes in the school are organised to make it as easy as possible to manage any classes that have to be combined. The following guidelines can help Head Teachers to do this:

- The composite class should not be too big. If you have a choice of combining Standards 1 and 2 (29 pupils and 20 pupils) or Standards 2 and 3 (20 pupils and 14 pupils) choose 2 and 3 to make a class size of 34, not 49.
- Year groups that are combined should be close in age e.g. Standards 2&3 **not** Standards 1&5. This makes it easier for the class teacher to plan activities that are relevant to the group as a whole and that can be easily adapted to different levels. Composite classes should, as far as possible, be taught as a class not as two separate classes.
- The Head Teacher should choose carefully which teacher he or she allocates to the composite class. More experienced teachers should be allocated to composite classes, not probationers, and it is helpful if a composite class teacher has had experience of teaching both year groups in his/her class before.
- If one teacher takes responsibility for the composite class other teachers and the Head Teacher should assist by teaching certain lessons or taking groups at certain times in the week. The Head Teacher must provide extra support to the composite class teacher.
- The physical space used is also important. The largest classroom should be allocated and the furniture should be suitable to be moved around for flexibility. It is much more difficult to teach two classes in two different rooms than to combine them in one room.
- The head teacher might also use different strategies such as split sessions, in which Standards 1 - 3 attend school from 7.30 - 10.30 a.m. and Standards 4 - 6 from 11.30 a.m. - 2.30 p.m.

There is no doubt that teaching a composite class is hard work. All members of staff should share the load and it is the Head Teacher's responsibility to ensure that the composite class is organised in the best possible way for the school and that the teacher of that class (or classes) gets the support they need.

References

Two books, which should be available in all schools, are **Ideas Into Practice** (Nguzu Nguzu Guide to Whole School Development) and **Multiclass Teaching in Primary Schools**, (Ian Collingwood, published by UNESCO 1991). Teachers should refer to these for a wide range of practical ideas on how to teach composite classes more effectively.

Glossary of Terms

abbreviation	A short form of a word or phrase such as MP for Member of Parliament, Dr. for Doctor or Rev. for Reverend.
acronym	A word formed of the first letters of a group of words such as UNESCO , SINTA or AIDS . (Acquired Immune Deficiency Syndrome)
acrostic	A poem or sentence in which the first letter of each line forms a word. e.g. 'Sinking under night sky, effortlessly tropical. (SUNSET)'
adjective	A word that describes a noun (or pronoun) such as fat , smelly , lively , light .
adverb	A word that describes a verb such as slowly , angrily , greedily .
alliteration	A sentence or phrase in which the same sound appears a number of times, such as 'Stop stealing staples from my study, Steven' .
analysis	As in text analysis . Looking carefully at a text to examine its structure, purpose and language features.
apostrophe (')	A punctuation mark used to show: a) possession as in Tahi's book or The childrens' parents, and b) that letters have been missed out as in the contractions didn't or can't .
argument	A point of view or reasoned opinion, such as 'I believe smoking in public places should be banned because it is a health hazard' .
article	A word that determines the object in a sentence such as a , an , some or the .
assess	To judge a pupil's strengths, weaknesses and progress.
assessment	An activity or process to help the teacher make a judgement about the strengths, weaknesses and progress of a pupil.
assessment reminder	A question placed after a set of activities in the Teacher's Guide to remind the teacher to make continuous assessments.
audience	A group of listeners, or readers. The audience of a text is the people for whom it was written, or who choose to read it.
awareness objective	A syllabus objective that describes what pupils should see, hear and experience through the English Curriculum.
baseline	starting point, a line against which to measure progress or improvement.
brainstorm	To think of all the ideas you have on a given topic and share them with the group or class.
bullet points	a dot or star used to mark items in a list such as <ul style="list-style-type: none"> • kumara; • cabbage; • pumpkin.
code breaking	The skill of recognising and using the basic features of written text such as: alphabet; sounds in words; spelling; punctuation; sentence structure; page layout; concepts of print (like direction) and formatting.
comma (,)	A punctuation mark used to indicate a pause, or to separate parts of a sentence or items in a list.
command	An order or instruction such as "Get me a pencil" or "Sit down" .
comparative	A word describing the relationship of difference between two objects or people such as bigger , smaller , sweeter , friendlier .

complication	A problem or crisis that happens. Used when describing the structure of a narrative.
concept map	A chart recording lots of ideas about a given topic and linking these ideas to relate to each other and the topic.
conjunction	A linking word that joins phrases or sentences such as and , but , or , however , although and then .
consonant	The letters of the alphabet which are not vowels. b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z .
consonant blend	Sounds made by putting two consonants together such as ch as in church and much and st as in stone and fast .
consonant cluster	Sounds made by putting a group of consonants together such as ght as in light , night and fight , or str as in string and strong .
context	The place or setting of a word amongst other words in a sentence.
contraction	A word formed by blending together and shortening two words such as didn't , (did not) can't (can not) or I'll (I will). The apostrophe indicates where the letters have been left out.
countable noun	Nouns which can be counted such as one stone , several people , some eggs . (See uncountable nouns for the opposite).
critical text analyst	A reader who looks carefully at a text to understand any hidden meanings it contains and is able to use the text to understand the author's purpose and point of view.
draft	The first attempt at a piece of writing, which can later be improved and redrafted.
evaluate	To make a judgement about how effective ones own teaching was after a lesson, or the success of an activity or teaching approach.
explanation	A text which tells the reader why something happens or how something works. Such as ' How an electric light works ' or ' Why urban drift occurs '.
explicit	Clearly stated. For example the <i>explicit meaning</i> of a text is what the writer clearly states. The <i>explicit teaching</i> of writing means that rules and skills are clearly stated and explained .
exposition	A text which tries to convince the reader of a particular point of view or argument, such as a political speech or a sermon .
factual	Containing real or true information, such as a newspaper report contains the facts of a traffic accident.
fictional	Not true, containing imaginary or made up events or ideas such as a story about a talking dog.
form	The shape of a text - how it is organised or structured.
framework	A structure used to plan a given piece of writing - sometimes called a skeleton.
full stop (.)	A punctuation mark used to indicate the end of a sentence.
functional literacy	The ability to read and write in ways that are useful to you in your daily life.
generic	Relating to a particular genre or type of text - for example. ' A generic feature of the recount is the use of verbs in the past tense '
genre	A particular style or type of text such as a narrative , a report or an exposition .
grammar	The study and practice of the rules of language.
guided reading	Group reading activity in which the teacher helps the students to read the text themselves and guides their understanding.
high frequency words	The words most often used in everyday speech in the English language.

homonym	a word that is spelled and sounds like another word but which has a different meaning e.g. 'plot' (plot of land) and 'plot' (make a plan or scheme) .
homophones	a word that sounds the same as another word but is spelt differently e.g. site / sight, hole / whole, wait / weight .
imaginary	Not true, made up, not something that really happened.
implicit	Suggested, but not stated directly - the opposite of explicit. For example, the implicit meaning of a text is something that the author hints at.
independent reading	Reading, usually silently and by yourself, choosing to read.
inferred meaning	Information or ideas the author might have which can be guessed at or deduced by reading a text.
instruction	A direction given to tell someone to do something, such as 'Fill the bucket with fresh water before you rinse the plates' .
intensifier	A word used to make an adjective stronger, such as very cross, extremely cold.
intonation	The rising and falling of the voice as you speak, used to emphasise meaning and make speech more interesting.
irregular	Not following the usual pattern, such as in irregular verbs , light/lit irregular plural forms child/children.
knowledge objective	A syllabus objective that describes what facts and rules pupils should learn through the English Curriculum.
language games	Enjoyable activities that help pupils to practise or learn new language rules.
LCRWC	A strategy for learning to spell new words - Look, Cover, Remember Write and Check .
legible	Easy to read - describes handwriting that is neat and tidy.
literacy	The ability to read and write and engage purposefully with text.
lower case	Small letters a,b,c , (opposite to capitals, A,B,C ,).
meaning making	The process of making sense of, or understanding words, sentences and text and relating these to past experience and purpose for reading.
narrative	A type of text which is written to tell a story or entertain the reader such as a fairy tale or novel .
notes	Words, lists or short phrases written down to remind you of ideas or information.
noun	A word used to label or name, to identify a thing, object, place, person or idea.
object	The key word in a sentence which names the person or thing to which the action (verb) has been done, such as, 'He pulled his canoe onto the beach' or 'Joseph washed his face '.
objectives	The intended learning outcome of a lesson or activity - what the teacher is trying to achieve or teach.
oracy	The ability to use English orally - to speak fluently and listen with understanding.
orientation	The setting or scene for a story or recount. Usually the first paragraph, includes information on who, what, where and when.
participants	The characters or things that a text is about - usually people animals or things.
past continuous tense	A form of verb that describes an action that was ongoing in the past such as, 'I was sleeping when the earthquake struck', or 'Jim was cleaning fish while we were out on the reef'.
phonics	The knowledge and study of the sounds made by letters and groups of letters.
phrase	A group of words forming a unit of meaning such as, ' The cat cried because the dog stole his food' (part of a sentence).

plan	An outline or sketch of what to put into a piece of writing.
plural	more than one object, person or thing such as children (plural of child) sticks (plural of stick) and people (plural of person).
predict	To guess and explain what might happen next, e.g. to predict the ending of a story.
prefix	Letters added to the beginning of a word which change the meaning of the word such as dis- , un- and re- , as in disagree untidy and rebuild .
preposition	A word that is placed before a noun to describe its relationship to other words in the sentence. There are prepositions of place such as in , on , under , behind , and prepositions of time such as before , after , during .
present continuous tense	A form of verb that describes an action which is ongoing such as, 'Don't bother me now, I am cooking ', or 'Manua is riding his bike to school this term'.
present simple tense	A form of verb which tells us what usually happens such as 'My dog sleeps under the house' or 'Sera has rice for breakfast'.
procedure	A type of text which tells the reader how to make or do something such as a recipe or assembly instructions .
pronoun	A word which takes the place of a noun such as it , she , he , they , them , us , as in 'The ship sank because it was over crowded' or 'Lesley was crying because she lost her bag'.
pronunciation	The way in which letter and words sound when they are spoken.
proof read	To read through a piece of writing looking carefully for mistakes or improvements that can be made.
punctuation marks	Special marks used to divide writing into sentences and phrases and to identify aspects of text such as direct speech and questions. Punctuation marks include commas, quotation marks, full stops and question marks (, " " . and ?).
purpose	The intention, aim or function of a piece of writing, what the writer is trying to achieve. e.g. the purpose of a story is to entertain people and of a factual report is to give information .
question tag	A short phrase added to a sentence to turn it into a question such as isn't it? , didn't she? and wouldn't you? For example 'It is hot today isn't it? 'She left her hat behind, didn't she? '
rationale	The underlying reasons for something.
reader	A person who reads a text, or to whom a text is addressed.
recount	A type of text that tells the reader about something that has happened, such as a diary entry or a newspaper report .
redraft	To write something for the second time in order to improve it
regular	Following a set rule or pattern, as in regular past tense verbs all add -ed to make the past tense, walk / walked, jump / jumped.
report	A type of text that gives the reader factual information, such as a scientific paper about earthquakes or a study of coral reefs .
research	To find out information, e.g. by reading books, talking to people or listening to the radio.
resolution	The ending of a narrative - the solution to the crisis or problem in the story.
running record	A way of assessing and recording children's reading ability.
sentence	A series of words put together to have a meaning. A sentence starts with a capital letter and ends with a full stop and usually has a subject, an object and a verb, such as, 'The dog (subject) ate (verb) Noah's dinner (object).'
sequence	An order in which things are arranged or in which events happen in a story or steps to follow in a procedure.

setting	The beginning part of a narrative or recount which tells the reader where and when the story takes place and who it is about.
shared reading	Reading a story or text as a group or class, led by the teacher.
shared writing	Writing a story or text as a group under the direction of the teacher.
silent letter	A letter that appears in the spelling of a word but has no sound when the word is pronounced such as the k in know and knock or the N in Ngella and Ngattokae.
skills objective	A syllabus objective that describes what pupils should be able to do in the areas of reading, writing, speaking and listening.
speech marks (" ")	Punctuation marks used to show direct speech in a sentence, such as 'The Giant was furious, "How dare you," he yelled.'
stress	To emphasise a word or part of a word or speak it loudly to give it extra meaning as in 'The crocodile was absolutely enormous '
structure	The way in which a text is organised or put together, such as a narrative has a setting, a complication and a resolution . The shape of a text which is chosen to support its purpose.
subheading	A title placed part way through a text to show the start of a new section.
subject	The part of a sentence which tells us who (or what) does the action stated by the verb. Such as: ' The Prime Minister made a long speech.' or ' The canoe turned over and sank.'
suffix	Letters added to the end of a word to change its meaning such as -ed, -ing and -s , as in walk, walked, walking and walks.
summary	A brief statement covering the main points of a text.
superlative	A word describing the highest or most of a certain quality such as biggest, kindest, worst, best .
syllabising	Breaking down a word into its component syllables in order to spell it more easily, such as yes / ter / day .
syllabus link	A reference box in the Teacher's Guide showing syllabus objectives that are covered by each activity.
tense	The form of a verb which shows the time when an action happened, happens or will happen. For example past tense 'he drank' present tense , 'he drinks', future tense 'he will drink'.
text user	A reader who is able to recognise the form, style and language features of a text and therefore identify the writer's purpose.
themes	Subjects or topics that the English units are based on, such as ' Family and Friends ' or ' Forms of Travel '.
uncountable noun	A noun that has no plural form, such as water, vegetation, rice . These nouns cannot be counted so we say some rice or much water rather than three rice or many water .
upper case	Letters written in capitals such as A B C .
verb	A word that describes an action or event, such as eat, happen, fight, fly .
vocabulary	The range of different words in a language.
vowel	An open speech sound – in English there are 5 vowel sounds, a, e, i, o and u
warning	A sentence or statement that tells people to be careful, such as ' Don't climb that tree, you'll fall ' or a Cyclone Warning .
whole language	An approach to learning a language by using it in daily life and relating language activities to meaningful texts and experiences.

Term One Units

Unit 1 Where We Live	pages 43 - 69
Unit 2 Village and Town	pages 70 - 100
Unit 3 Meeting Places	pages 101 - 124
Unit 4 Family and Friends	pages 125 - 154

◆ Reading and Discussion - Lego's New Adventure

Ask the pupils to read the text from the reader as a class, or ask particular students to read different parts of the text. You might choose to read to the pupils first and then ask them to read.

Background Information

Introduce the pupils to the text by guiding them through an introductory discussion. Explain that this is a text that tells what happens at another time and place. Emphasise that the text is about events that take place in a certain sequence. This type of text is often referred to as a RECOUNT.

It is usually told in the past tense. It is usually told in the first person, which means that the author is recounting the events from their own perspective. If this is the case the word *I* is used within the recount. In this case though, the author Ellen Wairiu has chosen to recount her story through another character - Lego - and so the recount is in the third person.

Method

Help the pupils with the pronunciation and the meaning of each of the new words and phrases at the top of the text. Encourage them to use a dictionary to find the meaning of the new words. Ask the children to make up their own sentences using some of the new words.

Ask them to listen and follow while you read the text, or each group may read each paragraph aloud or choose volunteers to read a paragraph each.

Make a list on the blackboard of important linking words that you find in the text, for example, and, but, however, also. Explain the importance of these words in making longer sentences and to show the sequence of events.

Teacher Led Activities

Use the following questions to help the children to understand the text.

1. What type of house did Lego live in?
2. What other activities did Lego do besides going to school?
3. Why does Lego want to visit Honiara?
4. How many weeks did Lego spend with her uncle's family?
5. Why do you think Lego chose to plant vegetables?

Syllabus Link
A3, K6, S1



Can all the pupils read and identify sufficient detail to achieve their purpose? (S15)

◆ Comprehension

Background Information

It is a good idea to introduce a choice of activities when pupils are asked to show that they understand the text. The choice will depend on you and how you have assessed your pupils' performance and ability.

Teacher Led Activities

Choose one of the activities below or have three groups of pupils working on different activities.

1. Use the information given in the text to draw and describe Lego's village.
Ask the pupils to read through the text again and use their imagination to draw Lego's village.

2. List the events that happened to Lego in order.
Ask the children to read the text and list the order of events that happened to Lego.
For example, in the Reading / Discussion activity, you asked pupils to think about a sequence of events. The children can look through the recount to check the important events that took place.

3. Use the questions in the Pupil's Book.
Ask the pupils to answer the questions in the Pupil's Book in their exercise books.

Syllabus Link
K1, S13, S17



Can all the pupils ask and answer a wider range of questions in discussion? (S11)

◆ Language Study

Background Information

Compound and Double Words

Compound words are made from two words that are put together to make one word.

For example: supermarket means super (big) market. Other examples include *weekend* and *Grandmother*.

Double words are often used in a name e.g. post office.

Teacher Led Activities

Ask the pupils to think of some compound words and some double words. Record their responses.

Ask the children to make up their own sentences with the compound words and double words.

Complete the activity in the Pupil's Book relating to the names of important buildings.

Syllabus Link

K1, S25



Can all the pupils use a range of sentence types including short simple sentences and longer complex ones? (S23)

◆ Spelling

Ask the pupils to copy the spelling words into their books. Check they have spelt the words correctly. (Children can check each others words too.)

all	post office
one	church
be	supermarket
and	bank
said	building



Spelling Strategy

Teach your students this strategy as a way of learning their spelling words.

Look, Cover, Remember, Write, Check

◆ Oral ◆ Writing

Method

Use the reading and discussion activity above to show the types of information to include when recounting events. Ask several pupils to recount (retell) the details of a trip or adventure they have experienced in the past.

Other pupils should ask questions such as who, where, when, what and why.

Ask pupils to write about a trip they have taken in the past or an adventure they have been involved in.

There are some sentence beginnings in the Pupil's Book to help them in their writing.

(Pupils should be given time to write this on one day, and then come back again to edit and rewrite on another day).

Syllabus link

A2, S8, S11



Can all the pupils use redrafting as an opportunity to improve their writing? (S24)

◆ Reading and Discussion - Lego's House

Background Information

In order to encourage further interest and enjoyment in reading, teachers can study certain passages from the reader text in more detail.

You can help the children to look for greater meaning and understanding by reading a short excerpt from the main text. This will encourage fluent reading and appreciation of the style of writing, in this case recounting. It can lead to further discussion and use of the dictionary.

Method

1. Look at the new words and phrases in the Pupil's Book, page 6. Ask the children to say each word. Help them with the pronunciation. Or write down the new words and phrases on the blackboard then say them together or individually.
2. Let the pupils describe Lego's house or their own house.
3. Ask the pupils to read the passage *Lego's House* from the text, *Lego's New Adventure* silently.
4. Use the following discussion questions as you read and discuss the text with the pupils.

Teacher Led Activities

1. Are sago palm leaves strong enough to build a house? Why is this?
2. How are strips of betel nut trunk obtained?
3. What would it be like to live in the mountains?
4. What does 'return home for holidays' mean?
5. Why was it important to buy a 'boat ticket'?

Follow-up

While some pupils are reading the text silently, ask a small group of children who have finished reading, to design a house and draw a picture of it. The aim is to let them work together to produce the illustration.

Emphasise that the children must discuss the design and then agree on it before drawing a picture of the house.

Syllabus Link
A2, S19



Can all the pupils read silently, identify the main points and supporting details and understand the writer's purpose? (S14)

◆ Comprehension

Background Information

Encourage understanding of the text by asking pupils to think about their own experiences at home and during play. Pupils will be able to relate more to a text if they can link what they have read to something that has happened in their own lives.

Teacher Led Activities

1. Read the text to the pupils again and ask them to answer the questions in the Pupil's Book, page 6 in their exercise books. Help them to understand the questions and do the first one together as an example.

While some of the pupils do the above, other pupils could be involved in the following.

2. Ask the pupils to write down what they know about Lego so far. You can ask questions to help them. Record their answers.

Example: Is Lego helpful? Does she like new things? Is she lazy? Is she like you? Is she like someone you know? Why?

Syllabus Link
A4, K1, S23



Have the pupils developed a wider range of skills to identify more new words? (S17)

◆ Handwriting

Background Information

It is important that the children learn cursive writing. It is sometimes referred to as 'joined-up' writing because most letters are joined.

For example the two letters 'cr' are joined from the bottom to the middle.

cr ea dr nd kn ain
cr ea dr nd kn ain

Method

Prepare writing exercises for pupils so they practise writing pairs of letters that have bottom to middle loops

For example dr, ca, ea, gr, in, lo, li, la, ma, mo, mi.

Keep a check on all pupils and help those who are finding it difficult to write joined-up letters.

◆ Language Study

Background Information

In this activity, two sets of ideas are presented for the pupils to learn. These are words of direction and prepositions. It is the teachers role to help the pupils understand these ideas before moving on to other activities in the Pupil's Book.

1. Words of Direction

Words of direction are found in the compass points. Many people use these words to give instructions or to explain a position.

For example:

"If you travel south along this road and then take the south east path, you will reach my house."

Remind the pupils that the sun rises in the east and sets in the west.

The sun should be directly north at midday.

2. Prepositions

A preposition is a word describing the relationship between two nouns, pronouns, or a noun and a pronoun in a sentence:

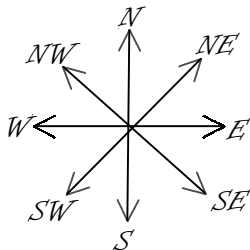
For example,
on, under, between, for.

A preposition is often placed before the noun to which it relates:

For example,
the cat sat on the mat; they dive into the water.

Method

Ask each child to make a simple compass as shown in below.



Give them practice in using the compass to find direction.

Pupils can work in pairs and give each other instructions, such as,

"Walk five steps to the north and then take four steps to the east".

Then ask them to complete the work in the Pupil's Book, page 46 in their exercise books.

Explain to the children what a preposition is and write up examples on the board.

Talk about the picture with the pupils.

Ask them to look at the picture in the Pupil's Book page 7 and use prepositions to describe what is happening in the picture



about
of to
on at

Syllabus Link

K4, S7



Can all the pupils use words showing direction and place in sentences? (K3)

◆ Oral ◆ Writing

Teacher Led Activities

Use one of the following activities with your pupils.

1. In groups of four ask the pupils to talk about the type of building they would like to live in. They may use questions like what type of house, how large or small, what it is made of and who would live in it. (see Pupil's Book for examples).

or

2. Ask each pupil to talk to the class about the type of house they would like to live in and why.

Read through the description '*My House*' by *Nikson Vaji* and discuss it with the pupils.

Ask the pupils to write a description of the house they are living in.

There are some questions in the Pupil's Book, page 8 to help them with writing their description.

Syllabus link
K4, S13, S27



Can all the pupils use intonation, rhythm, stress and tone to carry meaning clearly? (S12)

◆ Reading and Discussion - Lego Earns Some Money

Background Information

This is another passage from the Reader that you can use to continue a more detailed study of the text.

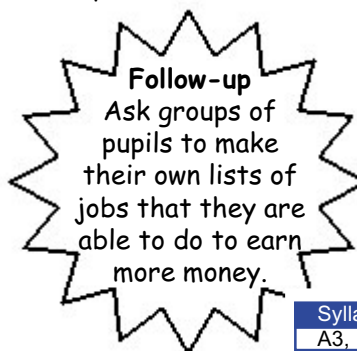
Method

Introduce the pupils to the new words and phrases. Do this by discussing what 'to earn some money' means. Ask the children if they have ever earned money by doing small tasks around the house or for a neighbour. Make a list on the blackboard of how pupils in Standard Four have earned extra money.

As you introduce the new words, ensure pupils can pronounce and recognise them. Encourage the use of the dictionary to find the meanings of the words. You can also make up a few sentences with the new words and write them on the blackboard. Ask the pupils to make up some sentences of their own. Practise reading the text, allowing pupils an opportunity to read to the class. Ask pupils to read part of the text silently.

Discussion Questions

1. What does 'produce' mean? Give examples.
2. Is it important to display the vegetables? Why is it important?
3. What does 'put a price on' mean?
4. Is it easier to sell something when it is fresh? Why is this?



Syllabus Link
A3, S16, S17



Can all the pupils read silently, identify main points and supporting details and understand the writers' purpose? (S14)

◆ Comprehension

Method

Use the questions provided in the Pupil's Book, page 9. Read through the questions and do the first one as an example with the class. Ask the pupils to do the exercise in their exercise books.

Encourage the children to use the text to help them answer some of the questions.

or

Ask the pupils to work in groups and design their own stall (table) where they will sell their 'produce' at the Saturday market.

The pupils need to discuss and select the kind of 'produce' that they think will sell easily and quickly.

Then make a drawing of their table of 'produce'.

The pupils should also put a price on everything that they intend selling.

Display their drawing on the wall and ask all the children to vote for the best table of produce.

Syllabus Link
A2, S9, S14



Can all the pupils read and identify sufficient detail to achieve their purpose? (S15)

◆ Language Study

Background Information

Explain to the children the difference between countable and uncountable nouns.

A *countable noun* is one that describes something that can be counted. For example children can be counted.

An *uncountable noun* is a word where it is not possible to count in numbers what is described, for example water cannot be counted in numbers. Water can only be measured.

Method

Give examples of the words used to describe *countable* and *uncountable* nouns in sentences before the class begins the activity.

Put some examples on the board, such as, *many*, *much*.

Use them in sentences to help the pupils understand.

Talk about the examples in the Pupil's Book again and ask the children to complete the activity in their exercise books.

Teacher Led Activities

1. How much money? (and not) How many money?

However, 'How many dollars?' is correct because dollars are countable.

2. How many stones? (not) How much stones? Explain.
3. How much water, gold, sand, sugar, petrol? Explain.
4. How many books, boys, trucks, fish? Explain.

Syllabus Link
S23



Can all the pupils identify countable and uncountable nouns and use them correctly? (K12)

◆ Spelling

Revise this week's spelling list with the pupils.

Give the pupils further practice using the LOOK, COVER, REMEMBER, WRITE, CHECK strategy.



If the pupils are still having difficulty spelling the words then practise the spelling strategy with them again.

Ask the pupils to choose six words from the spelling list and write complete sentences with them. Remind them to underline the spelling word that they use. See the example in the Pupil's Book, page 9.

◆ Oral ◆ Writing

Method

Ask the pupils to get into groups and prepare an announcement that they could make on the radio to advertise their products for the next market day. (See Pupil's Book, page 10). Assist them as necessary.

Give the children some ideas of how and what to say in their advertisement.

Or collect some advertisements from the local newspapers and read them to the class so that they can see how professional people present adverts.

Writing

Ensure that the pupils understand that an advertisement is similar to recounting since it states facts and informs the reader.

The market advertisement is about a series of events that interested people should know about.

Now ask the pupils to write their advertisement, stating the purpose of the advertisement first.

The place, the time and the series of events that will take place are important.

Let the pupils practise reading the advertisement in their groups.

Place the advertisements around the school so that other pupils can read them.

Ask pupils to find out what the rest of the school think about Standard Four's advertisements.

Move around to each group and give help if they have difficulty.

Keep referring to the examples in the newspaper.

Pupils are also given the details of another writing activity (a poem) in the Pupil's Book page 10 if they have more time.

Syllabus link

K5, S25, S27



Can all the pupils use a range of different types of spoken and written English in their advertisements? (A3)

◆ Reading and Discussion - Lego Sees Honiara

Background Information

Ensure the children enjoy and understand their reading.

Method

Ask the pupils to say and spell the new words and phrases. They can use the words in sentences.

Read the passage 'Lego Sees Honiara' carefully and slowly.

Ask the pupils to read the passage to each other.

Discuss with the children what it is like to see something or somewhere new for the first time.

Have they had such an experience? What were their feelings? Were they excited?

Teacher Led Activities

Discussion questions

1. What would you expect to find in a clothing shop?
2. What is special about a 'supermarket'?
3. Why do people keep money in a bank? Is it safe? Why?
4. How does a stamp ensure your letter reaches its destination?
5. What would you expect to see on a video?
6. What do you think the 'mixed' goods bought by Lego's uncle would have been?

Syllabus Link
A1, S1, S14



Can all the pupils read for enjoyment and pleasure? (S16)

◆ Comprehension

Background Information

Comprehension exercises help the children to understand the text and to participate in activities that will take them beyond understanding facts. Try to ask questions that encourage the pupils to think for themselves.

Method

Explain to the children why the writer used some of the main ideas in the text. Work through the questions orally and explain anything that causes difficulty.

Ask the pupils to answer the questions provided in the Pupil's Book, page 12, in their exercise books.

Assess and assist the pupils during the course of the lesson. As you move around the class look for common difficulties and at an appropriate time, stop the class to explain the common difficulties.

Remind the pupils to answer the questions in complete sentences. Help those who have difficulty.

Syllabus Link
A6, S2, S14



Can all the pupils read and identify sufficient details to achieve their purpose? (S15)

◆ Handwriting

Continue to explain to the children that in cursive writing there are skills involved in joining up letters. For example, some letters join up from middle to middle,

There are other letters that join from the bottom to the top.

Give the pupils practice in writing words and sentences.

Check their handwriting and make sure they can join up the loops.

Ensure that they write in a straight line (use lined paper) and that the letters and words are the same size.

oo or ro vr wo
top ch cl al at el

◆ Language Study

Background Information

Explain what abbreviations are.

In the reader text ANZ is used. That is an abbreviation for Australia New Zealand.

The first letter of each word is used to represent the whole word.

USA is often used instead of United States of America. These are abbreviations.

Abbreviations are often used in writing and in speech. In many cases they have become more familiar than the actual words.

Many people talk of the UK meaning the United Kingdom since it is easier to remember and say. Help the pupils to understand this.

Method

Give examples of abbreviations on the board and explain how useful they can be.

Ask the pupils to give you some examples of the abbreviations that they have come across, such as MP, or ask the pupils to make up their own abbreviations and explain what they mean.

Teacher Led Activities

Read through the activity in the Pupil's Book, page 12 and explain the examples.

Ask the children to do the activity in their exercise books.

Always check the children's work. This is a good time to make assessments about how well pupils are progressing with their written work.

It is wise to keep careful notes on each individual child. This will allow you to decide the best course of action if some pupils need more practice.

Other children may need to be challenged with more advanced exercises.

Grammar

The pupils should complete the exercise on present tense verbs in the Pupil Book page 12.

Syllabus Link
K9, S25



Can all the pupils identify, understand and use the common acronyms and abbreviations? (K2)

◆ Oral ◆ Writing

Method

In this activity, you may decide to work with your pupils on any of these activities.

Work with the students as they discuss and design a diary.

Lead the students toward writing a letter to recount the exciting things Lego was involved in during her visit to Honiara.

Explain to the pupils how to write a letter about a visit to a large town. Demonstrate how to set out a letter. Focus on the address, date, greeting and farewell. **or**

Let the pupils continue with the advertisements that they began previously if they need more time.

Some Extra Activities

1. Ask the children to imagine a visit to a bank or market.

They should discuss what would happen and then choose who should play the different roles so that they can act out the visit.

The cast might include the guard at the door, a person in the queue, a bank teller, a cashier and a bank manager.

Then the pupils have to write a short script for their play. Choose the best play to show to the whole class.

2. Write a recount about a visit to the bank, the market, the post office or any other place of interest.

Give the pupils clear instructions about writing a recount.

Explain prepositions and how to use them in the story, such as, *in* the shop, *on* the counter, *under* the bus.

Show the pupils how the use of descriptive words such as *busy*, *fast*, *interesting* can be used to improve a story.

Ideas for a recount writing

You can begin the lesson by starting the recount on the blackboard and sharing the writing:

Last Saturday, my brother and I went to the wharf to meet our aunt who was arriving in my uncle's canoe. The weather was bad and there were many people waiting by the edge of the ocean very anxiously.

You can show how a recount develops:

When we reached our house we were all surprised to find that the door was open. My aunt was so shocked, she immediately thought that the house had been burgled!

In order to show how a problem is sometimes resolved in a story, you could continue to write:

Luckily my father arrived just in time.

Finally, to show that recount involve personal feelings and emotions, you could include something like:

My mother was so relieved and she simply burst into tears. I could not help smiling!

Syllabus link
A5, K4, S24



Can all the pupils select appropriate vocabulary for the type of writing? (S25)

◆ Reading and Discussion - Shelter

Background Information

Everyone in the Solomon Islands should be familiar with the problems of housing and shelter. The text will help pupils to think more about the need for good housing and safe shelter. This is another opportunity to extend the pupil's vocabulary and help them to pronounce and spell the new words.

Method

Brainstorming.
Write the word shelter on the blackboard.



Ask the children what they think the word means. Write down their responses to the word as shown here in the blackboard plan.

Look at the different forms of shelter in the Pupil's Book, page 14 and discuss. Ask the pupils where they think these shelters might come from.

Discuss the differences between the responses on the blackboard and the pictures shown in the text. Lead the discussion towards housing with roofs and other facilities.

Encourage the pupils to read silently and to concentrate on understanding what the text has to say about different forms of shelter. As you move around the class ask some of the pupils to retell some of the facts.

Teacher Led Activities

Discussion questions

1. Are any houses like these found in your village?
2. What type of house do you live in?
3. What materials are used to build village houses?
4. Why do some houses have big roofs and small windows?
5. How would you make a very strong house?
6. What is special about building houses in our country?
7. Is it possible to build a house that can resist natural disasters?

Syllabus Link
A3, S13, S14



Can all the pupils read and identify sufficient details to achieve their purpose? (S15)

◆ Comprehension

Background Information

Although the text is short it does contain many facts. It is also sending a clear message about the way housing and shelters are constructed in the Solomon Islands. This means that pupils have to think about the meaning behind the text. The teacher can ask appropriate questions in order to help the children think beyond the facts.

For example, 'Would you like to live in any of these houses?' 'Which one?' 'Why?'

Take the pupils outside and look for examples of different shelters in the area. Discuss the various styles, the materials used, the roof, safety, structure and comfort.

Method

Either
Read the text to the pupils again.
Discuss the questions in the Pupil's Book.

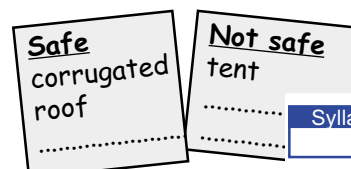
Ask the children to write true or false at the end of each sentence in their exercise book.

and / or

Ask the pupils to work in groups and make two lists

1. Houses which are safe
2. Houses which are not safe.

Beside each list, ask the pupils to give reasons.



Syllabus Link
K9, S26



Can all the pupils read silently, identify main points and supporting details and understand the writer's purpose? (S14)

◆ Language Study

Background Information

Many words in English have an 'ed' added to the end of the word to change the verb from present to past tense. Prepare a list of these words for your lesson.

Method

Talk about the past and present tenses with the children.

Give some examples of the correct use of verb tenses in sentences.

For example:

1. Last year I *stayed* with Uncle Kelu in Honiara.
I *stay* with my brother Pule when I visit Honiara.

2. Yesterday I *cooked* some taro.
Today I am *cooking* some green bananas.

Follow-up

Play a word game in two groups.

The first group has to say a present tense word, for example 'live' and then someone from the second group must respond with the past tense, 'lived'. Give points for correct answers.

Teacher Led Activities

Ask the pupils to make some sentences like the examples.

Write their sentences on the blackboard.

Go through the sentences with them.

Ask the pupils to do the activity in the Pupil's Book page 15.

Ask them to write the correct form of the verb in brackets for the sentences provided.

Syllabus Link
S1, S25



Can all the pupils use appropriate tenses in their sentences? (K9)

◆ Spelling

Ask the students to test themselves on the week's spelling words.

Some of the new words that pupils will have come across during this unit are:

depends **temporary**
shelter **weather**

Refer back to the previous texts for other new words since some of them will be used in the pupil's exercises.

For example in exercise two on page 15 in the Pupil's Book, the word '*post office*' is required in the sentence.

When pupils have finished the spelling exercise, teach them to play a spelling game.

Here is an example of a spelling game.

Add 'ea' or 'ee' to the following to make a word.

l__f, b__f, r__f, d__f, d__d,
r__d

Now play the game in two groups.

Group one must think of a four letter word and write it on the blackboard but miss out the two middle letters.

Group two must guess what the word is.

◆ Oral ◆ Writing

Method

In this activity, you can do either or both of the following suggestions.

Either

1. Ask the pupils to work with a partner or in groups of three.

Encourage them to ask questions and answer them as described in the Pupil's Book page 15.

Once the pupils have all had a chance to ask and answer questions have them write a short description of their own house.

Use the questions in the Pupil's Book to help lead the discussion and support the pupils in their writing.

or

2. Ask the pupils to make groups of four.

Ask them to read the first paragraph of 'Lego's New Experience'.

Each child takes a turn to retell the paragraph.

Ask each group to draw a picture about the things that are in the first paragraph. Ask them to label their picture.

For example:

Sticks, sagopalm leaves, bamboo, etc.

Syllabus link

K8,S12



Can all the pupils ask a wider range of questions? (S11)

◆ Reading and Discussion - Dwelling Places

Background Information

Reading poetry is another way to interest children in texts for enjoyment and understanding. Sometimes the meaning is more difficult to understand because the writer uses fewer words in order to give a message or to provide a scene that will be descriptive.

You may need to read the poem a number of times and discuss the meaning with the pupils.

Method

Say and spell the new words and the phrases in the Pupil's Book, page 17

Ask the children to use some of the words in sentences.

Brainstorm different sorts of Dwelling Places. (Refer to Pupil's Book page 17)

Ask the pupils to listen while you read the poem. Read slowly and clearly, emphasising new words. Next, ask the pupils to read the poem with you.

Encourage the pupils to use loud and soft voices and to vary the speed of reading for the various verses.

Help them to understand that certain verses can be expressed loudly and emphatically, for example the first verse, while other verses can be read in a different tone of voice.

Teacher Led Activities

Explain any difficult words to the children. Talk about the poem and use the following questions for discussion.

1. What is the poem about?
2. Where can we find dwelling places?
3. Why does the poem say, 'I am the most important thing in the whole world'?
4. Explain the difference between rural and urban dwelling places.
5. Which words help you to understand the importance of the dwelling place.
6. There are a number of words ending in 'ing'. What are they? Do they help you to make a picture in your mind? Explain this to another pupil.
7. Why do you think the last verse has short lines? What effect does this have? Should you say these lines slowly or quickly? Try it for yourself.
8. One word is joined by a hyphen. Can you find it? Why do you think words have to be joined like this?

Syllabus Link
A3, S1, S12



Can all the pupils read a wider range of known texts aloud with understanding, confidence and expression? (S19)

◆ Comprehension

Teacher Led Activities

1. Explain the activity in the Pupil's Book, page 18. Ask the children to read the instructions and complete the activity in their exercise books. Encourage them to write the answers in full sentences.

2. Ask the pupils to draw any building they have seen which is used by people for different purposes, for example for dancing, cooking, working or playing games.

They could also draw buildings that have different shapes or styles.

Syllabus Link
S18, S23



Can all the pupils read silently and identify the main points of the story? (S14)

◆ Language Study

Background Information

A preposition is a word that links two nouns, two pronouns or a noun and a pronoun and marks the relationship between the two words.

For example: 'The ball is under the truck'. 'The girl walked to the river'.

Method

Read the poem with the pupils again. Explain what prepositions are.

Lead them through the text and show them some examples of prepositions, e.g. for, in, on, along.

Ask the children to complete the activities in the Pupil's Book, page 18 in their exercise books.

Extra Activity - Preposition Game.

This game is for the early finishers to play in pairs.

Pupil A should think of a doing word (verb) such as, 'run'.

Pupil B has to make up as many sentences as possible with different prepositions using 'run' until he / she can't make any more sentences.

For example,

The girls run up the hill

David runs towards the goal post.

Betty runs away from the dog.

Pupil B now chooses the doing word and pupil A has to make up more sentences if possible.

The pupil who makes up the most sentences scores a point in the game.

The game then continues with new words.

Syllabus Link
S25



Can all the pupils use prepositions for place and time? (K4)

◆ Spelling

Ask the students to copy the following spelling words into their exercise books.

on
at
his
not
as

wondered
moist
freight
imagine
modern



Remember to encourage the spelling strategy - **LCRWC**.

Ask the pupils to choose five words from the spelling list and write complete sentences.

◆ Oral ◆ Writing

Some Games to Play

Explain the game, 'What am I?' (Pupil's Book page 19)

Encourage the children to use as many describing words for the dwelling place they live in.

For example:

I live in the mountains.

My legs and body are made of thick sticks.

People make a very hot fire in me.

What am I?

The answer is bush kitchen.

Encourage everyone to participate or pupils could play in pairs.

Another game that is both fun and instructive the 'adverb game'.

Explain to the children that adverbs are words that describe verbs, and often end in 'ly'.

Examples of adverbs are: quickly, slowly, beautifully, funnily.

Ask pupils to think of their own adverb and then 'act' the word. You can demonstrate this to the pupils by showing them.

Try running fast up and down the classroom.

Ask the children which adverb can describe what you are doing. Some pupils might say 'crazily' but most will probably say 'quickly'.

This game will give pupils a good insight into adverbs that may also be used as descriptive words for their writing.

Writing

Let the children work with the person sitting next to them to write a short poem about dwelling places.

Encourage pupils to use describing words. Let them read their poems to the whole class.

Display the pupils' work on the classroom walls. Ask the pupils to read the poems again.

Alternatively, some pupils could be asked to write a short play about 'Moving House'.

They can be guided with the following questions.

Who are the people in the play?

How are they related?

Where do they live at the moment?

Where are they moving?

Why are they moving?

What arrangements have to be made?

How do they reach their new destination?

What is the new house like?

Help those pupils to set the scene with some initial dialogue:

Dad: Children, we have to move house to another island!

Paul: Oh dear, dad, I will miss my friends.

Helen: Where shall we go to school?

Syllabus link
A3, K1, S25



Can all the pupils explain an idea in greater detail? (S13)

◆ Reading and Discussion - Kini's Village Routine

Method

Study the new words and the phrases in the Pupil's Book, page 20. with the pupils.

Ask them to say and spell some of the words.

Make sure they pronounce the words correctly.

Ask them to use the words in sentences. Discuss new words used in the text, such as, *preferred*, *admired*, *occasion* and *structure*.

Use a dictionary to find these words.

Ask the pupils to read the story silently.

Next, read the story with the pupils and talk about each paragraph.

Ask the pupils to talk about their daily routine.

Encourage them to re-tell the story in pijin to see if they understand it.

You can take this discussion further by asking pupils to talk about their parent's daily routine.

Teacher Led Activities

Use these discussion questions as a basis for further discussion during and after the reading:

1. What does 'routine' mean?
2. Why is village life usually quiet and relaxing?
3. Was Kini very busy when she lived on her own?
4. Why was Kini the most admired girl in the village?
5. Why do some people want to use trees from swampy areas to build houses?
6. Why do the men have different tasks from the women?

After reading the story you can make a drawing of the house on the blackboard.

Ask the pupils to help you label the drawing to show the various parts of the house and how it is held together.

Syllabus Link
A2, S10, S16



Can all the pupils read and identify sufficient detail in the story? (S15)

◆ Comprehension

Background Information

In the Solomon Islands, it is not very common for a young woman to live on her own. It is nevertheless worth discussing this issue with the pupils.

There are cultural aspects that can be discussed and there will be differing considerations from village to village, town to town and island to island.

How would this young woman look after herself without the help of the family? How would she earn money? What would other community members think about a young woman who chooses to live on her own? These points may help you to begin a discussion.

This approach will also help the children to appreciate that everyone can have an opinion and that they should be allowed to express it.

Method

When you are satisfied that the pupils have explored some of the issues about living alone, ask them to copy the sentences in the Pupil's Book, page 21 in their exercise books and fill in the missing words.

Let them look at the story about Kini's village to help them with the activity.

Syllabus Link
A2, K1, S14



Can all the pupils select vocabulary appropriate for the type of writing? (S25)

◆ Handwriting

This is an opportunity to practise the 'middle to top' loop in cursive handwriting.

Choose appropriate pairs of letters such as: ol (as in pole), ok (look), ot (got).

Look for other examples too.

Ask the pupil's to write the passage from Pupil Book page 21 into their books, stressing that it is important to write neatly at all times.

◆ Oral ◆ Writing

Background Information

Pupils should be given time to practise explaining an idea in greater detail. *Kini's Village Routine* contains a sequence of steps which were followed when the villagers were building Kini's house.

Method

Give the pupils time to re-read the story and identify these steps. There are seven steps. List them before you ask the children to do the oral activity.

Ask the pupils to look for these steps and record the pupils' responses on the blackboard or on paper. Then ask seven pupils to come to the front of the class and say what these seven steps are.

You may give help and correct the pupils if appropriate. Then ask individuals to stand up and tell what the daily routines are in their village. This will give them confidence in speaking and in expressing themselves with emphasis when it is appropriate.

Writing

Model how to write a report of the discussions they have been having.

Use the routine work of the village or town, as your example.

Help the children to think through the processes for presenting this report.

You can begin by writing the initial paragraph that will be the main focus of the report on the blackboard.

You may wish to begin in the following way:

"In my village there are many different kinds of routine tasks. Some are done by the men, some by the women and some by the boys and girls...."

Now ask the pupils for their suggestions about how to continue. Help them to understand that they have to identify the various tasks and describe them. One pupil might suggest:

"All the boys have to collect firewood every day and sometimes we help our fathers with the gardening."

In this way you have shared in the writing and you have offered some suggestions to the pupils for writing their own reports. Advise them on place and time and how people might behave while doing their tasks. Help them with the summary at the end of their report.

Encourage the pupils to write a group report of their discussions.

Each group should then select someone to represent them and present the report to the class.

Syllabus link
A2, S17, S23



Can all the pupils write for audiences outside the classroom and outside the local community? (S2)

◆ Language Study

Background Information

Using a dictionary is a very useful skill.

A dictionary can be used for a number of activities, for example:

- finding out how to spell a word
- finding the meaning of a word
- looking for synonyms and antonyms
- finding out what part of speech a word is (is a verb, noun or adjective, for example)
- finding the meaning of an abbreviation
- finding out how to pronounce the word
- getting help with irregular words which are very common in English.

Method

Pupils should be given practice in looking up words. The pupils can work together. Choose a word that begins with 'a' ('admired' for example). Pupils need to know the alphabet well in order to successfully use the dictionary.

Work together and show how to find the new word by referring to the order of letters in the alphabet.

Once this is done ask the pupils to do the exercises in their Pupil's Book page 21.

Syllabus Link

A3, S17



Have all pupils learned more complex vocabulary that is used locally and nationally? (K1)

◆ Reading and Discussion - Hospital

Method

Brainstorm on the features of a hospital and what happens in it? Who the people are and their functions.

Discuss the pupil's responses and ensure that they have a good understanding of hospitals before you read the story.

Go through the new words and the phrases with the pupils.

Let them say and spell and pronounce them correctly. They can use them in sentences to give emphasis to meaning.

Let them read silently and follow as you read the text to them.

Talk about the text, how it is written, in the form of a report.

Explain any new words the pupils might come across in the text or let them use a dictionary.

Teacher Led Activities

1. What kind of medical services do you have in your area?
2. Who are the people working in your hospitals or clinics?
3. Why must hospitals and clinics always be kept clean?
4. Do you think a hospital should be built in the centre of a town? Why?
5. Why do sick children stay in a separate ward from adults?
6. What does 'intensive' mean? Check the dictionary.
Why should the care be intensive?
Is this similar to 'intensive farming'?
7. What do you think it would be like to be in casualty?

Syllabus Link
A3, S2, S14



Can all the pupils listen and identify the main points of the story? (S1)

◆ Comprehension

Background Information

Since hospitals, clinics and health care in general play a very important part in the well being of the community, it would be a good idea if you could invite a doctor, nurse or health care officer to the school to give the pupils more insight into how these various people contribute to good practices in health maintenance. If this is not possible, ask the headteacher. He might know someone in the community who has had experiences of health care.

A visit to the local clinic would also help to provide a greater insight into health matters.

Method

Introduce the pupils to a drawing and labelling activity.

Ask the pupils in groups to design their own hospital or clinic with various facilities such as out patients, maternity, children's ward and a medical ward.

Label the parts of the building in clear handwriting paying special attention to spelling.

Have a competition in the class to find out which design is preferred by the majority.

Ask the headteacher if other classes can come and look at the designs on the wall.

Ask some parents to come to the class and see for themselves how the pupils have designed a new clinic or hospital. Ask the parents for their contributions on the design.

Ask the pupils to answer the questions in the Pupil's Book page 24. Read the questions to the pupils. Do the first one with them. Give some examples of your own.

Syllabus Link
K8, S13, S17



Can all the pupils ask a wider range of questions? (S11)

◆ Language Study

Background Information

In this exercise the children will be matching a word to its definition.

Method

Lead the pupils through the text again. Identify new and any complex words used in the text. Explain what these words mean.

Ask the pupils to match the meanings with the correct words and phrases.

Encourage the pupils to use a dictionary to help with the activity in the Pupil's Book, page 24.

For further work on this theme, you can look back at the previous stories and make a selection of definitions so that pupils can practice the idea of using the dictionary in reverse.

Syllabus Link
A6, K1, S19



Have all the pupils developed a wider range of skills to understand more complex words? (S17)

◆ Spelling

Test the pupils on their spelling words and keep a record of their performance, noting which words they are having difficulty with.

Write the new words in sentences and practise cursive handwriting.

on	wondered
at	moist
his	modern
not	freight
as	routine

If the pupils are still having difficulty spelling the words then practise using the LCRWC spelling strategy.



◆ Oral ◆ Writing

Method

Encourage the pupils to talk freely about any experiences they've had in the hospital or clinic.

If they have not been to a hospital or clinic they may talk about any of their family members or relatives who have been admitted to hospital.

Here are some of questions to talk about.

1. Why did they or their family members go to the hospital or clinic?
2. What did the nurses or doctors do for them? Give some details.
3. Did they stay in the hospital/clinic? If so how many weeks did they stay and in which ward? Did they have visitors? Who visited them?

Writing

Ask the pupils to write a short recount about their experience in the hospital or clinic.

Guide them to write this recount by reminding them of the structure. This includes giving details of the setting, the sequence of events and a concluding statement.

Ask the children to give their comments about how they felt in the summary.

Assist the pupils with their writing.

Syllabus Link
A5, S12, S24



Can all the pupils write brief and concise messages? (S26)

◆ Reading and Discussion - Animals' Dwelling Places

Background Information

The text in today's reader is a factual report. It gives the reader facts about animal habitats.

Method

Ask the pupils to read the text silently and to identify the main points in the text.

Encourage them to read the text twice.

Use the questions in the activity to help them with their group discussion.

Help them identify and understand new words mentioned in the pupil's activity.

Give them time to talk about more animal dwelling places in their village, island or around their house.

Teacher Led Activities

Make a list of all the animals you know and beside it write the name of the animal's habitat.

crocodiles - swamps, mangroves

snakes - trees

wild dogs - caves

boars - bush

birds - nests

Discuss why these animals, and others identified by the pupils, live in a particular place.

Syllabus Link
A2, S10, S14



Can all the pupils read and identify sufficient details in the text? (S15)

◆ Comprehension

Method

Read the text again. Ask the pupils to complete the activities in the Pupil's Book.

Let them rewrite the sentences in order according to the text. Putting sentences in order will help the children plan their telling and writing.

Ask the pupils to retell the report in their own words, or to think about habitats for animals in hot countries. Another group of children could think of habitats for animals in cold countries.

Ask the pupils to describe what they think the main features would be for the habitat they are going to write about.

For example in a hot country, a habitat may be large and perhaps in a shady place, in a cold country the habitat may give protection from the cold, and possibly be under the ground.

Ask the pupils to discuss how animals keep warm in cold countries. This activity will encourage the children to think beyond their experience.

Syllabus Link
S12, S13



Can all pupils select appropriate vocabulary for the type of writing? (S25)

◆ Handwriting

Ask the pupils to write out part of the text in the pupils book page 26 in their best cursive writing.

Check as they write and help them to understand the various loops.

Make sure they write in straight lines and make all the words and letters the same size.

◆ Oral ◆ Writing

Method

Here are a number of choices of activities that you can do with the children.

1. Pupils can continue writing about their experience in the hospital or clinic. Remember it is important to let pupils have the chance to proof read and edit their writing.

2. Try 'I am thinking of' as described in the Pupil's Book.

Ask the students to read the instructions. It is very important for the children to be able to read instructions and interpret them correctly. Help pupils to understand the task.

Ask a few children to form a group to play the game. Make this into a game that can be watched by the rest of the class and encourage participation from all of them. The group will suggest an animal and someone from the class will try to guess the habitat by asking the questions.

The teacher should choose who asks the questions. The group will score a point if no one can guess the habitat after three questions. Keep the score for each group.

3. Ask the pupils if they have pets at home. Ask the children to write a short report about their pet.

Here are some questions to help them.

1. What is the pet's name?
2. Where is it kept?
3. What are its favourite foods?
4. What is its favourite place to sleep?

Encourage the children to draw pictures of the pet. Display the descriptions on the classroom walls.

4. Play the chain-letter game. Start with a word such as TURTLE. The next pupil in the group must use the last letter of the word as the first letter of their own word, so EGG would be correct, the next child could use the word GRANDFATHER.

A variation on the game is to choose words that are animals, people or food. This is a good game to strengthen your pupil's abilities with words and with their written work.

Syllabus link

A3, S21, S25



Can all the pupils explain an idea in greater detail? (S13)

◆ Language Study

Background Information

Prepositions are words that are used to link nouns, pronouns and other phrases to words in a sentence, and that mark the relation between the two words they are linking.

For example:

The cat sat **on** the table.

The ball rolled **over** the line.

Method

Before the pupils begin with the activity, explain prepositions to them.

Show pupils some of the prepositions in the text *Animals' Dwelling Places*, such as: of, on, in. Can they find other prepositions?

Ask the children to look at the activities in the Pupil's Book and complete them.

Syllabus Link

K1, S10



Have all the pupils learned to use prepositions for place and time? (K4)

◆ Reading and Discussion - Ants

Background Information

The text in this reader is a report. Reports are often used to describe behaviour. It is often written in present tense and the content is mainly factual information.

Method

Read the text about ants to the pupils. Ask the pupils to follow silently and try to understand the text as you read. Talk about the drawing.

Ask the children to say and spell the new words and the phrases in the Pupil's Book, page 28, or write up the new words and phrases on the blackboard and ask them to say and spell them.

Encourage them to talk about what they know of ants; are they friendly? Where do they live?

Teacher Led Activities

Use these questions with the children as you discuss the text:

1. Where do harvest ants store their food?
2. Why do they want to live under ground?
3. What type of ants do you see around your house?
4. Do ants ever go to sleep?
5. What is the difference between an army ant and a slave-maker ant?
6. Which of the ants do you think are friendly?
7. Why is it important to store food if you are an ant?

Syllabus Link
S1, S11, S17



Can all the pupils read a wider range of known texts aloud with understanding, confidence? (S19)

◆ Comprehension

Background Information

There is a great deal of knowledge associated with this text. It is an example of a report about the different groups of ants and their behaviour. It is worth taking the time to explain how this text follows the format of a report:

Classification: The focus of the report.

Description: What they look like, where they live, their behaviour, their purpose, the place.

Summarising comment: A community of social insects is called a colony. Ants live in colonies.

If the children have this understanding, they will be able to gain more insight into the meaning of the text and will learn to become more critical.

Method

Read the text carefully, paying attention to the detail in the drawing.

Make a drawing of the picture on the blackboard which will explain the various types of ants, what they do and how they live.

Read through the questions in the Pupil's Book, page 29. Ask the pupils to answer the questions in their exercise books.

Introduce, as an extra activity, opportunities for pupils to be critical about what they have read. You can ask a question like:

Why is it good to live in an organised community?

Encourage the pupils to compare what they have read about ants with the way human beings live. Have a discussion about community behaviour and rules and regulations. This could lead to a discussion about the law and what to 'break the law' means.

You can organise a debate that can be part of your oral work. The pupils should be asked to debate the following:

"Ants are better organised in their communities than humans."

One half of the class should argue FOR this statement and the other half should argue AGAINST.

Explain to the pupils how to prepare for a debate. Ask them to write down all the reasons in favour of their argument and the reasons against their argument so that they can answer the opposing team.

Ask the group to elect two speakers to present the case for each argument. The second speaker must answer any criticisms put by the other team. When the debate is finished, ask the whole class to vote for the team that gave the best set of arguments and defended the criticism well.

Syllabus Link
A3, S20



Can all the pupils read a wider range of texts with understanding and confidence? (S19)

◆ Language Study

Background Information

Before the pupils begin with the activity, the teacher should be sure that the pupils understand 'past tense.' *Past tense verbs describe things that happened in the past.*

Regular past tense verbs usually have 'ed' on the end in order to change them to past tense, for example 'follow' becomes 'followed'.

There are many verbs that do not use this rule. They are referred to as irregular verbs e.g. 'eat' becomes 'ate' in the past tense. Pupils have to learn the irregular past tense.

Method

Use examples from real life to illustrate changing from the present tense to past tense and vice versa. On the blackboard you can write sentences in the present tense and in a class lesson ask the children to change each sentence to the past tense.

For example:

I am cooking the meal. (This is a statement saying what happens now).

This sentence can then be changed into the past tense.

I cooked the meal. (This is a statement telling what has happened in the past).

You can write a number of regular verbs on the blackboard. Ask the children to put them into present tense sentences and then change them into past tense sentences.

Use verbs such as:

wave (waved), smile (smiled), believe (believed), reach (reached), jump (jumped), lift (lifted)

Introduce some of the more common irregular verbs:

sing (sang), write (wrote), come (came)

Use these words in sentences. The children will now be ready for the irregular verb exercise in their Pupil's Book page 29.

Syllabus Link
S17



Can all the pupils use past and present tense in sentences? (K9)

◆ Spelling

Ask the students to spell the week's spelling words to each other.

Encourage the pupils to spell and write the words without looking at them

Check to see that the pupils could read, spell and write the words properly.

on

wondered

at

moist

his

not

imagine

as

modern

freight

◆ Oral ◆ Writing

Method

Either

Take the children out around the classroom or in the school compound.

Let them find and observe any of the ant's nests. Ask them to identify the army ants and harvest ants. Encourage them to talk while observing.

After observing the ant's nest, ask them to write a short recount about their observation walk. Encourage them to use some of the information in the Pupil's Book and the questions in the Pupil's Book, page 29 - 30 to help them in their writing.

When we are recounting events we need to tell or write about who, where, when, what and why.

The pupil's discussion should begin with information on the setting, then follow a sequence of events leading to a conclusion.

Or

An alternative to the above activity is to continue on with the debate. This activity is worth completing and gives pupils the experience of being critical and thinking of arguments 'for' and 'against'.

You might also ask the pupils to retell the details of their observation walk using words that describe direction.

Syllabus link
A4, K3, S25



Can all the pupils explain an idea in greater detail? (S13)

◆ Reading and Discussion - Paulo's New Experience

Background Information

Remember that reading is enjoyable especially when pupils understand the material that they are reading. The text in the Reader for this week is a **narrative**. A narrative, or story, has a special structure. You should teach the pupils to understand this structure.

It usually includes:

- a beginning giving details of where it took place. Narratives involve certain people in a particular place at a particular time,
- a middle where a sequence of events takes place,
- a complication or problem usually involving the main characters,
- an end to the problem, which is sometimes satisfactory, but might be sad or might be surprising.

Use this structure to help you during your discussion with the pupils. Perhaps ask the pupils to discuss each of these by looking at *Paulo's New Experience*.

Method

Introduce the pupils to the reading by first talking about the new words and phrases at the top of the text.

As a class use a dictionary to find the meaning of any words that the pupils don't understand.

Ask them to make up their own sentences using some of the new words.

Encourage them to read the text with understanding.

Teacher Led Activities

Discuss the main points in the story with the pupils. You could use questions like these to guide your discussion.

- Why was Paulo sent to the shop?
- Can Paulo read? How do you know?
- What were some of the new things Paulo learnt while at the supermarket?
- What was the main complication or problem that happened in the story?
- Did the story end well? Why do you think this?

Syllabus Link
A2, K2, S1



Can all pupils read and identify sufficient details to achieve their purpose? (S15)

◆ Comprehension

Background Information

Pupils should take part in comprehension activities. These will help them to understand the text. These activities should also encourage pupils to think for themselves. In this way they will learn more than just the facts in a text.

Ask the pupils to retell, in their own words, the part of the story that they enjoyed most.

Method

Explain to pupils some of the main ideas in the story.
Talk about how and when the events in the story took place.
Ask the pupils what they think.

Assess and assist the pupils during the course of the lesson. How much do the pupils understand? Do they need extra help to complete their activities?

As you move around the class look for common difficulties. If necessary stop the class and explain these. You should also begin to assess overall performance of individual pupils.

Keep a record of how well the pupils are doing their work.

Which pupils need extra help from you?

Which pupils need extra activities because they finish their work quickly and correctly?

Teacher Led Activities

You do not need to do all of these activities. Choose an activity that you feel will help your pupils to understand Paulo's New Experience better.

1. Ask the pupils to write down the main points in the story in the sequence in which they happened.

Ask the pupils to discuss their list in groups. Each group could then produce a **story map** to show they understand what happened.

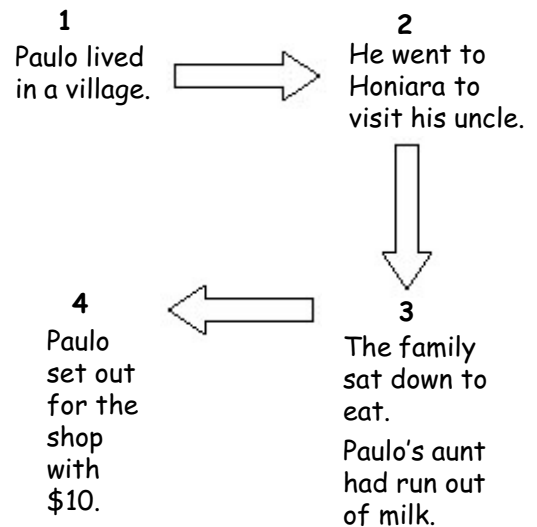
This story is a good one for drawing a story map. You could build it up together with the class on the blackboard. Go through the story. Put everything on your map in the order that it happened. Start with putting the village of Palolo on the blackboard.

Your map might look something like the one on the right.

Talk through the story and fill in the map. When you have finished your map the pupils can retell the story using the story map.

or 2.

Work through some of the questions from the Pupil's Book, page 31 orally with the whole class. Look back at the Reader to check the answers. Ask the pupils to read the questions aloud. Ask a few pupils to answer some of the questions orally. Then you could ask them to write the answers to each of the questions in their exercise books.



Syllabus Link
A3, K1, S17



Are all pupils able to identify main points and understand the writer's intent? (S14)

Language Study

Background Information

It is important that pupils understand the difference between an *instruction*, a *warning*, and a *command*. Look at these explanations

Instruction:
Advice on how to do something.

Warning:
Take care, watch out, and avoid the consequences.

Command:
Do something, follow an order.

Method

Give pupils some practice in using these types of phrases.

Write some examples on the blackboard.

Ask the pupils to complete the examples given in the Pupil's Book.

Make sure that you check their answers.

Some pupils may need extra help with this activity.

Here are some examples you could use.

Sit down. Command

Answer your comprehension questions in complete sentences. Instruction

Don't sit by the window if there is a storm. Warning

No talking during lessons. Command

If you go to town look both ways when you cross a road. Warning

Syllabus link
A4, K1, S15



Can all pupils distinguish between a warning, command and an instruction? (S2)

◆ Spelling

Method

These are the spelling words for this week.

was	burn
it	stop
so	empty
they	turn
we	shop

Introduce the words to the pupils. Make sure the pupils can read, say and spell the words correctly during the week. Ask them to say each word. Use the spelling strategy:

Look, Cover, Remember, Write, Check - LCRWC.

Teacher Led Activities

Write up the spelling words on the board and ask the pupils to rearrange them into alphabetical order. Tell them to use a dictionary to help them if they cannot decide which word comes first.

You should have the alphabet up in your classroom. Write it up on a large piece of paper. The pupils can use this to help them with putting their words into alphabetical order.

◆ Oral ◆ Writing

Background Information

It is important that pupils are given the chance to talk about what is happening in the story and to adapt and write about the events of the story from their own understanding.

Method

Ask the pupils to discuss how the story was written. Use the story map to remind pupils about the sequence of the story.

A Short Play

Next, ask the pupils to work in groups to dramatise the story and perform their plays to the rest of the class.

Remember that the characters are

- a) Paulo's parents d) Paulo's aunt
- b) Paulo e) An old woman who is
- c) Two shop assistants shopping

There should be about 8 pupils in each group. Let the group decide who will act out each character. They may also use a narrator. The narrator will link the story together. The narrator is like the storyteller and will link together the acted scenes when the group acts out their play to the rest of the class. Tell them to keep to the story but they do not have to remember all the words exactly as they are written in the text. They must act out the story. This will be in their own words.

With practice the pupils will become more familiar in acting out short plays. This is a good way of encouraging them to speak in English. It gives them more confidence to speak in English. In this activity they must try to keep to the story.

Writing a Story

Ask the children to think about something similar that has happened to them or perhaps to someone they know or their wantok. Tell them to think of something that was funny, sad, or perhaps frightening.

Put the pupils into small groups. Ask the pupils to talk about this for a short time. Let them share their experiences with each other. Let them think about how they link with today's story.

Allow the groups to share some of their stories with the whole class.
Let the class think about these things.

- Did the story have a good beginning?
- Were a number of people involved?
- Was there a place and a time that this story happened?
- What happened?
- Was there a problem or a complication?
- What happened in the end?

Tell the pupils they are going to write a story. They are going to write about Paulo's cousin visiting Paulo and his family in Palolo.

Ask them to think about

- Who the characters will be?
- What might happen in the story to make it interesting and worth reading?
- What will be the setting for the story?

Pupils might need to think about other questions. Help the pupils to plan their stories.

Give time tomorrow to complete their work. Tell them to draft their story first. Tell them to check their draft. Tell them to read their draft to a partner. They must think about how they can improve their story.

Syllabus Link
A2, S23, S25



Can all pupils use re-drafting as an opportunity to improve their writing? (S24)

◆ Reading and Discussion - Population Increase in Solomon Islands

Background Information

Many people read the daily newspaper. It provides news about recent events. This newspaper article is a type of report. This report tells the reader about the increase in population in Solomon Islands. It also has a sequence of events over a period of time. It describes the problems that a large population is beginning to cause for Solomon Islands. It suggests some solutions.

Part of this text is one of the suggested texts for your running record.

Method

Introduce the pupils to the new words and phrases in the Pupil's Book page 33. There are many difficult words in the newspaper report. There are also dates and large numbers.

You will need to spend some time explaining these to your pupils. Make sure the pupils can read the new words. Make sure they can say them correctly.

Pupils do not need to be able to spell all of these new words. They do need to understand what they mean if they are to understand what the text is about.

Read the newspaper article to the class. Tell them to follow the words as you read aloud. Tell the pupils to read the text silently again.

Put them into small groups and ask them to take turns to read out aloud.

Teacher Led Activities

Discuss the main points in the text. Use this set of questions to guide the discussion after reading the text aloud and then silently.

1. What is the name of the newspaper?
2. When was the report written?
3. What is the report about?
4. What happened in the 1970s and early 1980's?
5. Why is a big population something for the government of Solomon Islands to worry about?
6. What do you think the government must do to help all the people?
7. What do you think the young people who do not have jobs can do?

Syllabus Link
A4, S2, S19



Can all the pupils read a wider range of known text aloud, with understanding, confidence and expression? (S19)

◆ Comprehension

Teacher Led Activities

Tell the pupils to write down all the year dates in the newspaper article. Tell them to write down what was mentioned as important in the newspaper report by each date.

You could start the list on the blackboard. It could start like this.

1970-80: Number of people went up very quickly.

A lot more babies were born.

You might like to complete this activity as a whole class, rather than getting individual pupils to complete the activity alone.

Now ask the pupils to work in pairs. Tell them to talk about why a big population could mean problems for Solomon Islands. Ask the pupils to write down their ideas. Bring the pairs together with another pair and ask them to agree on what the biggest problem is. Help the class to make a list of all the problems that they have mentioned.

Try to find **one** problem that most of the class think they have a solution for.

Syllabus Link
A3, K1, S1



Can all pupils read and identify sufficient detail to achieve their purpose? (S15)

◆ Language Study

Background Information

Below are some examples and explanations about 'Punctuation Marks' and 'Singular and Plural'. Study them carefully so that you can help the pupils to understand these Grammatical rules.

Punctuation Marks

These are some of the different rules for the use of the **comma** in sentences.

Rule 1.

When **and** joins two statements with the same subject, a comma is generally not needed.

For example:

She arrived and took her books.

When a new subject is introduced in the second part of the sentence a comma is often used.

For example:

She arrived, and her parents greeted her.

Rule 2.

When **but** joins two statements, a comma is generally used.

For example:

The sports day was hot, but we enjoyed the games.

Rule 3.

When a list of more than two things is listed, commas are usually placed throughout the list.

For example:

She arrived and took out her books, pencils, drink and hat.

Singular and Plural

Most nouns can be singular or plural. Nouns are words for names of things, people, places, etc.

Take note of the following things:

- singular means one and plural means more than one,
- most plural words are formed by adding -s, e.g. tree: trees, car: cars, book: books,
- words which end in 'y' in the singular often lead to spelling mistakes in the plural. The rule is that when the word ends in 'y' and there is a consonant before the 'y', then the plural is usually made by changing the 'y' to an 'i' before adding 'es',
eg. party becomes parties,
- when there is a vowel before the 'y' the plural is usually formed by just adding s:
eg. 'monkey' becomes 'monkeys'.

Teacher Led Activities

Explain to the pupils the punctuation marks. Look at commas, full stops and capital letters.

Write some more examples on the blackboard. Here are some that you could use.

- Salome, Sara and Siula all had birthdays in June.
- Salome was short, but Sara and Siula were tall.

Make a chart listing the rules for using commas from the examples that you have found as a class. Add to the chart at other times when you are reading texts together.

Have the pupils complete the activity in the Pupil's Book on page 34.

Tell the pupils to look at the list of singular and plural words in the Pupil's Book.

Write some of these words on the blackboard and explain to the pupils what you want them to do.

Ask the pupils to find more examples of their own.

Syllabus Link
A2, K6, S21



Can all pupils use appropriate punctuation? (S22)

◆ Handwriting

Background Information

Handwriting is a skill that pupils must practise often.

Encourage the pupils to improve their handwriting skills through the activities that you give them.

Method

Explain and demonstrate to the children on the chalkboard how particular letters join with joins from the bottom of one letter to the next letter. ch ck cl

For example:

ch ck cl

Remind them that no join is ever made after the following letters: b g j p q s x y z

For example:

b g j p q s x y z

Tell them to copy the paragraph from the newspaper article. Tell them to study the joins as they are written in the Pupil's Book. Tell them to look at the spacing between the words. When they have finished ask them to look at their work and compare it to the handwriting text. Is their writing as good as the model? What do they need to improve?

◆ Oral ◆ Writing

Method

Asking Questions

Ask the class to read and talk about the newspaper report again.

Make a list of the important points raised in the news report.

Help pupils to design a set of questions that they could use to interview their parents, or another adult, to find out what people think about the growing population in Solomon Islands.

Pupils should use the questions to interview one adult. After the interviews let the pupils talk about what they have found out. Encourage them to talk about what they think too. Encourage them to give their opinion. You will need to follow up this activity tomorrow when the pupils have done their interviews as homework.

Finish Your Story

Allow pupils time to continue writing the story they started yesterday. Talk to the pupils about the writing process. Talk to them about drafting and proof reading before completing a piece of writing. Ask them to draw a picture to go with their story. Some of them could read the stories out to the class.

Syllabus link
A2, K6, S21



Can all pupils write for audiences outside the classroom and outside the local community? (S27)

◆ Assessment Activity for Reading - Running Record

Background Information

During this unit, over the next two weeks, you should conduct a running record to measure each pupil's reading ability. This means you must hear each child read individually and record details of their performance.

This is the first running record you will make this year and it forms the baseline to show how well each pupil can read at the start of the school year. You will complete one running record for each student, each term. Comparing the results throughout the year helps you to make decisions about teaching and learning reading in your classroom.

Method

Pages 26 - 29 of the Teacher's Guide explain how to conduct the running record. **Read these instructions carefully before planning your assessment.**

Use the suggested texts in the box on the right, or prepare your own texts if you prefer.

Remember that you should have read each text with the class once before you hear each pupil read.

Suggested Texts for Running Records**Easy Text: At Last (10)**

Paragraphs 1 and 2, from the title until '.... sailed away on it.'
(101 words including title)

**Medium Text:
Education for What? (4)**

Paragraphs 4 - 6 from 'He took a boat.....' until '.... enough education.'
(107 words including title)

**Difficult Text:
Population Increase in Solomon Islands (2)**

Paragraphs 2 and 3 from 'Between the year...' until '.... all these things.'
(104 words including title)

◆ Reading and Discussion - Mr. Frog and the Fantastic Dream

Method

Introduce the pupils to the reading, 'Mr. Frog and the Fantastic Dream'. Study the new words and phrases. Make sure the pupils can read and say each word correctly. Talk about the meaning of the words and phrases.

Ask the pupils to read the text aloud.

1. Divide the class into pairs.
2. Let the pairs read the text together with one pupil taking each of the roles.
3. Allow some pairs to read the text to the rest of the class.

Discuss this kind of text with the pupils. It is similar to a narrative but told with pictures. What effect do the pictures add to the whole text? What effect does a text in this form have on the reader?

Is this a good way to write?

Can you learn from a cartoon?

What can you learn?

Teacher Led Activities

Talk about the main points of the text. Use questions like these to guide the discussion:

1. If you were Mr. Frog, why would you want to go to Honiara?
2. What are some of the things Mr. Frog might have imagined the night before he actually traveled to town?
3. Have you ever flown in a plane?
4. How did you feel during your first flight?

Syllabus Link
A3, S8, S16



Can all pupils read and identify the main points of the cartoon? (S1)

◆ Comprehension

Background Information

There are only few words in this text. The content of the story is contained mostly in the pictures. The characters have been represented as animals. However there is a story and a message. There is a definite setting and it is possible to see a sequence of events that occurs throughout the text. You should explore with the pupils the various events that take place and try to link this to pupil's experiences, not necessarily to flying.

Discuss how speech is included in the text (through the use of speech bubbles or balloons).

Ask the pupils to re-read the text silently.

Teacher Led Activities

Ask the pupils to list the main events that happen in the text. Then ask the pupils to think of three things that might occur as the next three events in this story.

They could invent more characters that will appear after entering the arrival gate.

Discuss who the likely characters would be on the other side of the gate.

What animals should the pupils consider using to represent those characters?

What might take place? Is there a problem? (Lost luggage?)



Syllabus Link
A4, S16



Can all pupils read a wider range of texts? (S19)

◆ Language Study

Background Information

Silent letters

Some words have silent letters. Some silent letters appear at the beginning of the word and some may appear at the end of the word. For example: knee, lamb

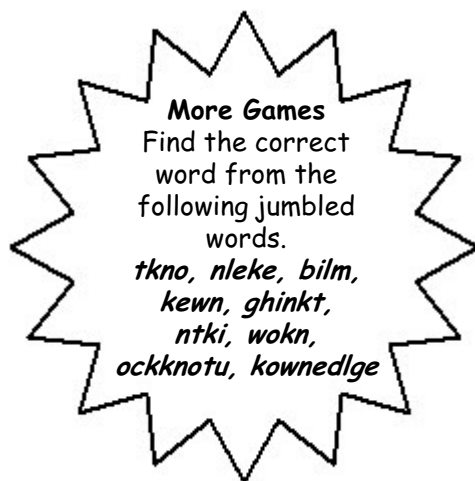
Particular attention needs to be paid to these words because they can cause spelling errors easily.

An 'e' used as in 'write' is not usually considered to be a silent letter. Although it does not sound at the end of the word, it does change the sound of other letters in the word as in 'hop' to 'hope'. Similarly, two vowels that work together are not considered to be silent, as in 'boat'.

Method

Ask the pupils to look at the list of words in the Pupil's Book on page 37.

Tell the pupils to copy each of the words that have a silent letter, into their exercise books.



Teacher Led Activities

A language game

This game is called 'acrostics'.

You write a word vertically like this:

K
N
I
F
E

Make sure it is a word with a silent letter, but you can play the game with any word at other times.

Then try to make up words across that start with the same letter, as shown below.

Knock, knee, kneel

Name, nation, neck, nest

Into, ice-cream, ink

Fast, father, friend, flight

East, every, entrance

Play a game with the pupils by asking them to think of as many words as they can and to write them as fast as they can. You might like to display your answers once you have finished playing the game.

Syllabus Link

A6, S25



Can all pupils spell a range of words with silent letters? (K11)

◆ Spelling

Method

These are the spelling words for this week.

was	stop
it	burn
so	empty
they	turn
we	shop

Tell the pupils to test each other on their spelling list words in pairs.

One pupil asks the other to spell one of the list words and checks that their partner has written it down correctly.

Make sure that the pupils change over so everyone has a chance to write their words.

◆ Oral ◆ Writing

Method

Vocabulary

Talk about some of the things that people who travel are familiar with.

What do they need to do to prepare?

What would they need to take with them on a trip?

Write up some of the ideas suggested by the pupils on the blackboard.

Make a word bank. This will add to the pupil's vocabulary. They will also learn how to read and spell some of these words by seeing them written up on the blackboard.

You could write the words on a large sheet of paper and display it on the walls of your classroom.

Teacher Led Activities

Once the class has made a list of words related to travelling, display the list in the classroom. These words will help the pupils when they do their writing activity.

Some examples of words to use might be: ticket, fare, boat, plane, pack, case, etc.

Using the list prepared by the pupils as part of the comprehension activities, discuss what might happen to Mr. Frog after he passes through the arrival gate. Also discuss what it might be like to fly in an aeroplane for the first time.

What funny or interesting things might occur?

Ask the pupils to draw and write three more frames to the Mr. Frog cartoon. Explain that their frames should add to the *Fantastic Dream* storyline.

Syllabus link
A5, S16, S19



Can all pupils write brief and concise messages? (S26)

◆ Reading and Discussion - Education For What?

Background Information

This is a story based on a real life situation. The message in the story is presented in a way that emphasises the importance of education. The message is that education can be very important in getting a job. The pupils can be encouraged to think seriously about their future.

This is one of the text for you to use for a running record.

Method

Introduce the pupils to the reading.

Talk about the new words and phrases.

Help the pupils to find the meaning of each of the words using a dictionary.

Encourage them to use the words in their own sentences.

Discuss the main ideas in the story. Spend some time talking about some of the important points in the story before asking the pupils to read it.

Extra Activity

Discuss all the feelings that John would have had.

Make a list.

Excited to go to Honiara.
Sad that no one gave him a Job.

Confused by what is meant by 'education'.

Happy to be home.

Teacher Led Activities

Before the pupils are asked to read the passage, talk about the title of the passage, 'Education For What?'. Why is it important to go to school?

Talk about the new words with the pupils. Can they read the new words? Do they understand what the new words mean? Can they say the new words correctly? Ask them to use the new words in their own sentences. Write up their sentences on the blackboard.

Ask the pupils to listen to you while you read the passage aloud. Then ask them to follow the words in the passage as you read it again. Put the pupils into small groups and ask them to take turns to read paragraphs aloud. Go around the groups and listen to the pupils reading. Make sure you record who has read aloud during the week. Make sure all pupils have a turn to read.

Talk about the main points in the passage with the pupils. You could use questions to start your discussion. Here are some you could ask.

- What is the standard six exam?
- Why do all pupils have to do the exam?
- Did John do the exam?
- Why was life difficult for John?
- Did John find a job in Honiara?
- What do you think John would do when he got home?

Syllabus Link
A2, K1



Can all the pupils read and identify main points and supporting details and understand the writer's purpose? (S14)

◆ Handwriting

Method

Continue to help pupils with their cursive writing. You should check on this regularly.

Use the poem in the Pupil's Book, page 40 as a handwriting activity. Tell the pupils to copy the poem into their books.

Make sure the pupils keep to a straight line and use equal spacing between words. Try to make sure that all words are of the same size.

◆ Comprehension

Background Information

The purpose of this exercise is to encourage the pupils to study the passage carefully. Can they learn other things from the passage? Activities in comprehension encourage the pupils to build on what they know. They encourage pupils to think for themselves. Sometimes they are asked to look at information and give an opinion.

Method

Re-read the passage silently with the pupils before asking them to answer the questions. Ask them some questions orally to introduce the Pupil's Book activity on page 39.

Use one or two questions from the exercise as examples. You could think of some questions of your own.

Teacher Led Activities

Matching Game

You will need to prepare this game before the lesson. You will need to make of set of cards.

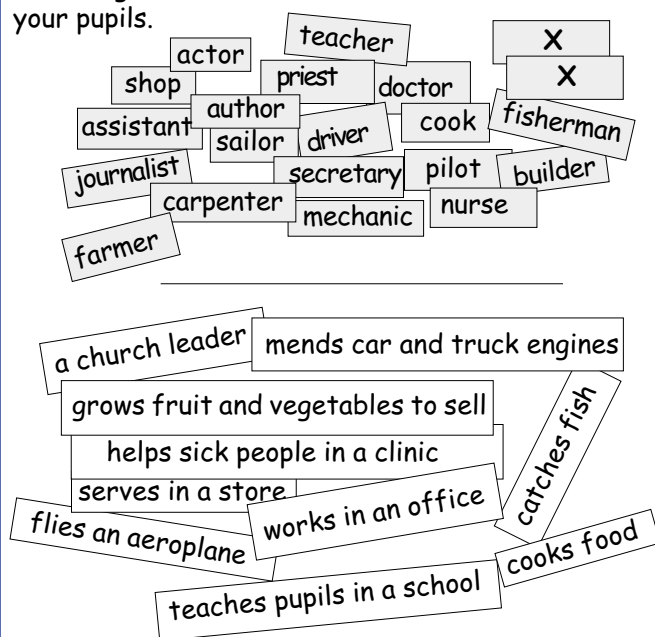
On one card write the name of a job. Mark all these cards with a cross on the back.

On the other card write what that person does. Do not mark the back of this card.

Think of about ten jobs. This will give you twenty cards.

Take note that more cards will make the game more interesting.

Here are some examples you could use for the Matching Game. Choose the ones which are best for your pupils.



How to Play.

The pupils sit in a circle. Mix up the cards.

Place them face down on the floor in the middle of the circle.

Ask the first pupil to turn over one card with a cross on it and one card with no mark on it. They must turn them over and put them flat on floor in exactly the same place where they were.

Do the cards match?

If they do the pupil has won those cards and he/she keeps them.

That pupil then has another turn.

If the cards do not match then the cards must be turned over again and left in exactly the same place.

It is now the turn of the next pupil. Every pupil has to remember where the cards are. If they are good at remembering they will win many pairs of cards.

When all the cards have been matched the game is over.

Pupils count up how many cards they have. The pupil with the most cards is the winner.

This memory matching game can be played using many different kinds of matching cards. You can add more cards as the pupils become better at playing the game.

This game is sometimes called Pelmanism.

Once the pupils know how to play the game, they can play it in small groups - perhaps when they finish other work quickly.

Pupil's Book Questions

Allow enough time for the pupils to read the passage silently again. Use questions you have prepared or use the questions in the Pupil's Book as examples. Explain that each sentence has a verb and at least one noun or pronoun.

"John went to school."

(noun verb noun)

Read out one of the questions then ask a pupil to give the answer orally in a complete sentence. Talk about the structure of the sentence.

Ask pupils to help each other to make grammatically correct sentences.

Ask them to complete the activity in their book.



◆ Language Study

Teacher Led Activities

Verbs

Explain to the pupils that the verb in the sentence shows the tense of the sentence. The past tense tells us what has already happened. The present tense tells us about something which is happening now.

For example:

The girls **danced** all last night. (Past)

The girls are **dancing**. (Present)

Lead the pupils to complete the activity in the Pupil's Book.

Other explanations about verbs

In these sentences the verbs are in heavy type.

Notice how the spelling of the verb changes.

For example:

The dog **runs** fast.

The dogs **run** fast.

Simple Rule

When the noun is singular, the verb often ends with an 's'

When the noun is plural, the verb **does not usually end with an 's'**

Follow-up Activity

You might like to follow up by writing this exercise on the board. Discuss the rule with the pupils and then let them copy the sentences into their exercise book using the correct verb from the brackets.

- | | |
|---|---|
| 1. My legs (aches, ache). | 5. Our dog (sleeps, sleep) outside. |
| 2. The bus (leaves, leave) soon. | 6. Those girls (live, lives) on a small island. |
| 3. The boy (tear, tears) the paper. | 7. The bucket (leaks, leak). |
| 4. My sisters (collects, collect) stamps. | |

Syllabus link

K9



Can all pupils select vocabulary appropriate for the type of writing? (S25)

◆ Oral ◆ Writing

Background Information

The purpose of this activity is to encourage the pupils to make up their own plan about their future. The pupils should be encouraged to be able to plan ahead and work towards achieving their goals.

Method

1. Encourage the pupils to discuss with a friend some of the things they would like to do when they leave school. Talk about this with the whole class. Let the pupils talk about what they have discussed. If they work with a partner they could listen carefully to their partner.

Then they could report back to the whole class telling the class what their partner wants to do after leaving school. This is a good way to encourage pupils to listen and remember what someone tells them.

2. Finish the Cartoon

Pupils should be given time to complete their cartoon about Mr. Frog.

Syllabus link

A3, S17



Can all the pupils select vocabulary appropriate for the type of writing? (S25)

◆ Reading and Discussion - Paulo at the Supermarket

Background Information

This text is based on the main Reader and shows that there are other events that could have taken place while Paulo was at the supermarket. This may give you some ideas of how you can develop the pupils' writing and oral activities.

Method

Introduce the pupils to the reading.

Talk about the new words and phrases.
Encourage them to read and say the new words correctly.

Talk about the passage with the pupils. Look at the title before you read the passage.

Ask them to guess what is going to happen in the passage.

After you have read the passage encourage the pupils to talk about their own funny experiences.

They could also talk about what happened to someone else they know.

Next, read the passage aloud with the pupils. Tell them to follow the words as you read.
Ask the pupils to look through the passage and tell you which words they do not understand.

Ask the pupils to read the passage aloud. They could read one paragraph at a time. They could do this in small groups while you go around the groups and listen to the pupils read.

Teacher Led Activities

Talk about the passage with the pupils by asking them some questions. Here are some you could use.

- Why had Paulo gone to the shop?
- Why do you think Paulo liked the labels?
- Did Paulo buy the milk in the end?
- Do you remember the story you read about Paulo before? Is this the same visit to the supermarket?
- If you think this is a different visit can you tell the class what is different?

You could build up a list of answers to the last question on the blackboard with the pupils.

This is a good way to see if they can remember the story from the beginning of the week.

It is also a good way to check if the pupils understand what they are reading.

Syllabus Link
A4, K9, S10



Can all the pupils read with enjoyment and pleasure? (S16)

◆ Comprehension

Background Information

The activity gives the pupils a chance to draw what they have read. They can only do this well if they understand the text. When they have drawn their picture you could ask them to describe it to you. Ask them what they have drawn and why they have drawn it. This will let you know how much the pupils have understood.

Method

Explain to the pupils how to do the activity by reading and explaining the introduction to the activity in the Pupil's Book.

Tell the pupils to read the passage again. Tell them to decide which particular part of the passage they are going to draw.

Tell the pupils that one way of drawing a picture is first to imagine the picture in your head. Then draw that same picture on to a piece of paper.

Ask the pupils to draft some sentences to go with their picture.

Teacher Led Activities

Tell the pupils to plan their picture.

Ask them to sketch their picture using a pencil.

If you have coloured crayons tell the pupils they can colour their picture.

Tell them to give their picture a title. You could display these pictures in the classroom art corner.

You could display their sentences underneath their pictures.

Syllabus Link
K1, S13



Can all the pupils select vocabulary appropriate for the type of writing and its purpose? (S25)

◆ Language Study

Background Information

A noun is a naming word. It gives the name of something or someone.

For example:

dog is a noun

tree is a noun

teacher is a noun

Mr. Kimo is a noun

Method

Write up some examples on the blackboard.

Ask the pupils to come out one at a time and underline the nouns.

Here are some examples you could use.

- There was **flour**, **salt** and **sugar** on the **shelf**.
- The boy bought some **bread**, **butter** and **tea** at the **store**.

Tell the pupils that names of people and places are also nouns. These are called proper nouns. They always begin with a capital letter. Write up some examples.

Here are some you could use.

- **Winston** went to the shop in **Gizo**.
- **Mr Tari** owned the supermarket in **Auki**.

Ask the pupils to write out the sentences in the Pupil's Book on page 42.

Tell them to underline all the nouns in the sentences. Make sure you check each pupil's work.

Talk about any common mistakes.

Syllabus Link

S1, S25



Are all the pupils aware of the ways in which English differs from the languages of the Solomon Islands including Pijin, in terms of word order and rules? (A6)

◆ Spelling

Background Information

Spelling is an important aspect of the English language. Therefore pupils must be encouraged to spell words correctly, and to learn new words.

It is important to assess pupils' spelling in their writing as well as their ability to learn the weekly spelling list words.

Spelling Assessment

To assess the pupils' ability to learn the spelling list words. You could ask pupils one at a time to spell the words orally. You could test the pupils by saying the words and telling them to write the words in their exercise books.

Keep a record of how many weekly spelling words each pupil gets correct. Do this throughout the year.

Teacher Led Activities

Ask the pupils to read the words. They are all from this week's spelling list. Tell them to make up a sentence using each word. This will check that they understand the word and can say it correctly.

- 1) shop
- 2) empty
- 3) so
- 4) turn
- 5) was

There is an extra activity in the Pupil's Book too. Again this checks that the pupils understand the meaning of the spelling words. You could do this exercise orally if you prefer.

◆ Oral ◆ Writing**Method**

Tell the pupils to discuss Paulo's supermarket trip in small groups.

Tell them to come up with some ideas about why Paulo found it so interesting.

First Time

Ask the pupils to think about something they can remember doing for the first time.

Here are some examples. You will be able to think of more.

- visiting a supermarket
- riding a bike
- watching a video
- going in a taxi or on a bus
- going to school
- going to a wedding

Ask the pupils to tell the rest of the class what they felt. Tell them to talk about what they found most interesting.

Tell the pupils to write a paragraph about one of these 'first times'. Tell them to draft their work first and then check it through with a partner. Tell them to write out a good copy. They could draw a picture to go with their writing.

Syllabus link
S1, S23



Can all the pupils explain an idea in greater detail? (S13)

◆ Reading and Discussion - Mixed Culture

Method

Look at the new words at the top of the text - **Mixed Culture**.

Have a brief discussion and practise saying each of the words correctly. Talk about the meaning of each of the words.

Ask the pupils to practise using some of the words in their own sentences.

Ask the pupils to read the text.
Talk about the title with the pupils.
Ask the pupils what they think the text will be about.

Ask the pupils to read the text to themselves.
Tell the pupils to make a note of some of the new words as they are used in the text.
See if the pupils can work out what the new words mean by reading the text.

Explain any new words that the pupils do not understand.

Teacher Led Activities

After reading the story to the pupils talk about the main points in the text. Talk about some of the reasons why some village people are worried about the way young people dress.

Talk about what some village people would think is the right way to dress.

Follow-up

You could use these questions below to guide your discussion.

1. What was the old man worried about?
2. What do you think about how girls and women dress? What about how boys and men dress?
3. Are there some rules in your village or town about how girls and boys dress?
4. Are the rules the same for boys and girls?

Syllabus Link
A2, S1, S22



Can all the pupils read and identify sufficient detail to achieve their purpose? (S15)

◆ Comprehension

Background Information

Comprehension activities help pupils to understand what they read.

To achieve this, it is useful to try and summarise the main points of the text with the pupils. This will help them to understand the text better. The pupils will then be able to answer questions about the text. They will also be more able to look for deeper meanings. Through this text pupils are asked for their opinions.

Here are some examples of activities that you could do after reading **Mixed Culture**. You should choose one, or all of the activities to do with your class. You may ask different groups to complete different activities.

Method

1. Summarising the text

Help pupils to draw up a summary of the text by looking for main themes and giving them headings. Here is an example of what your summary might look like.

Theme 1

Old people criticise the dress of young people.

Theme 2

People have different opinions about things.

Theme 3

There are differences between what is thought of as right in towns and in villages.

Theme 4

People say they are sorry when they have upset others.

2. Pupil's Book questions page 44.

Re-read the text. Work through the questions in the Pupil's Book orally with the whole class. Tell the pupils to complete the questions in their exercise books.

3. Act out the scene

Use the characters in the story. Tell the pupils to use their own words.

Choose pupils to play the old man, the mother and father, the girl.

Tell the pupils to plan their play. Tell them to practise their play.

Lead the pupils in a discussion.

Ask for their opinions.

Syllabus link
A4, K1, S15



Can all pupils read silently for understanding? (S14)

◆ Language Study

Background Information

Often in English it is possible to replace a phrase with only one word, for example:

1. The machine is not of much use. (Useless)
2. The carving was done with great skill. (Skillfully)

Method

Write the above sentences on the board.

Ask the pupils to use one word instead of the words underlined. Tell them they must not change the meaning of the sentence.

Look at these examples:

1. The outboard motor approached the wharf with great speed. (Fast)

The outboard motor approached the wharf very Fast

2. The talk was not very interesting. (Boring)

The talk was very boring.

Go through some of the sentences in the Pupil's Book, page 45. You could do this orally. Some of these words will be difficult for the pupils.

They will need help with saying the words correctly.

Teacher Led Activities

Complete this as a whole class activity.

Use the text 'Mixed Culture'.

Look for phrases that can be replaced by one word.

For example:

'sitting next to him' could be replaced with 'nearby'.

'in a different way' could be replaced with 'differently'.

Syllabus Link
A2



Can all pupils understand and use more complex vocabulary used locally and nationally? (K1)

◆ Spelling

Here is this week's spelling list.

that	bit
but	fit
are	lit
for	older
had	sold

Ask the pupils to copy the words into their exercise books.

Check each pupil's list.

Tell the pupils to use the **LCRWC** strategy to begin to learn the words.

Talk about the meaning of each word and practise using the words in sentence



Method

Play a game with words to help learn spelling.

Choose a word like 'but' and make a new word by changing just one letter, eg. 'bat'.

Here are some examples you could use:

that	than	chat					
but	bat	bit	bus	cut			
are	axe	arm	ape	ace	age	ate	
for	far	fir	fur	fog	fox		
had	hid	hat	has	ham	hay	bad	dad
lad	mad	pad	sad				

This game will help pupils to think about spelling and it will also develop their vocabulary.

Teacher Led Activities

Write the words below on the blackboard.

Ask the pupils to add a letter or letters to the words to make new words.

Here are some examples. You and your pupils will be able to think of some more.

Make sure that the original word stays in the word.

but	butter	buttering	butted
for	form	before	
had	shadow	hadn't	

◆ Oral ◆ Writing

Teacher Led Activities

Organise the pupils into groups. Give each group a large sheet of paper.

Ask the pupils to think of 5 reasons why young people should or should not be allowed to dress as they like.

You could suggest they think about some of these.

- culture (meaning how people live in our country);
- what older people might think;
- independence;
- differences;
- where people live;
- how much money they have.

Give pupils time to finish their writing from previous days if necessary.

Syllabus Link
A2, S9, S24



Can all pupils use a range of sentences type including short simple sentences and longer complex ones? (S23)

◆ **Assessment Activity for Reading - Running Record**

By today you should have completed your running record for most of the class. Make sure that by tomorrow you have heard all the children read and recorded their score in your record book or assessment file.

You should have a list of follow up activities that you need to do with individuals or groups of pupils. Begin to plan how you will give them practise to improve their skills.

◆ Reading and Discussion - Telephone Call

Background Information

Pupils are asked again to think about writing a conversation using speech bubbles or balloons, and whether this is a good way to get a message across. This text shows a conversation between a customer and a taxi service manager.

Method

Ask the pupils to read through the conversation of the telephone call on their own. Ask them to look at the new words and phrases. Ask them to find all these in the text. Check that the pupils understand the meaning of all the words. They will be able to work out some of the meanings by reading and understanding the text. Discuss any words that are confusing pupils.

Read the text aloud. You could take the part of the caller and choose a pupil to read the part of the taxi service manager.

Divide the class into groups of three. One pupil should read what the caller says in the text, and the other should read what the taxi manager says in the text. The third pupil could be the narrator. Ask the pupils to emphasise certain words such as 'please' and 'thank you'. Tell them to read through the text and then to change parts. Tell them to read it through three times. This will give everyone a chance to read all the text. Go round to the groups. Listen to the pupils reading aloud.

Teacher Led Activities

Ask the pupils to imagine they are making the call. Tell them to use their own words to make the call. What would they say?

What would the taxi manager say?

Think of a different situation. Tell the pupils to make up some different conversations. Here are some you could use. You could make up some more of your own.

- A conversation between a parent and a nurse. The parent wants to make an appointment at the hospital. Their child is sick.

- A conversation between a parent and a headteacher. The parent is asking how their child is getting on at school and wants to come and see the headteacher to talk about it.

Syllabus Link
A4, K5, S26



Can all pupils take and deliver oral messages direct from a telephone or a speaker? (S4)

◆ Comprehension

Background Information

In the Pupil's Book there are some questions relating to the cartoon, page 47. You could ask the pupils to complete these questions, or complete the activity below with the class instead.

This way of showing a conversation should make the reading interesting. It is a cartoon and the characters are drawn in such a way as to amuse. Discuss with the pupils how the cartoonist does this.

Method

Talk about the pictures and the fact that there are few words in the text.

However a strong message does appear in the text. Discuss the importance of this message and how it is put to the reader.

Teacher Led Activities

Help the pupils to write complete and correct answers to each of the questions in the Pupil's Book. Help the pupils to use the correct tenses when answering each of the questions. Check all the pupils' work. Make sure that you do this regularly. Some pupils will need some extra help. This help needs to be given straight away.

Follow-up

As a class think of something else which could have been said during the conversation. Write down your ideas. Draw two more pictures to go with the new conversation. Think of a good ending for the conversation.

You can decide whether to do the above activity as a whole class, in groups or perhaps individually.

The whole class activity is a good way to show the pupils what you expect them to do.

They could then make up another conversation in groups or on their own.

Syllabus Link
K5, S16



Are all pupils aware of a range of different types of spoken and written English? (A3)

◆ Handwriting

Method

Choose a particular join that your pupils find difficult.
 Show how to write this join on the blackboard.
 Ask the pupils to copy it into their books.
 Check their work. Watch the pupils as they write.
 Are they holding their pencil correctly? Are they sitting correctly?
 Are they forming their letters in the right way?
 You can only check this if you watch them.
 Ask the pupils to copy the sentences in the Pupils Book page 45 into their exercise books.
 Check that everyone can write evenly and that the letters are all the same height and width.
 Use guidelines for some pupils if necessary.

Conch shells are picked up at the seaside. After a hole is cracked at the bottom, you can make a sound by blowing through it. These shells are blown to let people know that important things are happening.

◆ Language Study

Background Information

Past Tense and Prepositions

Here are some explanations about past tense and prepositions. Study them so that you can help the pupils understand them.

Past tense

Explain to the pupils what is meant by regular past tense.
 This is when 'ed' is added to the verb.
 For example:

- a) Last week the girls **played** basketball.
- b) Yesterday John **asked** to go with his uncle.

It is sometimes necessary to double the last letter of the verb before adding 'ed'.

For example:

stop to **stopped**

And if the verb ends in 'y', then it is usually necessary to change the y to i and then add -ed

For example:

bury - buried,
 cry - cried,
 try - tried

But if the word has a vowel before the 'y' the past tense is usually formed by just adding 'ed'. As an example the past tense of **play** is **played**.

Prepositions

Prepositions are very important.
 They often link nouns or pronouns to other parts of the sentence.

Prepositions include words like:

about	above
across	after
against	along
among	around
as	at
before	behind
beside	between
by	down
during	except
for	from
in	inside
into	like
near	of
off	on
outside	beyond

Method

1. Ask the pupils to complete the exercise in the Pupil's Book page 47.

Help those pupils who are having difficulty with the exercise. They may need some more examples before they can complete the exercise.

2. Read the text again with the pupils.

Ask the pupils to find all the prepositions in the text.

Write all these on the blackboard. Discuss the examples given in the Pupil's Book with the pupils.

Ask the pupils to complete the exercise in the Pupil's Book, page 48.

Syllabus link
 A3, S15



Do all pupils understand how to use past tenses correctly in sentences? (K9)

◆ Oral ◆ Writing

Method

Put the class into pairs. Tell them they are going to act out a short scene.

Ask one pair to be very polite to each other and then act out the scene from the text.

They can use their own words.

Ask another pair to be very angry with each other and tell them to act out the same scene.

Ask another pair to have a phone conversation where the customer is angry but the receiver of the call at the taxi service remains polite.

Allow the pupils to present their scenes to the class. After they have done this ask the class to comment on the scenes.

Were they well done?
 Did each pair do what they were asked?
 How did they manage to do this?
 What about the words that were spoken?
 Were they the right sort of words to use?
 What about the voices used?
 Could they have been louder?
 Could they have been clearer?
 How could the scenes be improved?

Writing

Look at this style of writing again with the pupils.

Tell them to notice that the sentences are short. Also look at the use of tense within the text.

Discuss some other telephone conversations that might occur. For example a parent ringing a headteacher, a woman ringing a friend to invite them over for a meal, a child ringing another to ask to be picked up and taken to school. Tell them to choose one of these and write down the conversation. Tell them to check their work. Can it be improved? Help them to edit their work. Tell the pupils that they can draw the characters to complete their cartoon. This activity may need some extra time to complete well.

Syllabus Link

A1, S4, S9



Can all pupils use a range of sentence types? (S23)

◆ Reading and Discussion - Evening in the Village

Background Information

This is a text about life in the village for young people. It reports on what happens in the village after school. It reports on the jobs children have to do and how they play afterwards.

Method

Talk about what the pupils in the class do at home.

Talk about the jobs their parents expect them to do.

Talk about their free time.

What do they choose to do?

Do the boys and girls do the same things in their free time?

Do boys and girls have the same jobs to do at home?

You could also discuss the problems that parents may have e.g. the mother in the text may be too busy to attend church. Is this an experience that pupils are familiar with?

Ask the pupils to read this text silently and to think about what it says.

Teacher Led Activities

Read the text with the pupils.

Ask individual pupils to re-tell what 'Evening in the Village' is about.

Tell them to close their books. Tell them to use their own words. What can they remember?

Ask one pupil to begin re-telling and stop the pupil when an important fact is given. Choose another pupil to carry on.

Write down the key points on the blackboard, as they are re-told.

Ask pupils what facts are missing. This way you will build up an accurate outline of the text.

Syllabus Link
A1, K5, S2



Can all pupils explain an idea in greater detail? (S13)

◆ Comprehension

Background Information

This is non-fiction text. It reports on what happens in the village to children. The purpose of the text is to give information in an interesting way. It creates images in the reader's mind of children working, children playing and singing, mothers busy cooking food.

Method

Discuss with the pupils what kind of text this is. The discussion you have with the class should allow the pupils to draw pictures of village life in the afternoon.

Tell the pupils to write sentences to describe what they have drawn. They could label their picture with key words.

They could show the class their picture and talk about what they have drawn.

Syllabus Link
A2, S19



Can all pupils explain an idea in greater detail? (S13)

◆ Language Study

Background Information

Indefinite Articles. The correct usage of 'a' and 'an'

The word 'a' is known as an indefinite article.

It is used in sentences like:

A girl will be needed to help over here.

When words begin with a vowel (*a, e, i, o, u*), then the indefinite article used is 'an' instead of 'a', as in this example:

An apple is a healthy snack.

Sometimes if the first letter of a word is an 'h' the indefinite article used is 'an' rather than 'a'. This is because the 'h' is a silent letter so the word sounds as if it starts with a vowel.

As in this example:

My grandfather was **an** honest person.

Method

Write up these examples on the chalkboard.

a) There was ____ old man in the tent.

b) The boy found ____ pencil in the box.

Explain to the pupils that because the word 'old' begins with a vowel, the indefinite article used is 'an'.

Ask the pupils complete the exercise in the Pupil's Book page 49.

Syllabus Link
A6, S19



Have all the pupils developed a wider range of skills to identify, understand and pronounce new words? (S10)

◆ Spelling

The exercise in the Pupil's Book page 50 will help pupils learn to spell their spelling words for this week.

They are asked to make up as many words as they can by changing a letter in the word given. Playing and working with words in this way will improve their spelling.

◆ Oral ◆ Writing

Method

Discuss with the class the sorts of things that pupils do after school.

Make a list of all the activities that pupils do. Discuss groups that these activities might fit into.

Here are some you could use.

- | | |
|---|-------------------------------------|
| · jobs they are given (e.g. sweeping, cleaning etc) | · hobbies such as fishing and music |
| · sport (e.g. netball, athletics etc) | · reading books |
| · school homework | · keeping and caring for animals |
| · worship | · Looking after younger children |

Ask the pupils to complete the chart that is drawn out in the Pupil's Book page 50. Ask them to make some notes next to each of the things that they list.

Tell the pupils to read what they have written. Ask them to choose one activity and prepare a short talk for the class.

You could use the following questions to help them think about the activity.

- How long do they spend doing this activity?
- Do they do it alone or with others?
- Do they like to do it?
- How often do they do the activity?
- Is the activity something they were taught to do?

Tell the pupils to make some short notes. They will use these notes when they tell the whole class about their activity.

You could also guide the pupils in 'public speaking'.

Here are some things you could tell them to think about:

- Using notes but not reading them.
- Speaking with a loud, clear voice.
- Changing speed to make their talk interesting.
- Looking at the audience.
- Being pleasant, smiling and using their arms and hands.

Syllabus Link
A3, K6, S24



Can all pupils explain and idea in greater detail? (S13)

◆ Reading and Discussion - There's No Place Like Home

Method

Start the lesson by talking about the title of the story.

Talk about the meaning of the new words and phrases.

Ask the pupils to use the words in their own sentences.

This will check if they understand what they mean.

Teacher Led Activities

Ask the pupils to read the story silently.

Ask them to look for the new words and phrases that are at the beginning of the text.

Talk about the main points in the story then ask them to read it aloud to each other in small groups.

This is a good chance for you to go around the groups and listen to the pupils read.

Remember to record who you have heard.
You should hear each child read at least once a week.

This will let you know the standard of reading amongst your pupils.

It will tell you if they are improving. It will tell you if they need extra help.

Syllabus Link
K9, S10, S14



Can all the pupils read for enjoyment and pleasure? (S16)

◆ Comprehension

Teacher Led Activities

This story is a good one to use to make a story map.

You have done this before with the class.

Ask pupils to re-tell the story.

As they are doing this build up a story map on the blackboard. This is a good whole class activity.

Ask the pupils to re-read the passage silently before they answer the questions in their Pupil's Book page 51.

Give them enough time for their reading.

You could work through some questions orally with the whole class.

Syllabus Link
K1, S13



Can all the pupils read and identify the main points and understand the writer's purpose? (S14)

◆ Language Study

Background Information

Pupils need to know the past tense of verbs that are regular and those which are irregular.

Here are some examples of irregular past tense verbs:

think	becomes	thought	sing	becomes	sang
buy	becomes	bought	swim	becomes	swam
fight	becomes	fought	fly	becomes	flew
catch	becomes	caught	blow	becomes	blew
hang	becomes	hung			

Method

Ask the pupils to look for verbs in the past tense in the text. Make a list of these on the blackboard. Choose some sentences from the story. Ask the pupils to put them into the present tense.

You could make a chart of verbs that have irregular past tense forms. Add to this chart as you read and write with the class over the year. You could make this on a large piece of paper and put it up on the classroom wall.

Work through the examples in the Pupil's Book. You could do these orally. The pupils could write out these sentences in their exercise books.

Syllabus Link
A4, S17



Do all the pupils understand and use irregular past tense correctly? (K9)

◆ Oral ◆ Writing

Teacher Led Activities

This activity is to give the pupils some practice in having a debate. First of all put the class into small groups. Ask them to think about living in a village and living in a town. Ask them to think of bad things as well as good things. Tell them to make a list of good things for each place.

Tell the pupils that these lists will be used when they have a debate.

Choose four pupils. Tell two of them they are going to tell the rest of the class why it is best to live in a village. Tell the other two pupils they are going to give reasons why it is best to live in a town. They can use the lists that the groups have made.

You could be the chairperson.

Let each pupil talk to the whole class. After the four short talks tell the rest of the class to ask questions. Tell the four pupils they must answer the questions. Then tell the class they are going to vote. They can choose which argument they think was made most strongly. They should think about what the four pupils have said. They should think about how well they answered the questions. They should vote for who gave the best reasons. They are voting for the presentation of the ideas, not for whether the pupils would actually prefer to live in village or town.

Having a debate helps pupils to speak out in class and develop many oral skills such as:

- speaking out in English;
- putting their ideas and opinions into words;
- asking and answering questions;
- building confidence;
- listening to different opinions and deciding which one they agree with.

Syllabus link
A6, S1, S13



Can all the pupils agree and disagree politely in their debate? (S9)

◆ Handwriting

Continue to help pupils to improve their cursive writing. Ask them to copy these sentences. Make sure you check the pupils' work.

If many pupils are having the same problems you can go over these joins together with them on the blackboard.

Many people believe that the idea of using shell money was thought of by a woman who came from south west Malaita. Anthropologists now believe that this woman may have come from Marau on Guadalcanal.

◆ Assessment Activity for Reading - Running Record

Check that you have completed your Running Records for Reading.

- Have you heard every child read over the last two weeks and recorded their score?
- Have you made a note of follow up activities you need to do with the class and with individual pupils?
- Have you planned your follow up activities?

◆ Reading and Discussion - At Last

Background Information

The first two paragraphs of this text form one of the suggested texts for the running record you have completed in this unit.

Method

Ask the pupils to look at the new words and phrases on page 53 of the Pupils' Book.

Tell them to look at the words and practise how to say them correctly.

Talk about the meaning of each of the words and phrases.

Ask the pupils to practise using the words in their own sentences.

Ask the pupils to look at how each of the words is used in the story.

Read the text aloud while the pupils follow the reading.

Tell them to point to each of the words if this helps them to follow.

Teacher Led Activities

Ask the pupils to read the text aloud in small groups.

You could ask pupils to read out aloud in front of the whole class.

Get the pupils to read a few sentences each.

After reading the text, discuss with the pupils what they have read.

Ask them to think about what they would feel if they were in a situation like James.

What would they do?

Note:

Do make sure that all pupils take part in class discussions.

Syllabus Link

A3, S1



Can all pupils read silently, identify main points and supporting details and understand the writer's purpose? (S14)

◆ Comprehension

Teacher Led Activities

Read the text again together. Ask the pupils to point out interesting phrases in the text, e.g. living on a very remote island.

Write these phrases on the board or on a large piece of paper. Check that all the pupils understand what these phrases mean.

Go through some of the questions in the Pupil's Book. Work through the answers as a whole class.

You could ask the pupils to complete the answers to the questions in their exercise books. You could choose some of the questions for the pupils to complete. You might use the last question as an oral discussion activity, or as an extra written activity.

Syllabus Link

A2, S17



Can all pupils read a wider range of texts with understanding confidence and expression? (S19)

◆ Language Study

Background Information

The exercise in the Pupil's Book, page 54, asks the pupils to complete sentences. There is a word in brackets at the end of each sentence that will help the pupils to do this.

Method

Write some examples on the blackboard.

Let the pupils practise this way of completing a sentence.

Remember that there are many different ways to complete each sentence.

Ask the pupils to do the exercise in the Pupil's Book.

Make sure you mark all the pupils' work. You could ask the pupils who have thought of very good sentences to read them out to the whole class.

Here are some examples you could use:

- The boy was running (how?)
The boy was running quickly.
- The girl was going (where?)
The girl was going to the beach.
- He put on a jacket (why?)
He put on a jacket because it was raining.
- The class went to visit the clinic (when?)
The class went to visit the clinic last week.

Syllabus Link
A1, K9, S2



Can all the pupils select vocabulary appropriate for the type of writing? (S25)

◆ Spelling

Test the class on this week's spelling words.

Record who can spell the words and who is still having difficulty learning the words. If there are some pupils who are having difficulty then next week you might give them fewer words to learn.

Test them on those words. If this is still difficult for them you may need to give them simpler words each week. If there are some pupils who always get all their words correct you could give them extra, more difficult words each week as well as their usual spelling list.

Remember to record progress in spelling at the end of each unit.

◆ Oral ◆ Writing

Method

1. Acting the story

This is an extension of the story 'At Last'.

Tell the pupils that they are going to work in groups of four or five.

First of all choose one group of five and bring them to the front of the class.

Tell them they are going to act out a scene from today's story.

Choose one person to be the aunt and another person to be James. The other pupils will be James' cousins who have come to meet him with their mother. Tell the group to act out the scene when James runs from the ship and greets his aunt.

Ask the pupils what they think James would say at first and also what the aunt would say. Here are some examples you could give.

"Hello, aunt, I'm so happy to see you."

"Hi, James, you have grown since I last saw you. Here are your cousins to meet you."

Ask the pupils in the class as well as the group at the front to make up the conversation between the different characters.

Put some of the ideas on the blackboard to remind the whole class of what might be said. Once you have a few ideas on the blackboard, send the groups back to their desks. Tell all the groups what you would like them to do. Tell each group to choose who will play the different characters. Tell each group to practise and act out the scene. Tell each group they must make notes of what was said. They will then write up their **script**.

There will be noise, but let the children experiment and enjoy the activity. Move around listening to the groups preparing. Come back together as a whole class and then choose groups to show their scene to the rest of the class. This is a good time to remind pupils how to listen to others during class activities.

2. My Dream Comes True

There is a second writing activity suggested in the Pupil's Book page 55. Pupils are asked to write an imaginative recount. They should be writing about something that they always wanted to do. The pupils will need extra time to write this well. They will need time to draft their work first. They must check and edit their work. They must make any improvements. Then the pupils will need time to write out a good copy.

Syllabus link
A5, K4, S10



Can all the pupils write for audiences outside the classroom and outside the local community? (S27)

◆ Reading and Discussion - Going to Church

Background Information

This text gives the reader some information, but the people surveyed also give a recount of their experiences in church. They are also asked to give their opinions on church in general.

Brainstorming is a good way to draw the pupil's attention to the main ideas of what they have read or what they are about to read. It helps the pupils to organise what they know. Do not write down what you think. Allow the pupils to tell you what they think, and write down this information.

Method

1. Discuss the word 'church' with the pupils.

Ask them questions such as:

What is church?

Why do we have church?

What happens in church?

(Think of some more questions and ask the children for the answers).

2. Ask the pupils to talk about the church they attend, whatever day.

Do they participate in some of the activities in the church? If yes, then what activities?

For example:

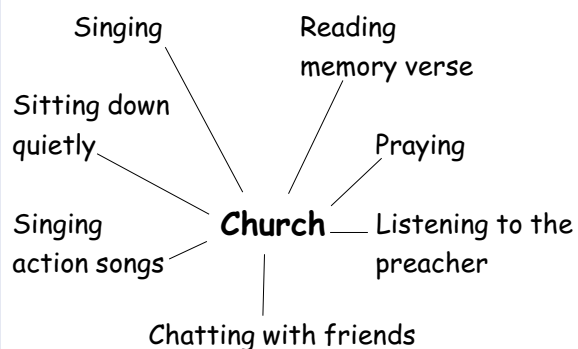
Do they participate in Sunday School, Sabbath School, youth programmes or the church choir?

Use the Teacher Led Activities to brainstorm about the things they usually do in church.

Teacher Led Activities

Brainstorming.

Write down the word 'church' and then ask the children what different things they do in. **For example:**



Encourage all the children to speak. Remember that some pupils might not attend church regularly. Some children may attend church on a Saturday. Ensure that these children are given a chance to talk about why.

Before they read through the text, go through the new words and phrases in the Reader with the children.

Let the children say the words. Make sure they pronounce the words correctly. Let them find out what the words mean. Read the text together. or ask groups of pupils to read each person's story aloud. Talk about the text as a whole class.

Syllabus Link
A1, K1, S1



Have all pupils developed a wider range of skills to identify, understand and pronounce new words? (S10)

◆ Comprehension

Background Information

Pupils do comprehension activities to help them understand the text and to take them beyond understanding facts. Try to set questions that encourage the pupils to think for themselves.

Method

Explain to the pupils that they're going to find words that suit the meaning of the sentences in the Pupil's Book.

Read the sentences in the Pupil's Book page 56. Tell the pupils that the words can be found in the text. Ask them to write the answers into their exercise books.

Syllabus Link
S14, S25



Can all pupils use more complex vocabulary as used locally and nationally? (K1)

◆ Language Study

Background Information

Looking for smaller words within the larger spelling words can encourage spelling and vocabulary skills.

Method

Pupils will be looking for the smaller words within a bigger word. Do one as an example for the pupils on the blackboard. Find and write down the first word then allow the pupils to find the other small words.

Choose a large word from the reader text.

For example - beliefs - beef, be, lie, feel, eel

Ask the pupils to look carefully at the words in the Pupil's Book, and pick out as many small words they can find. Collect all the words found. You might like to display them on a chart on the wall.

Syllabus Link

A3, K1



Can all pupils find smaller words in a larger word? (S25)

◆ Spelling

Background Information

Teaching spelling through phonic sounds can be helpful. If pupils know the phonic sounds made by letters and groups of letters, they will be able to use that knowledge to try to pronounce unfamiliar words.

Spelling List

have	basic
him	survey
about	bored
come	sermon
back	programme

Use phonics (spelling out words by letter sounds) to practise how to pronounce each word.

For example,

basic.

Think of each part separately - **ba** / **sic**.

Say or sound each part separately then say them together to make one word.

Try this with all the words.



Ask the pupils to copy the words in their exercise books. Remind them to use Look, Cover, Remember, Write Check as they write the words.

Let them say and spell the words and use some of them in sentences. Do this orally.

Play 'Bingo' using the spelling words

Ask the children to get into groups and write 4 or 6 words from the list on paper (one paper for each group).

Call out the words on the spelling list. When the word is called the children can tick the word off their list.

The group with the words all ticked first will call out the word '**Bingo**' and that group wins.

This game can be repeated with other words at other times.

◆ Oral ◆ Writing

Method

In groups of four the children can discuss if and why they go to church. This will be similar to the discussion of the four people in the text.

Do they go to church?
 Why do they go to church?
 If they don't go to church regularly, have they been for a special occasion?
 What is the first thing that happens in church when they go? Singing? Praying?
 Which programme in the church do they really enjoy and why?
 What is their church programme like?
 Is it too long or just fine?

Sunday's Programme

1. Opening prayer
2. Choruses
3. Hymn
4. Announcements

After their discussions ask the children to work with a partner to plan a church programme.

They can either write down the programme that their own church follows. Or they might plan the programme themselves, based on what they learnt in the discussion with their classmates.

Syllabus link
A5, S9, S10



Can all the pupils explain an idea in greater detail? (S24)

◆ Assessment Activity - Oral Observation

Background Information

During this unit, over the next two weeks, you will make an assessment of each pupil's oral, or speaking and listening skills. You will do this by carefully observing each pupil as they take part in oral and discussion activities in their English lessons.

This is the first time you will assess their oral skills in Standard 4. What you record forms a baseline record of each pupil's skills. You will complete one oral assessment each term and compare these to show the progress pupils are making.

Method

Page 31 of the Teacher's Guide explains how to conduct your oral assessment. **Read these instructions carefully before planning your assessment.**

You should aim to observe each pupil for about 5 – 10 minutes. You can observe more than one child at a time. You can also use your knowledge of a pupil's oral skills from other activities to make your assessment.

The box on the right suggests some of the activities from this unit that you might use for your observations.

Suggested Activities for Oral Assessments

- 3:1 Group discussion about why they go to church.
- 3:2 Group discussion about animals and birds in their area.
- 3:3 Role play about 'Renting a Room' in a hotel
- 3:4 Role-play based on the reading text.
- 3:5 Debate about the advantages and disadvantages of fast food.
- 3:6 Group or class discussion on "My first day at school".

◆ Reading and Discussion - Animals Living and Meeting in Groups

Background Information

Collective nouns identify a group of people, animals or things e.g. army, flock, crowd.

Method

Ask the pupils what they know about animals.

Where do animals live?

Who has a pet at home?

What does the pet eat?

Does the pet have another animal friend?

Let the children talk and explain their answers.

You might write their answers on the board.

Teacher Led Activities

Go through the new words and phrases with the pupils. Ask them to say the words.

Use a dictionary to find the meanings of words if this seems appropriate.

Put the words and phrases into sentences.

Ask the children to follow while you read the text.

Read the text together and then talk about it using the questions below.

1. Why do some families of animals come together only during breeding seasons?
2. Why do fish live in schools?
3. What does shelter mean?
4. What does protection mean?

Ask the pupils to make note of any words in the text that they do not understand. Discuss these words together, using the text to help the pupils understand the meaning of the words.

Syllabus Link

A2, S2, S16



Have all pupils developed a wider range of skills to identify, understand and pronounce new words? (S10)

◆ Comprehension

Background Information

Probing questions beginning with 'why' can help the children to think more deeply.

Method

Do either of these two activities or put the children into two groups and do the two activities at the same time.

1. Read the suggested activity in the Pupil's Book page 59.

Then ask the children to write a short passage giving information on the issues suggested.

Remind the pupils to write using complete sentences.

2. Write these incomplete sentences on the blackboard then read them through. Ask the pupils to complete them in their exercise books. Remind them to use the text to help them to find the correct answers.

1. The way in which animals come together in groups _____.
2. Some animals come together only in breeding season _____.
3. Birds have a voice and _____.
4. Some baby fish are left to _____.
5. Some species of fish live in _____.

Syllabus Link

K8, S15, S10



Can all pupils answer the questions with complete sentences? (S23)

◆ Language Study

Background Information

There are two exercises in this activity. One is on homonyms and the other one is about building up the pupils' vocabulary and their use of words.

Homonyms are words that sound the same but have a different meaning. They are also often spelt differently.
For example:
week, weak.

Method

Homonyms.

Explain to the class what homonyms are.

Start off by writing some examples on the blackboard.
Ask the children to think of homonyms.
Write their responses on to the blackboard.

Explain the words with their meanings. For example:
week and *weak* sound the same but their meanings are different.
week - seven days.
weak - no strength

Read and explain the exercise in the Pupil's Book.

Ask the pupils to choose the correct word in the bracket to complete the sentence correctly.

The sentences must be written in their exercise books.

Do the first one with the children as an example.

You might display all the homonyms that the children were able to think of on a chart on the wall.

This could be added to as you come across other examples.

Word Groups.

This exercise will build up the pupil's vocabulary and their use of words.

Go through the Language Study exercise in the Pupil's Book, page 59.

The children should do this activity in their exercise books.

The children must find words in the text containing the letter groups 'ing', 'ish', 're', and 'al'.

Ask the children to find words that have these letter groups in them in the text.

Once they have found words in the text they should think of other words containing these letter groups and add them to their list.

Syllabus Link
A6, S6, S25



Can all pupils use the more complex vocabulary in use locally and nationally? (K1)

◆ Handwriting

Background Information

Handwriting is a skill. By being involved in handwriting lessons, students will develop confidence with print and cursive writing. Encourage the children to improve their handwriting each time they are involved in a handwriting activity.

Method

Explain and demonstrate to the pupils on the blackboard how particular letters join.

Example; oo oa od wn

oo oo oo oo oo oo
od od od od od od
oa oa oa oa oa oa
wn wn wn wn wn wn

Ask the pupils to complete the activity in the Pupil's Book. Check that they copy the letters correctly. Remind the pupils to sit comfortably and to hold their pencil correctly.

◆ Oral ◆ Writing

Background Information

Discussion in small groups is one way to encourage shy pupils to speak.

Method

Ask the pupils to arrange themselves into groups of four. Let them do the following activities.

1. Ask the pupils to talk about and name types of birds that are found in the local area. Ask them to discuss how these birds group themselves. Discuss the English and local language names of the birds.
2. Next ask the pupils to talk about and name types of fish. Do these fish live in the sea or rivers in the local area? Discuss the English and local language names of the fish.

After talking about types of birds and fish, discuss with the pupils warning notices and signs.

You might have examples that you could bring in.

Ask the pupils to talk about any notices that they have noticed.

What do the warnings say?

What issues do the signs raise?

How is the information presented?

Write the ideas and issues on the blackboard.

Use the example in the Pupil's Book to help the discussion.

Ask the pupils to write notices to warn people about killing or harming a particular type of bird or fish.

Once pupils have finished drafting their notice, let them present it with titles and illustrations.

Use these as part of your wall display.



Syllabus link
 A6, S9, S26



Can all pupils write a notice for audiences outside the classroom and the local community? (S27)

◆ Reading and Discussion - Hotels

Background Information

It is important to talk about the new words and phrases before reading the text. This ensures that pupils really understand the words before moving to reading the text. Using the words in sentences is another way to help them understand new words and phrases.

Method

Talk about the new words and phrases on page 61 of the Pupil's Book.

Ask the children to say and spell them or use them in sentences.

Read the text with the pupils. Ask individuals to read sections of the text.

Read together with the pupils and talk about the text.

Use the questions in the Teacher Led Activities

Explain any new words that the pupils might find difficult.

Talk about the pictures in the text.

Teacher Led Activities

Discuss the main points in the text.

Use these questions to guide the discussion:

1. What are hotels and motels?
2. Have any pupils stayed in a hotel? What was the reason?
3. Why do you think tourists want to go to resorts for their holidays?
4. Ask the pupils to talk about any motel or hotel they know about in the local area.

Syllabus Link
A3, S1, S10



Can all pupils read, talk about and identify the main points in the text? (S15)

◆ Comprehension

Method

The pupils are to match the word with its meaning. The exercise is in the Pupil's Book, page 62.

Tell the pupils to look up the words in a dictionary or read the paragraph that contains the word carefully, in order to help them complete the exercise.

The answers for the exercise are:

1. **Permanent** long term, stable or likely to continue for a long time.
2. **Residence** the place where you live.
3. **Elegant** stylish, neat and well designed.
4. **Rent** a payment made for the use of a house or land.
5. **Traveller** somebody who goes from place to place.
6. **Bush walking** walking through the thick bush often to see wildlife.

Syllabus Link
A3, K1



Can all pupils select and write appropriate vocabulary? (S25)

◆ Language Study

Background Information

Finding smaller words within a larger word helps to improve vocabulary and spelling skills. It will help the children to learn to recognise many words.

Method

Write the word '**establishment**' on the blackboard. Ask the pupils to look at the word and to find smaller words within it. As they find examples write these on the blackboard next to the main word.

For example:
table, men, net

Ask the pupils to do the exercise in their exercise books. Who can find the most words?

Syllabus Link
K1



Can all pupils select vocabulary appropriate for the type of writing? (S25)

◆ Spelling

Method

Allow the pupils to practise spelling the words in pairs. Tell them not to look at the words as they spell them out to each other. Ensure they understand the importance of always checking they have spelt the word correctly. Remember to emphasise the spelling strategy LCRWC.

There is a crossword puzzle in the Pupil's Book. Read through the clues and explain that they are going to draw and complete the puzzle in their exercise books.

The words are from the spelling list. The answers for the exercise are:

Clues Across

1. back
5. come
6. survey
7. basic
9. programme

Clues Down

2. about
3. him
4. sermon
7. bored
8. have

◆ Oral ◆ Writing

Method

There are two exercises in this activity.

1. Renting a room.

Ask the pupils to choose a partner. One child should be a motel or hotel owner and the other should pretend to be a customer.

Try one example in front of the class. (You can be the customer and a child can be the hotel owner).

The customer may ask the hotel owner questions like:

1. How much does it cost to stay in your hotel for one night, two nights?
2. What services do you offer? (For example food, TV, soap, new towels)
3. What happens if I damage anything in the room?
4. Do you have transport for me to get to the wharf after my stay?

Each child can take turns to be the motel or hotel owner.

2. Writing

The pupils should be given time to return to their work from yesterday. To encourage high quality writing from pupils it is important that they have time to work on their writing.

Or

They can draw imaginary motels or hotels. Make sure they give their motel or hotel a name.

Syllabus link
A6, S9, S23



Can all pupils ask a wider range questions and answer them correctly? (S11)

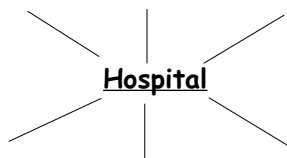
◆ Reading and Discussion - An Experience in the Central Hospital

Background Information

The reading text for today is a recount. A recount tells the reader about what happened at another time and place. Explain to the pupils that the text is about events that take place in a certain sequence. A recount is usually told in the past tense.

Method

Brainstorm the word '*hospital*'.



Ask the pupils questions such as: What is a hospital? Who is the hospital for? Who works at the hospital?

Allow all pupils to contribute and write down their responses on the blackboard.

Ask them to say the new words and phrases and help them to discover what they mean.

Allow the pupils to read Ellen's recount about her experience in the Honiara Referral Hospital.

Read the text while the children listen and follow. Ask some volunteers to re-tell the recount in Pijin English or their local language.

Teacher Led Activities

Talk about these questions with the pupils in your discussion.

1. Why was Ellen admitted to the hospital?
2. Why was Ellen admitted to the women's ward?
3. What do you think a surgical ward is for?
4. Why wasn't Ellen allowed to eat anything before her operation?
5. What do you think would have happened if she had disobeyed the nurses?

Syllabus Link
A6, K1



Can all pupils read silently and understand the text? (S14)

◆ Comprehension

Method

Do one of the following two activities.

1. Ask the pupils to read the story again and answer the questions in the Pupil's Book, page 65.

Remind them to answer in full sentences.

OR

2. Ask the pupils to choose 5 words from the list of new words and phrases and write complete sentences using those words.

Teacher Led Activities

Make a list of the different ward names on the blackboard.

Does the local hospital have all these wards?

Write the names of the wards that are in the local hospital on the blackboard.

Syllabus Link
A3, S12, S25



Can all pupils use a range of sentence types? (S23)

◆ Language Study

Method

There are two exercises in this activity.

A. Vocabulary

Write the word 'discharge' on the blackboard and ask the children to look carefully at it.

Say the word. Ensure the pupils pronounce it correctly.

Now explain to the class that they are going to add words from the story so that the new word shares a letter with the word 'discharge'. (See the example in the Pupil's Book page 65)

Ask the children to copy the word in their exercise books and complete the exercise.

B. Grammar

Sentences can be changed to a question by putting the verb of the sentence at the beginning.

A question mark (?) must be put at the end of the question.

Write a few examples of sentences on the blackboard. Explain that these are sentences. Then change those sentences into questions. (See the example in the Pupil's Book) Here are some other examples;

1. The boy scouts were playing football.

(The verb **were** can be put at the beginning to make a question)

Were the boy scouts playing football?

2. Jim is fixing the computers.

Is Jim fixing the computers?

Keep giving examples to the class until they fully understand the process. Then ask the pupils to complete the exercise in the Pupil's Book. The activity should be completed in their exercise books.

Syllabus Link
A2, S14, S22



Can all pupils change sentences to questions? (K8)

◆ Handwriting

Continue to help the pupils with their cursive writing. You should check on this regularly and give them plenty of opportunities to practise their skills.

Ask the children to copy the words in the Pupil's Book page 65 into their exercise books. Remind them how the letters join. You might demonstrate how the words are written on the board before expecting the pupils to complete the activity.

◆ Oral ◆ Writing

Method

Role play

Ask the pupils to work in groups to organise a role-play about the text. They will need to decide on characters and the events that they will highlight. Give time for them to work in their groups. One child must be Ellen.

Some pupils should play the role of patients. Some could be nurses and doctors. Pupils could take on the role of the operating staff and some pupils could be the visitors or church members.

Remind the pupils to read the story again as they prepare their role-plays.

Let groups present their role-plays for other class members.

Writing

Discuss the idea of recovery with the pupils.

Explain that for some patients there are things that must be done after they return home to ensure that they fully recover. An example might be that wounds need to be cleaned and dressed with bandages to ensure that they heal. Discuss what sorts of things Ellen might have needed to do when she returned home.

Look at the reminder form in the Pupil's Book. The first part is already completed. Ask the pupils to complete the reminder form.

Remind them to think about what instructions Ellen would need to follow when she got home to help her recover fully.

Syllabus link
A5, S12, S27



Can all pupils fill in the form correctly? (S26)

◆ Reading and Discussion - Restaurants

Background Information

You might collect pictures of restaurants to show to the children. Advertisements from magazines or newspapers are often helpful as examples. Remember some pupils may not have seen a restaurant. Allow the pupils to discuss freely and to express themselves.

Method

Brainstorm the word restaurant. Ask questions such as:

What is a restaurant?

What happens in a restaurant?

Write their responses on the blackboard and discuss these with them.

Let the children talk about their experiences in restaurants or fast food restaurants.

What was it like?

Was it comfortable?

What did they eat?

Teacher Led Activities

Go through the new words and phrases for the text 'Restaurants'. Ask the children to say these words. Discuss their meanings and use some of them in sentences.

Have the pupils read the text with a partner.

Discuss the text with the whole class. Read sections again as you discuss.

Use the questions below to help with the discussion after reading. You can add more questions.

1. Have you ever visited a restaurant?
2. What is the difference between the different types of restaurants?
3. What type of food do they sell in restaurants?

Syllabus Link
A4, K8, S11



Can all pupils talk about, read and identify the main points in the text? (S14)

◆ Comprehension

Method

Ask the pupils to do one of these activities - or have some children do one activity and others do the second activity. It is important that you choose activities that suit your pupils.

1. Chart work

Allow the pupils to work in small groups. While reading the text again have them fill in the details of what they have learned about different types of restaurant. Once they have detailed all of the information provided by the text, they may have other information that they know from other sources to include also. Have them present the information on a chart. It might look something like this:

	Fast Food Restaurants	Table Service Restaurants
From the text we found out	<ul style="list-style-type: none"> · often sell greasy food · less expensive · · 	<ul style="list-style-type: none"> · waiters and waitresses serve you · often very expensive · many hotels have these ·
We already knew	<ul style="list-style-type: none"> · young people go there after school · · 	<ul style="list-style-type: none"> · people who earn a salary go there ·

2. Pupil's Book Activity

Read the text again with the pupils.

Ask them to answer the questions in the Pupil's Book, page 68 and write the answers in their exercise book. Remind them to answer in complete sentences.

Read the questions orally to the pupils before asking them to answer the questions.

Syllabus Link
S11, S14, S16



◆ Language Study

Method

Ask the pupils to find the meanings of the words in the Pupil's Book by using a dictionary.
Ask them to write the word and its meaning into their exercise books.
You might also ask them to write a sentence using each of the words.

For example;

Beverage - a type of drink.

My father loves the beverages served in the Mendana Hotel bar.

Some possible meanings for the words are as follows;

Beverage - a type of drink.

Waiter - a person who serves customers with food and drinks at their table in a restaurant or hotel.

Restaurant - a place where food and drinks are prepared, served and eaten.

Frequently - to happen often and regularly.

Expert - person with a lot of special knowledge.

Joke - something said to cause laughter.

Syllabus Link

K1, S19



Can all pupils select appropriate vocabulary for the type of writing? (S25)

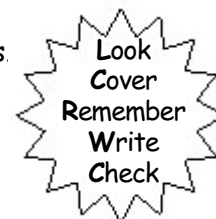
◆ Spelling

Method

Ask the pupils to spell out the words with their partner without looking at the words.

Encourage the pupils to use the spelling strategy: LCRWC.

Read and explain the exercise in the Pupil's Book and ask the pupils to do it in their exercise books. The words are from the spelling list.



Extra activity

Play the Bingo game using the spelling words again.

Remember it is important to keep a record of how well your pupils know and spell words that are in their spelling lists. Recording how well they spell when writing is also very important.

◆ Oral ◆ Writing

Background Information

Debating is a contest of speakers in which two opposite viewpoints are put forward. One group must argue against the topic and the other group argues for the topic. This is one way the children can understand how to form opinions. It also helps them to understand that different people will often have different opinions on the same topic.

Method

Divide the class into two. One group can talk about the advantages of restaurants or fast food restaurants and the other group can talk about the disadvantages.

First allow each group to discuss their arguments and make notes. Then ask them to sit facing each other. The group that agrees with the idea will start the debate.

You can jot down their points as they debate and talk about them when summarising their points at the end of the debating lesson.

Write down their debating points under the words **Advantages** and **Disadvantages**.
You might also display these on the walls of your classroom.

Syllabus link

A1, S1, S12



Can all the pupils agree and disagree politely and appropriately? (S9)

◆ Reading and Discussion - School

Background Information

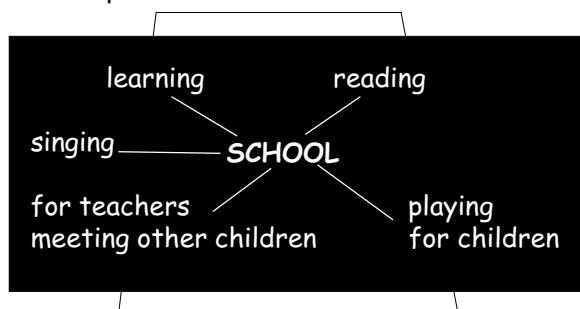
In a brainstorming session allow the children to give their own ideas. **Do not** write down what you think.

Method

Brainstorm with the pupils.

Write the word **SCHOOL** on the blackboard.

For example:



Ask the children questions such as

"What is a school?"

"Who goes to school?"

"What happens at school?"

Make up some more questions to help the brainstorming session along.

Teacher Led Activities

Read the text 'School'. It is a recount about Tracy's first day at school.

Go through the new words and the phrases with the class and let them say these words. Talk about the passage with the pupils.

Talk about any new words they might have come across while reading the passage.

These questions will help you with the discussion.

1. Do you remember who took you to school on your first day?
2. Why did Tracy's mother wake her early?
3. Why was Tracy crying so much?
4. Do you think it is normal for children to cry on their first day at school?
5. Where do you think Tracy learnt some of the songs she sang with her class?

Syllabus Link
A2, S1, S3



Can all the pupils read and develop a wider range of skills to identify, understand and pronounce new words? (S10)

◆ Comprehension

Method

Ask the pupils to answer the questions in the Pupil's Book, page 70. Remind them that re-reading the text will help them to answer the questions.

Remind them to write the answers in complete sentences.

For example:

1. What was the recount about?

Answer: The recount was about Tracy's first day at school.

Read the questions orally with the pupils, before asking them to complete them. Ensure that you always mark the pupils work when they have finished.

Syllabus Link
A4, S14, S19



Can all pupils use simple or complex sentences? (S23)

◆ Language Study

Method

There are some words in the Pupil's Book page 70.

Read through the words and discuss what each one of them means.

Ask individual pupils to make a sentence that includes each one of the words.

Give some examples by modelling the sentence writing on the blackboard.

Ask the pupils to write their sentences into their exercise books.

Syllabus link
A2, S25



Can all pupils write simple sentences using the given words? (S23)

◆ Spelling

These are this week's list of spelling words:

with	hotel
you	gallery
an	centre
could	sport
been	field

Method

Use the phonics strategy - spelling out words through the sounds of the letters - to introduce the words to the pupils.

Practise how to pronounce each word using phonic sounds.

Let the pupils use a dictionary to find out what the words mean.

Use some of the words in sentences orally.

Next, ask the pupils to write the list into their exercise books. Remind them to use Look, Cover, Remember, Write, Check as they are copying the words.

**Spelling exercise.**

Ask the pupils to re-arrange the letters in the jumbled up words in the Pupil's Book page 70, to make correct words. The words are all from the spelling list above.

◆ Oral ◆ Writing

Method

Ask the pupils to either form groups or keep the class as a whole.

Ask them to talk about what happened in their class during their first day at school.

- | | |
|-----------------------------------|--|
| 1. Were the children crying? | 4. Who did they first make friends with? |
| 2. How did they feel? | 5. Did any child in your class do something funny? |
| 3. Did they sit quietly in class? | 6. How far did they have to walk? Who with? |

Write up their responses on the blackboard. Talk about their responses with them.

Read the poem in the Pupil's Book page 71. Explain the poem to the children and ask them to write a poem about their own first day at school.

Ask them to use expressive words. Help them with their writing. Remember if pupils are to produce good writing they need time to write, and they need to understand that re-drafting and coming back to writing is very important.

Syllabus Link
S7, S11, S24



Can all pupils write brief poems about their experiences? (S26)

◆ Assessment Activity - Oral Observation

By today you should have almost completed your observations of oral and discussion activities.

Spend some time looking at your notes on each pupil. Using the checklist on page 31 write your observations in your record book or assessment file. Make a note of strengths and weaknesses of individual pupils. Think about activities that will enable pupils or groups to continue to develop their oral language skills.

Between now and the end of this unit you should sit down with each child and explain what you have observed about their oral skills.

Make sure each child is clear about their strengths and weaknesses and discuss ways in which they can improve their oral skills with them.

◆ Reading and Discussion - National Art Gallery and Cultural Centre

Background Information

Some traditional artefacts and designs are kept at the National Art Gallery. Seeing these help people to know what things looked like in the past.

The Cultural Centre has some traditional houses (custom houses) that represent each Melanesian country. Each house is built to a different design.

Collect pictures to show to the children. Many of them will not have visited the National Art Gallery or the Cultural Centre.

Method

Say the new words and the phrases with the pupils.

Let the pupils find the meanings in a dictionary or use the words in sentences.

Find where the words are used in the text.

Discuss how this helps you to understand the meaning of the words.

Read the text to the pupils while they follow.

After reading the text together, help the children with any words that they may have had difficulty with.

Discuss the text and the picture with them.

Teacher Led Activities

Use these questions in your discussion:

1. Are the National Art Gallery and the Cultural Centre important places for our country? Why?
2. What could we do to keep these places beautiful?
3. How can we make sure they last for many years?

Allow the pupils to talk freely about their opinions and the reasons for them.

Syllabus Link
A1, S1, S13



Can all pupils talk about the text to convey their ideas clearly? (S12)

◆ Comprehension

Method

Read through the text in the Pupil's Book, page 72 again.

Read the questions in the Pupil's Book and discuss the answers with the pupils.

You might also decide to ask the pupils to answer the questions in their exercise books.

Syllabus Link
A2, S15



Can all pupils answer the questions in complete simple sentences? (S23)

◆ Language Study

Background Information

There are two exercises in this activity. Making up sentences or a story for the picture and Prepositions.

Prepositions are words that link nouns or pronouns to other words.

Prepositions show the relationship between nouns/pronouns and other words.

The kind of relationship that can be shown is:

Place: at, on, in, over;

Direction: across, to, towards;

Time: before, after, during;

Purpose: to, for.

Method

Making up sentences or a story for the picture.

Ask the pupils to look at the picture in the Pupil's Book. Discuss the picture with the class. Encourage the pupils to think deeply about what is happening in the picture.

Encourage them to make up sentences or make up a story about the picture orally.

Ask the children to write a short passage about what is happening in the picture. They might imagine that they are one of the people in the picture.

Remind them that the passage should be in the past tense.

Ask the pupils to give their passage a title.

Prepositions

Read through the instructions in the Pupil's Book, page 73 and explain the activity to the pupils.

Ask the pupils to complete the sentences in their exercise books by writing the appropriate preposition into the empty space as they write the sentence.

Syllabus link
A2 ,S7,S27



Can all pupils put the correct prepositions into the sentences? (K4)

◆ Handwriting

Reinforce the basic techniques for joining letters. Encourage the children to use the types of joins that they have learnt in previous lessons.

Ask the pupils to copy the poem in the Pupil's Book into their exercise books.

Check that everyone can write evenly and that the letters are all the same height and width. Help those pupils who are having difficulty.

Please Mr. Cooky, cook me some food.
My goat and I are very hungry.
I'd love to eat some toast with a goose.
Please cook cook cook.

◆ Oral ◆ Writing**Background Information**

Discussion is a way to encourage the pupils to talk freely.

It encourages the pupils' confidence in expressing their views. Do not discourage them when you think what they say is not right. Allow them to talk freely.

Method

Group discussion

Write up the title '**Cultural Village**' on the blackboard.

Put the pupils in groups of four or five. Give one piece of paper to each group.

Ask the children to talk about the Cultural Village and write down their discussion points.

Here are some questions that might help the discussion to develop:

1. Do you think it is important for Solomon Islands to have a Cultural Centre and Art Gallery?
2. Are there similar centres more locally where you live?
3. Imagine you have a local cultural centre. What might it be used for?

Each group should choose a leader to write down the points that they discuss. Each group should present a summary of their discussion to the rest of the class. You might put their papers on the classroom wall as part of your work display.

Writing

Continue with the writing task from yesterday. Remember writing is a process and will not always be finished in one lesson.

Syllabus Link
A5, S9, S14



Can all pupils discuss and write down what they think in greater detail? (S13)

◆ Reading and Discussion - Sports

Method

Go through the new words and the phrases at the top of the text 'Sports'.

Ask the pupils to say and spell the words. You might ask them to look up the dictionary to find the meanings of any words that they don't know.

Ask the children to put some of the words into sentences.

Read the text, 'Sports' with the children. Help them with difficult words.

Talk about the context of the text with the pupils.

Allow the pupils to talk about any experience they have had which involved spending time at a sports ground.

Teacher Led Activities

Use the following questions for discussion. Also make up your own questions.

1. Why do many young people want to play sport?
2. Why do people want to sell food during games?
3. What type of sport do people in your village usually play?

Syllabus Link
A2, S10



Can all pupils read and identify sufficient detail? (S15)

◆ Comprehension

Method

Choose one of these two activities to complete with the pupils,

or

Those who finish the first activity can continue with the second one,

or

Choose two groups to do different activities.

Read the text again with the pupils.

Activity one

Read through the questions in the Pupil's Book, page 75 with the pupils.

Discuss the questions orally.

Ask the children to answer the questions in their exercise books.

Activity two

Draw a sports field.

Draw people playing.

Draw people selling food and drinks.

Draw people watching the game.

Write the name of the game the people in your drawing are playing.

Label your picture.

Syllabus Link
S25



Can all pupils write complete simple sentences in answer to the questions? (S23)

◆ Language Study

Background Information

Linking words - *conjunctions* - are words that link or join two sentences or ideas. Conjunctions include words like - *but, because, then, and, so, however*.

Method

Explain to the pupils what linking words are.

Write up some examples of sentences with linking words on the blackboard and talk about them with the children.

Ask the pupils to make up some sentences and write them on the blackboard.

Read and explain an example and the exercise in the Pupil's Book, page 75.

Syllabus Link
A2, K1, S23



Do all the pupils understand linking words and use them correctly in sentences? (K6)

◆ Spelling

Method

Revise this week's spelling words with the pupils.

Play a game where you give a clue, and ask the pupils to guess which spelling word you are referring to.

For example:

A place to show art.	gallery
A homonym.	been

Allow pupils to think up clues also.

Have the pupils complete the sentences from the Pupil's Book, by replacing the missing spelling words.

After the exercise, encourage the pupils to learn their spelling words for this week. Let them use the LCRWC strategy.

◆ Oral ◆ Writing

Method

Ask the pupils to sit in groups of three and talk about their favourite game or sport.

Why do they like that particular game? Do they play or watch the game?

Ask them to talk about a game or sport that they usually play at school or at home.

Discuss which position they would like to play.

After the discussion ask the pupils to write a short recount about their recent experience with a game. They may choose any game they have watched in town or in their village, or a game that they have recently played.

Ask them to write about the interesting things and those things that were not interesting.

Ask them to include details of what they would like to see improved in the game when it is played next time.

Ask the children to write the first draft on a piece of paper and the final draft in their exercise books.

There is an example in the Pupil's Book on page 76.

Syllabus Link
A5, S12



Can all pupils use re-drafting as an opportunity to improve their writing? (S24)

◆ Reading and Discussion - Silasi's Exploration (Part 1)

Background Information

This text is a narrative. It is written in the third person, that means that it is written about someone else and not personally about the writer).

The story is about events that take place in a certain sequence. A narrative is usually written in the past tense.

Method

Ask the pupils to describe the environment where their own house is.

What types of trees are growing around the house?
How close are the other houses?

Allow all pupils to talk freely. Discuss the similarities and differences between the localities of pupils' houses. Discuss the new words in the text with the students.

Ask the pupils to read the story silently. Help them with any new words that they might come across. Read the story together with the pupils. You might select individuals to read sections of the text.

Ask for a volunteer to re-tell the story in Pijin. Talk about the story with the pupils.

Teacher Led Activities

Use these questions for discussion.

1. What do you think Silasi usually had for breakfast at home in the mountains?
2. Why do you think lots of people went to the market in town?
3. How many years did Silasi stay with his aunt in the urban centre?
4. How old was Silasi when he left school?

Syllabus Link
A6, S12, S20



Can all pupils read, discuss and understand the story? (S14)

◆ Comprehension

Method

Ask the pupils to answer the questions about the story in the Pupil's Book, page 78.

Read the questions and ask the children to write the answers in their exercise books.

Remind them to answer in complete sentences.

STORY GRAMMAR			
Setting:		Theme and Style:	
		Title:	
		Author:	
Characters:		Events and Actions:	

Teacher Led Activities

Read the story again - asking different students to read sections of the text.

As sections are read, ask pupils to summarise the main events which occur in the text. Write these onto the board.

As a class complete a 'Story Grammar' for this text. The instructions are below.

Story Grammar

After reading a narrative, students can compile a 'story grammar', by selecting details from the text to record on a chart like the one shown.

Syllabus Link
A4, S26



Can all pupils answer the questions using both short simple sentences and complex sentences? (S23)

◆ Handwriting

Continue to help pupils to improve their cursive writing.

Ask the pupils to copy the handwriting activity in the Pupil's Book into their exercise books.

Remind them to use their neatest joined-up or cursive writing.

◆ Language Study

Background Information

There are two exercise in this activity. Choosing the correct word from the brackets and punctuation.

Punctuation is a system of inserting marks into writing in order to make the meaning clear.

Some of the most commonly used marks in English are:

apostrophe (') full stop (.) comma (,) question mark (?) speech marks (" ")
exclamation mark (!) and capital letters.

1. A comma is used to mark the relationship between parts of a sentence or to separate items in a list.
For example:

She bought an apple, a melon and a mango.

2. Full stops (.) are put at the end of sentences.

3. An apostrophe (') is used when two words are shortened into one. For example:

did not becomes **didn't**.

It is also used to mark possession as in:

The boy's clothes were dirty.

4. A question mark is used at the end of a question, for example:

How are you?

5. Speech marks are used when writing direct speech.

For example:

"Come here," ordered Jim.

6. The exclamation mark (!) is placed after a sentence, phrase or word to indicate emotion - joy, surprise, shock.

For example, "That's amazing!"

7. Capital letters are used at the beginning of sentences and for proper nouns such as names.

Method

Choosing the correct word from the brackets.

Read and explain the exercise in the Pupil's Book page 78.

Put some examples on the blackboard and do them with the pupils.

Punctuation.

Put the examples of punctuation marks on to the blackboard or on to a chart.

Explain to the pupils what punctuation marks are and when to use them.

Talk about the examples in the Pupil's Book page 76.

Here are the answers for the exercise:

1. do	3. need	5. going	7. many
2. draw	4. do	6. need	

Ask the pupils to look through the story and identify the punctuation marks used. Discuss with them the purpose of each punctuation mark.

Read through and explain the exercise in the Pupil's Book and then let the children complete the activity in their exercise books.

Syllabus link

A2, S21



Can all pupils use punctuation marks in the right places? (S22)

◆ Oral ◆ Writing

Method

The children should work in groups of three or four. Allow the children time to read the text 'Silasi's Exploration' again.

Encourage them to discuss the places visited by Silasi. The text does not give detailed explanations. They will have to create their own descriptions.

Have each child choose one of the places described in the text. Ask them to write a paragraph describing the place in greater detail.

Encourage them to use descriptive words to describe the features that they are writing about.

Remember to encourage the pupils to proofread their work.

Syllabus Link

A2, K1, S11



Can all pupils select vocabulary appropriate for their description? (S25)

◆ **Reading and Discussion - Silasi's Exploration (Part 2)**

The text today continues the story about Silasi's Exploration.

Method

Discuss what has happened in the story so far.

What do the pupils already know about Silasi?

Refer to the 'Story Grammar' completed yesterday.

What might the pupils expect will happen next?
How will the story end?

Discuss the new words and phrases.

Have the pupils read the text with a partner.

They could each take turns to read a section.

Teacher Led Activities

Read the text to the class. Talk about the story linking parts '1' and '2'.

Discuss the events that happened to Silasi in the story.
Ask the pupils to help you identify the main events.

Example:

1. Silasi visited the school.
2. Silasi talked with Mr. Billy.

You can add these details to the sequence of events collated from last week's section of this text.

Questions for discussion after reading Part 2.

1. Why do you think Silasi always asks about the bell when it rings?
2. Why did Mr. Billy have to ask Aunt Samie about Silasi?
3. Why do you think Silasi could not get a place at the High School?
4. Was it a good decision to put a 12 year old child in class 2? (Ask the pupils to explain their responses).

Syllabus Link
A4, S2, S16



Can all pupils read and identify sufficient detail? (S15)

◆ **Comprehension****Background Information**

It is a good idea to introduce a *CHOICE* of activities when pupils are asked to show that they understand the text. The choice will depend on you and how you have assessed the pupils' performance and ability.

Method

Choose one of the activities below or have three groups of pupils with each completing different activities at the same time.

1. Read the story again and draw the school.

Ask the pupils to read the story again and using the information included draw the school. Draw the classrooms mentioned and the surroundings.

2. List the events that happened to Silasi in order.

Ask the pupils to read or look through the story and list the main events that happened to Silasi. This is known as the sequence of events. Add these details to the work completed last week for Part 1 of the story.

3. Complete the comprehension questions in the Pupil's Book, page 81.

Read through the questions in the Pupil's Book and ask the pupils to answer them in their exercise books.

Syllabus Link
S14, S23



Can all pupils listen and identify the main points of the story? (S1)

◆ Language Study

Method

Ask the pupils to copy the sentences in the Pupil's Book into their exercise books, filling in the missing words as they do so.

The missing words can be found by reading the text again. Read the sentences with them and ask them to do the exercise in their exercise books.

Syllabus Link
K1



Can all the pupils select vocabulary appropriate for the type of writing? (S25)

◆ Spelling

Method

Go through this week's spelling words with the pupils.

with
you
an
could
been

hotel
gallery
centre
sport
field



Check if they can spell the words without looking at them.

Allow the pupils to work in pairs to test each other on the week's spelling words.

Encourage the pupils to write out words that they are unable to spell, concentrating on learning them as they write.

Remind them to use the strategy: Look, Cover, Remember, Write, Check as they are copying the words.

◆ Oral ◆ Writing

Method

In the story Silasi was happy when his aunt told him that he was able to start attending school the following day. To show his happiness he washed the dishes after dinner.

Ask the pupils to talk about what they usually do when someone makes them happy.

After the discussion, ask the pupils to write a short recount about a time when their parents or friends did something to make them very happy; for example, when their parents have bought them something new or when they took them to see a special event.

Remember, the recount must be in past tense because it has already happened. Below is the structure that a recount usually takes. Use it to help guide the pupils in their writing.

Recount

Setting

Who, when, where, why?

Sequence of events

Events in order according to time.

Concluding statement

Might include the writer's emotions about the event, the writer's opinion or a summarising statement.

Syllabus link
A3, S22, S24



Can all pupils write a short recount about their experiences? (S26)

◆ Assessment Activity - Oral Observation

Check that you have completed your Oral Assessment for this unit.

- Have you observed all the pupils during discussion and oral activities?
- Have you made a record of your observation in your assessment book for each pupil?
- Have you discussed the observation with each pupil individually?

◆ Reading and Discussion - Living in a Quiet World

Background Information

The story in the reader for this week is a narrative story. Asking pupils to write narrative texts or stories helps them to develop as writers in many ways. They develop their imagination. They learn to use new words or vocabulary. They develop the skill of writing stories. Through writing stories they learn to plan their work. They can then edit and redraft before writing a final good copy. The pupils can work on their own or they can work together. They can edit each other's stories. They can help each other while working towards a good final copy.

Method

Look at the new words with the pupils.
Ask the pupils to put the words into sentences.
This will help you to check if they understand the meanings of the words.

Ask the pupils to say the words aloud. Check that they are saying them correctly.

Talk about the title of the story.
Encourage the pupils to guess what the story will be about from the title.

Read the story to the pupils. Tell the pupils to follow the words in the story as you read it.

Ask them questions about the story. Ask the pupils to recount the story in their own words.

Teacher Led Activities

Choose different pupils to read the story aloud a few sentences at a time.

Stop from time to time and ask the pupils to close the reader.

Ask them to remember what happened next. Then go back to the reader.

Check if their answers were correct.

Syllabus Link
A1, S1, S14



Can all pupils read for enjoyment and pleasure from a variety of texts? (S16)

◆ Comprehension

Method

Check with the pupils that they understand the story. Did they understand what had happened when they first listened to the story? Some pupils will not understand what has happened as quickly as others. Ask pupils who do understand to explain to the others what happened. Ask them to explain what happened in their own words.

Teacher Led Activities

Write a list on the blackboard of the words that the women misheard.

Your list should look like this.

windy	Wednesday
thirsty	Thursday
cheers	tears

Now build up a list of some more words that sound nearly the same.

These words will be useful for the writing activity at the end of this session.

Here are some you could use.

<i>ship - sheep</i>	<i>shell - sail</i>	<i>goat - coat</i>
<i>axe - ask</i>		
<i>three - tree</i>	<i>seat - sheet</i>	<i>suit - shoot</i>

Discuss how rhyming words might be confused.

There are many more that you and your pupils may think of.

Ask the pupils to re-read the story silently. Work through the questions in the Pupil's Book, page 83, orally.

Ask the pupils to read the questions out aloud.

Ask them to write the answers in their exercise books.

Tell them to write answers using complete sentences.

Check that they understand what a complete sentence is.

When they answer the questions orally ask them to speak in complete sentences.

Syllabus Link
K8, S13, S17



Can all the pupils read and identify sufficient details to achieve their purpose? (S15)

◆ Language Study

Background Information

Capital letters are used

- to start the first word of a sentence.
- at the beginning of a name of something or somebody (a proper noun).
- for the first letter of each word in a title.

Speech marks are used

- to put around all words which were actually spoken. Speech marks are also placed around the punctuation, e.g. "Look at my dog," said John.

Question marks are used

- to mark the end of a question. A question requires an answer.

Teacher Led Activities

Revise the use of capital letters, speech marks and question marks.

Write some examples on the blackboard.

Here are some you could use.

john dog honiara ship sara doll

Ask the pupils to come to the backboard and change any letters that should be written as a capital.

Your correct list will look like this.

John dog Honiara ship Sara doll

Explain to the pupils why these letters have changed. Explain that these are names (proper nouns) and so begin with capital letters.

Explain that in titles, some words use capital letters for key words. For example, 'Animals Living and Meeting in Groups' Look at some books in your classroom.

Show the pupils the capital letters in the titles.

Remind pupils that all sentences also begin with a capital letter.

Revise the use of speech marks.

Again use some examples on the blackboard.

You could use examples like these.

- Look at my dog said John.
- The girl said I like singing.
- This is my friend said Sara.

Look at some sentences.

Ask the pupils to decide which ones are questions. Put a question mark at the end of the questions. Put a full stop at the end of the sentences.

You could use examples like these.

- My dog is very old
- Can I walk home with you
- Why are you late
- You will be late if you walk slowly

Give the pupils some time to draw a question mark. Some pupils will need extra practice.

Tell them to draw a line of question marks in their exercise books.

◆ Spelling

by
hear
from
did
down

deaf
thirsty
learn
before
earn

Teacher Led Activities

Introduce the pupils to the new words for the week. Check that all pupils know what the words mean and that they can pronounce them correctly. Remind the pupils to use the spelling strategy - **Look, Cover, Remember, Write, Check**, to help them learn the words.

Use the exercise in the Pupil's Book, page 83 to practise using the words. Ask them to copy out the sentences into their exercise books. Tell them to put in the missing words from the spelling list. To help them the first letters have been put in and the lines show how many letters are missing. The pupils should be able to fill these in without going over them orally first.

Syllabus Link
A6, K1, S21



Can all pupils use the correct punctuation in their writing? (S22)

◆ Oral ◆ Writing

Method

Look at the list of words that you built up at the beginning of this lesson.

This activity will show pupils that many words are mixed up and then misunderstood. Sometimes words are not pronounced correctly. Some people have difficulty in hearing the different sounds correctly. If they do not hear them correctly then they do not understand what the speaker is actually saying. The story today gives examples like this. Some words that are sometimes misheard have been used in today's story.

Look at your list again. Ask the pupils to put these words into sentences. Show them how those difficult words are pronounced. Let them practise these words. Let them say them to a partner. Does the partner always know which word is being said?

Teacher Led Activities

Ask the pupils to choose one of these pairs of words.

Ask them to write a short story where these words are confused. It could be set in the village.

Ask them to work with a partner to edit and redraft their work. Then ask them to write out a good copy.

The pupils may need some time tomorrow to complete this activity.

Syllabus Link
S12



Can all the pupils write for audiences inside the classroom and outside the local community? (S19)

◆ Assessment Activity - Writing Samples

Background Information

During this unit, over the next two weeks, you will collect a writing sample for each pupil and keep it as a record of his/her writing ability at this point in time.

This is the first writing sample you will collect this year and it forms a baseline to show how well each pupil can write at the start of the school year. You will collect at least one writing sample each term and compare these to show progress that the pupils are making.

Method

Pages 29 - 30 of the Teacher's Guide explain how to do this. **Read these instructions carefully before conducting your assessment.**

The box on the right suggests suitable activities from this unit to use for writing samples.

Suggested Activities:

4:1 Short Story (narrative) about people getting their words mixed up.

4:5 Procedure text - Making a Telephone

4:10 Radio commentary script about the family fun run (recount?)

◆ Reading and Discussion - Sue's Birthday

Background Information

Everyone has a birthday. This is the day on which they were born. For some people this is a very special day each year. In some countries children have birthday parties. Family and friends come to the birthday parties. Some adults have birthday parties too. Birthday cards can be sent. Sometimes birthday presents are given too. At a birthday party there is usually good food to eat. Sometimes there may also be a birthday cake. In some countries candles are put on top of the birthday cake. Usually there is one candle for each year. In our story Sue is ten years old on her birthday. If she had a birthday cake with candles on it there would be ten candles on her cake.

Method

Introduce the pupils to the reading. Talk about the title of the story.

Ask the pupils about their birthdays.

- Do they know the date on which they were born?
- Do they celebrate their birthday?
- Have they been to a birthday party?

Look at the new words and phrases. Ask the pupils to use a dictionary to find the meaning of each new word. Look at the phrase. You may want to wait until the pupils have heard the story before you check if they understand the meaning of the phrase. The pupils may be able to work out the meaning of the phrase when they have heard it in the story. This is often the way we learn new words.

Read the story aloud with the pupils. Ask the children to listen to the story. Ask them to retell the story to you. Ask them to write the order in which events happened in the story. You could build this up on the blackboard. Then ask the pupils to check back in their Reader. Are there any events missing in the recall on the blackboard?

Teacher Led Activities

Lead a discussion by building on what the pupils know. Ask them some questions. Use these questions to help the pupils to understand the story.

- When is your birthday?
- What do you do on your birthday?
- How do you feel on the day of your birthday?
- Have you ever had a birthday present?
- Have you ever had a birthday card?
- Have you ever sent anyone a birthday card?
- Have you been to a birthday party?
- If you have been to a birthday party tell everyone about it.

Read the story again. Ask pupils to read the story out aloud. You should make sure that everyone has a turn to read during the week. In this way the pupils who find reading difficult will improve. They will also become more confident in reading in front of their friends.

Syllabus Link
A4, S20



Can all pupils read silently and identify the main points in the passage? (S14)

◆ Handwriting

Teacher Led Activities

Use the blackboard to show the joins between these letters. *ol, rk, wh*

Write examples on the blackboard. You could use these words. doll work when

Ask the pupils to copy these examples from the blackboard.

Remind the pupils that the letters below do not join onto the next letter.

b, g, j, p, q, s, x, y, z

Write examples on the blackboard. You could use these words:

boys gate jumps question boxes zoo

Ask the pupils to copy your examples into their exercise book.

In the Pupil's Book, page 86 there is a short text. If you want the pupils to practise more handwriting, ask them to copy the text into their exercise books. Remind the pupils to look at the size of their letters. Tell them to look at the slope of the letters.

Tell them to make sure they use the lines in their books to guide their writing.

◆ Comprehension

Background Information

Answering literal comprehension questions helps the pupils to fully understand the text. The comprehension questions can be simple ones. The answers to these questions are in the text. There is a right answer to each of these questions. These questions are easy to mark. They are either right or wrong.

Open-ended questions broaden the pupils understanding and give them an opportunity to express their views. Open-ended questions are ones that do not have one right answer. Open-ended questions can have many answers. Answers are not simply right or wrong. They often ask for the pupil's opinion on something.

Method

Guide the pupils to answer the questions in the Pupil's Book, page 86 correctly. Make up some general questions based on the passage to give the pupils practice.

Encourage them to look back to the story to check their answers. Ask them not to copy out paragraphs and sentences from the text. Ask them to answer the questions using their own words.

Remind the pupils to try and answer each question using a complete sentence.

Teacher Led Activities

Talk about the order of events in the story. This is also known as the sequence. This is the order in which things happened. Prepare some cards. Write each sentence on a separate card. Ask the pupils to work in small groups to put the cards in the right order. They are putting them in a sequence.

Here are some examples you could use:

Set A

- Jona put the water in the kettle.
- He put the kettle on the fire.
- Soon the water was boiling.
- Jona put tea into the boiling water.
- He added sugar and milk.
- Jona sat down and enjoyed his drink.

Set B

- Tomas put his canoe in the water.
- He paddled out into the lagoon.
- Tomas threw his fishing line over the side.
- He sat and waited.
- Suddenly he felt a pull on his line.
- He pulled in the line and there was a big silver fish.

Ask the groups to read out their sequence in the right order. Does everyone agree that the order is correct?

Ask the pupils to re-read the passage silently before answering the questions in the Pupil's Book. Remind the pupils what a complete sentence is. Give some examples.

Move around the class to check the pupil's work. You can also help the less able pupils.

If you store these cards you can use them again.

Syllabus Link
A3, K1, S14



Can all pupils read and identify sufficient detail to achieve their purpose? (S15)

◆ Language Study

Background Information

Prepositions are words that tell us the relationship between two things in a sentence. They link words to show place or time. Some examples of prepositions are: **to**, **in**, **on**, **by** and **at**. Sometimes the same preposition word can do both.

Method

Explain the use of 'in' for time and place. For example,

*Please wait for me, I'll be there **in** five minutes.*

The preposition '**in**' refers to the length of time.

*The teacher is **in** the classroom.*

The preposition 'in' in this sentence refers to place.

Write the 5 prepositions on the blackboard. Ask the pupils to put these words into sentences.

to, in, on, by, at

Here are other examples you can use.

- The book lay **on** the table. (place)
- David arrived **at** four o' clock. (time)
- David arrived **at** the village. (place)
- It is close **to** the river. (place)
- The house is **by** the sea. (place)

Teacher Led Activities

Singular and Plural Verbs

The correct use of the words, '**is** and **are**' in a sentence is often difficult for the pupils to understand.

Write this example on the blackboard.

Everybody _____ **going for a walk this afternoon.** (*is*)

Ask the pupils which word to use (**is** or **are**) to complete this sentence correctly.

'Is' and 'are' are forms of the verb 'to be'. Different forms of this verb are used depending on the noun

(or pronoun) that is being used. The following list shows the correct form of the verb for each pronoun.

I am	you are
he is	they are
she is	we are

Explain to the pupils when each of the words, 'is, are', is used in a sentence.

Write some more examples on the blackboard.

Here are some examples you could use.

The children _____ eating fruit. (*is, are*)
 You _____ nine years old. (*is, are*)
 They _____ going to school. (*is, are*)
 She _____ drinking water. (*is, are*)
 He _____ late from church. (*is, are*)
 The dogs _____ barking. (*is, are*)

Ask the pupils to complete the language study activities in the Pupil's Book page 86 in their exercise books. Check if they have understood your lesson and completed the sentences correctly.

Syllabus link
A3, S25



Can all the pupils use the correct form of verbs? (K9)

◆ Oral ◆ Writing

Background Information

There are many different types of messages and different ways of presenting them. Some messages are written on cards. Cards can be designed differently for different messages.

Method

Ask the pupils if they can think of different types of cards and the reasons they are sent or passed to people. They may know about post cards, Christmas cards, invitation cards and birthday cards. If you can, bring some examples of these to show the pupils.

Some pupils may have cards at home. Ask them if they can bring them to school tomorrow. If you have a few examples, display them in your classroom.

Teacher Led Activities

Tell the pupils they have been invited to Sue's birthday party. Ask them to design a birthday card. To help with their planning you could lead the discussion with some questions like these.

How will you fold your paper to make your card?

What will you put on the front?

Could you put the age that Sue will be on the front?

Will there be any words on the front?

Will you use different colours on the front?

What will be inside the card?

You could write a short poem or short message in your card. Can you think of some words you might need?

You could build up a **word bank** on the chalkboard. This will help the pupils when they design their card. Examples of words and phrases word bank

Happy Birthday

10 years old today

Have a Good Day

Hope you have a great birthday

Enjoy your birthday dear

Congratulations

Best Wishes from

Ask the pupils to draft their card first. They can do this on a piece of scrap paper.

Tell them to check the spelling before they make their real card. You can use ordinary paper to make your card. If your paper is quite thin then fold it in half and then in half again.

Display the cards in the classroom when they are finished. They will make a good colourful display.

Syllabus Link
A6, S12, S24



Can all pupils write for audiences outside the classroom and outside the local community? (S27)

◆ Reading and Discussion - Telegrams

Background Information

A telegram is a way of sending a message. It is a quick way to send a message. It is also expensive to send telegram messages. People only send telegrams if the message is urgent. People send short messages because they are charged for each word they send.

Method

Describe to the pupils what a telegram is. Before looking at the telegram in the Pupil's Book, page 88, introduce the new words and phrases.

Ask the pupils to say the new words. Encourage them to find the meaning of some of the new words by using a dictionary.

Teacher Led Activities

Discuss when and how people send telegrams.

Explain to the pupils how telegrams are sent in Solomon Islands by radio.

Sometimes every single word in the message is spelt out. If the line is not clear then the Airline Alphabet is used. This Airline Alphabet is also used by the military, by pilots, and by air traffic control. It is a good way to make sure you are understood.

Letters like **b**, **p**, **t**, and **v** can sound very similar on the radio.

Here is the alphabet. The pupils do not need to know this, but if you think it would interest them you could make a chart on the wall so that they can see it.

Airline Alphabet

A - Alpha	J - Juliet	S - Sierra
B - Bravo	K - Kilo	T - Tango
C - Charlie	L - Lima	U - Uniform
D - Delta	M - Mike	V - Victor
E - Echo	N - November	W - Whiskey
F - Foxtrot	O - Oscar	X - X-ray
G - Gulf	P - Papa	Y - Yankee
H - Hotel	Q - Quebec	Z - Zulu
I - India	R - Romeo	

The words in the Airline Alphabet were carefully chosen so that they were easy to recognise. Put the pupils in pairs. Give them a word from this week's spelling list on a card and ask them to use the Airline Alphabet to say the word to their partner.

See if the partner can work out the word.

For example if the word on the card is **other**, then the partner would say, oscar tango hotel echo romeo. Let all the pupils have a turn.

Syllabus Link
A2, S12, S26



Can all the pupils ask a wider range of questions? (S11)

◆ Comprehension

Method

Ask the pupils to make a list of reasons why a telegram would be sent. Ask the pupils to answer the questions in the Pupil's Book. These questions are based on Peter Siro's telegram message.

Read the telegram through with the class. Discuss the main points in the message.

Ask the pupils if there is any other important information that should have been included in the telegram.

What are the advantages of a telegram?
What are the disadvantages of telegrams?

Look at the telegram from Peter Siro again. Could he have made it shorter without changing the meaning?

(He could have missed out 'the'. He could have missed out 'at the'.)

Ask the pupils to make up their own telegram messages orally. Have them work with a partner.

See if they can cut down the number of words in each other's message without changing the meaning.

Syllabus Link
A1, K5, S26



Can all pupils read and understand directions, instructions, commands and warnings? (S18)

◆ Language Study

Background Information

Children often have difficulties using **irregular verbs**.

In regular verbs, -ed is often added to make a present tense into a past tense.

Method

Write these examples on the blackboard.

sing becomes sung
have becomes had
think becomes thought

Today you are going to look at irregular verbs. These have to be remembered by the pupils. They do not follow a simple rule.

Write a list of the words from the Pupil's Book, page 89 on the blackboard. Look at each word in turn with the pupils. Ask the pupils to give you a sentence using each word. This will help you to check if they can read the word. This will also help you to check if they can understand the meaning of the word.

Ask the pupils to change their present tense sentence into a past tense sentence. Sometimes it helps the pupils if they start their sentence with, **Yesterday**.

Your examples on the blackboard might look like this.

- | | | |
|----------|-------------------------------|---|
| 1. go | I go to school. | Yesterday, I went to school. |
| 2. do | I do the high jump at school. | Yesterday, I did the high jump at school. |
| 3. eat | I eat a banana. | Yesterday, I ate a banana. |
| 4. swim | I swim in the river. | Yesterday, I swam in the river. |
| 5. come | I come to church. | Yesterday, I came to church. |
| 6. write | I write a letter. | Yesterday, I wrote a letter. |

Teacher Led Activities

You could organise a game in your classroom. Divide the class into two groups, Team A and Team B.

Ask a pupil from Team A to write a verb (a doing word) on the blackboard.

Ask someone from Team B to write the past tense of that verb on the blackboard.

If the word is correct Team B scores a point. Choose different pupils.

Make sure everyone in each group has a turn at writing on the blackboard. Count up the points at the end. See which team has the most points.

Use regular and irregular verbs.

You could build up a verb word bank on the blackboard first so that the pupils have lots to choose from.

Here are some verbs that could be in your word bank.

light, speak, talk, break, bite, catch, take, speak, run, walk, jump, hop, sleep, drink, cry, swim, come, eat, do, go, cook, look, burn, dig, rake, bury, arrange, choose, draw, paint, build, weave, fry, roast, dry, dream, fish, hunt, row, sail, see, listen, hear, buy

Syllabus link
A2, S25



Can all pupils use past and present tense verbs? (K9)

◆ Spelling

Method**Rainbow Writing**

Ask the pupils to write this week's spelling words into their books again. This time they should do *rainbow writing*. This means changing the colour of their pencil or crayon for each letter in the word.

Encourage the pupils to think about learning how to spell the words as they are writing them.

Teacher Led Activities**Magic Words**

Ask the pupils to find as many words as they can from the letters of another word or phrase. Let them practise first. Write the word **telegram** on the blackboard. Tell the pupils to find as many words as they can using the letters in the word. Tell them to work quickly. After a few minutes tell the pupils to stop writing. Go through the words. Give a point for each word that is correct. Remember that pupils must have the correct spelling for the words that they have found.

Here are some of the words that you could find in **telegram**. You can probably find some more.

let, ram, great, grate, gram, leg, tale, leer, mare, rage, lame, teal, greet, tea, ate, eat, late, team, tag, tar, ale, male, tree, met, meet, arm, metal, meal, tram, game, am

You can always check if the words are correct by using a dictionary.

Ask the pupils to use the word **Communication** to make as many words as they can. Set them a time limit. Give them 5 minutes to complete their task.

Check the words together. Build up a list on the blackboard. Here are some of the words the pupils will have found. You will be able to think of some more.

communication

on it no an not ton man cot cat action
can't in mat moon noon nation

◆ Oral ◆ Writing

Background Information

Understanding and knowing about different forms of writing is a skill that pupils must learn. They will be able to apply these skills to real life situations when they grow up.

Method

Discuss other ways of communicating. Discuss how people in the past were able to communicate with each other.

Talk about the changes that have happened in the way people communicate.

Talk about sending and receiving messages in your own area or village. Build on the information the pupils already have.

Explain to the pupils the importance of having a reliable communication system.

Teacher Led Activities

Explain that the task today is to write a telegram. Tell them to follow the instructions in the Pupil's Book on page 89. Ask them to do the activity in their exercise book. Ask them to draft a telegram first. When they have worked on it with a partner ask them to write out a good copy.

Read out a telegram that one of the pupils has written using the Airline Alphabet.

Can other class members work out the message?

Discuss how difficult it is to follow.

Syllabus Link
K9, S15, S25

◆ Reading and Discussion - Oli's Letter

Background Information

Letter writing is a useful skill. It is probably one of the most common ways used to communicate throughout the world. There are many different forms of letter writing. Some examples are memos, business letters and notes. Letters can be written:

- to share information with friends and family.
- to inform someone of an event.
- to request something from another person.
- to remind someone of something.

Method

Before reading the letter in the Pupil's Book look at the new words and phrases on page 91. Find out if the pupils know what the words mean. Encourage them to use a dictionary.

Read the letter. Talk about the layout and the content of the letter. Explain to the pupils that there are different types of letters.

Use some of these questions in the teacher lead activities to ask the pupils.

- Have you ever written a letter?
- Have your parents ever written a letter?
- Have you ever received a letter?
- Why do people write letters to their friends or relatives?
- If you need to send a letter to a friend or to a relative what do you need to know?

Teacher Led Activities

Help the pupils discuss the questions such as, who that letter was to and why it was written, who their letter was from, etc.

People write letters to send news, to find out how friends or relatives are or perhaps to ask a question, etc. To write a letter we need an address. Do the pupils know their postal address?

In small groups, ask the pupils to read their letters together. Go round each group. Listen to the pupils reading.

Each week, listen to each pupil read aloud. Record this in a book for yourself. It is easy to miss someone out. Have a list of your pupil's names. Each time they read mark the date in your book. Write a comment to help you assess how they are improving.

Syllabus Link
A2, S2, S23



Can all the pupils read a wider range of known text aloud with understanding, confidence and expression? (S19)

◆ Comprehension

Teacher Led Activities

Read the letter with the pupils once again. Discuss some of the main points in the letter. Look at the address. Look at the date. Look at who the letter was to and how the letter began. Look at the comma after Tommy. Look at how the letter ended.

Look at the comprehension exercise in the Pupil's Book. The questions can be answered orally or the pupils can answer the questions in complete

sentences in their exercise books.

Ask the pupils to close their Pupil's Book. Can the pupils recall some of the information from the letter? Build up the information on the blackboard. Then go back to the letter. Let the pupils check which parts they remembered correctly.

Is there anything that was forgotten?

Syllabus link
A4, S19



Can all pupils read and identify sufficient detail to achieve their purpose? (S15)

◆ Handwriting

Method

Encourage the pupils to improve their handwriting skills by doing more practice. Show them how some letters are joined to other letters on the blackboard. Explain how some letters are joined to other letters from centre up. Use these examples.

ol wh rk rh

Read the poem in the Pupil's Book together with the pupils. Ask them to look particularly at the capital letters. Let them copy the poem into their exercise book using their best handwriting. Remind them to take note of how the letters are joined to other letters especially those that are joined from the centre up. Ask the pupils to copy your examples into their exercise books.

◆ Language Study

Background Information**Must and Mustn't**

The word 'must' is a command. It is used to stress something that has to be done or take place.

You must close the door.

He must wear his hat.

The word mustn't means must not. It is a contraction. It is the opposite of the word must.

You mustn't close the door.

He mustn't wear his hat.

Method

Explain to the pupils the difference between the words, must and mustn't. The words are used in a command. Write up the examples on the blackboard.

Ask the pupils to think of other sentences using the two words. Write some of their examples on the blackboard.

Question Tags

Question tag sentences can be confusing.

Often these questions are misunderstood. Pupils listen to the question and then give the wrong answer. They need practice to understand what the question is actually asking.

Look at these sentences. You could use them as an examples.

"You have got the book, haven't you?"

"Tom can run faster than you, can't he?"

Teacher Led Activities

Ask the pupils to complete the exercise in the Pupil's Book, page 92. They have to look at a sentence with words missing. They have to choose the right words from the list at the side to complete the sentence.

Tell the pupils to write each complete sentence into their exercise books.

Look at the second exercise in the Pupil's Book. Ask the pupils to match the question tags to the sentences. Tell them to write out the sentences. Put the pupils into pairs. Let them ask each other these questions. Let them give the answers and explain to their partner what they mean. You could go around the class and listen to the pupils. Assess if they understand the exercise. These questions are difficult. Some pupils will need extra help.

Syllabus Link
A2, K7, K8



Can all pupils read and understand directions, instructions, commands and warnings? (S18)

◆ Oral ◆ Writing

Background Information

The pupils will improve their writing with practice. Today they will practice their letter writing skills. At the same time they will use their imagination to write about a running race. They will need to describe the race.

Method

Encourage all pupils to take part in the discussion. Set the scene of Oli's race. Ask the pupils to give their ideas about what could have happened.

Build up a word bank on the blackboard. This will help them when they are writing their letter.

Letter writing is a skill that pupils are encouraged to practise. Explain to them the importance of letter writing.

Encourage the pupils to plan their letter before they actually write it. Guide them in their writing.

Teacher Led Activities

Try to encourage the pupils to think of different things that could have happened to Oli.

Show them with an example how a simple outline of a letter can be made more interesting by adding describing words (adjectives and adverbs).

Try to get the pupils to be original. Let them put their own ideas into their letter.

All the letters should be different. All the letters should have the same layout. The pupils can refer back to the reader to remind them of the layout.

Syllabus Link
A1, A2, S13



Can all pupils use intonation, rhythm, stress and tone to convey meaning clearly? (S12)

◆ Reading and Discussion - Sending Messages

Background Information

The communication system in Solomon Islands has improved. The Telekom Company has made it possible to use fax, e-mail, mobile phones, radio and telephones in Solomon Islands. There is also a postal system in Solomon Islands.

Method

Before reading the report, briefly discuss the title. Ask the pupils what they know about sending messages. See if they can think of different ways in which messages are sent. Ask the pupils to look at the new words and phrases. Encourage the pupils to practise saying the new words correctly. Check that the pupils understand their meaning. Ask them to try to use the words in a sentence of their own.

Read the report with the class.

Read a paragraph at a time and check that the pupils understand the meaning of each paragraph.

Discuss the different ways of communicating with other people in the past. Discuss the different ways of communicating now.

Encourage the pupils to talk about the advantages and disadvantages of both past and present communication systems. This could be done as a group discussion activity.

Teacher Led Activities

Use these questions to guide the discussion.

How do people in your village send messages to people who live far away?

What is the fastest way of sending a message in your village or town?

What communication improvement has taken place in your village or town?

Can you explain how communication helps the people in your village?

You may need to use simpler words in your questions.

Ask the pupils to read the report aloud in small groups. They can take turns to read a paragraph.

Make sure all pupils have a chance to read.

Syllabus Link
A2, S17



Can all pupils listen and differentiate between story and informative talk, news reporting, commands and warnings? (S2)

◆ Comprehension

Teacher Led Activities

Make a time line on the blackboard. Look at all the ways of sending messages from the report.

Put them in the order that they happened in the Solomon Islands.

Which is the newest way in which messages are sent?

Can the pupils think of any other ways of sending messages to add to the time line?

Ask the pupils which methods of sending messages are still in use today?

Ask the pupils which methods of sending messages they have used or have been used.

There are questions in the Pupil's Book page 94 based on the report. Some of the questions will need longer answers. Explain to the pupils that some answers will be a few sentences long. Choose which questions the pupils are to answer in their exercise books.

Syllabus Link
A4, S11



Can all pupils develop a wider range of skills to identify and understand more complex new words? (S17)

◆ Language Study

Background Information

Questions and Answers

Pupils often find asking questions difficult. If they need to find something out the pupils must know how to ask the right question.

Method

Look at some of the words that are commonly used when asking questions.

what, when, how, can, is, are, why

Divide the class into pairs.

Tell them to use the words above in turn to ask questions.

Tell their partner to answer the question.

Tell the pupils to take turns to ask and answer questions.

Go around the classroom and check that the pupils are using the words correctly.

Check that all pupils are taking part in the activity.

Teacher Led Activities

The exercise in the Pupil's Book page 94 is a difficult one. You will need to practise making questions from the two statements. The word to use to start the question is underlined to help pupils.

Write some examples on the blackboard. Here are some examples you could use.

Perhaps the boat will be too small.

What will father do then?

What will father do if the boat is too small?

Perhaps the bus will not come.

How will grandma go to town then?

How will grandma go to town if the bus does not come?

Perhaps John will not come.

Who will Mary go to market with then?

Who will Mary go to market with if John does not come?

Ask the pupils to complete the exercise in the Pupil's Book page 92. Here are the answers to the exercise.

1. Where will you go if we have a day off school?
2. How will Anna get to town if father won't take her?
3. What will you do if your friends forget your birthday?
4. Who will Tony go with if his friends can't go camping?

Syllabus Link

K6, S17, S23



Can all pupils use words to form questions? (K8)

◆ Spelling

Let the pupils test each other on this week's spelling words.

Check yourself to see who can spell the words and who is having difficulty.

If pupils have made a mistake spelling any words, have them write the words correctly in their books.

◆ Oral ◆ Writing

Method

Divide the class into groups of four pupils. Ask them to discuss new fast ways of communication. Ask them to think about good things and bad things about using modern methods of sending messages. Each group should report on the main points of their discussion to the rest of the class.

Teacher Led Activities

Make a telephone

Put the pupils into small groups. For each group you will need the following materials.

Materials

2 cans, such as tuna, besta or anchor milk.



The cans can be ones that have had tuna or meat inside. Make sure they are washed out well. Make sure they do not have sharp edges.

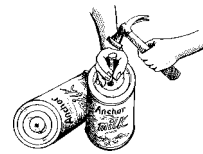
Strings



You will also need some string. You will need about 10 metres of string for each group.

Procedure

Put a hole in the bottom of each can.

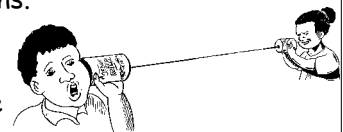


Thread through the string and tie a knot on the inside of the can.



Ask the pupils to hold the cans.

They must make sure the string is pulled tight. If the string is slack the telephone will not work.



Tell the pupils to take turns in listening and talking through the telephone. The sound travels along the string. This string telephone will work very well.

After the pupils have made their telephone and have had time to use it to make phone calls, ask the pupils to write down how they made their telephone.

A list of instructions like this is a procedural text. Recipes are also procedural texts. You will need to guide the pupils in writing a list of instructions.

They must first write down what they used. Use the heading "What you will need".

Then they must write down everything they did in the right order. They should number the steps 1, 2, 3 and so on, and each step should start a new line. In this way the steps are listed down the page in a list. They should use the heading "What you should do" for this section.

The pupils must write the instructions in such a way that they could give it to someone in another class so that they could follow the instructions step by step. Ask the pupils to check each other's work.

Syllabus Link
A5, S4, S24 S23



Can all pupils take and deliver messages directly by telephone? (S4)

Unit 4: Family and Friends

◆ Reading and Discussion - A Good Family Meal

Method

Before reading the text discuss the title.

Ask the pupils to try and guess what the text could be about.

Introduce the pupils to the text by looking at the new words and phrases.

Check that the pupils understand the meanings.

Encourage them to look up some of the words in a dictionary.

Ask the pupils to practise saying the new words and phrases correctly.

Read and discuss the text with the pupils.

Discuss the information in the text with the pupils.

Teacher Led Activities

You could use questions like these to lead the discussion.

What is 'A Good Family Meal' about?

Did you find the story interesting?

What was the good family meal?

Why did the meal of vegetables taste as good as the meal with pork?

What is your favourite meal?

Where do all the ingredients for your favourite meal come from?

Syllabus Link
A4, S2



Can all pupils read for enjoyment and pleasure? (S16)

◆ Comprehension

Method

Encourage the pupils to practise their discussion skills and the sharing of ideas in a small group.

Encourage the pupils to record their discussion points and ideas.

Encourage them to take turns to report on what has been discussed in their group to the rest of the class.

Teacher Led Activities

Encourage the pupils to practise being comprehensive readers. You can do this by asking them to retell the story in their own words.

Ask them to organise a role play. They could take the parts of Tangi and his family. They could prepare a short play. One group could act the scene where Tangi comes home with a pig he has killed. Another group could act the scene where Tangi comes home with a sack of coconuts. Tell the pupils to think about what the different characters would say. Ask the groups to perform their short role plays to the rest of the class.

In the Pupil's Book page 97 there are questions that the pupils can either answer orally or complete as a written exercise. The story is descriptive. The pupils should be able to imagine what Tangi's house and garden look like. The pupils could draw a picture using the description given in the story. This picture should include the details presented in the text accurately.

Syllabus Link
A6, K1, S6



Can all pupils read a wider range of known texts aloud, with understanding, confidence and expression? (S19)

◆ Language Study

Background Information

Homophones

There are many words in the English language that sound alike but are spelt differently.

These words also have different meanings. Words that sound alike are called homophones.

The word homophone means the same sound.

Method

Encourage the pupils to use a dictionary if they are not sure of which word to use in a sentence.

Use the words that appear in the Pupil's Book in different sentences to check that the pupils understand their meaning.

Do not complete the exercise in the Pupil's Book for the pupils.

Encourage them to do the exercise by themselves after you have introduced the words.

Teacher Led Activities

Write examples on the blackboard. Here are some you could use. Ask the pupils to choose the right word. Ask them to make sentences of their own using the same words.

The (sea, see) is blue.
I can (sea, see) the (sea, see).
I will (meat, meet) my uncle at church.
Mother cut up the (meat, meet).
Another word for a story is a (tale, tail)
My cat has a long (tale, tail).
My sister has (know, no) money.
Do you (know, no) my friend, Bill?
I can (buy, by) rice at the store.
He sat (buy, by) his canoe.

After practising these words together the pupils should be ready to complete the exercise in the Pupil's Book.

Syllabus Link
A6, S12



Can all pupils listen and differentiate between the sounds of English and the sounds of Solomon Island languages? (S6)

◆ Spelling

These are the words for this week's spelling.

call	dear
get	wear
do	listen
first	tail
big	ears



Check that the pupils understand their meaning. They can use a dictionary to find the meanings of any words that they are having trouble with.

Help the pupils to use some of the words in their own sentences.

In this way you will know whether they understand the meaning of the words. Have the pupils use the spelling strategy - Look, Cover, Remember, Write, Check - to help them learn the words.

Use the exercise in the Pupil's Book to practise using the words.

Ask the pupils to look at the mixed up letters. Ask them to work out which word is which.

Use the numbers 1 - 10 to write the words in order in their exercise books. Remember to check that all the work in the pupil's exercise books is marked and up to date.

◆ Oral ◆ Writing

Teacher Led Activities

Look at the first paragraph of today's story again.

This is a good descriptive paragraph. Explain to the pupils how these words paint a picture. Ask them to close their eyes and imagine Tangi's house and garden. Can they see what it looks like?

Tell the pupils they are going to paint a picture with words. Tell them to think of a favourite scene. It could be their house and garden. It could be a view from the top of a hill. It could be a view of a river or the sea. Ask them to describe their scene.

Build up a word bank of descriptive words that could help the pupils in their writing.

Tell them to draft their work. Ask them to read their description to a partner.

Tell them to write out a good copy. You could ask them to draw a picture of their view.

You could put up a display on the classroom wall. Make it a competition.

Mix up the writing and the pictures. Can the pupils match the right picture to the written text?

They should be able to if it is a good description.

Syllabus Link
A3, S12, S24



Can all pupils write for audiences outside the classroom and outside the local community? (S27)

◆ **Assessment Activity - Writing Samples**

The class should by now have almost completed their written work for this unit's writing sample. If they have finished, collect their work, making sure that it is dated and has their name on it.

Over the next few days you need to assess the samples using the checklist on page 30 and make a record of your judgement about each pupil's strengths and weaknesses.

You must also meet with each pupil to discuss his or her writing sample. Make sure they are clear about what they have done well and which aspects of their writing they need to improve.

◆ Reading and Discussion - Newspaper Advertisement

Background Information

A newspaper is a way of communicating with many readers. People often buy and read newspapers. Some people like to read about news in Solomon Islands. Some people like to read about news in different parts of the world.

Other people read newspapers to look at the advertisements. They may be looking for a job, or wanting to buy a car or a house. Some people read a newspaper to find out sports news.

Method

This text is an advertisement in the Solomon Star.

Look at the advertisement. It is about a special weekend trip to Gella Island.

After looking at the newspaper text discuss the new words and phrases.

Talk about their meaning.
Some pupils should have worked out the meanings by looking at the clues in the text.

Ask the pupils to find the meanings of words they are still unsure of by using a dictionary.

Teacher Led Activities

Bring a newspaper into the classroom. Look at the layout of the newspaper. Where is the Solomon Islands news? Where in the newspaper is the sports news? Are there any advertisements? What else is in the newspaper?

Ask the pupils to look at the title of the newspaper text in their Pupil's Book. Use questions such as these.

What do you think the passage will be about?

How many of you have read some parts of the Solomon Star?

Which part of the newspaper do you find most interesting? Why?

Why do people buy newspapers?

Ask the pupils to follow the reading silently while you read the article aloud.

Divide the class into groups and ask each group to take turns to read the passage aloud.

Syllabus Link
A3, K1, S2



Can all pupils read a wider range of known texts with understanding, confidence and expression? (S19)

◆ Comprehension

Method

Look at the layout of the newspaper article with the pupils.

Talk about why the title or headline is particularly important.

Tell the pupils that when people read a newspaper they choose the parts they read.

If the headline catches their eye they will read the rest of the article.

Read some of the headlines from newspapers that you have in your classroom.

Ask the pupils to predict (guess) what the articles could be about.

Ask them which ones they would choose to read.

Teacher Led Activities

Look at the reading text again. It is an advertisement. It is trying to persuade people to go on the trip.

Ask the pupils to list all the information it gives. Ask them questions about the trip.

Here are some questions that will help you find out if the pupils have understood the article.

What does 'fare per family' mean?

What does 'single' mean?

Where will the MV Tomoko leave from?

What time will the boat leave?

How long does the trip last?

Does the article tell you when the boat returns? etc.

There are more questions in the Pupil's Book.

The pupils can answer these orally or you can ask them to write the answers in their exercise books.

Syllabus link
A4, S11, S14



Can all pupils read and identify sufficient details to achieve their purpose? (S15)

◆ Handwriting

Method

The first verse of the song *Sailing* is in the Pupil's Book page 100. This is their handwriting exercise.

Tell the pupil's the song is a poem that is set to music. Each part is a verse. This song has 4 verses. Some pupils may know this song.

Ask the pupil's to copy the verse from their Pupil's Book. It is better to give the pupils a short handwriting exercise.

They will be able to take more care if the piece is not too long.

They will be able to concentrate on each letter and join. This will improve their handwriting style.

You may know this song. If you do know it sing the song to the pupils. If you do not know this song ask other teachers in your school. Maybe another teacher can come and sing it to your class.

Sailing

1. I am sailing, I am sailing, home again across the sea
I am sailing, stormy waters, to be near you,
to be free.
2. I am flying, I am flying, like a bird across the sky.
I am flying, passing high clouds, to be with you,
to be free.
3. Can you hear me?, can you hear me?
through the dark night, far away, I am dying,
forever trying, to be with you, who can say?
4. We are sailing, we are sailing,
home again across the sea.
We are sailing stormy waters, to be near you,
to be free.

*Written by
Gavin Sutherland, 1972*

Language Study

Teacher Led Activities

Past and Present

If something is happening now, it is written in the present tense. If something has already happened, it is written in the past tense.

1. Write some examples on the blackboard.

Ask the pupils to tell you if these are in the present tense or the past tense.

Here are some sentences you could use.

The boat is sailing to Gella.

The boat sailed to Gella.

My mother packs a picnic.

My mother packed a picnic.

2. Write some sentences on the blackboard in the present tense ask the pupils to put them into the past tense. Write up their answers. Ask the other pupils if they agree with these answers.

Here are some sentences you could use.

John is cooking his lunch.

Solomon is having a good time.

All the classes are going on the trip.

They are sailing across the sea.

Questions and Answers

Encourage the pupils to practise question tag statements. These are often used in everyday speech. Give them some examples. Write up the questions on the blackboard. Ask the children to read out the questions aloud. Tell them to answer each question beginning with yes or no.

Here are some examples you could use.

He's too late, isn't he? Yes, he is /
No, he isn't

She's always reading, isn't she? Yes, she is /
No, she isn't

He made a good meal, didn't he? Yes, he did /
No, he didn't.

The children are coming, aren't they? Yes, they are /
No, they aren't.

There is an exercise about past and present and question tags in the Pupil's Book page 100.

Note that the examples given here will help the pupils to complete the exercise. Ask the pupils to complete the exercise in their books.

◆ Oral ◆ Writing

Method

Discuss with the pupils some of the events they have attended with their family.

Encourage the pupils to talk about some of their experiences.

Ask the pupils to tell the rest of the class what they saw.

Ask them to describe the event.

Encourage the pupils to ask each other questions.

Introduce the writing activity to the pupils.

Teacher Led Activities

If you have any posters or advertisements about family events bring them to the classroom.

Talk about these advertisements with your pupils.

Introduce the writing activity to the pupils. Set the scene. Tell them they are going to plan a family event.

The pupils can decide on the details. They are going to make an advertisement to advertise the event. Tell them to think about what information needs to be put on the poster. Tell them to think about the best way to make it 'eye catching'.

Remind them that if something is 'eye catching' it means that people will notice it. They will stop and read the poster.

Tell the pupils to think about the size of their writing on the poster. If the writing is too small it is difficult to read. Colour and the use of pictures are also important things to consider.

You could put the posters up on the classroom wall when they are finished. This would be a good display. Remember to change your wall display often. Do not put up any work that is not carefully done. If the pupils know they have to try hard to get their work up on the wall they will work harder.

Syllabus Link
A5, S24



Can all pupils write brief and concise messages? (S26)

◆ Reading and Discussion - Father's Day

Background Information

This is another type of a text. Pupils should be encouraged to experience a variety of different types of texts.

This text is a pictorial recount. It is easy to see what is happening by looking at the picture. The balloons tell us what the characters in the text are saying or thinking.

Method

Introduce the pupils to the reading by discussing the new words and phrases.

Practise the correct pronunciation and the meaning of the new words and phrases.

Have the pupils use a dictionary to find the meanings of difficult words they might come across in the reading.

Encourage the pupils to use the new words in their own sentences and to use some of the words in their everyday language.

Discuss the various reasons why people all over the world have set aside a special day to celebrate father's day.

Encourage the pupils to develop their observation skills.

For example being able to look at pictures to pick out exactly what is happening and what will happen next is an important skill.

Encourage them to make up pictorial stories using their imagination.

Teacher Led Activities

Use these questions to introduce the discussion.

Discussion questions;

1. What is the title of the reading? Can you think of a different title?
2. Was it an enjoyable day for the family? Why?
3. Do you think father was happy during the day? Why?
4. What do you think of Father's Day?
5. Which character in the picture do you like? Why?

Divide the class into five groups.

- i) Group 1 (father)
- ii) Group 2 (the dog under the table)
- iii) Groups 3,4 and 5 (the other people who were talking)

Ask them to go into their groups and they will read whatever is said by each of the characters.

Ask them to read as if they are talking.

Syllabus link
A4, S16



Can all the pupils read silently, identify main points and supporting details and understand the writer's purpose (S14)

◆ Comprehension

Method

Study the passage before answering the questions on page 102 of the pupils book.

Explain to the pupils that some of the questions need their imaginative and reasoning skills. This means simply how to think.

Discuss each of the questions with the pupils orally before they can be asked to answer them in their book.

Teacher Led Activities

Read each of the questions and explain to the pupils what it is asking.

Ask the pupils to refer to the pictorial passage but also remind them that some of the questions need their imagination skills.

Ask them to complete the activity in their exercise book.

Syllabus Link
A2, S20



Can all the pupils read and identify sufficient detail to achieve their purpose? (S15)

◆ Handwriting

Read through the text with the pupils. Make sure that the pupils understand the text. Ask them some questions to check their understanding. There are some new words here. You may need to explain their meaning to the pupils.

Ask the pupils to copy the passage into their exercise books using their best handwriting. Tell them to look particularly at the capital letters.

◆ Language Study

Background Information

Collective nouns are words that are used to group a list of things.

Method

Before the pupils are asked to do the activity, introduce the pupils to some examples. Write up some examples on the blackboard. Ask the pupils to think of one word that would group each list together.

Here are some examples you could use.

bonito, mamula, king fish, tuna,
John, Mary, Peter, Joan
Ruth, Joy, Esther, Anna
banana, pawpaw, mandarin, mango
cabbage, bean, pumpkin,
Argentina, France, Brazil, China

fish
people, children
girls
fruit
vegetables
countries

Ask the pupils to complete the exercise in the Pupil's Book, page 102. Explain they need to choose a word to replace the list of words that are underlined.

Ask them to write the new sentence. They do not need to copy the sentence that is in the Pupil's Book.

Syllabus Link
K1, S25



Can all pupils use a range of sentence types including short simple sentences and longer complex ones? (S23)

◆ Spelling

Encouraging the pupils to spend time writing their spelling words will help them to learn the words. You can think of interesting ways to have the pupils write the words for many different reasons.

Today they are asked to write the spelling words and to find a rhyming word for each. This helps the pupils to think about how the word is spelt and to use their knowledge to help them write other words.

Method

In this activity, encourage the pupils to use their dictionary to find the correct word.

Have them read the clues and try to find the appropriate word that matches the number of blocks in each question.

Teacher Led Activities

Ask the pupils to look at the spelling activity in their Pupil's Book.

Explain to them how to do the activity. Ask them to listen and follow while you read the clues.

Ask them to copy the activity and complete it in their exercise book.

◆ Oral ◆ Writing

Method

Lead a class discussion.

Ask the pupils about what they think parents do.

Ask them about mothers and fathers.

You could divide the class into small groups and ask them to discuss these questions.

You could then lead the class discussion to put all the pupil's ideas together.

After the discussion you will ask the pupils to write an account of what they would be like if they were a parent.

Teacher Led Activities

Ask the pupils in the class to talk about what they think a good father and a good mother should be like.

Use these questions to guide the discussion

1. What do you think makes a person a good parent?
2. Do mothers and fathers do the same things in a family?
3. If you were a mother or a father what would you be like?
4. Do you think all mothers and fathers are the same?

In small groups have the pupils create a concept map of things related to *fathers*.

There is an example in the Pupil's Book page 103 to help the pupils to get started. You could have different groups use other family member words like; mother, sister, and grandfather etc. if you prefer.

Syllabus Link

A1, S12



Can all pupils develop ideas in greater detail? (S13)

◆ Reading and Discussion - A Poem for Mother's Day

Method

Introduce the pupils to the reading by looking first at the title of the poem.

Some pupils will have heard about Mother's Day.

They may have celebrated a special day for mothers in their church.

Introduce them to the new words and phrases. Practise saying the new words.

Make sure the pupils understand the meaning of the new words and phrases.

Ask the pupils to use the words in a sentence.

Teacher Led Activities

Use these questions to begin the discussion

- What is Mother's Day?
- Do you think it a good idea to have a Mother's Day? Why?
- What special things could you do on Mother's Day?

Ask the pupils to read the poem with you.

Talk about each verse.

Ask the pupils to explain in their own words what the verses are about.

Syllabus Link
A2, S2



Can all pupils listen and identify the main points of stories and other types of texts? (S1)

◆ Comprehension

Teacher Led Activities

Talk about poems.

Ask the pupils to explain the difference between a poem and other texts.

Look at each verse in this poem. Ask the pupils to look at the last words of each line.

They should be able to see that lines 1 and 3 rhyme as do lines 2 and 4.

Make sure that the pupils understand what a rhyme is.

Write some words on the blackboard.

Ask the pupils to think of a word that rhymes with the word you have written up.

Here are some words you could use.

cat	rhymes with mat, bat, sat
boat	rhymes with coat
night	rhymes with sight, fright, tight
tall	rhymes with ball, call, fall

Remember that poems do not have to have rhyming words in them but many do.

Read the poem aloud once again to the pupils. Put the pupils in small groups. Ask them to read a verse each out aloud. Ask the pupils to write a paragraph explaining what the poem makes them think of as they read or hear it.

Syllabus Link
A4, S19



Can all pupils select vocabulary appropriate to the type of writing, its' purpose and audience? (S25)

◆ Handwriting

The handwriting exercise is to copy out the first verse of the poem. Remind the pupils that some of the letters are not joined to other letters. Go through the verse. Ask the pupils to point out the letters that are not joined. Ask the pupils to copy out the verse into their exercise book.

◆ Language Study

Background Information

In this activity, pupils look again at **tenses** and **countable nouns**.

Now look at these explanations.

Tense

The past, present and future tenses were introduced to the pupils in Standard 3. Pupils should know that there are three main tenses in English. It is important to revisit topics introduced in Standard 3. In this way the children will reinforce their learning.

Future tense

Future tense is used to describe things that have not yet happened but will happen in the future.

For example:

I **will** play football today.
I **will be** playing football for the school team today.

These sentences mean that the football games have not happened yet but will take place any time today.

Countable and Uncountable Nouns

It is important that pupils understand the difference between the words, 'much' and 'many' and 'several' and 'enough'.

Much is used with a word that cannot be counted. For example:

How **much** water?
How **much** rain fell today?

Many is used with a word that can be counted. For example:

How **many** coconuts did you find?
There are **many** oranges on the tree.

The word **several** can be used with a countable noun. For example:

There are **several** people in the canoe.

The word **enough** can be used with an uncountable noun. For example:

I have had **enough** milk today.

Teacher Led Activities

Write some examples on the blackboard. Ask the pupils to choose which sentence is in the future. Explain that the future means that this has not happened yet. Ask the pupils which sentence is in the past. Explain that the past means that it has happened already. Ask the pupils which sentence is in the present. Explain that the present means it is happening now.

Here are some examples you could use.

1. We went for a walk in the bush. (past)
2. We are going for a walk in the bush. (present)
3. We will go for a walk in the bush. (future)
4. I drank two glasses of water last night. (past)
5. I will drink two glasses of water tomorrow. (future)
6. I am drinking two glasses of water. (present)

Write a sentence in the past tense on the blackboard.

Ask the pupils to change it into the future tense.

Here are some sentences you could use.

1. I looked over the fence.
I will look over the fence.
2. She walked to school.
3. He swam in the river.
4. Mother read a story to us.

Ask the pupils to complete the exercise in the Pupil's Book page 105. They have to copy out a sentence in the past tense.

Then they have to write a sentence in the future tense underneath. Notice that the sentence in the future tense begins with 'Tomorrow'.

This means it has not happened yet. It is in the future tense.

Write some sentences with **many** and **much** on the blackboard and ask the pupils to choose the correct word. Here are some examples.

1. How (many, much) fish are there in the river?
2. The cook has put too (much, many) salt in the soup.
3. (Much, Many) people will come to church on Sunday.

Do the same for **enough** and **several**.

Ask the pupils to look at the exercise in the Pupil's Book. Read through all the sentences with the pupils. Do not tell the pupils the answers. Let them copy out the sentences and fill in the correct word. Check and mark their answers when they have finished.

Syllabus Link
K9, K12



Can all pupils use a range of sentence types including short and simple sentences and longer complex ones? (S23)

◆ Oral ◆ Writing

Method

Discuss with the pupils the good things their mothers have done for them.

You could lead the discussion with questions such as

What does your mother do for you?

What does your mother do every day?

What did your mother do for you when you were just born?

Do you think being a mother is an easy job?

Do you think being a mother is a hard job?

How would you describe your mother?

Remember though that not all pupils may have a mother who they live with and are cared for by.

You need to be careful that you are sensitive to the fact that some children live in families where it is not the mother who cares for the family.

Teacher Led Activities

Put the pupils into small groups. Tell them to discuss these questions.

Tell each group to report back to the whole class.

- Are most mothers alike?
- Are most of the jobs they do the same?
- How can all pupils help their mothers at home?

Ask the pupils to design a card for their mother. They could write a short poem to put inside.

Tell them to draft their poem first.

Tell them to read their poem through with a partner.

Tell them to draw a picture on the front of their cards.

Tell the pupils to draw something that they know their mother would like.

When the cards are finished you could put them up on the classroom wall. After everyone has seen them, each child can take their card home to give to their mother.

Syllabus Link
A5, S12, S27



Can all pupils write concise and brief messages? (S26)

◆ Assessment Activity - Writing Samples

Check that you have completed your writing assessment for this unit:

- Have you collected a writing sample from every pupil in the class?
- Have you analysed the writing samples to identify strengths and areas of difficulty?
- Have you made a record of your analysis in your assessment book or file?
- Have you had time to meet with each pupil to discuss his or her writing sample? Is each pupil clear about what they need to work on to improve their writing?

Remember to clearly focus on one or two areas to improve rather than overwhelming pupils with too many ideas for improvement all at once.

◆ Reading and Discussion - Easter Fun Run

Method

Introduce the pupils to the reading.

Look at the new words and the new phrases.
Use a dictionary to find the meaning of the words.

Talk about the meanings. Look at the title of the passage.

Ask the pupils to guess what the text will be about.

Teacher Led Activities

Ask the pupils to follow the passage while you read it aloud.

Use questions to lead the discussion. Here are some questions you could use.

What is a Fun Run?

Have you seen or taken part in a Fun Run?

Do you think people enjoyed the day?

How do you know people enjoyed the Fun Run?

Syllabus Link

A2, K1



Can all pupils listen to and understand an informative text? (S3)

◆ Comprehension

Method.

Re-read the passage to the pupils. Divide the class into small groups.

Encourage the pupils to discuss and to share their ideas in their small group.

Teacher Led Activities

Ask the pupils to talk about what it means to run 'for fun'.

Ask them to talk about how funds can be raised. Some of the children will have heard of funds being raised through sponsorship.

For example if a pupil agrees to run in a race they ask other people to sponsor them. This means that before the race a person agrees to pay a certain amount if the pupil finishes the race. This money is then given to the fund raising committee. In this way funds are raised.

Tell the pupils they will discuss these topics in their groups. They will then report their discussion to the rest of the class.

There are some questions about the text in the Pupil's Book, page 106.

Ask the pupils these questions orally. Then ask them to write the answers in their exercise books. Remind them to write in complete sentences.

Syllabus Link

A4, S14



Can all pupils listen and identify the main points of stories and other texts? (S1)

◆ Language Study

Method

May and Can

Write up the words 'may' and 'can' on the blackboard.

Explain the difference between the two words.

Explain when these words are used.

You could explain the difference by looking at these examples.

• Harry can eat a cake.

This means Harry is able to eat a cake.

• "Please may I eat the cake?" said Harry.

This means Harry is asking permission to eat the cake.

• Solo can swim in the river.

This means Solo knows how to swim in the river.

• "Please may I swim in the river mother?" asked Solo.

This means Solo is asking her mother if she can go and swim in the river.

Ask the pupils to copy the sentences in the Pupil's Book. Ask them to choose the right word to fill the spaces.

Syllabus Link
S23,S11



Are all the pupils able to use words used to form questions such as can, will etc. in sentences? (K8)

◆ Spelling

Method

Encourage the pupils to use words they know how to spell to help them spell other words.

This is sometimes called **word building**.

For example, once a pupil knows how to spell big, they will be able to use this information to help them spell bigger and biggest.

Have the pupils think of as many words as they can write using **call** as a base.

Some examples of words include *calls, called, calling* and *caller*.

You might ask the pupils to do the same with other spelling words.

Assessment

Now revise the spelling of all words in the lists. Test the pupils and make a note of which pupils are having difficulty and which words.

Teacher Led Activities

Now explain to the pupils that some words can be spelt easily when we use their phonic sound.

Here are some words from the text.

- fund
- red
- family
- capital

Let the pupils read the words. Help them say out the sounds. Help them to spell the words by saying out the sounds.

Ask the pupils to put each word in a sentence.

Tell them to write their sentences in their exercise books.

Remind the pupils that a sentence begins with a capital letter and finishes with a full stop.

Teacher Led Activities**Solomon Islands Radio Presents the Family Fun Run**

Divide the class into groups.

Tell the groups they are working for Solomon Islands Radio.

Ask each of the groups to imagine that they have been sent to cover and report on a sporting event.

This event is the Family Fun Run. They are going to prepare the speech for the radio commentator.

They have to set the scene. They are watching a Family Fun Run. It is a long race. The race has nearly finished.

Tell them that some of the people in the race are running well. Some of the people near the back of the race are finding it difficult. Some are dressed up in amazing costumes. A very young boy is the winner.

Each group has to prepare a script. This is what the commentator will say on the radio. Tell the groups to draft their script together. Tell each pupil to write out their script in their exercise books. Ask each group to read out their script to the class.

Syllabus Link

A5, S12, S24



Can all pupils explain something in greater detail? (S13)

Term Two Units

Unit 5
Community Workers pages 156 - 185

Unit 6
Weather and Our Daily Lives pages 186 - 210

Unit 7
Farmers and Fishermen pages 211 - 240

Unit 8
Nutrition pages 241 - 269

T
E
R
M

T
W
O

U
N
I
T
S

Unit 5: Community Workers

◆ Reading and Discussion - Temeka, Member Of Parliament

Background Information

Tell the pupils that they are going to read a narrative story about a Member of Parliament. Tell them that a Member of Parliament is called an M.P. for short. Discuss some of the responsibilities that a Member of Parliament has. Explain that a Member of Parliament can be a man or a woman, and discuss how they are voted in.

The Member of Parliament in this story, Temeka, is trying to improve life in the villages on his island.

Method

Look at the title with the pupils.

Ask the pupils what they already know about Members of Parliament.

Build on what the pupils already know.

Look at the new words and phrases at the beginning of the story. Ask the pupils to read the words.

Check that they can say the words correctly. You could ask the pupils to use a dictionary.

The pupils will understand the meaning of some of these new words after they have read the story.

This is one way that we can learn what new words mean and to build up the number of words they know.

If pupils work out the meanings for themselves and then discuss the words and how they can be used they will be likely to remember the words.

Teacher Led Activities

Read the story aloud with the class.

After you have read the story ask the pupils to discuss words in the story that they did not understand.

Look at how the word is used in the story.

Make up other sentences that help to make the meaning of the words clear.

Help the pupils to understand these new words. You might collect these words onto a list and go back to them at other times.

Talk about the characters in the story, i.e. Temeka and Kapilei.

Ask the pupils to share in the reading of the story again. You could divide the class into small groups and ask them to read the story out aloud to one another. Go around the groups and listen to the pupils reading.

When the pupils have finished reading ask them to close their readers and retell the story. See how much of the story they can remember about the sequence and events that occur in this story. Record what they remember on the board.

Discuss these questions with the pupils.

1. What does a Member of Parliament do?
2. Why does Temeka want to have meetings with the chiefs and people in the villages?
3. What did Temeka decide was needed on his island?
4. After the new things have been set up how would life be better in the villages?

Syllabus Link
A1, K1, S14



Can all pupils read and identify information that will help them in a range of local and national contexts? (A2)

◆ Comprehension

Background

Questions that need written answers can be difficult for pupils who find reading difficult.

Being able to look back at the passage during questions and answers helps the children.

Ask the pupils to answer questions in their own words. Tell them not to copy whole sentences from the text. It is important for you to ask the pupils questions that get them to think for themselves.

It is good to ask pupils what they think. It is good to ask pupils their opinion about something.

Method

When Temeka was preparing to go to Honiara to tell the other Members of Parliament what was needed on his island he needed to prepare notes. This was to make sure that he did not forget to tell the Parliament any of the important issues. Have the pupils prepare these notes for Temeka. You may want them to work alone or in pairs. They will need to read the text again to list the problems that Temeka found during his tour. Then they will need to make a suggestion of how this problem should be solved. A table like this might be a good way for pupils to set out the activity

Problem	What will happen	How to solve
1. school buildings are broken down.	- children are not able to attend school comfortably, and books and materials are getting damaged.	- repairs to buildings need to be made.

The pupils will need to include all of the problems that Temeka found.

To complete this activity the pupils must read and understand the text. You can teach and check the comprehension of your pupils through activities other than questions. Some comprehension questions are also included in the Pupil's Book on page 4.

Read through the questions in the Pupil's Book with the pupils. Ask them to answer the questions orally. Ask them to read the story again silently. Ask them to answer the questions in their exercise books. Check and mark the pupils' work.

Syllabus Link
S11, S13, S17



Can all the pupils read silently and identify the main points and supporting details and understand the writers purpose? (S14)

◆ Language Study

Background Information

In the English language, some letters in words are silent.

The word 'climbed' is used in the story. The letter 'b' in climbed is silent.

This means that you do not pronounce the letter 'b' when saying the word climbed.

Here are some examples of silent letters:
the second letter 'b' in 'bomb' is silent.
the letter 'g' in 'sign' is silent.
the letter 'k' in 'knife' is silent.
the letter 'k' in 'know' is silent.
the letter 'g' in 'gnaw' is silent.

Method

Go through the examples above with the pupils.

Let the pupils think of some more words with silent letters that they know.

Teacher Led Activities

Ask the pupils to name some words with silent 'b' in them. Here are some examples.

climb dumb thumb

Ask them to use each of the words in a sentence. Build up a list of words that have silent letters in them.

Write them on the blackboard, or on some paper to make a chart for the wall.

Here are some examples. You will be able to think of some more.

school would should could
knee know knock scissors
night might light island

There is an activity in the Pupil's Book, page 5. The pupils are asked to choose 5 words which have silent letters in them. The pupils then have to write a sentence using each of the words into their exercise books.

Syllabus Link
A6, K1, S23



Can all pupils spell a range of words with silent letters? (K11)

◆ Spelling

Method

Introduce the new words to the pupils.

Make sure all the pupils can read the words.

Make sure all the pupils can say the words correctly.

A good way of checking if the pupils understand the words is to ask them to put each word into a sentence.

more

go

her

if

came

behind

wife

become

husband

lived

Use the spelling strategy (Look, Cover, Remember, Write, Check). This will help the pupils to learn the words. Check if the pupils are learning these words during the week. Make a chart with these words and put it on your classroom wall.

Ask the pupils to look at the words with mixed up letters. Let them find the right words in the spelling list. Tell them to number from 1 to 10 in their exercise book.

Have the pupils unscramble the words and write them out correctly into their exercise books.

◆ Oral ◆ Writing

Background Information

A story can also be called a narrative. A narrative is told or written to entertain the hearer or reader.

Narratives can often give information or facts as part of their story. **Temeka, Member of Parliament** is a narrative. There is a lot of information in this narrative also. It explains the kind of work a Member of Parliament does. Temeka and his wife Kapilei are the characters in the narrative. The order in which things happen is the sequence of events.

One way to teach about narratives is to re-tell the story. This can be written or done orally. Retelling a story helps pupils to understand the story. It also helps to develop an understanding of how stories are written.

Method

After the pupils have read the story about Temeka in their groups ask them to retell it orally to the class.

Choose one pupil at a time. Ask the pupil to retell the story to the rest of the class. Ask the rest of the class to listen carefully. Tell them to put up their hands if something is missed out. Tell them to put up their hands if something is not right. Retell the story about three times. Each time use different pupils as retellers.

Make sure that the pupils keep to the main idea of the story.

Writing a Narrative

Introduce the children to their writing activity. Today they are going to write a narrative.

Remember that a narrative has a setting (it takes place somewhere and the writer needs to describe who is involved and where it occurs), a sequence of events (what happens in the story to the characters), often a complication (something interesting usually happens to the main characters, this can often be a problem) and then finally an ending (often this involves the characters resolving or fixing the complication).

In the Pupil's Book there are three story starters. Read each story starter with the pupils. Ask them to try to imagine what might happen next. Ask them to choose one of the story starters, and to copy it into their exercise books.

Next encourage the pupils to complete the narrative. Encourage them to plan what will happen before they begin to write. Once they have written a draft encourage them to reread their writing, checking spelling, adding more interesting words and making sure that the writing makes sense and is interesting.

This writing activity should be spread over two days. This will allow the pupils to plan their narrative, to write a first draft, to check their draft and edit. You should also encourage them to read their draft to a partner so that they can discuss ways to make the writing better. They should check their draft for spelling mistakes. When their draft is checked they should write out a good copy. They need to think of a title for their narrative, and they could also draw a picture

Syllabus link

A2, S8, S13



Can all the pupils use redrafting as an opportunity to improve their writing? (S24)

◆ Reading and Discussion - Police Officers

During this unit many of the reading texts give information about people who work in the community to help others. Today's text is about Police Officers.

Background Information

This text is a report about the police. A report is a factual text. It gives information.

Method

Introduce the pupils to the text.
Read the new words and phrases to the pupils.
Make sure the pupils can read them too.

Check if the pupils know what they mean.
Ask them to use a dictionary to look up words they do not understand.

Can the pupils say the new words correctly?

Read the text aloud with the pupils.

You might now ask the pupils to read the text silently, or ask pupils to read out a few sentences at a time to the whole class.

Teacher Led Activities

Encourage the pupils to take part in class discussions. Encourage the pupils to speak out in class.

Lead the discussion with some questions. Build on what the pupils already know. Here are some questions you could use.

What does a policeman or a policewoman do?

Do you have police officers working near to where you live?

Do you think it is a good idea to have policemen and policewomen in towns and villages?

Syllabus Link
A2, S19



Can all the pupils listen and identify the main points of the stories, short informative talks and news reports of local events? (S1)

◆ Comprehension

Teacher Led Activities

Think about rules and laws. These are in the report. Police Officers make sure everyone keeps the laws of a country. Talk about rules that pupils have at home. Do they have things they know they can or can't do?

Classroom Rules

Divide the class into small groups.
Tell them to think of some classroom rules.
Ask them to write down their ideas.
Ask someone from each group to report back to the whole class about the rules they have thought of.
Build up a set of rules on the blackboard.
Work with the whole class discussing this list.
Come up with a final list of class rules.

Some of your rules could look like this.

Everyone must come to class on time.
We should help each other.
We should work quietly.
We should move around the classroom carefully, so as not to hurt other pupils.
We should always try to do our best work.
We should look after all our books.
We should practise speaking in English all the time.

There will be many more you and your class will have thought of.

Notice all these rules say what everyone should do. It is good to encourage pupils to do the right thing rather than always telling them what not to do.

Write out these rules on a large piece of paper. You could put them up on your classroom wall.

Ask the pupils to think of some of the rules or laws that there are in the place where they live.
Write a list up on the blackboard.

Read through the comprehension questions in the Pupil's Book, page 7 together.
Answer them orally as a group.

Ask the pupils to write the answers into their exercise books.

Question 4 is the one where the pupils will have to think and write their ideas.

Syllabus Link
A5, S14, S23



Can all the pupils read alone and select the best information to answer the questions? (S20).

◆ Language Study

Method

Present Tense

Tell the pupils that if something is written in the present tense it means it is happening now.

Write some sentences on the blackboard.

Write some in the past and some in the present.

Ask the pupils to tell you which ones are in the present tense.

Here are some examples you could use.

They are building a new police post in our village. *(Present)*

He lived in a police house. *(Past)*

My sister was a policewoman. *(Past)*

The policeman is walking down the path. *(Present)*

My brother is a policeman. *(Present)*

Ask the pupils to do the exercise in the Pupil's Book.

The sentences are written in the past.

Tell the pupils they have to write them in the present.

The words they have to change are underlined.

The answers that the pupils write should be these.

1. The policeman stops the car.
2. The policewoman drives a police car.
3. The man runs away from the policeman.
4. The policewomen wear uniforms.
5. We call the police to our house.

Syllabus Link
A2, S23



Can all pupils identify, say and write the correct tenses of verbs? (K9)

◆ Handwriting

Teacher Led Activities

Write some words that have letters in them that the pupils have problems joining.

Ask the children to practise writing and joining them on a piece of paper. Go around the class checking on individual work.

Tell the pupils that when they write they must always remember to check that their letters slope the same way. They must check their spacing between letters and words is equal. They must check their letters are equal in size.

Ask the class to read the handwriting passage aloud together.

Ask the children to read through the instructions in their book.

Tell them to copy the passage into their exercise books in their best cursive (joined-up) writing.

◆ Oral ◆ Writing

Teacher Led Activities

Discuss with the pupils the different jobs that police officers do. Police officers usually work in a police department.

Some of these departments are;

Traffic Operation Officer

These police officers are usually found in towns. There are traffic police in Honiara. They have to patrol a particular area. They do this on foot, in squad cars, in four wheel drive vehicles or on motorcycles. Usually they have radios so they can contact the police station.

Patrol Operation Officer

These police officers direct traffic. They help pedestrians and motorists. They make sure vehicles are parked in the right place. They check the speed of vehicles. They make sure that everyone is obeying the traffic laws. They make sure that everyone is obeying other laws too.

Prison Officer

These police officers look after prisoners.

CID or Criminal Investigation Department

If there has been a crime these police officers try and find out what happened. They try to arrest the criminal. They then take the criminal to court. Sometimes police officers who work for CID do not wear a uniform. They are in their ordinary clothes. They are called 'plain clothes' police officers.

Play a Matching Game

Materials

Prepare this activity before the lesson.

Write the name of different police departments on pieces of card.

Write the duties of each police department on other cards.

Procedures

Divide the children into two groups. Group 1 and Group 2.

Give group 1 the cards with the different police departments written on them.

Give group 2 the cards which have the duties written on them.

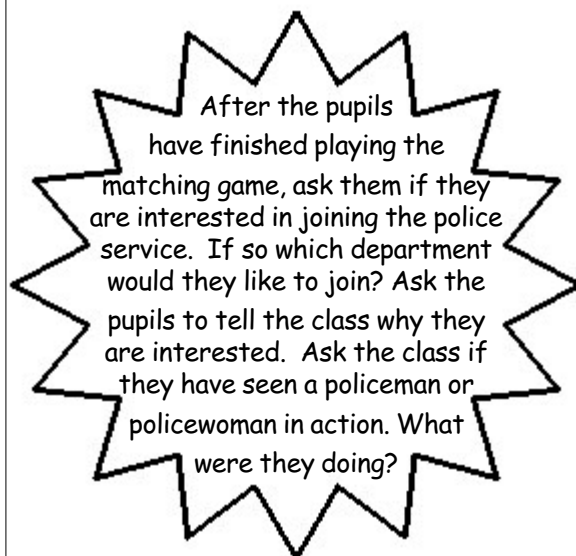
Tell group 2 to read out one of the duty cards. Tell Group 1 they must match it to one of the departments. Tell them to continue until all the cards are finished. How many did Group 1 get right?

When the all the cards are finished tell the pupils to change their cards over and play the game again.

Story Writing

Ask the pupils to finish the story that they started yesterday. It is important to give pupils the time to finish work. Writing should be thought of as an activity that you take time over, and that you return to rewrite and draft.

As the pupils are playing the game help them to read the words on the cards. Some of the words may be difficult.



Syllabus link
S13, S19, S25



Can all pupils use a range of sentence types including short simple sentences and longer complex sentences in their writing? (S23)

◆ Reading and Discussion - Teachers

Background Information

This short report is about teachers. A report is a factual text that presents information clearly and describes the way things are.

Method

Read through the new words. Make sure the pupils can read the words.

Help them to say the words correctly. You could check on the meaning of the words after the pupils have read the text. The text will help them to work out what the new words mean.

Read the text aloud to the pupils. Tell the pupils to follow in their books page 10 as you read.

Read the text together with the children. Put the class into small groups. Ask them to take it in turns to read the text out aloud. Go to each group. Listen to the pupils reading. Make sure that during the week you hear every pupil read. You could mark this off in your record book. Keep a check on who has read a text aloud.

Do not just rely on your memory. Keep a record.

Teacher Led Activities

Lead a class discussion.

You could use questions such as these.

Would you like to be a teacher?

Why would you like to be a teacher?

Why would you not like to be a teacher?

What do you think a teacher's job is like?

Do you think being a teacher is a good job? Why?

What is the most important duty for a teacher? Why?

Why is it important for Solomon Islands to have schools and good teachers?

Encourage the pupils to take part in the discussion.

Ask the class what they think, and allow pupils to express their opinions.

Syllabus Link
K1, A1, S3



Have all pupils developed a wide range of skills to identify, understand and pronounce new words? (S10)

◆ Comprehension

Teacher Led Activities

Ask the children to read the text again.

Tell them to think about the main points.

Have them work in pairs to read the text again and list the important things that the text mentions teachers are involved in.

Once they have finished this they may wish to add other ideas from their own thinking. An example of

their list might look like the one on the right.

There are some questions in the Pupil's Book. These are factual questions about the text. You could ask the pupils to answer some of them orally.

What do teachers do?
The text tells me that teachers:

- 1.
- 2.
- 3.
- 4.

I know that teachers:

- 1.
- 2.
- 3.

Ask the pupils to read the questions aloud. They could write the answers to the questions in their exercise books.

Syllabus Link
A4, S14



Can all the pupils write for audiences outside the classroom and outside the local community? (S27)

◆ Language Study

Background Information

Look at these explanations:

A question mark (?) is used at the end of a direct question.

Where is the book?
Who took my pencil?

A full stop (.) is used at the end of a sentence.

The teacher was in the classroom.
The teacher went to see the headmaster.

Speech marks (" ") are used to put round all words that are actually spoken. Note that the punctuation marks (, . & ?) are included inside the speech marks:

"What is the girl writing?" asked the teacher.
"This pencil is mine," said the girl.
"Shut that door."

Teacher Led Activities

Go through examples, discussing the three different punctuation marks.

Write some examples on the blackboard. There are some examples in the Pupil's Book too.

Ask the pupils to complete the exercise in the Pupil's Book.

Make sure that you check their work.

It is a good idea to go around the classroom and mark the pupils' work as they do it. You can then help them if they need help. You can explain to them why they have made a mistake. You can ask them to write out their sentences again correctly.

Syllabus Link
S23



Can all the pupils understand and use punctuation marks in the correct places in sentences and questions? (S22)

Spelling

There are five sentences in the Pupil's Book, on page 11, which contain all the the words from this week's spelling list.

Help the pupils to find these words from the list and put them in the sentences.

Read the list aloud. You could have the words written on a large piece of paper. You could put up the list on the classroom wall.

Ask the pupils to complete the sentences in the Pupil's Book. The first letter of each word has been given. The lines also show how many letters are missing. By working with the word list during the week the pupils will get to know their new words.

◆ Oral ◆ Writing

Background Information

Apart from teachers helping or teaching children in schools, there are other people who are teachers at home. For example a child's father, mother, brother, sister, uncle, auntie and classmates all help in their learning.

Teacher Led Activities

Here are some activities you could try to organise:

1. Giving a talk

Ask the pupils if they do school work at home.

Ask the pupils to tell you:

who helps them with their school work at home.

how they were helped.

Let them have a turn to speak. Give them time to think. Carry on until they all have had a turn to speak.

2. Role Play

Put the pupils into small groups. Give them a problem that teachers are often faced with.

Choose a situation that might have happened in your class.

Give one problem to each group.

Make sure every group has a different problem.

You could use some of these ideas.

A pupil comes late to school every morning;

A pupil always talks in class and disturbs others;

A pupil will not try to finish any work that is given;

A pupil is unkind to other children;

A pupil always tells tales about other children to get them into trouble.

Ask the pupils to take it in turns to act out a scene in the classroom.

Tell the pupils to take it in turns to be the teacher. What does the teacher do? What will the teacher say?

Groups might act out their role-play in front of the class. Pupils can discuss the role plays after they have watched them.

3. Talking about it.

My Favourite School Day

Ask the pupils which lessons they like at school. Ask them the type of lessons they like.

They might choose some of these.

Lessons where they have to write a story or a poem.

Maths lessons where there are activities.

Lessons where they play a game.

Lessons where they work in a group.

Lessons where they work with a partner.

Lessons where they sing.

Lessons where the teacher reads to them.

Lessons where they draw.

Ask the pupils to talk about why they like the lessons they have chosen.

Build up a word bank on the blackboard. This will help them with their writing later.

Here are some words you could put in the word bank.

interesting	exciting	English	maths
games	drawing	fun	colourful
good	science	learning	helping
new	information	writing	stories
reading	books	doing	

4. Writing a Narrative Story.

Ask the pupils to write a narrative about 'The First School Open Day'.

Tell them to write about:

what they did, who they did it with and

why it was such a good day.

Make it clear that because it is a narrative it does not need to be true. The narrative should be entertaining to those who will read it.

Tell pupils to write a draft and then to read it to a partner. Tell them to check their work with a partner and redraft their story into a good copy. Encourage them to use some words from the word bank. The story should only be a short narrative.

(Make sure that the pupils do not work with the same partner every time they write).

Syllabus link
A1, A6, K1



Can all the pupils write a range of different types of English in which their style is determined by the proposed purpose? (A3)

◆ Reading and Discussion - Priests and Pastors

Background Information

This text is also a report. The report is about priests and pastors and the important jobs they do in their church. Here is some background information.

Christian churches in the Solomon Islands include:

South Seas Evangelical Church (SSEC),
United Church (Methodist)
Seventh Day Adventist (SDA) church.
Christian Fellowship Church,
Assemblies of God, Baptist, Rhema and
Christian Outreach Church.

Roles:

The priest', pastor' or minister's role in the church is to:

- teach the followers about God and about leading Christian lives,
- make sure that people live and work together peacefully,
- run church services as well as visit and pray for the sick,

Beliefs:

Each religion has its own set of beliefs.

Church leaders are called 'Pastor' or 'Minister'.

Method

Read through the new words and phrases. Ask the children to say the words after you. Read the text aloud to the children while they follow it in their books. Talk about the text with the children. Build on what they know about different churches.

Choose pupils in the class and ask them to read the text aloud. They can read a few sentences at a time. Tell everyone else to follow. This text is not very long. You can read it through like this two or three times. If you are trying to listen to each pupil read so as to evaluate their reading, it is not a good idea for the whole class to read aloud at the same time. You cannot hear who is reading correctly and who is not. You need to hear the pupils read one at a time.

Teacher Led Activities

Ask the pupils if they go to church. Ask them which church group they belong to. If there are a few different churches put those pupils together. If all the pupils go to the same church put them into small groups for the activity. Remember not to make those pupils who do not go to church feel left out. You will need to adjust the activity and the groups so that everyone can be involved.

Ask each group to talk about the priest or pastor in their church. Maybe they call him by another name. Tell each group to make a list of what they think the leader of their church does. Ask one person from each group to tell the class what their group discussed.

Syllabus Link
K1, S1, S10



Can all the pupils listen and speak in English? (A1)

◆ Comprehension

Method

Explain to the pupils the main points in the text.

See how much they can remember.
How much of the information is new?
How much of the information did they know already?

You could prepare two lists to demonstrate information that was already known and new information.

Teacher Led Activities

An Interview

You could ask a priest or pastor to come to your class for a visit.

You will have to arrange this visit before today's lesson. When you invite your visitor tell him you do not want him to give a talk to the pupils.

Tell him the pupils will interview him.

They will have some questions they will ask him. Tell him they are doing this as part of their English lesson.

Before the visitor arrives at the classroom tell the pupils that the visitor is coming to answer their questions. He is not coming to give a talk. Put the pupils into small groups. Tell them to reread the text as they decide what they still want to find out from the visitor. Tell the pupils that each group must think of some questions to ask the priest.

After a few minutes ask each group to tell the rest of the class the questions they have come up with. Build up a question bank on the blackboard. Decide who is going to ask each question.

Some of the questions could be taken from the Pupil's Book.

Some of the questions might look like this.

Which Church do you belong to?
How long have you been a priest (pastor, minister etc.)?
Why did you become a priest (pastor, minister etc.)?
What do you do each day?
What do you like best about your job?

You and the pupils will be able to think of many more.

Comprehension of oral (spoken) texts is important for pupils to learn.

As part of the pupil's comprehension activities today, they could write a few sentences about what they found out by interviewing the visitor.

This will allow you to check pupil's listening comprehension.

There are also some questions in the Pupil's Book page 13.

These could be answered orally or written in pupils' exercise books if you think it is appropriate.

Syllabus Link
A4, S14, S23



Can all the pupils read alone and select the best information to answer their questions? (S20)

Language Study

Background Information

Question tags are added to the end of a statement. This makes the statement into a question.

Look at some examples in the boxes.

He isn't a pastor, is he?
No, he is not. (If he is not a pastor.)
Yes, he is. (If he is a pastor.)

He's a priest, isn't he?
Yes, he is. (If he is a priest.)
No, he isn't. (If he is not a priest.)

Method

Give pupils more examples so that they will understand how to use question tags.

They must also understand how to answer these questions.

These question tags are difficult to use. Some pupils may need extra help.

Teacher Led Activities

Talk through the examples in the Pupil's Book.

Ask the pupils to write answers in complete sentences. Here are the answers

1. No, they are not. (No, they aren't.)
2. Yes, there are.
3. Yes, they do.
4. No, there isn't. (No, there is not.)
5. Yes, they do.

Syllabus Link
A1, A3



Can all the pupils understand and use question tags correctly? (K7)

◆ Handwriting

Background Information

Pupils should be encouraged to develop a good handwriting script.

Pupils need to have a lot of practice. They need to see good examples of joined up handwriting. They need to copy from good cursive script.

They need to write a little and often.

Teacher Led Activities

Look at the handwriting activity in the Pupil's Book. It is a short prayer. It is called *Grace*. It is a prayer to say thank you.

Read the prayer with the pupils. Ask them to copy it into their exercise books. Tell them to look at every word carefully.

◆ Oral ◆ Writing

Method

Put the pupils into groups. Ask the pupils to talk about elders or leaders who help priests, ministers or pastors in their community.

For example in the Anglican Church, there could be a Catechist, a Deacon, a Church Keeper, a Sunday School teacher, a church committee, the Melanesian Brotherhood, a bishop, a village chief or other leader.

Teacher Led Activities

Ask each group to tell the class what their group has talked about.

Make a few notes of what the pupils say on the blackboard.

Ask the pupils if they have been to a religious service. Some of them will have been to a church. Others will have been to a service in a hall or out in the open air.

If any pupils have not been to a service discuss other forms of public meetings where people might talk and make decisions.

After leading the pupils through some activities you need to do the following written activities:

1. Church Report

Ask the pupils to write a report or recount of a service (or meeting) they have been to.

This could be a wedding. This could be a christening. It could be a weekly service. It could be a service when a visitor came.

They could write about the part they liked best. They could also write about any parts they didn't really enjoy and why this was so.

2. Thank You Poem

Ask the pupils to look at the handwriting prayer again.

Tell them to think about things they could be thankful for.

They might write a thank you poem to their mother for everything she does for them at home.

They might write a thank you poem to their teacher for all the work their teacher does for them.

They might write a thank you poem to someone else who helps them.

Tell the pupils to choose one person and to write a thank you poem for that person.

Syllabus link
K1, A1, S1



Can all pupils use a range of sentence types including short simple sentences and longer complex sentences in their writing? (S23)

◆ Reading and Discussion - Agricultural Officers

Background Information

To make reading interesting and enjoyable children must be encouraged to take part in reading and in discussion. In this way they will become more confident. This is a report about Agricultural Officers. Remind the children that a report gives factual information.

Method

Read through the new words and phrases. Make sure the pupils can read them too. Make sure the pupils understand what they mean. Ask the children to say the words aloud. Ask the pupils to put the words into a sentence of their own. Write up their sentences on the blackboard.

Read the text aloud to the class. Tell the pupils to follow in their books. Talk about the information in the text with the pupils. Ask the pupils to read aloud in turn. Make sure you listen and give necessary help. Make sure that during the week you give all the pupils a chance to read aloud. Some will need more help than others. They all need to read aloud to gain confidence. They need to practise reading aloud to improve.

Don't forget that giving the pupils a chance to read silently is important too.

Teacher Led Activities

Lead a discussion about the text. Encourage the pupils to express their ideas freely and with confidence. Here are some questions you could use.

Do you know an Agricultural Officer?

If so, what does he or she do?

Why do you think it is important to learn more about agriculture or farming in Solomon Islands?

What are some of the jobs an Agricultural Officer does?

Why are Agricultural Officers very important people?

Syllabus Link
A1, S14



Can all the pupils read the more complex vocabulary that is used locally and nationally and listen and speak in English? (K1)

◆ Comprehension

Method

Make sure that the pupils understand the information in the text.

You can do this by asking them questions.

You can also build on what they already know.

All the pupils will know something about growing plants and keeping animals.

Some of the pupils will have gardens at home.

If your pupils do have gardens do a survey of what they grow.

Ask the pupils to name all the different plants they grow in their gardens.

Teacher Led Activities

Make a list on the blackboard. Then go round the class. Ask every pupil to tell you which of the plants in your list they grow.

Record what they say in a table like the one shown on the right.

Tally the responses and then calculate the totals.

Your list might look like this.

cabbage		20
cassava		10
tomatoes		3
pumpkin		5
long bean		5

Ask the pupils to look at the table that you have created.

What have they found out? Ask pupils to state some of the information that they have found out.

Some of their statements might be like these:

Most people in our class grow cabbages and cassava;

Only three people in our class grow tomatoes;

The same number of people grow pumpkins as grow long beans, etc.

Now have the pupils write several sentences into their books which give information that they have taken from the class table.

This sort of activity is called a survey.

You could do a survey to look at different animals that families keep.

You could do it in the same way.

Pupil's Book Activity page 16.

There are some questions in the Pupil's Book about Agricultural Officers. Discuss the questions and the answers as a whole class. Some of these questions are quite difficult. Some pupils will need extra help to write their answers.

Go around the class and help the pupils as they answer the questions in their exercise books.

Syllabus Link
A3, S19



Can all the pupils read and identify sufficient details to achieve their purpose? (S15)

Language Study

Background Information

Particular words are used to form questions. Questions ask for information. Here are some words that are used to begin questions:

can, why, where, will, when, what, do, is, how

Method

Give the pupils some examples of words used in asking questions.

Write these examples on the blackboard.

Can I come to the garden with you?
Will you let me milk the goat?
Do you like tomatoes?
Is this a good drinking coconut?
When will the mangoes be ripe?

Teacher Led Activities

Write up some sentences on the blackboard.

Tell the pupils that these are the answers to questions. Ask them to tell you what they think the question could be. Here are some examples that you could use:

We have five ducks.

Question - How many ducks do you have?

We keep the chickens in our cassava garden.

Question - Where do you keep your chickens?

We water the garden every morning.

Question - When do you water your garden?

There are more sentences like these in the Pupil's Book. Read through these sentences with the pupils. Make sure they understand the meaning of each sentence.

Ask them to write a question in their exercise books that could be answered with each of the answers given.

Syllabus Link
K9, S23, S28



Do all the pupils know and understand how to use words to form questions correctly? (K8)

Spelling

Method

Read through the spelling words for this week with the pupils. Check that they understand the meaning of each word. You could do this by asking them to put each word into a sentence of its own.

Ask them to choose five of the words. Ask them to write five sentences about farming in their exercise books using the spelling words that they have chosen.

If pupils have finished their sentences they can try the extra activity.

Ask the pupils to cover up the words in the list. Ask them if they can complete the words from 1 to 10 without looking at their list. Ask them to write the words in that order.

Ask them to check the spelling of each word. How many did they get right?

◆ Oral ◆ Writing

Method

Explain to the children that Agricultural Officers teach us new agricultural methods and ways to look after animals and plants.

Use the questions in the teacher led activities to lead a discussion with the pupils.

Encourage the pupils to answer the questions.

Writing activity

You can show the pupils how to write a report.

You can do one together on the blackboard. Ask the children for their ideas.

Write up their ideas on the blackboard. This is a shared writing activity.

Teacher Led Activities

Use the blackboard to write down their answers. You will be able to think of some more questions too.

Does your family own a large animal?

Does your family own a farm or a plantation?

What does your family do with what they grow?

What does your family do with the animals they keep?

What does your family do if insects or other animals start to damage plants on your farm or plantation?

Do you think we get all our food from the land? Why do you think that?

Some foods are for sale in the stores but they are brought here from other countries.

Ask the pupils to name some foods they eat that do not come from Solomon Islands.

Ask the pupils to write their own short report.

They must write what Agricultural Officers do or could do to help the people in the place where they live. Encourage the pupils to think about the needs of their area and how Agricultural Officers might help. The pupils will have some good ideas from the report you have written together. Encourage them not to copy that report. Encourage them to put in some ideas of their own. Some pupils will find this difficult. Go around the class and help these pupils.

Syllabus link
S11, S23



Can all the pupils write a range of written English in an appropriate style? (A3).

◆ Reading and Discussion - Chiefs

Method

Read through the new words and phrases with the pupils. Help the pupils to understand the meaning of these new words and phrases. Some words will be easier to understand once the pupils read the text. You could explain some of the words then.

Ask the pupils to read the text silently. Discuss areas that were difficult for some pupils to read.

Now ask the children to read the text aloud giving each person a turn to read a short section of the text.

Teacher Led Activities

Use the discussion questions below to talk about chiefs. Encourage all pupils to take part in the discussion.

Build on what they already know. The pupils will have heard about chiefs. Some of the pupils will know chiefs. Some of the pupils will have chiefs in their family.

You could start your discussion with some of the questions below. Remember you can also think of questions of your own. Build on what the pupils tell you.

Who can become a chief?

What does a chief do?

Do you think it is important to have chiefs?

Syllabus Link
A6, K1, S1



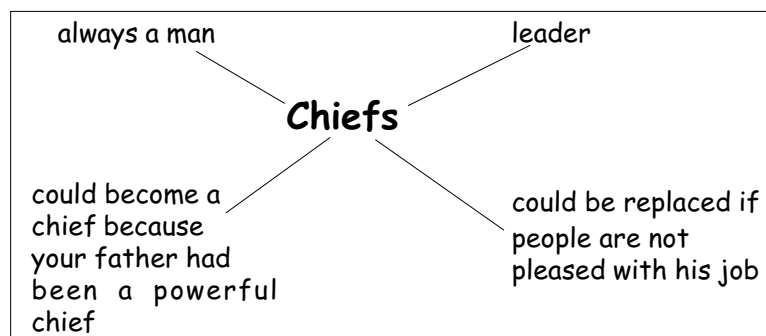
Can all the pupils read and understand complex vocabulary as it is used locally and nationally? (A1)

◆ Comprehension

Background Information

As a teacher you need to check the pupil's understanding of the texts they read. You can do this through talking about the texts. You can ask the pupils for their own ideas. You can also get pupils to record information that they have learnt by reading the text, or get them to produce something by reading the text. Simply answering comprehension questions does not mean they understand the text fully.

Ask the pupils to place the word **chief** in the middle of a page or piece of paper. Then have them reread the text while adding pieces of information to their *concept map*. The concept map may look something like this:



Read the text again together with the pupils. Read the questions in the Pupil's Book on page 18. Ask the pupils to read the text silently again. After the discussion the pupils should be able to write some good answers to the questions, if you want, tell them to complete that activity too.

Syllabus Link
A4, S14, S23



Do all the pupils seek out opportunities to read alone and select the correct information to answer their questions? (S20)

◆ Language Study

Background Information

Past tense

The past tense is used when we talk about things that have happened already.

Method

Tell the pupils what the past tense is.

Give some examples of sentences written in the past tense.

Use the examples in the teacher led activities to help the pupils understand past tenses.

Teacher Led Activities

Write up these past tense examples on the blackboard.

The chief held a meeting in the afternoon.

Yesterday Class 4 wrote a story about a chief.

Mungale took off her shoes before she went into the chief's house.

"I thought you went to see the chief last week Soni," said Wanita.

Tell the pupils that

held is the past tense of **hold**.

wrote is the past tense of **write**.

took is the past tense of **take**.

went is the past tense of **go**.

thought is the past tense of **think**.

said is the past tense of **say**.

Look at the sentences in the Pupil's Book. Make sure all the pupils can read the sentences. Some of the pupils will need extra help. Ask the pupils to complete the exercise. Go round the classroom and help the pupils as they are working. Make sure you mark everybody's book.

Syllabus Link
K1, S25



Do all the pupils use the past tense correctly in sentences? (K9)

◆ Spelling

There are ten words for the pupils to learn this week.

can	ago
has	sago
here	hero
me	mango
into	potato

Make sure that you look at the words several times during the week. A good idea is to write them up on a large piece of paper and put them on the classroom wall. Remember to change your list each week.

Introduce the pupils to the spelling words for this week. Read through each of the spelling words clearly. Discuss the meaning of each word. Ask the pupils to put the words into a sentence to check if they understand what each word means.

Remind the pupils of the spelling strategy.

Tell them to use **Look, Cover, Remember, Write, Check** to learn their words.

Divide the pupils into pairs. Ask them to work together. Tell them to use the spelling strategy together. Tell the pupils to copy their word list into their exercise books. Check every pupil's exercise book. Make sure they have copied the words correctly.

◆ Oral ◆ Writing

Method

You can invite a chief or an older person in the community to talk to the pupils.

You can ask them to talk to the pupils about a **chief's role**. Some ideas to be talked about are given in the teacher led activities.

Asking someone into your classroom is a very good way to interest the pupils.

or

You can find out some information from older people in your community.

Some ideas of what to ask them are given in the teacher led activities. You will then have to pass on what they have said to your pupils.

or

You could ask pupils to ask older community members some of the questions and have them bring the information back to the class for discussion.

Teacher Led Activities

Here are some ideas that could be talked about.

traditional laws
the chief's role in the community
the chief's role when looking at land
the chief's role when looking at marriage
the chief's role when settling arguments
the chief's role when looking at custom laws

Discuss the different roles talked about by the speaker to make sure the pupils understand.

Tell the pupils that most of the things mentioned still happen today.

Tell them that in many parts of Solomon Islands, chiefs still look after tribes. Chiefs still make sure that custom laws are kept.

There are two sets of activities below the pupils need to do after going through some activities in the teacher led activities.

1. Role Play

Put the class into small groups. Tell the pupils they are going to act out a short play. Tell them the characters in the play are a village chief and the village men and women. Tell the pupils that in their village there is a problem. The chief has to sort out the problem. The chief has to listen to everyone. The chief has to decide what is the best thing to do. The village people must do what the chief decides. The problem could be:

that people are arguing over land.
that someone has taken someone else's pig.
that someone does not want to help with the village garden.
that someone has been sent back from town because they have not behaved well.

Tell the pupils to work out what they will say. Tell the pupils to practise their short role-play. Tell the pupils they will act out their play to the rest of the class. After the plays, ask the rest of the class if they agree with the chief's decision. This will be a good discussion. Encourage the pupils to say what they think.

2. Writing Reports on Leaders

Ask the pupils to choose one individual that they deal with who is a leader. This might be a chief, a Member of Parliament, a teacher, a sports team leader or coach, one of their parents or a headteacher for example.

Discuss the sort of information that they might include in their report. For example they will need to include information about:

who the person is,
what and who it is that they lead,
what their responsibilities are as a leader,
and who they are able to help because they are a good leader.

Pupils should also draw a picture of this leader.

These reports and pictures could be done on a piece of paper. This would make a good display in your classroom. If you had invited your chief to come to talk to your class, invite him back to look at the pupils' work when it is displayed.

Syllabus link
A1, S3, S13



Can all pupils write for audiences outside the classroom and outside the local community? (S27)

◆ Reading and Discussion - Fisheries Officers

Background Information

Before reading the text you should first find out what pupils already know about the topic. You can do this through questioning and discussion.

Method

Look at the new words and phrases on page 21 of the Pupils Book.

Check that the pupils can read these words. Make sure the pupils can say these words correctly.

Encourage the pupils to use a dictionary to look up some of the words they do not understand.

Ask the pupils to tell the class about some of the fishing trips they have been on or heard about. Use the questions in the teacher led activities to lead you with the discussion.

Teacher Led Activities

Divide the children into four groups. Give each group two or three questions to think about. Tell the groups they are going to tell the whole class what they think the answers are. Give the groups enough time to discuss their questions.

Here are some questions that you could use:

- What was caught on the fishing trip?
- What did the fishermen do with their catch?
- How did they catch the fish?
- Have you ever met a Fisheries Officer?
- Has a Fisheries Officer ever visited the place where you live?
- Is fishing important in your area? Do you think fishing in your area has changed? In what way?

Now read the text aloud with the pupils. Ask the pupils to follow the text in their books as others read. Read the story together again, or ask them to read silently.

Syllabus Link
A2, K1, S14



Do all pupils listen, read and speak in English well enough to help them in a range of local and national contexts? (A1)

◆ Comprehension

Teacher Led Activities

Ask the pupils to think about their fishing trips. Ask the pupils to think of things they would like to know which would make their fishing trips better. Write up their ideas on the blackboard.

Here are some ideas:

- know about the different equipment,
- know about which hooks to use,
- know how to throw a spear,
- know about where different fish live,
- know what time of day is a good time to go fishing,

Ask pupils to tell the rest of the class any custom story related to fishing that they know.

Discuss the information given in these custom stories.

Think about how important this information was (is) for fishermen and fisherwomen.

Read the text again with the children.

Read the questions in the Pupil's Book, page 21.

Make sure the pupils understand each question.

Tell them to answer the questions in their exercise books.

It is a good idea to move around the classroom and mark the pupil's work as they are doing it.

Check if anyone needs extra help. Help the pupils to finish their exercise.

Syllabus Link
A3, S13, S16



Do pupils read and identify sufficient details to achieve their purpose? (S15)

◆ Language Study

Background Information

Capital Letters, Full Stops and Question Marks.

Look at these explanations

Capital letters are used at the beginning of a sentence.

Capital letters are also used at the beginning of a name (proper noun).

Capital letters are used at the beginning of each word in a title.

For example:

My father is the Chief Fisheries Officer.
Mary went fishing with Surati and Lara.
The name of the book is The Big Rainbow Fish.

Full stops are used at the end of a sentence.

For example:

Fishermen spend most of their time fishing in the sea.

Question marks are used at the end of questions.

For example:

Did the fisherman catch a lot of fish?

Method

Remind the pupils of when capital letters, full stops and question marks are used.
Write up examples on the blackboard.

Tell the pupils to look at the exercise in the Pupil's Book, page 22.

Ask them to write out the sentences putting in the capital letters, full stops and question marks.

Syllabus Link
A3, K1, S23



Can all pupils use the punctuation marks correctly in sentences and questions? (S22)

◆ Handwriting

Teacher Led Activities

Before you ask the pupils to do the activity, do some cursive writing practice.
Choose joins that you know some of the pupils in your class find difficult.

Tell the pupils to look at the sentences they will copy from the Pupil's Book.
Tell them to check that the spacing between their letters and between their words is equal.
Tell them to check that their letters are equal in size. Tell them to check that their letters slope the same way.

Ask the pupils to copy the sentences using their best joined-up writing.

◆ Oral ◆ Writing

Teacher Led Activities

Chinese Whispers Game.

Prepare four or five different messages.

Here are some messages you could use.

You can also write messages of your own.

It is good to use the children's names from your class.

Class 4 went fishing last Friday night.

Simon collected some shells on the seashore.

Brendan caught a bonito in my brother's boat.

Thomas bought some tinned tuna to eat on Thursday.

Nora went night fishing with her new net.

If possible play this game outside because you will have more room.

Writing activity

People who work in the community to help others.

As a whole class, prepare a chart which lists all the people in the community who have jobs to help others. Some examples might include:

teachers,
nurses,
doctors,
chiefs,
volunteers etc.

Once you have listed many examples, ask individual pupils to write short descriptions for each of the examples on the list.

Once these descriptions are finished, check them looking carefully at the spelling.

The pupils could then draw pictures and you could construct a chart to display the pictures and descriptions of people who work in the community to help others.

How to play the game

Sit the pupils in a circle. You could also play this game with the pupils in a long line.

Whisper a message to the first pupil. Tell the pupil to whisper the same message to the next pupil and so on. The last child to receive the message must say it out aloud for the whole class to hear.

The teacher or the first child must then say the original message out loud. Was the last message the same as the first message?

How is it different?

Play the game again with another message. Start with a different pupil.

Syllabus link
A2, S26



Can all pupils take and deliver oral messages directly and correctly from a speaker? (S4)

◆ Reading and Discussion - Nurses

Background Information

The text for today is a report about nurses. Your role today is to help the pupils to think about the information in the report as they read it. You could encourage them to use the 'stop and think' activity.

Method

Look at the new words and the new phrase.
Explain the meanings to the pupils.

Use your dictionary to find any new words the pupils do not understand.

Let the pupils say the new words aloud after you.

Have the pupils read the text silently, using the 'stop and think' strategy.

Use the information in the teacher led activities to lead the pupils in this activity.

Teacher Led Activities

'Stop and Think' Strategy.

Read a few sentences.

Stop and ask yourselves these questions.

Do I understand what I am reading about?

Are there any parts of what I have read that I do not understand?

Could I talk about what I've read to someone else?

Next, put the class into small groups. Ask them to read the text aloud in turns. Tell them to read a few sentences at a time and then use the stop and think strategy above.

Go around the groups and listen to pupils reading.

Next, ask the pupils questions about the text.

Here are some questions you could use. You will be able to think of other questions.

Where do people usually go when they are sick?

Where do people usually go when they are injured?

What kind of treatment or medicine do the nurses give?

Have you ever been to see a nurse?

Why are nurses important?

Syllabus Link
K1, S14



Can all pupils read sufficiently well in English to operate effectively in a range of local and national contexts? (A2)

◆ Comprehension

Teacher Led Activities

Discuss the main ideas in the text. Talk about the places where nurses usually work. Talk about who they help. Discuss who they work with. Talk about why nurses have to be trained.

Ask if any of the pupils know someone who works as a nurse. If you know a nurse you could ask them to visit your class. You could ask the pupils to ask the nurse questions. The pupils could find out more about what a nurse does.

Look at the questions in the Pupil's Book on page 24. You could answer these orally. Tell the pupils to read the text to themselves again. Ask the pupils to complete the exercise in their exercise book.

Syllabus Link
S11, S13, S17



Can all pupils read silently and select the best information for their answers? (S14)

◆ Language Study

Background Information

The apostrophe (')

Look at this sentence.

Maria's mother is a nurse.

This means that the mother of Maria is a nurse.

We use an apostrophe ' before the *s* to show we are talking about something belonging to someone.

However if the possessor is more than one person, for example a group of pupils who own a football the apostrophe is placed at the end of the word without adding another *s*.

Here is an example:

The pupils' football went into the creek.

This means the football belongs to a group of pupils.

Here is another example:

The girls' party was lots of fun.

This means that the party was for more than one girl.

Teacher Led Activities

Write some sentences on the blackboard. Use the sentences to explain how an apostrophe is used in sentences. Here are some sentences you could use.

Menoia's head is bleeding.

The policeman's leg was broken.

The nurse will bring the teacher's medicine.

Write some more examples on the blackboard. Miss out the apostrophe. Ask the pupils to come to the blackboard and put the apostrophe in the right place. Here are some examples you could use.

My sisters arm was bandaged.

I filled the babys milk bottle.

She took Marias sisters to the clinic.

Some pupils may put an apostrophe in the word sisters in the last example.

The possessor, Maria, means the apostrophe should be before the *s* in Maria.

Tell the pupils to write out the sentences in the Pupil's Book. Tell them to put in the apostrophe in the right place as they write.

Syllabus Link
S23



Can all the pupils use the 'apostrophe' correctly in sentences? (S22).

◆ Spelling

Method

Read through the spelling list with the pupils.

can	ago
has	hero
here	sago
me	mango
into	potato

Ask them to work with a partner for a few minutes to practise spelling the words.

The pupils could spell the words out loud. They could write down the words.

Some pupils will find it easier to write the words than to spell them orally.

Check to see whether the pupils are:
saying the words correctly
and spelling them correctly.

Look at the sentences in the Pupil's Book on page 25.

Ask the pupils to read the sentences. There are some words missing. The missing words are words from the spelling list.

Tell the pupils to write out the sentences and put in the missing words. You could do this exercise orally.

◆ Oral ◆ Writing

Teacher Led Activities

Start the activity by telling the class about a time when you were sick.

Tell the class about:

What made you sick?

Who helped you?

How you got better.

Tell the pupils to ask you questions. Answer their questions. In this way you are doing the activity you want the pupils to do. You are demonstrating the activity. This is a good way to introduce an activity. The pupils will know what to do when they have to do the activity.

Ask the pupils to talk about a time when they were sick, or when someone close to them was sick. Choose a pupil to tell the class about his or her experience. Encourage other pupils to ask questions. Guide the activity. Try and make sure that all pupils take part. Try to make sure that all pupils either talk about what happened to them or ask a question of another pupil.

Writing

A Get Well Card

Tell the pupils to think of someone they know who is or has been sick.

Tell the pupils they are going to make a card for this person. It is called a Get Well Card.

Tell them their card is to wish someone well.

It is to make them feel better.

It is to help them get well quickly.

Tell them to draw a picture on the front of their card. They could write some words on the front too. Tell them to write a message in the card. They could write a short poem. Tell them to remember to write who the card is from inside.

Before pupils begin to make their cards, make a word bank on the blackboard.

Ask the pupils to think of some phrases they might need to write in order to complete their cards.

Here are some phrases that could be used.

get well soon

sorry you are sick

hope you get better soon

heard you were not well

Tell the pupils to plan their card first.

Tell them to draft the message.

Tell them to take care in drawing and writing their card.

These cards would make a good display in your classroom when they are finished. If the pupils have made their cards for someone who is sick they could give their finished card to that person.

Syllabus Link
S1, A1, S26



Can all pupils ask a wider range of questions? (S11)

◆ Reading and Discussion - Volunteers

Background Information

Reading can be enjoyable and interesting if the pupils understand the text. This is a report about the work that some volunteers do. In Solomon Islands there are many volunteers. They do all kinds of different work. This report is about how volunteers are helping villages to have clean water.

Teacher Led Activities

Introduce the pupils to the text. Introduce the topic.

You could introduce the topic by asking the pupils some questions.

Here are some you could use.

Have you heard of volunteers?

What sort of work are they involved in, in Solomon Islands?

Where does the water you use come from?

What do you know about clean water?

Where does water in other parts of Solomon Islands come from?

Look at the report in the Pupil's Book. Talk about the new words and phrases. Make sure the pupils can read them. Make sure they can say them correctly. Encourage the pupils to use a dictionary to find the meaning of the words they do not understand.

Read the story aloud with the pupils. You might read together, or select individual pupils to read sections of the text. Tell the pupils to listen and follow in their books while others are reading.

After you have read the whole report go through it again. Go through the report one paragraph at a time. Make sure the pupils understand each paragraph. Ask questions to check their understanding. Ask the pupils to tell you what each paragraph is about in their own words.

Syllabus Link
A4, S10, S14



Can all pupils read for enjoyment and pleasure? (S16)

◆ Comprehension

Background Information

The answers to the comprehension questions in the Pupil's Book on page 28 are found in the text. The exercise will help the pupils to understand the text. It will also encourage the pupils to think about clean water and why it is important.

Teacher Led Activities

Put the pupils in small groups.

Ask them to think about where the water they use comes from.

Ask them to think of reasons why having clean water is important.

Ask them to think about what they use water for.

Ask them to think about how much water their family uses each day.

Tell them to record their answers on a large sheet of paper. Their recording sheet could look like the one on the right.

Tell them they are going to report back to the whole class.

Water Uses

Washing ourselves

Washing the baby

Cleaning teeth

Making tea

Cleaning fish

Cleaning vegetables from the garden

Cooking vegetables

Washing clothes we wear

Washing bedding

Drinking

Mixing with pigs' food

Washing pots and pans

Our Water

Find out where the water that you and your pupils use comes from .

Talk about where it comes from.

Talk about whether it is clean. If water has to be brought to your homes talk about who does that.

Talk about how long this task takes. Discuss whether your area has enough water.

Pupil's Book

Ask the pupils to go back to their small groups to discuss the questions in the Pupil's Book. Make sure they understand that rereading the text will help them to discuss and answer the questions.

Then as a whole class, discuss the comprehension questions in the Pupil's Book with the pupils.

Read the questions to the pupils. The questions are based on the text. Do the pupils give the right answers? Have they understood the text?

Syllabus Link
A5, S15, S19



Can all the pupils ask a wider range of questions? (S11)

◆ Language Study

Background Information

Most verbs form their past tense by adding **-ed**.

For example:

Yesterday, the teacher opened his door.

Now, study these explanations.

1. Verbs which end in **-ed** in the past tense are called regular past tense verbs.

They all follow the same rule.

Here are some regular verbs:

present	past
look	looked
wash	washed
cook	cooked

2. Verbs, which do not add **-ed** to form their past tense, are called irregular past tense verbs.

They do not follow a rule.

Here are some irregular verbs:

present	past
sing	sang
grow	grew
come	came

Teacher Led Activities

Write up some examples on the blackboard of sentences written in the past and present tense.

Here are some examples you could use.

I washed the baby.

I wash the baby.

I taught Class 4 last year.

I teach Class 4.

He carried a bucket.

He carries a bucket.

Look at the sentences with the pupils.

Decide if they are written in the past or in the present.

Ask the pupils to complete the exercise in the Pupil's Book on page 28.

Syllabus Link
K1, S25



Can all pupils use and write the correct tenses of verbs in sentences? (K9)

◆ Handwriting

Background Information

Talk about Sup Sup gardens with the pupils.
Children who live in a town will have heard of them.

They are small gardens which were started in towns.

They were started to encourage people in town to grow some food for themselves.

They were introduced after a cyclone had hit Solomon Islands. The cyclone had spoilt all the gardens.

There was no food in the market. People learnt that they could grow some food on a very small piece of land.

Teacher Led Activities

Look at the handwriting activity in the Pupil's Book.

Read the instructions with the pupils. Read the sentences to be copied.

Remind the pupils to check that their writing slopes the same way, that the spacing between letters and words is equal and that their letters are the same size.

Ask the pupils to copy the passage in their best cursive writing into their exercise books.

◆ Oral ◆ Writing

Make a Poster

The pupils can work with a partner in this activity.

Tell the pupils they are going to make a poster.

The poster is to tell people where they live that clean water is very important.

Give each pair a large piece of paper.

The pupils must first of all think about what information needs to be on the poster.

They need to design and plan their poster.
A poster needs to be 'eye catching'. This means that people will notice it. If people notice it then they will read it.

Talk about this with the pupils.

You might collect examples of posters from the community.

Tell the pupils to think about the words they might need.

Help the pupils to spell the words they need.

Tell the pupils that if there are too many words people will not read them.

The message on the poster needs to be short and 'catchy'.

The writing on the poster needs to be large and clear.

If you have coloured pencils or paints encourage the pupils to make their poster colourful.

Encourage the pupils to work together on this poster. This will mean that they will need to discuss as they work.

Tell the pupils that their posters will be put up on the classroom wall. The pupils will need some extra time to finish this activity.



Syllabus link
A5, S24, S25



Can all the pupils write brief and concise message? (S26)

◆ Reading and Discussion - Link Magazine

Background Information

'Link' magazine is published by Solomon Islands Development Trust (SIDT). It tells villagers about what is happening around them. It collects the village people's views and sometimes prints them in the magazine.

Method

If possible try and have a copy of the Link magazine to show the pupils.

Do not expect the pupils to read it. It is too difficult for them. Some of the pupils will have seen copies of Link in their village or at home.

Look at the new words and phrases with the pupils. Make sure they can read these. Make sure they understand what they mean.

Ask the class to listen carefully and follow the text while you read the report aloud. Read the text to the pupils. Read it again. This time stop after reading each paragraph. Make sure the pupils understand what each paragraph is about.

Ask them to tell you in their own words what each paragraph was about.

This report puts together a lot of the information that the pupils have read about in other reading texts in this unit.

Teacher Led Activities

Talk about the Link magazine with the pupils. Use questions to guide the discussion.

Here are some questions you could use:

Have you seen a copy of Link?

Who writes in Link?

What kinds of things do people write about in Link?

Do you think Link Magazine is important? Why?

Why is it important that letters from people in the village are printed in Link?

Syllabus Link
A2, S11, S16



Can all the pupils read from a wider range of known text with understanding, confidence and expression? (S19)

◆ Comprehension

Teacher Led Activities

Collect some copies of Link (or other magazines if this is not available).



Look through the magazines with the class and collect a list of the types of articles, information etc that are included in the magazine format.

Discuss how the pictures, headlines and articles are used within the format.

Look at the Pupil's Book comprehension exercise. Read through the questions.

Answer them orally through discussion with the pupils. If you want, the pupils can then write the answers in their exercise books.

Syllabus Link
A4, S12



Can all the pupils seek out opportunities to read alone by selecting materials of interest? (S20).

◆ Language Study

Teacher Led Activities

The two language activities are linked today. For both activities the pupils must know their alphabet. Go through the alphabet with the class. It is a good idea to have a large poster on your classroom wall which has the alphabet on it. This will help the pupils in both of the activities.

Activity 1 (Alphabetical Order)

Words used in the examples below will have come up in your discussion. Do not tell the pupils the meaning of the words because it will be part of activity 2.

Remind them how words are arranged in alphabetical order.

Write these words on the blackboard and ask the pupils to arrange them in alphabetical order.

write	draw	paint
pen	crayon	ruler
magazine	book	newspaper

Remind the pupils that if words start with the same first letter then the second letter has to be used in order to place the words in alphabetical order. Write some examples on the blackboard and give the pupils some practice at doing this.

pencil	paint	crayon
paper	card	pen
crayon	card	message

Have the pupils complete the activity in the Pupil's Book, page 31 on alphabetical order.

Activity 2

The pupils will need to know the alphabet to use a dictionary.

You should encourage the pupils to use a dictionary.

See if the pupils can work out the meaning of the words listed in the table in the Pupil's Book by using a dictionary.

They will know some of the words. Ask them to write down each word.

Ask them to write the correct meaning next to it.

Syllabus Link
K1, S10



Are all the pupils able to spell the words and use them correctly in sentences? (K11)

◆ Spelling

Read through the spelling words in the Pupil's Book page 32. These are the words that the pupils have been learning all this week. Ask pupils to select five of the spelling words and to put the words into a sentence. This will allow you to check if they understand the meaning of the words. Ask them to say their sentences aloud to the class.

There is an extra activity in the Pupil's Book for those pupils who work quickly. Tell them to read the instructions and see if they can fill in the missing letters. They should do this from memory. They should not look at their spelling list. How many did they get right? Make sure you mark all the pupils' work. Check that all pupils can spell this week's words.

◆ Oral ◆ Writing

Teacher Led Activities**Discussion activity**

Divide the pupils into groups. Give each group a topic to discuss.

Tell them that these topics are often written about in Link magazine.

Ask them what they know about the topic.

Ask them to talk about how these things affect the people around them.

Ask them if these things affect where they live.

After they have talked about their topic they can report back to the whole class.

Record what they say on the blackboard.

Use key words. These will help them later in their written activity.

Here are some topics you could use.

You can probably think of some more.

You can probably think of some that are important to the area in which you and the pupils live.

logging
eating the wrong food
not enough clean water
tourism
housing and overcrowding

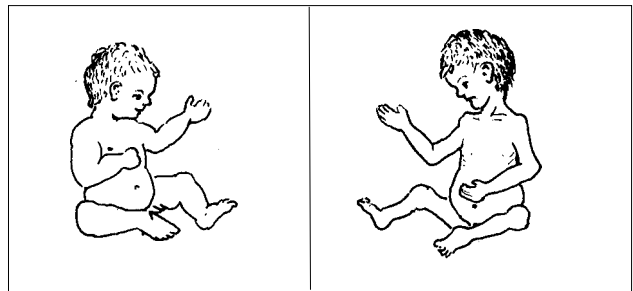
Writing Activity**A Two-Sided Picture**

Ask the pupils to choose one of the topics that have been discussed. It does not have to be the topic that their group discussed. They can choose a topic that they find interesting.

Tell the pupils they are going to draw a two-sided picture.

You can show them an example. Draw it on the blackboard.

Here is an example to do with eating the wrong food. The pupils must draw a picture and then write some sentences underneath.



The pupils need to select a topic and then complete a two-sided picture for that topic.

Encourage them to use the key words recorded on the blackboard to help them to write.

Syllabus link
A1, S1, S23



Can all the pupils write brief and concise messages? (S26).

Unit 6: Weather and Our Daily Lives

◆ Reading and Discussion - Timna's Family and the Weather

Background Information

Explain that this is a text that tells what happens at another time and place. Emphasise that the text is about events that take place in a certain sequence.

This type of text is often referred to as a **recount**. It is usually told in the past tense. The writer might include how he or she felt personally as the events unfold. It is often told in the first person. This means that many of the sentences begin with 'I'.

However this recount is told in the third person. This means that someone else is writing about what has happened to Timna.

Method

Introduce the children to the reading by guiding them through an introductory discussion.

Talk about the title of the text and the new words and phrases at the top of the text. Encourage them to use a dictionary to find the meaning of each of the new words.

Use some of the new words in sentences to help them understand what they mean.

Encourage the children to make up their own sentences using some of the new words.

Next, ask them to read the text silently, then read it to the class and let them follow.

Stop and ask pupils questions to check if they understand what they have read.

After reading the text, use the questions in the teacher led activities to talk about the text with the pupils.

Teacher Led Activities

Use these questions to guide the discussion.

1. Why do you think the family shared their evening meal with Mr Riri on Wednesday night?
2. Why do we need rain?
3. Why do we want cool breezes when it is sunny?
4. What might happen if it poured with rain for a long time?
5. What might happen if there was dry weather throughout the year?

Syllabus Link
K1, K5, S18



Can all pupils read and identify the main idea behind the story? (S14)

◆ Comprehension

Background Information

Comprehension activities will help the children to understand the text. They can take part in activities that will take them beyond the text. They will understand more about the text through these activities.

Try to set questions and discussion points that will encourage pupils to think for themselves. You can sometimes ask pupils to retell parts of the text in pinyin or their own language.

Method

Ask the pupils to answer the questions in the Pupil's Book on page 33.

They can write the answers in their exercise books.

Read through the questions and remind them to look through the story for the answers.

Remind them to answer the questions in complete sentences.

Syllabus Link
A6, S14, S18



Can all pupils read and identify sufficient detail to answer the questions? (S15)

◆ Language Study

Method

Ask the pupils to read the new words and phrases that are in the exercise in the Pupil's Book. Tell them to put these into complete sentences and write them in their exercise books. The first one has been done as an example.

Teacher Led Activities

Ask the pupils to use some of the words in sentences orally before doing the exercise.

Syllabus Link
K9, S10



Can all pupils use a range of sentence types including short simple and longer ones? (S23)

◆ Spelling

These are the spelling words for this week.

much	cloudy
just	sunshine
he	fine
little	dug
made	kitchen



Ask the pupils to copy them into their exercise books. Check their books. Remember they will use this list to learn their words during the week. Many pupils make mistakes when copying.

Remind them to use the **Look, Cover, Remember, Write, Check** strategy to learn the words during the week. Tell them you will be testing how many words they can spell correctly at the end of the week.

Ask the pupils to complete the spelling exercise from the Pupil's Book. This exercise will check if they understand the meaning of all the words.

◆ Oral ◆ Writing

Background Information

Building on their own experiences is a good way to encourage children to take part in discussions. They will gain confidence and will learn to express themselves. They will talk about what they think.

Method

Put the pupils into groups of five. Tell them to talk about a time when they or their family planned to go somewhere or to do something. Ask them to think about the weather. Did it affect what they did? Tell them to think about Timna's family in the text they have read.

After the discussion each child should write a short recount about the events that they have been talking about. Remind them about writing a first draft, editing, proofreading and writing out a good copy.

These pieces of writing could make a good classroom display. The pupils could draw pictures to go with their writing.

Syllabus link
S7, S12



Can all pupils use redrafting as an opportunity to improve their writing? (S24)

Unit 6: Weather and Our Daily Lives

◆ Reading and Discussion - Weather Terms

Background Information

The word **rain** usually describes the rain that falls for a long time. When it rains throughout the whole day for example.

The word **shower** describes the rain that falls heavily but just for a very short time.

Method

Before leading the pupils through the weather terms, introduce the new words and phrases. Practise saying the words correctly with the pupils. Use some of the words and phrases in sentences to show the pupils what they mean.

Encourage pupils to use a dictionary to find the meaning of some of the new words. Some of the meanings will become clearer to the pupils when they read the text.

Syllabus Link

A2, S1, S15

Discuss and explain the weather terms with the pupils.



Can all pupils develop a wider range of skills to identify and understand more complex new words? (S17)

◆ Comprehension

Background Information

It is important that pupils understand the text through a variety of comprehension activities.

Method

Read 'Weather Terms' with the pupils again. Ask them to match the weather terms on the left in the Pupil's Book page 35 to the meanings on the right. Tell them to write their answer as a complete sentence. The first one has been done as an example.

Read through the exercise and explain it to the class. The activity should be completed in the pupils' exercise books. Answers for the matching exercise.

1. d 2. g 3. f 4. c 5. b 6. e 7. a

Syllabus Link

A2, K1, S15



Can all pupils read, identify and select the right meaning for a given word? (S25)

◆ Language Study

Background Information

This exercise gets the pupils to put words into alphabetical order. You can put words in order by looking at the first letter. If several words have the same first letter then it is necessary to use the second letter and so on.

For example;

haze and **hose**.

Haze will be first because the second letter is 'a' and that comes before 'o'.

Method

Remind the pupils what alphabetical order means. Show them by using some words in the spelling list.

The words in 'Weather Terms' are not in alphabetical order. Tell the pupils to arrange them in alphabetical order, as they would appear in a dictionary.

The pupils should know their alphabet. You could have a chart up on your wall with the alphabet on it. This will help pupils.

The first two words have been done in the Pupil's Book page 35 as examples.

Syllabus Link

K1, S10



Can all pupils arrange the words in the alphabetical order? (S25)

◆ Handwriting

Background Information

Read the poem about the moon in the pupils book page 36 to the class. Ask the pupils to read it together.

Ask the pupils to copy the poem into their exercise books. Remind them to join their letters.

The poem is written out in cursive style. The pupils should try to write this poem as neatly as possible.

After the children have copied the poem ask them to work in pairs. Tell them to try to make up a short poem about the sun.

◆ Oral ◆ Writing

Background Information

Illustrations and demonstrations can help the pupils understand more information than just reading and listening to words.

Method

Talk with the pupils about the weather terms and their meanings. You can read out one of the weather terms and ask different pupils in turn to tell you what it means. Tell them to do this without looking in the Pupil's Book. How many of the terms do the pupils know?

Put the pupils into eight groups. Give each group a title for their work. Give each group a sheet of paper. Ask them to draw a house, trees, flowers and some people. Their picture must show the weather conditions in their title.

Here is a weather title for each group.

Group 1 - Showers

Group 2 - Rain

Group 3 - Drizzle

Group 4 - Hot and Hazy

Group 5 - Overcast

Group 6 - Thunder and Lightning

Group 7 - Sunny and Windy

Group 8 - Stormy

Help the groups by asking them to think about what the trees would look like in each picture.

What would the people be wearing?

What would the flowers look like?

What about the house?

If there was a cooking fire near the house what would the smoke from the fire look like?

What colours should be used to demonstrate the points being made?

When the children have finished tell them to talk through their picture. They can show it to the whole class.

These pictures could make a good classroom display.

Syllabus link
A2, S13



Can all the pupils select vocabulary appropriate for the type of writing? (S25)

◆ Assessment Activity for Reading - Running Record

Background Information

During this unit, over the next two weeks, you should conduct a running record to measure each pupil's reading ability. This means you must hear each pupil read individually and record details of their performance.

This is the second running record you will make this year. Compare the results of this assessment with the records you made on reading during Unit 2. Assess whether each pupil has improved and look for persistent difficulties they may be having. Make sure that you take these into account when planning teaching and learning activities for your pupils.

Method

Pages 26-29 of the Teacher's Guide explain how to conduct the running record. Read these instructions again carefully before conducting your assessment.

Use the suggested texts in the box on the following page, or prepare your own texts if you prefer. Remember that you should have read each text with the class once before you hear each pupil read.

Suggested Texts for Running Records**Easy Text: Wind Speed Meter**

From 'Carefully cut and glue....'
until '... makes in one minute'

(102 words excluding title)

Medium Text: A Cyclone Experience

From 'The next day was quiet...'
until '... into jars and sealed'

(104 words excluding title)

Difficult Text: Weather Forecasts

From 'Weather forecasts are important....'
Until '....tomorrow morning.'

(108 words excluding title)

◆ Reading and Discussion - Weather Forecasts

Background Information

Here are some definitions of weather terms that could be useful when you talk about weather forecasts.

Weather Forecast:	to say in advance what the weather will be like
Meteorological Office:	an office that studies weather conditions
Moderate:	not really bad (or not really serious)
Thunderstorm:	storm with lightning and thunder
Scattered showers:	showers of rain falling here and there over a wide area
Overcast:	cloudy and dull but not raining

You could bring a radio into the classroom and listen to the weather report. You could show the class a weather forecast in a newspaper. This will give the pupils more information. If the weather forecast is in pinyin you could compare the words used with the text above.

Method

Brainstorm the word 'weather'. 'Brainstorm' means to generate new and creative ideas through discussion. Begin by asking the pupils what the word 'weather' means to them. Write up their answers on the blackboard. The pupils will know quite a lot about weather. This is a good starting point for them to build on their knowledge.

Before reading the text go through the new words and the phrases. Ask the pupils to read them aloud. Can they say them correctly? You should not expect the pupils to know how to spell all these words. Some of them are difficult.

Read the weather forecast and talk about it with the pupils. Do they understand what a weather forecast is? Do they understand the weather terms used?

Syllabus Link
A6, S17



Can all pupils read and identify sufficient detail to achieve their purpose? (S15)

◆ Comprehension

Method

You could write up some of the weather terms on the blackboard as you talk about them with the class. The pupils could copy some of these into their exercise books. This will help them understand the terms better. Some of these words and phrases are difficult for Standard Four children.

Choose one of the following activities for your pupils to do.

1. Start a discussion by asking the pupils some questions leading on from the text.

Here are some that you could use.

- Who has heard a weather forecast?
- Who has seen a weather forecast in a newspaper?
- Where did you hear or see a weather forecast?
- Why do you think people are interested in what the weather will be like?

There are some more questions in the Pupil's Book page 37. You could go through these orally with the class. You could ask the pupils to answer the questions in their exercise books.

2. You will need to write this exercise on the blackboard.

Ask the pupils to match the weather terms from 'A' to the sentences from 'B'.

The answers are in the brackets at the end of each meaning under 'B'

A

1. isolated
2. slight
3. moderate
4. forecast
5. thunderstorm

B

- It is raining heavily with lightning and thunder. (5)
- To be on its own, not with others. (1)
- To be average or medium. (3)
- To predict what the weather will be like. (4)
- Not serious. (2)

Syllabus Link
A3, K1, S22



Do all pupils understand the text and use the new words and phrases correctly in the activity? (S17)

◆ Language Study

Background Information

Compound words are words that consist of two words joined together to make one new word. Here are some examples. You will be able to think of some more.

anywhere daytime bathroom netball goodbye birthday football into

Method

Explain what a compound word is to the class. Give examples on the blackboard.

Can the children think of more examples of compound words?

Tell the pupils that in the Pupil's Book they are going to look at a long list of words. They have to put two words together to make one word. The two examples have been done for them.

For and **get** are put together to make **forget**.
For and **ward** are put together to make **forward**.

Read through the words in the Pupil's Book with the pupils.

Make sure all the pupils can read all the words. Tell them to write the new words into their exercise books as they find them.

Teacher Led Activities

Ask the pupils to look at some of the words they have found in their exercise. They can also use words they have thought of themselves. Talk about these words with the pupils.

Here are some more examples.

bedroom

bed - something we sleep on

room - a part of a building.

bedroom - a room for sleeping.

football

foot - at the end of a leg

ball - a round object that is passed when playing a game

football - a game involving kicking a ball.

Try this with other words.

Syllabus Link
K1, S23



Can all pupils select and write compound words correctly? (S25)

◆ Spelling

Method

Go through the spelling words with the pupils.

Encourage the pupils to use the **Look, Cover, Remember, Write, Check** spelling strategy.

much	cloudy
just	sunshine
he	fine
little	dug
made	kitchen

Ask the pupils to choose 6 words from the spelling list. Tell them to put each word into a complete sentence. Remind them to underline the spelling words that they use.

◆ Oral ◆ Writing

Teacher Led Activities

Talk about the previous two days and the weather today with the pupils. Ask them to try to predict what the weather will be like tomorrow. Encourage them to look at any weather patterns during the week so far.

The following questions could help you with your discussion.

1. What was the weather like yesterday?
2. What was the weather like two days ago?
3. What is the weather today?
4. What kind of weather do you think we will have tomorrow?
Why do you think that?

Ask the pupils to write a weather report diary, as shown in the Pupil's Book on page 38. They can use the weather words in the Pupil's Book to help them. They can also use their own words.

You could build up a word bank with weather words on a large piece of paper and put it up on the classroom wall. You could add to this list during the rest of this unit.

This will be a good resource for the class when they are doing other writing activities.

Syllabus link
A1, S13



Can all pupils write brief weather report diaries? (S26)

◆ Reading and Discussion - Cyclone Warning

Background Information

Brainstorming is a good way to start a topic. It draws attention to the theme. It helps the pupils to go over what they already know. Do not write down only what you think. Let the pupils tell you what they think during the brainstorming session. You could also add to their ideas.

Method

Hold a brainstorming session. All the pupils will have heard cyclone warnings on the radio.

Ask the pupils how they felt when they heard a cyclone warning on the radio. Write up what they say on the blackboard.

Use short notes. Sometimes it could just be a word or a short phrase.

Here are some of the things the pupils might say.

frightened, worried, wanted to go home,
wanted to warn other people,
wanted to get everything ready for the cyclone,
wanted to go home and put favourite things
away safely, didn't really believe it,
not worried because knew family would get
everything ready,

Before reading the text with the class go through the new words and phrases.

Make sure the pupils can say the words correctly. These words are difficult.

The pupils do not need to learn to spell them. They will understand the meanings more clearly if you stop and talk about the words as you read the text to the class.

You can tell the children to look up the meanings of some of these words in a dictionary.

Syllabus Link
A2, S7, S8



Can all pupils read and understand the vocabulary used locally and nationally? (K1)

◆ Comprehension

Method

Read through the cyclone warning again. Go through the exercise in the Pupil's Book on page 39 with the class. Do not go through the answers. The children should be able to do this exercise after your class discussion.

Make sure everyone knows what to do.

Tell them to check their answers using a dictionary. Remember to mark the work in their exercise books.

Syllabus Link
A4, S15



Can all pupils read and identify supporting details and information to achieve their purpose? (S14)

Teacher Led Activities

You could use questions like these to check if the pupils have understood the text.

These questions could also start a class discussion about the text.

1. What was the name of the cyclone?
2. On what date was this warning issued?
3. What will the position of the cyclone be at 6 o'clock tomorrow?
4. In which direction was the cyclone moving?
5. Which islands were included in the hurricane warning?
6. Which is stronger a hurricane or a storm?
7. Which is stronger a storm or a gale?
8. Which islands are reported as likely to have high seas, flooding and heavy rain?

◆ Language Study

Method

There is a list of weather words in the Pupil's Book on page 40.

Talk about what the words mean with the pupils.

Explain to the class that they are going to write complete sentences using the words in the Pupil's Book.

Remind them that a sentence begins with a capital letter and finishes with a full stop.

Teacher Led Activities

Ask questions about the words in the box.

Here are some questions you could use.

- What does rain look like?
- What is lightning?
- What does lightning look like?
- When does lightning happen?
- When does thunder take place?
- How could you describe the wind?
- How can you tell it is going to rain?
- Why do the clouds turn black?
- What do black clouds usually mean?

Syllabus Link
K1, S22



Can all the pupils use a range of sentence types including short simple sentence and longer complex ones? (S23)

◆ Handwriting

Method

Talk about the rhyme in the Pupil's Book. Ask the pupils what the rhyme is about. The rhyme has three lines. These three lines make one verse. Tell the pupils to copy the rhyme into their exercise books. This is written in cursive style. Tell them that their copy should be as neat as the one in the Pupil's Book.

You could ask the pupils to try to make up another verse to add to the rhyme. They would need to write two lines since the last line could be the same. They could write out their verse too. Tell them they must write it in joined writing.

◆ Oral ◆ Writing

Background Information

Pupils must be encouraged to use English, especially when asking and answering questions. Speaking in English and listening to English being spoken will build up their own English skills.

In this activity, try to encourage pupils to ask and answer questions. They should practise asking questions using words such as, will, do, is, why, what, when and how.

Method

Put the pupils into small groups of five. Ask them to talk about any experience they have had with strong winds, very heavy rain, rough seas or a cyclone.

Before the pupils do the activity in the Pupil's Book, read them the short recount by Ruben Oimae about his experience during cyclone namu in the Pupil's Book. This will give them some ideas to build on.

Ask the children to think and talk about their own experiences and to ask each other questions. After the discussion ask the pupils to write a short recount using their experiences as the foundation. They can refer back to Ruben's story for ideas.

Remind the children to draft, edit, proofread and then write out a good copy. Encourage them to edit with a partner. Ask them to draw pictures to go with their recount. Remember that in order to write the text well, the pupils may need to be given more than one session to work on the text.

Syllabus link
K8, S26



Can all the pupils ask and answer a wider range of questions using why, what, who, etc and write a recount about their experience? (S11)

◆ Reading and Discussion - Who has Seen the Wind?

Background Information

When we talk about the weather one of the things we look at is the sun. Can we see it?

We talk about clouds. Are there many? Can we see blue sky too? Are the clouds white and fluffy? Are they dark? Is the whole sky covered in cloud? Is it overcast? We also talk about the rain. Is it raining? Is the rain heavy? Is it drizzling?

When we talk about the wind we talk about signs to show us the wind is blowing. Is the smoke from the fire going straight up? This would mean there was no wind. Are the clothes moving on the washing line? Are the branches on the trees moving? Are the trees swaying?

We cannot see the wind but we can see how it moves other things.

The reading today is a poem about the wind.

It was written a long time ago by Christina Rossetti. She was born in 1830 in England and she died in 1894.

Method

Talk about the weather with the pupils. Use some ideas from the Background Information.

Read the poem aloud to the class. Put the pupils into small groups. Let them take turns in reading the poem out loud also. The poem has two verses, so they could read a verse each. Go around to the groups and listen to the children read. Remember that you should hear each pupil read at least once a week.

Syllabus Link

A6, K1, S1



Have all pupils learned and understood the new vocabulary about directions and places? (K3)

◆ Comprehension

Method

Talk about signs. Can the pupils think of other cases where we use signs?

For example we can tell if it is very hot by looking at people. They may look sweaty. Their clothes could be wet with sweat.

How can we tell if someone is happy?

They could be smiling. They could be laughing.

Teacher Led Activities

Sign Game

Prepare some cards. Draw some faces on the cards showing different facial expression.



Happy Sad Angry Crying Surprised

Hold the cards up to the class. Let them tell you what the faces mean. How is that person feeling? You could make this into a game.

Ask one pupil to come out to the front of the class. Show them one of the cards. Do not let the rest of the class see the card. The pupil has to put on that face. The rest of the class must guess what the pupil is feeling.

Now talk through the questions in the Pupil's Book on page 42. You could ask the pupils to answer these questions orally, or they could write the answers in complete sentences in their exercise books.

Syllabus Link

S4, S23



Can all pupils read and identify information required for the activity? (S14)

◆ Language Study

Method

Look at the 'feeling' words in the Pupil's Book page 42.

Read them through with the children. Ask the pupils to complete the exercise. Tell them that there is more than one correct answer to some of the sentences. Tell them they must try to use every word once. In order to use every word the answers are:

1. **sad** 2. **surprised** 3. **angry** 4. **happy** 5. **puzzled**

Syllabus Link
K1



Do all pupils use appropriate vocabulary for the type of writing? (S25)

◆ Spelling

The children should complete the sentences in the Pupil's Book page 43 in their exercise books. The missing words are from the spelling list.

Let the pupils read through the spelling list. Read through the sentences with the pupils. The missing words for the sentences are:

1. **much, he** 2. **fine, dug, garden** 3. **sunshine** 4. **cloudy, just** 5. **made, little**

You may want to test the pupils to see who can spell this week's words correctly. You could do this as a written test or play a game that allows you to check the pupil's spelling.



Encourage the pupils to use the **Look Cover Remember Write Check** strategy to help them spell the words correctly.

◆ Oral ◆ Writing

Method

Use the questions in the Teacher Led Activities to lead a discussion about weather and plants.

Ask the pupils to report on what month of the year they plant certain food crops and why.

Ask them to talk about any information they have heard from their parents, grandparents, aunts or uncles concerning the right time to grow and harvest crops in a year.

Put the pupils into groups of four. Each group should choose a group leader. The group leader will report back to the whole class at the end of the activity.

Help the pupils as they complete the activity in the Pupil's Book.

Teacher Led Activities

1. Why do you think yam and pana are planted during the wet season?
2. Why do you think some food crops are harvested during the wet season?
3. Do you think it always rains heavily in June and July?
4. Can you think of other food crops that are planted and harvested at a particular time of year?

In writing activity, you should put the pupils in group and ask them to write about the following weather conditions.

Group 1 - Showers

Group 2 - Rain

Group 3 - Drizzle

Group 4 - Hot and Hazy

Group 5 - Overcast

Group 6 - Thunder and Lightning

Group 7 - Sunny and Windy

Group 8 - Stormy

Syllabus link
A3, S26



Can all pupils explain an idea in greater detail? (S13)

Unit 6: Weather and Our Daily Lives

◆ Reading and Discussion - A Cyclone Experience

Background Information

A tropical cyclone is a low-pressure system. The wind speed is higher than 33 knots (63km/hr). Cyclones form in warm tropical waters and can last from several days up to several weeks.

Solomon Islands is in a cyclone area. The official cyclone season in Solomon Islands is from November to May. However cyclones have happened at other times too. Cyclones are one of the natural disasters that we experience in our country.

Part of this text is one of the suggested passages for the running record you will be completing in this unit.

A 'Natural Disaster' is something that happens over which there is no human control.

Other examples of natural disasters that could happen in Solomon Islands are earthquakes, tsunamis, tornados, floods or drought.

Method

Use these questions in a brainstorming session with your pupils.

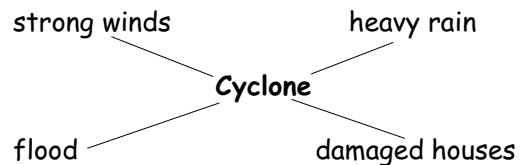
What is a cyclone?

What happens during a cyclone?

Write their answers on the blackboard.

Ask the pupils to talk about any cyclone or bad weather experiences they have had.

For example;



You could have talked about some of this with the pupils on Day 4. Revise some of the work done on that day.

Go through the new words and the phrases with the pupils. Can they read the words? Can they say them correctly? Ask them to read the story to themselves. Ask them to try to find out what the new words and phrases mean. Tell them to make a note of any words they still do not understand after reading the story.

Read the story to the class and then talk about it. Talk about how and when the events in the story took place. Go through any new words the pupils made a note of. Ask the pupils to retell some parts of the story in pijin.

Tell the children that there are other natural disasters experienced in our islands. These include earthquakes, tsunamis or tidal waves, tornados, droughts and floods.

You could ask the class if they have had experiences of any of these natural disasters.

Syllabus Link
K1, S18



Can all pupils read silently, identify main points and supporting details and understand the writer's purpose? (S14)

◆ Comprehension

Background Information

Comprehension activities help pupils to understand the text and to participate in activities that will take them beyond understanding just the story. Try to set questions that will encourage pupils to think for themselves. Try to get the children to read through sentences in the text in order to gather information.

Method

Ask the pupils to complete the exercise in the Pupil's Book on page 45.

Make sure you mark all the pupils' work. This story is quite difficult. Some pupils will need extra help to answer the questions in the Pupil's Book.

Syllabus Link
A2, S23



Can all pupils read and identify sufficient detail to answer the questions? (S15)

◆ Language Study

Method

Read through the words below with the pupils.
Tell the children they are going to arrange the words under the two headings.

Tell them to put the weather words under the heading '**Weather Words**'. Tell them to put the other words under the heading '**Other Words**'

eaten	drizzle	windy	humid
climate	thunderstorm	hazy	cloudy
rough	school	overcast	rain
spade	laughing	low tide	high tide
frightened	write	thunder	furniture
stones	hurricane	gale	sun
sea	house	breeze	storm

Teacher Led Activities

Write the two headings on the blackboard.

Start doing the exercise with the first three words.

When the pupils understand what they are to do tell them to complete the exercise in their exercise books.

Syllabus Link
K1



Can all pupils select vocabulary that is appropriate for the type of writing? (S25)

◆ Spelling

Method

Ask the pupils to say and spell out the words in this week's spelling list. Can the pupils say the words correctly? Tell them to copy the words into their exercise books. Check their exercise books to make sure they have copied them down correctly.

must	mine
like	dust
to	lost
look	rich
make	teach

Tell the pupils to use the **Look, Cover, Remember, Write, Check** strategy as they copy the words into their books, and to learn the words during the week.

Tell them you will be testing them at the end of the week to see how many words they can spell correctly. Tell them to choose five words from the spelling list. Tell them to put each word into a sentence.



◆ Oral ◆ Writing

Background Information

Before the pupils start to write a recount or some sentences about a picture or event, it is a good idea to give them time to talk about it with other pupils. This will help them to think of words and sentences that they can then use in their writing.

Method

Look at the picture of the cyclone and ask the children to talk about it. Give them time to talk freely about what they think of it. Ask them what is happening in the picture. Write up their answers on the blackboard.

After the discussion, ask them to write a short recount about the picture. You could ask them to recall back on the events that occur. Remind them of good beginnings for their recount.

Keep checking their writing and help those who need help. Remember they must draft their story first. Let them share their writing with others so that they can help each other to edit their work.

Syllabus link
A5, S13



Can all pupils write an imaginative recount and use redrafting as an opportunity to improve their writing? (S24)

◆ Reading and Discussion - Weather and People

Background Information

Talk with the pupils about different types of weather. Mention weather that people in other countries experience. Some countries have four seasons like **spring, summer, autumn and winter**.

Solomon Islands has only two seasons. One is the wet season and one is the dry season. The wet season is from November to May. The dry season is from May to October. Sometimes the weather does not follow this pattern. Even in the dry season it can rain heavily.

You can take this discussion further by asking pupils to talk about their parent's daily routine.

If possible, show a picture of the four seasons (spring, summer, autumn and winter) as experienced in other countries. Explain that summer is the hottest time and winter is the coldest.

Method

Go through the new words and phrases with the pupils. Make sure they can say them correctly. Ask them to guess what the words and phrases mean before using a dictionary.

Ask the pupils to read the text silently then read it to them aloud while they listen. They can often work out the meaning of new words and phrases by reading the text carefully.

Talk about the text with the pupils.

Teacher Led Activities

You could use questions like these to begin a class discussion.

1. What is the weather like today?
2. How does the weather affect the way we dress?
3. What type of houses do we have in Solomon Islands?
5. What do you do in your spare time that is affected by the weather?

Syllabus Link
A1, S1, S18



Can all pupils read and understand the weather terms and the words of direction and place? (K3)

◆ Comprehension

Method

Read through the text again.

Read the instruction for the comprehension exercise in the Pupil's Book.

Ask them to write their answers using complete sentences.

Teacher Led Activities

Design a House

Put the pupils into small groups.

Ask them to draw a house that is built in a country where it is very cold.

Tell them to label their house. Here are some labels they might use.

- House built in a sheltered place
- Thick walls (brick, stone, wood)
- Small windows that close very tightly
- Curtains made of thick material
- Carpets to make the floor warm
- Doors that have no gaps around them

Tell the children to talk about their picture to the rest of the class. Tell them to give reasons for what they have drawn.

Pupil's Book

Read through the questions in the Pupil's Book with the class. Talk about the answers. The pupils will be able to answer question 4 well after doing the other activity.

Ask the children to talk about the answers to questions 5 and 6 in their small groups.

Syllabus Link
K1, S14, S15



Can all pupils use a range of sentence types including short simple sentences and longer ones? (S23)

◆ Language Study

Method

Talk to the children about what the word 'opposite' means.

Work through some examples on the blackboard with the class.

Ask the pupils to complete the exercise in the Pupil's Book.

Teacher Led Activities

Work through some examples of opposites on the blackboard with the pupils before asking them to do the exercise in the Pupil's Book.

Here are some examples you could use.

1. here there
2. back front
3. long short
4. black white
5. fat thin

Syllabus Link
A2, S17



Have all pupils understood opposites and can they use them correctly? (K1)

◆ Handwriting

Method

Ask the pupils to read through the letter written by Matexly complaining to Mr. Storm. Read the letter out aloud to the pupils. Talk about the letter. Point out the address, the date and how the letter begins. Talk about what the letter is about. Show how Matexly signs off at the end.

Read through the instructions in the Pupil's Book with the class. Tell them to write a letter from Mr. Storm replying to Matexly.

The letter in the Pupil's Book is written in cursive style. Talk about the handwriting style with the pupils. Tell them that their letter must be written using joined-up handwriting too.

◆ Oral ◆ Writing

Background Information

Picture 1 shows **Winter** in another country. There is snow falling and children are dressed in warm clothes. The snow is cold like ice cubes in the freezer and is white.

Picture 2 shows **Summer** where the climate is warm. The children are dressed in light clothing for playing on the beach. There is no snow because it is warm.

Method

Ask the pupils to look at the two types of weather.



Winter



Summer

Look at the clothes the children are wearing. Talk about the pictures with them.

Encourage pupils to work with a partner and Talk about which weather they like the best.

Teacher Led Activities

Ask the pupils to list the reasons why they have chosen that type of weather.

Use these questions to help the pupils start their discussion about the type of weather.

1. How are the children dressed in picture 1?
2. How is the child dressed in picture 2?
3. Can you give some reasons why the children are dressed differently?
4. What are the children playing with in picture 1?

Syllabus link
A5, S13, S19



Can all pupils use appropriate vocabulary to explain and describe a picture in detail? (S25)

Unit 6: Weather and Our Daily Lives

◆ Assessment Activity for Reading - Running Record

By today you should have completed your running records for most of the class. Make sure that by tomorrow you have heard all the pupils read and recorded their score in your record book or assessment file.

You should have a list of follow up activities that you need to do with individuals or groups of pupils. Begin to plan how you will give them practice to improve their skills.

◆ Reading and Discussion - Class Four's Weather Chart

Background Information

The weather can change at any time. Sometimes it can be fine in the morning then it can change in the afternoon. Sometimes it rains heavily at night and has stopped raining by the morning. Then the sun could shine brightly throughout the day.

Method

Talk about Class Four's Weather Chart with the pupils.

Let the pupils predict the weather for Friday. What do they think the weather will be like? Can they see a pattern in the weather from Monday to Thursday?

They should be able to see that the weather is improving each day.

A good prediction for Friday would be fine and sunny.

Write down what the pupils say on the blackboard. Ask them to give reasons for their answers.

Teacher Led Activities

Symbols

Look at the symbols that are used for the weather chart. Ask the pupils to talk about what each symbol means. Think of other types of weather. Ask the pupils to think of good symbols to use on a weather chart to show different types of weather.

How could they show

- a fine sunny day?
- a windy day?
- a day with a light breeze?
- a drizzly day?
- a day when it has snowed?
- a foggy day?

Syllabus Link
A3, S16, S19



Can all pupils read and understand the writer's purpose? (S14)

◆ Comprehension

Background Information

Comprehension activities help children to understand text. They should help them to go beyond literal understanding. You could add some of your own questions to go with those in the Pupil's Book.

Method

Read the questions in the Pupil's Book on page 50 with the children.

Ask them to answer the question in their exercise books.

Remind them to answer in complete sentences.

Teacher Led Activities

Show the children how to answer a question using a complete sentence. You could do the first question as an example with them.

The answer would be 'Class Four made the weather chart'.

Syllabus Link
S1, S4, S23



Can all pupils read silently and identify sufficient details to achieve their purpose? (S15)

◆ Spelling

Method

Ask the pupils to say and spell the spelling words without looking at them. Can the pupils say all the words correctly? Revise what the words in the spelling list mean.

must	mine
like	dust
to	lost
look	rich
make	teach

Ask the pupils to complete the sentences in the Pupil's Book by filling the empty spaces using the words from the spelling list.

Answers

1. must 2. like 3. to 4. teach, make 5. mine 6. lost, look

◆ Language Study

Background Information

A suffix is added to a word and can change or add to the meaning of the word. For example **walk** is changed to **walker** by adding **er**.

The suffix '**er**' is added to the word **walk** and it changes the meaning of the word from the action walk.

Method

Tell the pupils that by adding some letters to the end of a word a new word can be made.

Work through some examples with the pupils on the blackboard.

See if the pupils can think of some other words like this. Write their examples on the blackboard.

Teacher Led Activities

Work through some examples with the pupils on the blackboard.

Here are some that you could use.

- slow slower slowest slowly
- play player
- fat fatter fattest fatty
- quick quicker

The suffix in the Pupil's Book exercise is '**-y**'.

Read through the instructions with the pupils. Tell them to write out the sentences. Tell them to fill the spaces with a word from the box with an added **y**.

Note that 'sun' changes to 'sunny', so the **n** is doubled before the **y** is added.

Syllabus Link
K1, S10



Have all the pupils learned about suffixes sufficiently well to use them correctly in sentences? (K10)

◆ Oral ◆ Writing

Method

Ask the pupils to work with a partner.

Tell them to talk about the weather in each of the pictures in the Pupil's Book.

Tell them to look at the sun, clouds and rain. Ask them if it is windy. How do they know?

How strong is the wind? How heavy is the rain?

Now ask each child to make a weather chart.

Their chart could be like the one Class Four made.

Tell them to draw a chart with five squares.

One square for each day of the week that they are at school.

Write the name of each day of the week in each square.

Tell the pupils to draw pictures to show the day's weather in each square.

Ask them to write a few sentences about the weather each day. They could write this under each picture.

Monday

Today it was cloudy with some sunshine. There was a light breeze.

Reminder

Put the pupils into 5 groups. Each group needs to bring in some things for the Day 9 comprehension activity. Each group will need a one-litre clear plastic bottle, a pair of scissors and some sand.

Syllabus Link
A4, S8, S13



Can all pupils use a range of sentence type including short simple and longer complex ones? (S27)

◆ Reading and Discussion - How to Make a Rain Gauge

Background Information

The text for today is about Rain Gauge. It is a procedure text.

A rain gauge is an instrument used to measure how much rain has fallen. It is a very simple way to measure rainfall. The rain gauge is made from a funnel and a container. The funnel collects the rain. The rain is stored in the container. The amount of rain can then be measured.

Method

Explain to the pupils what a rain gauge is used for.

Read the instructions of how to make a rain gauge in the Pupil's Book on page 53.

Then ask the pupils to read about how Class Four made their rain gauge.

Tell them to talk about the instructions in a small group.

Teacher Led Activities

Talk about following instructions with the pupils. Give them an example. Here is one you could use.

Market Shopping

- | | |
|---|--|
| 1. See if you have enough money. | 5. Pay for the fruit and vegetables. |
| 2. Collect some plastic bags. | 6. Put the fruit/vegetables into the plastic bags. |
| 3. Go to the market. | 7. Take the plastic bags of fruit/vegetables home. |
| 4. Choose some fruit and vegetables you need. | 8. Put the food away at home. |

Ask the pupils if they could follow these instructions. Are they well written? Are they written step by step?

Syllabus Link
A5, S13, S19



Do all pupils know how to read and understand instructions? (S18)

◆ Comprehension

Background Information

Comprehension activities will help pupils to understand the text. They should also take them beyond the text.

Method

Put the pupils into small groups. There should be no more than 5 pupils in a group.

Ask them to read the instructions about how to make a rain gauge again.

Tell them to follow the instructions and make the rain gauge.

You may need to make some small changes to the instructions. The changes will depend on what materials you have available. You could ask the pupils to write a few sentences when they have finished the practical activity. Questions like these could help them with their writing.

- | | |
|---|---|
| · Were the instructions easy to follow? | · Do you think your rain gauge will work? |
| · Did you make a rain gauge successfully? | · How do you think you could improve your rain gauge? |

Allow the pupils to use their rain gauge to collect rain and record their results for the next week - or longer if it is a worthwhile activity.

Syllabus Link
S15, S25



Can all pupils write brief and concise messages? (S26)

◆ Handwriting

Read the poem with the pupils. This is a difficult one for them to understand. You will need to talk about what the poem means.

The poem is written out in cursive style. Ask the children to copy it into their exercise books. Remind them to copy the same punctuation too. Tell them to look at their poem when they have finished. Is it neat? Is the writing even and well sloped? What do they need to improve?

◆ Oral ◆ Writing

Teacher Led Activities

Ask the children to read through the instructions about making the rain gauge again. Talk about it with them. Make sure they understand that it is written step by step.

Tell the pupils that good instructions are written very clearly step by step.

Ask them to write a set of instructions. There are ideas that they can choose from in the Pupil's Book.

You may be able to think of other examples. You could use one of the activities listed in the Pupil's Book as an example.

Build up the set of instructions with the pupils on the blackboard. Remember to teach the pupils about the structure of procedural texts or instructions. So when writing instructions or a procedural text the writer must always include:

- a title;
- materials needed; and
- steps to complete the task.

Choose another set of instructions. Here are some ideas you could use:

- directions for getting to the clinic (or hospital, church) from the school;
- cooking a breadfruit;
- making a cake;
- playing a game;
- making a cup of tea.

Build up a set of instructions on the blackboard. Work with the pupils.

Let them give you the ideas. Write their instructions on the blackboard. This is shared writing.

Your example could look like this.

How to Make a Cup of Tea

What you need

pan or kettle	milk
teapot	sugar
water	spoon
tea leaves or tea bags	cup

What you will need to do

1. Boil some water in a kettle or a pan
2. When it is boiling put in some tea leaves or tea bags.
3. Let the tea stand for a few minutes to let it brew
4. Pour some of the tea into a cup
5. Add milk and sugar to taste
6. Stir with a spoon

There are different ways in which tea can be made. Sometimes the tea, milk and sugar is all mixed together in the kettle or pan or teapot.

Sometimes condensed milk is used and as this is sweet, sugar is not added. Ask your pupils how the tea is made at their home. Ask the pupils what kind of tea they like.

Do they like milk in tea?

Do they like it to be sweet?

Tell the children to choose one of the other examples. Ask them to write a set of instructions for the activity.

Tell them to draft their work first. They can draw diagrams with the instructions. These will make the instructions clearer.

Encourage the pupils to edit and proofread their work. Have the pupils work in pairs to read drafts and decide what might need to be added to the text to make the instructions clearer.



◆ Language Study

Background Information

In a procedure text sentences are usually short so that the instructions are clear and easy to follow. This activity gives pupils practice in constructing short, clear sentences.

Sentences can also be simplified by cutting out unnecessary words. There is an extra activity in the Pupil's Book for early finishers in which they have to cut out as many words as they can from a given sentence to make it simpler, but without changing the meaning.

Method

Look again at the text with the pupils and show them examples of the short clear sentences that are used. Explain why instructions are written in this way. Discuss whether this makes them easy to read.

Using the examples in the teacher led activity show them how to separate one long sentence into two shorter ones.

Explain the exercise in the Pupil's Book on page 156. Show the pupils how to split long sentences into two to make them clearer and have them complete the exercise in their books.

Teacher Led Activities

On the blackboard write up some examples of long sentences which can be cut into two or three shorter ones. Show the children how to do this by a) cutting out the linking words such as **and** or **then**, and b) putting in a full stop and capital letter to break up the sentence.

Examples

1. Fill the basin with sand and make a hole in the centre of the sand to stand the bottle in.
2. Scrape three coconuts before squeezing the milk into a clean basin.
3. Take the rubbish outside and leave it beside the fence because the rubbish truck comes on Wednesdays.
4. Go past the post office and turn left up the hill, and then you will see the house the right hand side.

Answers

1. Fill the basin with sand. Make a hole in the centre to stand the bottle in.
2. Scrape three coconuts. Squeeze the milk into a clean basin.
3. Take the rubbish outside. Leave it beside the fence. The rubbish truck comes on Wednesdays.
4. Go past the post office. Turn left up the hill. You will see the house on the right hand side.

Syllabus Link
A2, S26



Can all the pupils use a range of sentences types including short simple and longer complex ones? (S23)

◆ Assessment Activity for Reading - Running Record

Check that you have completed your Running Records for Reading.

- Have you heard every child read over the last two weeks and recorded their score?
- Have you made a note of follow up activities you need to do with the class and with individual pupils?
- Have you planned your follow up activities?

While it is recommended that you listen to every pupil at least once a term, you may decide to do this more regularly for at least some pupils. If you have identified some pupils who you feel are having difficulty learning to read English, you might plan to conduct more regular running records for these pupils.

◆ Reading and Discussion - Wind Speed Meter

Background Information

Brainstorming is a good way to start a topic. The children can think about the theme. It helps the children to recap what they know.

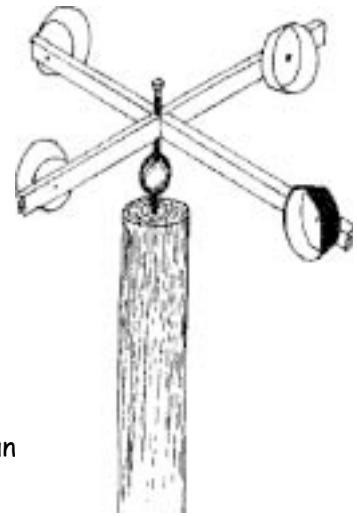
Do not write down what you think.
Let the class tell you what they think.

A wind speed meter is used for measuring the speed of the wind.
Speed tells us how far something has moved in a certain time.

In this wind speed meter the speed of the wind is measured in the number of turns in one minute.

Another word for a 'wind speed meter' is an anemometer.

Part of this text is suggested as one of the running record texts in this un

**Method****Ask**

'What is a wind speed meter?
What does it do?'

Allow the pupils to say what they think.

Write down their answers on the blackboard and talk about them.

Go through the new words and phrases. Make sure they know how to say them correctly. Do they all understand them?

Read the text on page 55 of the pupil's book.

Teacher Led Activities

Start the discussion by asking some questions. Here are some that you could use.

- How do you think the wind speed meter works?
- What do you think will happen to the instrument if it rains?
- Why are cups used to make the meter?
- Is it important where you put the meter when it is made?
- Why do you think that?

Syllabus Link
S2, S14



Can all pupils read, identify sufficient details and understand the writer's purpose? (S14)

◆ Comprehension

Background Information

Ask questions and discuss points in the comprehension activities that encourage pupils to think for themselves.

Method

Ask the children to read through the instructions about making the wind speed meter and explain any issues that they may have with the text. Look at the table of results. Talk about what the results show.

Read the table with the pupils to learn about the wind in Class Four's area. The pupils are asked to write a paragraph explaining the wind patterns in Class Four's area during the week.

Syllabus Link
A2, S14



Can all pupils read and identify sufficient details to achieve their purpose? (S15)

◆ Language Study

Background Information

Homonyms are words with the same spelling or pronunciation as another, but with different meanings. For example ; 1. here / hear 2. right / write 3. where / wear

Method

Write a list of some homonyms on the blackboard and talk about them

How do you say the words?

What do they mean?

See if the pupils can think of some too.

Teacher led Activities

Here is a poem that uses the homonyms **weather** and **whether**.

Weather

Whether the weather be fine
Or whether the weather be not.
Whether the weather be cold
Or whether the weather be hot.
We'll weather the weather
Whatever the weather
Whether we like it or not.

You could write this poem up on the blackboard.

Read it aloud with the pupils. Talk about what it means.

Here is another rhyme that the pupils will know.

Read it to the pupils. Can they find the homonyms?

A sailor went to sea,
To see what he could see,
And all that he could see,
Was the bottom of the deep blue sea,

Read the instructions for the activity in the Pupil's Book.

Ask the pupils to write out the sentences and put in the right words from the box. Remember to mark their work. Check that it is correct. Talk through any corrections with the pupils.

Syllabus Link
K1,S10



Can all the pupils select and use appropriate vocabulary in their sentences? (S25)

◆ Spelling

must	mine
like	dust
to	lost
look	rich
make	teach

Background Information

By assessing pupils through spelling you can find out how well they can remember spelling rules. Learning the spelling words also uses and develops their memory.

Method

Ask the pupils to work in pairs. The first pupil says the word and the second pupil spells it. They could write the word or they could say the letters.

Give the pupils a spelling assessment (test).

When you say a word you can also explain what it means so that the class knows which word to write. This will build up the number of words they know.

They need only write the word not the meaning in the test.

Keep a record of how many words the pupils are getting correct each week.

◆ Oral ◆ Writing

Background Information

Pupils should be able to draw a diagram. They could label their diagram. This is a good way of making written instructions clearer.

Method

Look back at the diagram of the wind speed meter. Read through the instructions again.

Ask the class to think of something they have made, like a paddle, a mat, a dancing stick, or a game. Ask them to talk about what materials they used. Ask them to tell everyone how they made their item.

Tell the pupils to look at the diagram of the wind speed meter again. Tell them to draw a diagram and write instructions about making the item they have been discussing.

When they have written their draft tell them to work with a partner. Let the partner read their draft. Can their partner follow the instructions? When they have made corrections tell the children to draw a diagram and write out a good copy. The pupils could do this on a piece of paper. These would make a good wall display.

Syllabus link

S13, S18



Can all pupils write brief and concise instructions to explain a process? (S26)

◆ Reading and Discussion - A Fishing Hobby

Background Information

This is a narrative. It is based on the theme Farmers and Fishermen. The story was written to encourage reading by entertaining the reader. Imaginative writing helps pupils to develop their own creativity and imagination. Remember that a narrative begins with an orientation that gives details of who, when and where. It has a middle section which usually includes a sequence of events. There are characters in a narrative and the plot often includes a complication. This is usually sorted out by the end of the story or the conclusion.

Method

Talk about the title of the story and the new words and phrases.

Next encourage the pupils to read the story to themselves aloud, from the reader..

Lead a class discussion building on the pupils' own experiences.

Teacher Led Activities

Put the pupils into small groups and let them read the story through quietly to themselves. Then tell the pupils to take turns to read paragraphs aloud in their groups.

After they have read the text through encourage them to talk about it with each other.

Are there words they still do not understand?

Can they help each other to explain these words?

Can they use a dictionary to find the meaning of some of the words they do not understand?

There are some questions for the pupils to talk about in the Pupil's Book. Bring the class together and lead a discussion.

- What are the hobbies of the pupils in the class?
- What do the pupils do in their free time?
- Some people collect things as a hobby. Do the pupils know something that someone collects?
- Ask the pupils to think of the hobbies of their family members.

You could read the text aloud to the class before you start the comprehension activities.

Syllabus Link
A3, K1, S2, S11



Can all the pupils read silently, identify main points and supporting details and understand the writer's purpose? (S14)

◆ Language Study

Background Information

Making a noun from a verb

A verb is a 'doing' word. Remind the pupils that a noun is a naming word. From the verb **fish** we can make a noun **fisherman**.

Method

Go through the examples in the Pupil's Book on page 58. Ask the pupils to complete the activity. Tell them to take care with the spelling of the words. You will need to check all of their answers.

Syllabus Link
A6, K1, K9



Can all the pupils select vocabulary appropriate for the type of writing, its purpose and audience? (S25)

◆ Comprehension

Background Information

Comprehension activities will help pupils to understand what they read, as well as taking them beyond simply understanding the facts listed in the text. Questioning and discussing key points in the story will encourage the pupils to think for themselves. This is an important job for the teacher.

Method

Go through the main sequence of events in the story with the pupils.

Talk about the order in which the events took place. You could build up a list together on the blackboard.

Ask the pupils to retell a part of the story. Change something in the story and ask the pupils to decide what would happen next.

Teacher Led Activities

Start by asking the pupils to remember what happened in the story. Build up a list of events on the blackboard.

1. Bin came in late from fishing and everyone was asleep.
2. Bin woke his wife and asked for his dinner.
3. In the morning Bin's children found out he still hadn't caught any fish.
4. Bin's wife asked him to help her in the garden.
5. Bin did not help his wife.
6. Bin went out fishing instead.
7. Bin told his friend he that liked fishing even though he never caught anything.

Changing the Story

Now change the story by altering one or more of the events.

2. Bin wakes his wife and shows her all the fish he has caught.

or

5. Bin helps his wife in the garden the next day.

or

7. Bin tells his friend he is going to learn how to fish well so that he can bring home fish for his family.

Ask the pupils to come up with ideas of how the story would carry on after these changes to the storyline. Write the ending of the new story together. Write it up on the blackboard. Encourage the pupils to come up with ideas. Record and build on the pupils' ideas.

Questions

Read through the questions in the Pupil's Book with the class. Remind them to try to answer each of the questions with a complete sentence. You could use the first question as an example. Write up the answer on the blackboard. Tell the pupils to complete the exercise in their books.

Syllabus Link

A2, S19



Can all the pupils read and identify sufficient detail to achieve their purpose? (S15)

◆ Spelling

The spelling words for this week are listed below.

my	sky
new	line
off	try
only	net
their	fish

Ask the pupils to copy the words into their exercise books. You must check all their lists to make sure they have copied them correctly.

Ask them to work with a partner every day. They should use the **Look, Cover, Remember, Write, Check** strategy to help them to learn the words. Remind them you will be assessing how many words they can spell at the end of the week.

Find The Word

Make sure the pupils can all read the spelling words. Make sure they can all say them correctly. Talk about the meaning of the words. Encourage them to make up their own sentences using the words in the spelling list. Ask the pupils to copy and complete the practical activity in their exercise books. They are asked to match the clues to a word from the list.

◆ Oral ◆ Writing

Method

Acting Out the Scenes

Ask the pupils to look at the story again and to choose one character from the story who they would like to play. Ask the pupil why they want to be that character.

Put the class into small groups. Tell the groups they are going to act out two scenes from 'A Fishing Hobby'. One scene will be set at Bin's house and the other scene will be set out at sea when Bin is in his canoe.

Tell them to talk about what the characters will say. Let the groups practise their scenes. Ask each group to show their scene to the rest of the class. Let the groups talk about each other's plays.

This is one of the activities suggested for your oral assessment in this unit.

Something Strange

Tell the pupils they are going to write a story. They could use their imagination to make up a story or they could use ideas from something that really happened. They could build on something that actually happened to make their story more interesting.

There are some questions to help them to come up with ideas in the Pupil's Book. You could go through these questions with the class. Write down some of their ideas on the blackboard.

Tell the pupils to draft their story first using a narrative frame work:

setting
complication
resolution.

They could work with a partner to improve their draft before they write out a good copy. They could also draw a picture to go with their story. The pupils will need some extra time to complete this work well.

You could ask the pupils to write out their final copy on a piece of paper.

You could then put all the stories together and give your class book a name. You could call it **Something Strange in Standard 4**. This would be a good book to put in the Reading Corner.

Syllabus link
A5, S13, S24



Can all the pupils use intonation, rhythm, stress and tone to convey meaning? (S12)

◆ Reading and Discussion - A Dream

Background Information

This text is a recount. It is retelling something that has already happened. It has a setting and then follows this with a sequence of events. It is told in the past tense. Keep this in mind when you are explaining the type of text to pupils and when you are helping them to write a recount later in the day.

Method

Look at the new words and phrases with the pupils. Ask the pupils to read the text aloud in small groups.

Talk about the text with the pupils and relate it to the pupils' own experiences.

Read the text aloud to the pupils before going on to the comprehension activities.

Teacher Led Activities

Before asking the pupils to read the text, look at the new words and phrases with them.

Can all the pupils read the words?

Can they say the words correctly?

Can the pupils use some of the words in sentences of their own?

This activity will let you know if they understand what the words mean. You could tell the pupils to use a dictionary to find the meaning of any words they do not understand.

Put the pupils into small groups. Tell them to take turns to read the text aloud. Go around to the groups as the pupils are reading. Listen to some of the pupils read. Record the names of those pupils who you have heard read. Remember that you should hear each pupil read aloud at least once a week. You might record comments about different pupils' reading too.

Bring the whole class together and discuss the main points in the text.

You could start your discussion with some questions.

1. What do you think the **F** stood for?
2. Do you think the teacher was right to give Monty an **F**?
3. If you were Monty, how do you think you would feel?
4. If you were Monty what do you think you would have done?

Talk about what a **dream** means. There are two definitions for this word. A dream can be something that we imagine and think about when we are asleep, or a dream can be something that we wish for and want very much. In the text the word dream is used in the second way. Monty's dream was something he wanted to happen very much.

Build on the pupils' knowledge. They will discuss both types of dream further in the Oral and Writing activities.

Syllabus Link
A3, S2



Can all the pupils develop a wider range of skills to identify, read and understand more complex new words? (S17)

◆ Comprehension

Teacher Led Activities

Cloze Procedure

Write this paragraph from today's text on the blackboard. You could have done this before the lesson and have had it covered up. Do not let the pupils refer back to the text.

Work with the whole class to fill in the missing words. Remember that the pupils could suggest a word that is not in the text but is still correct. This is not a memory exercise. It is a comprehension exercise, so as long as the word inserted sounds right and makes sense the answer is correct.

The boy went home and thought _____ a long time about what the _____ had said. Finally, after a week, _____ gave the same composition back to _____ teacher. He didn't make any changes _____ all, well, just one. At the _____ of the first page he wrote, _____ will keep the F and I _____ keep my dream.

Questions

There are some questions in the Pupil's Book. You could read through the questions and ask the pupils to answer them orally. You could ask them to write the answers to some of the questions in their exercise books.

Syllabus Link
A4, S25



Can all the pupils read a wider range of known text with understanding confidence and expressions? (S19)

◆ Language Study

Background Information

Past and Present

Revise the rules for changing verbs from the past tense to the present tense. Go through the text with the pupils and find the verbs that are listed in the Pupil's Book. Some of the verbs are irregular. To make the activity easier for the pupils the word 'he/she' has been added to the verb.

Write up some examples on the blackboard. There are some examples below for you to use.

Talk about the table in the Pupil's Book on page 61 with the class.

Explain to them what they have to do. Let them complete the exercise in their books.

Yesterday I wrote a story.

I am writing a story.

I write a story every week.

Yesterday we went to town.

We go to town every Saturday.

We are going to town today.

Yesterday you worked in the garden.

You work in the garden every day.

you are working in the garden today.

Syllabus Link
K4, S23



Can all the pupils write past and present tense sentences correctly? (K9)

◆ Handwriting

Background Information

Poetry writing is a skill that should be encouraged. Poets are creative writers. They write to express their thoughts in the form of poems. Singers who write their own songs are poets too. A song is like a poem set to music. Reading poems can encourage the pupils to be creative in their writing.

Ask the pupils to read the poem. You could ask a pupil to read it aloud to the class. Discuss the pupils' understanding of the poem.

The poem is written out in cursive style. If some of the joins are difficult for the children, you could write them up on the blackboard. Model the correct way to write the join. The pupils could copy these joins into their exercise books, writing them several times.

Tell the pupils to copy out the poem. Tell them to look carefully at every join. Let them assess how well they have done when they have finished. While they are writing go around the class and check that the pupils are sitting correctly. Check that they are holding their pencils correctly. Look at their writing. You will be able to help them while they are working.

◆ Oral ◆ Writing

Background Information

Something Strange

Before the pupils start any new writing remember to give them time to finish off the writing started yesterday. Remember to check their work too. By talking about what they have written, the pupils will improve their writing.

Teacher Led Activities

Put the pupils into small groups. Tell them to talk about dreams that they have had at night. There are some questions in the Pupil's Book that could help them to talk about their dreams. Ask one pupil from each group to report back to the rest of the class. They can tell the rest of the class about the dreams that their group talked about.

This discussion is one of the suggested activities for your oral assessment in this unit.

My Dream

Tell the pupils to use the same title as Monty did to write about what they would like to do when they grow up. You could write up this question on the blackboard.

What would you like to do when you leave school?

Build up a list of ideas on the blackboard. Tell the pupils they must also think of reasons why they want to do whatever they have chosen.

Tell them to draft their ideas first. There is a sentence starter in the Pupil's Book that they could use. Tell them to work with a partner to improve their draft. When they have checked it through and redrafted as necessary, they should write a final copy. You could ask some of the pupils to read aloud what they have written to the rest of the class.

Syllabus link

A3, K1, K9, S1



Can all the pupils select appropriate vocabulary for their writing? (S25)

◆ Assessment Activity - Oral Observation

Background Information

During this unit, over the next two weeks, you will make an assessment of each pupil's oral, or speaking and listening skills. You will do this by carefully observing each pupil as they take part in oral and discussion activities in their English lessons.

This is the second oral observation you have conducted this year. Compare the results of this assessment with the notes you made during Unit 3. Assess whether each pupil has improved and look for persistent difficulties they may be having with speaking and listening.

Method

Pages 29 - 30 of the Teacher's Guide explain how to conduct your oral assessment. **Read these instructions again carefully before planning your assessment.**

Before observing each pupil, reread the notes you made at their last oral assessment as a reminder of how they were performing then. This will help you to see progress and persistent difficulties. The box on the right suggests some of the activities from this unit that you might use for your observations.

Suggested Activities for Oral Assessments

7.1 Acting out the scene from 'A Fishing Hobby'

7.2 Group discussion about 'Dreams'

7.5 Group discussion 'Our Problem'

7.6 Group discussion 'Weather Stories'

◆ Reading and Discussion - Gardens

Method

Introduce the pupils to the reading with an introductory discussion.

Let the pupils read the text aloud. Look at the new words and phrases with the pupils.

Ask questions to start a discussion with the pupils about the text.

Teacher Led Activities

Talk about the title of the passage. Encourage the pupils to think about and discuss with you what the content of the text is likely to be. You could use questions like these to start the discussion.

1. Where do people in your village make their gardens?
2. How do people make new gardens in your village?
3. What is the hardest job you have done in the garden?
4. What jobs are there to do in a garden?
5. Tell us what your parents have planted in your garden this year?

Ask the pupils to take turns to read the text aloud in a small group. Go around to the groups and listen to the pupils read.

Talk about the new words and phrases with the whole class. Do they know what these words mean? Can they say them correctly? You could tell the pupils to use a dictionary to find the meaning of any words they do not understand after reading the text. They should be able to work out what most of the words mean from reading the text. You could read the text aloud to the class before starting the comprehension activities.

Syllabus Link
A3, S1, S9



Can the pupils read and identify the main points in the passage? (S14)

◆ Comprehension

Background Information

One way to find out if the pupils really understand the reading is to ask them to answer questions about the text and tell them to answer in their own words. They should not copy out paragraphs or sentences from the text.

Teacher Led Activities

After reading the text again tell the pupils to close their books. Ask them to tell you some of the facts they have learnt from the text. These are the main points. There is an example to start them off in the Pupil's Book.

- Growing things by moving gardens is called 'shifting cultivation'.

Other main facts could include:

- Some common crops are sweet potato, cassava and yam;
- Most people in Solomon Islands have gardens;
- Gardens are made by clearing and burning;
- Pawpaw is grown from seed;
- Most plants are grown from cuttings or suckers;
- Gardens are weeded;
- Gardens are watered;
- Crops are harvested.

There are other facts your pupils will think of too. They will remember many of these facts because the text builds on things that the pupils already know. This makes it easier for them to remember new information.

There are some questions about the text in the Pupil's Book on page 63. You could ask the pupils to answer these orally. You could choose some of the questions for the pupils to answer in their exercise books.

Syllabus Link
A4, S15



Can all the pupils explain an idea in greater detail? (S13)

◆ Language Study

Method

Revise the present tense by going through some examples on the blackboard.

The pupils will complete the exercise in the Pupil's Book on page 64.

Teacher Led Activities

Look at the example in the Pupil's Book with the class. Remind them that the present tense means that this is happening now. The pupils looked at past and present tenses yesterday so this is a revision lesson. You could write up some more examples on the blackboard. There are some examples below that you could use.

- The girl _____ the seeds some water. (give)
- The men _____ in the garden. (work)
- Grandfather _____ about where to plant his bananas. (think)
- He _____ a fire to burn all the leaves. (make)

Ask the pupils to complete the exercise from the Pupil's Book.

When you mark the pupils work you will know if they know how to write verbs in the present tense. You could record which pupils still need to have more practice in doing this.

Syllabus Link
A3, S10



Can the pupils use the correct tense in their writing? (K9)

◆ Oral ◆ Writing

Background Information

Being involved in imaginative and free writing activities will enable the pupils to become confident and improve their writing skills. Writing will help them to understand the structure and the different types of texts that they are reading and also develop their own writing style.

Teacher Led Activities

In this activity the pupils will be asked to do a series of activities.

1. My Dream

Allow the pupils some time to finish the writing work begun yesterday before they start this new activity.

3. Garden Picture Strip

Tell the pupils they are going to make a picture strip of the different steps in making a garden. There are examples to help them start in the Pupil's Book.

Tell them to write a sentence under each picture. You could let the pupils continue to work in pairs. They could work together on one picture strip dividing up the work.

These picture strips would make a good display in your classroom.

2. My Garden

Ask the pupils to work with a partner. Tell them to plan a garden together. The following questions could help the pupils to focus on important points.

1. What types of food crops are common in Solomon Islands?
2. Do people have separate gardens for each crop?
3. Which crops grow well together?
4. Choose one crop and talk about how it is grown in your village.
5. Talk about the steps in preparing a new site for a garden.

After the pupils have had some time to discuss these questions you could bring the whole class together and lead a discussion with all the pupils.

Syllabus link
A3, S13



Can the pupils write concise messages using pictures? (S26)

◆ Spelling

Tell the pupils to use a word from their spelling list to complete the sentences. Tell them to write the sentences into their exercise books.

Ask them to work with a partner.

Remind them to use **Look, Cover, Remember, Write, Check** to go through the spelling words. They can test each other. They could take it in turns to try to spell out words orally.

Ask the pupils to close their eyes and try to see the word in their head. Then tell them to spell out the word. Some pupils can learn to spell words in this way. Other pupils could find this difficult. They might find writing the word easier. Different pupils can learn things in different ways. Let the pupils try each way and then use the method that suits them best.

◆ Reading and Discussion - Food from the Land

Method

Talk with the pupils about the different ways of growing crops and keeping animals where you live.

Talk about some of the difficulties of village farming. Talk about how people long ago started to farm.

Let the pupils read the text aloud. Talk about the new words and phrases after the pupils have read the text.

Reading the text will help them to understand the meaning of the words.

Teacher Led Activities

Lead a class discussion.

1. Why do people have to farm food crops?
2. Do you think life was easier in the past compared to the present? Why?
3. Tell us some interesting things about how the people in your village raise their animals such as pigs, cattle or chickens?
4. What crop would you like to farm?

Put the pupils into small groups. Tell them to take turns in reading parts of the text aloud. Go around to the groups and listen to the pupils read. You could read the text out to the whole class after they have read it through first. Tell the pupils to follow in their books while you read.

Ask the pupils some questions using words such as who, when, what, why and where. After reading the passage, let the pupils tell you what the text is about in their own words.

Go through the new words and phrases as well as any other words that the pupils have found difficult in the text. Check that the pupils can say these words correctly. Check that they know what the words mean.

Syllabus Link
A1, S1,S17



Can all the pupils read, understand and identify the main points in the passage? (S14)

◆ Comprehension

Method

Discuss the way things have changed in the local community.

Encourage pupils to think about living in a family that has to look for food all the time.

What would they need to carry with them?

Have the pupils do the exercise in the Pupil's Book on page 66.

Teacher Led Activities

Encourage the pupils to talk about some of the things they have seen changing in their communities. Try to encourage pupils to speak out in front of the whole class.

A Home on the Move

Tell the pupils to think about being a hunter/gatherer. Tell them that their family would not have a house to live in. They would have to carry everything that they needed. Work with the pupils and build up a list on the blackboard of what would be necessary to carry. Tell the pupils to think about catching animals, collecting plants as well as cooking. Tell them to think about making fires for cooking and keeping warm and about shelter.

Questions

There are some questions about the text in the Pupil's Book page 64. Ask the pupils to answer these questions in full sentences. You could do this orally if you prefer.

Syllabus Link
A4, K1



Can the pupils use a range of sentence types including long and short sentences to answer the questions? (S23)

◆ Language Study

Background Information

Categorising words helps pupils to think about the function of different words, and also improves vocabulary.

The activity in the Pupil's Book asks the pupils to think about words and decide if they describe something that is from plant, animal or man-made materials.

Method

Before the pupils do the activities in the pupils book, talk about word families or word groups.

Next talk about the activities in the Pupil's Book.

Teacher Led Activities

Write some word families on the blackboard.

For example:

Sea plants and animals	Land animals
coral	dog
sea weed	cow
stingray	lizard
.....
.....
.....

Encourage the pupils to think of the other words that could be added in the group.

Explain these are things that can be found in the sea and land. They belongs to the same group or family.

Ask the pupils to think of their own word families and write them down.

Check what the pupils write and ask them to report to the whole class.

Explain the activities in the Pupil's Book and ask the pupils to complete them.

Syllabus Link
K9



Can all the pupils select vocabulary appropriate for the type of writing and its purpose? (S25)

◆ Handwriting

Tell the pupils to look at the rhyme. It is written in cursive style handwriting. Start the handwriting session by looking at the **rk** join. This is often a difficult one for pupils to master. Demonstrate this join on the blackboard. Show the pupils where the pencil starts and finishes when joining these letters together. Let the pupils try this join a few times in their exercise books. Go around to the pupils' desks and check that they are doing the join correctly.

In the rhyme this join appears many times in the word 'market'.

Tell the pupils to write out the rhyme. Tell them to try to make their writing as neat as the writing in the Pupil's Book.

◆ Oral ◆ Writing

Background Information

Children should know about their local history. They should be encouraged to learn how their own people lived long ago. They should learn about their own culture. In this activity the pupils are asked to put themselves in the place of people long ago. They are asked to think about collecting and hunting for food, what they would find and how they would do it.

Teacher Led Activities

Put the pupils into small groups. Tell them to talk about different types of food that can be collected from the bush. Tell them to pretend they are lost in the bush with their group. How would they survive? Tell them to make a plan of what to do.

Use the questions listed below to guide the discussion. There are more ideas in the Pupil's Book.

1. What plants could you look for?
2. What animals could be caught?
3. How would you catch them?
4. How would you cook them or would you eat them raw?
5. How would you make a fire?

Tell the groups to report back to the whole class. Let each group tell the rest of the class about their plan.

Write Out Your Plan

Tell the pupils to use ideas they have talked about as well as ideas from other groups to write out a plan. Tell them to draft their work first and then work at improving it before writing out a final copy.

Syllabus link
K9, S1, A5



Can the pupils use redrafting to improve their writing? (S24)

◆ Reading and Discussion - The Farmer and the Dog

Background Information

The reading today compares two stories. The two stories are similar but there are some differences. The two stories have an important message to tell the reader. The message is that in some cases, solving a problem can create a bigger problem. These texts could be called fables. We sometimes say that there is a moral to the story when it is a fable. In this case the moral is about revenge and how it can backfire.

Method

Go through the new words and phrases.
Check that the pupils can read say and understand them.

If you have dictionaries tell the pupils to look up some of the words.

Let the pupils read the two stories aloud.

Lead a discussion about the stories. Talk about looking after animals with the class.

Tell them to follow as you read. Stop to explain the ideas in each paragraph.

Ask questions to help the pupils understand what they have read.

Discuss cruelty to animals.

Teacher Led Activities

Use these questions to start your discussion.

1. What is a wood?
2. Why did the farmer in Story B find it hard to catch the dog?
3. In Story A, did the farmer kill the dog?
4. What happened to the farmer's cornfield in Story A?
5. What happened to the farmer's cornfield in Story B?
6. In which story did the dog run away with a burnt tail?
7. In either of the stories, do you think the farmer was happy that he had caught the dog?

You could make up more questions to help the pupils to understand the text and in particular to understand the moral behind the stories.

Syllabus Link
A2, K9, S1



Can all the pupils read, enjoy and understand the stories? (S16)

◆ Comprehension

Background Information

Comprehension exercises help pupils to fully understand a text.

Method

Read the text again. Talk about similarities and differences in the stories.

Build up a list with the whole class on the blackboard. This will get the pupils ready to complete the exercise in the Pupil's Book on page 70.

They should then be able to do this activity on their own.

Teacher Led Activities

The Same and Different

Make two columns on the blackboard. Put **Same** at the top of one column and **Different** at the top of the other. Tell the pupils to look back at the two stories. Let them tell you things to put in both columns. Build up the information together. You could start the pupils off with some examples such as those listed below.

The Same	Different
Farmer has a farm.	One farm is big and the other farm is small.
Farmer keeps hens.	
Dog steals hens.	One farm is near a wood and the other near a stream.
Farmer catches dog.	

Which Story?

Look at the exercise in the Pupil's Book with the class.
Ask them to complete them in their exercise books.

Syllabus Link
K9, S1, A1



Can all the pupils read and identify supporting information required for the activity? (S14)

◆ Language Study

Background Information

Questioning skills are very important. Pupils need to be able to understand how to phrase a question using words such as what, why, when, how and where. The exercise in the Pupil's Book will give pupils practice in changing a statement into a question. Remember there can often be more than one question to go with each answer.

Teacher Led Activities

Writing Questions

Talk with the pupils about the common words used when asking questions. What? Why? When? How? Where? Who? Which?

Write a sentence on the blackboard. Here is one you could use.

- I am going fishing in the creek.
Ask the pupils to make up questions using the sentence as the answer.
- Where are you going?
- Who is going fishing?

Look at the example in the Pupil's Book. Read through it with the pupils.

Tell the pupils to complete the exercise. Tell them to write one question that could be answered by each of the sentences.

Syllabus Link
K9, S5, A3



Can all the pupils ask a wider range of questions? (S11)

◆ Spelling

Revise the spelling words for this week before testing the pupils. The exercise in the Pupil's Book has all the words with their letters mixed up.

Tell the pupils to work out what each word is. Tell them they must write them down in the correct order. Check their answers.

Assess the pupils.

Remember to mark their words carefully.

Record how many words each pupil has spelt correctly.

Are you matching the words you give the pupils with their ability?

If some pupils are finding the list of words very easy then add a couple of harder words to next week's list. Remember to make a note of the words you have given them so you can check if they can spell them at the end of the week.

What about the pupils who are not spelling the words correctly.

Are the words too difficult for them or are they just not sure how to learn the words?

You may need to give them some simpler words, or give them the same words for two weeks.

Remember all your pupils are different.

It's hard to find 10 words every week that are just right for everyone.

◆ Oral ◆ Writing

Background Information

The group discussion about 'Our Problem' is suggested as an activity to use for your oral observation assessment.

Teacher Led Activities

There are two activities below which you could ask the pupils to do.

1. Our Problem

Put the pupils into small groups. Ask them to discuss different kinds of problems at home and at school. After discussing the problem tell them to think of how to solve it. Remind them that they must remember today's stories when they think of what to do.

Let each group report back to the rest of the class in turn. Encourage all the pupils to take part in the discussions.

2. My Problem

Introduce today's writing activity by building up a list of problems on the blackboard that pupils might have. There are some examples in the Pupil's Book. Tell them to write a paragraph about their problem and ideas of how they could try to solve it. Tell them to draft their work first. By now they should be used to redrafting and improving their writing by talking to you or a classmate. Let them write out a final copy into their exercise books.

Syllabus link
A3, S25



Can the pupils explain their ideas in greater detail? (S13)

◆ Reading and Discussion - Moon, Tides and Weather

Method

Introduce the reading to the pupils by talking with them first about the moon and how it seems to change.

Ask the pupils to talk about any custom beliefs they have about the moon.

Ask the pupils to read the text aloud in small groups before you read it to the whole class.

As you read stop and make sure that the pupils understand what you are reading.

Ask the pupils some questions to check their understanding.

Teacher Led Activities

Talk about custom beliefs and the moon.

Ask the pupils why they think the moon changes.

What do the pupils know about tides?

Ask them some questions to start your discussion.

- What shape is the moon?
- Does the moon always look the same?
- Why do you think it changes?
- Have you heard any stories about why the moon changes?
- What do people on your island believe to be the cause of the high and low tides?
- Do you know when it is a good time to go fishing? Why?

You will be able to think of more questions.

Go through the new words and phrases.

Check that all the pupils can read the words, say them correctly, and that they know what all of the words mean.

Put the pupils into small groups. Let them read through the text themselves first. Then tell them to take turns in reading paragraphs aloud.

Go around to the groups and hear some of the pupils read.

Read the text aloud and let the pupils follow in their books as you read. Stop from time to time and talk about what you have read.

Ask the pupils some questions or tell them to put into their own words what they have heard.

Syllabus Link

A1, S5



Can all the pupils read and understand more complex words? (S17)

◆ Comprehension

Background Information

Try to set comprehension activities that will encourage pupils to think for themselves more than simply reading through the text in order to find information.

Teacher Led Activity

Revise the sequence of the phases of the moon with the pupils. The information and diagrams in the Pupil's Book text will help you explain the idea.

Tell the pupils that the moon does not have a light of its own. What we see is the sun shining on to the moon. How the sun, the earth and the moon line up affects how the moon looks to us on earth. Let the pupils sketch out the sequence from today's text using the diagram from the calendar.

Let them answer the questions about the link between the phases of the moon and the tide. Draw on the pupils' own knowledge.

The drawing activity in the Pupil's Book will go over the information in the first part of today's text. Some pupils will need extra help here. Go around the class and help them as they are drawing their sketches.

Syllabus Link
A3, S5



Can all the pupils read and identify sufficient details to achieve their purpose? (S15)

◆ Language Study

Teacher Led Activities

Talk with the pupils about the words; what, when, which, where, how and who.

Can the pupils make a sentence using each word? Write up some of the pupils' sentences on the blackboard.

Tell the pupils that these words are used at the beginning of a statement primarily to make questions.

- What time is it?
- When are you coming home?
- Which fish is the biggest?
- Where is Mary?
- Who has got a football?

The same words can also be used as linking words.

- I know what to do next.
- I will go when I am ready.
- The boy knew which cake he wanted.
- I am going on the boat to where my grandmother lives.
- I know who can come with me.
- Tahi told Sam how to catch fish.

There is an exercise using these words in the Pupil's Book page 74. Tell the pupils to copy the sentences and fill in the spaces with the correct word.

Syllabus Link
A1, K1, K6



Can all the pupils used words such as, can, will, do, who, where, etc to form questions? (K8)

◆ Spelling

These are the spelling words for this week.

no	gold
now	fold
old	moon
or	sun
them	stars

Read through the list of new words with the pupils. Say each word so that the pupils can repeat the word after you. Listen carefully to how the pupils pronounce the words. Encourage them to say the words correctly. Make up some of your own sentences using the words. This will help the pupils to understand the words. Ask them to copy the words into their exercise books. Check that all the pupils have copied the words correctly.

Tell the pupils to complete the activity in the Pupil's Book. They must write sentences using three of the words.

◆ Oral ◆ Writing

Background Information

Cultural beliefs and custom values are important. Cultural values and customs are still practised in our communities. Therefore it is important to pass on the information to the younger generation. This discussion can be used for your assessment activity.

Method

Discuss some of the custom beliefs that are still observed by people in villages.

Explain the importance of culture and custom. Ask the pupils to tell the class some of the custom beliefs to do with weather, fishing and gardening that they know are important in their community.

Teacher Led Activities

Weather Stories

Put the pupils into groups. Let them talk about custom beliefs to do with weather, fishing and gardening. There are some examples in the Pupil's Book.

Read through these with the whole class first. Tell each group to report back to the whole class. You could write up some of the beliefs on the blackboard as they talk about them.

Old Stories

Ask the pupils to choose some of the traditional custom beliefs they have been talking about and write a paragraph about them. Remind the pupils to draft their work first and then to work with a partner in redrafting and improving their work before they write out a final copy.

Some pupils may want to talk to some older people in the community to find out information before writing these passages.

Syllabus link

A6, S6



Can all the pupils explain an idea in greater detail? (S13)

◆ Assessment Activity - Oral Observation

By today you should have almost completed your observations of oral and discussion activities. Spend some time looking at your notes on each pupil. Using the checklist on page 31 write your observations in your record book or assessment file. Make a note of areas in which each pupil needs to improve.

Between now and the end of this unit you should sit down with each pupil and explain what you have observed about his or her oral skills.

Make sure each pupil is clear about his or her strengths and weaknesses and discuss ways in which they can improve their speaking and listening.

◆ Reading and Discussion - Farming and the Weather

Method

Begin the reading activity with a discussion about the title of the text.

Talk about the meaning of the new words and how to read and say them.

Read each phrase and discuss what each phrase means and how they are used in the text.

Ask the pupils to read the text aloud. Discuss the text with the class.

Teacher Led Activities

Look at the title of the reading for today with the pupils. Discuss the topic with the class.

1. What is weather?
2. How does the weather affect us?
3. How does the weather affect what you do in the garden?
4. When is the best time to work in the garden? Why?
5. What do you think the reading today is going to be about?

Talk about the new words and phrases. Tell the pupils to look up some of the words in a dictionary.

Can the pupils say all the new words correctly?

Can the pupils use each of the new words in a sentence of their own?

Put the pupils into a small group or into pairs. Let them take turns in reading the text aloud. Listen to some of the pupils read.

After the pupils have read the text through a few times you could read it aloud to them.

Stop after each paragraph and talk about what you have read. Can the pupils answer questions to recall what the text is about?

Syllabus Link
K9, S1, A1



Can all the pupils read and identify the main points? (S14)

◆ Comprehension

Teacher Led Activities

Build on the pupils' knowledge by asking them about what they grow in their gardens. Make a word bank on the blackboard of all the names of different fruits and vegetables that are grown.

Next to each fruit and vegetable you could write which month you would expect to harvest that item. You could also find out if the pupils know when the best time to plant each crop is.

There are questions in the Pupil's Book that you could ask the pupils to answer. You could do this orally. You could choose some of the questions for your pupils to answer in their exercise books. Some of the answers are not in the text. The pupils will have to think of the answers themselves.

Syllabus Link
A4, S1



Can all the pupils explain an idea in greater detail? (S13)

◆ Language Study

Background Information

Pupils often make mistakes when trying to answer a question that is asked using a question tag. Sometimes pupils are not sure how to answer the questions.

There are two examples below.

- He is very good, isn't he?
Answer: Yes, he is. (This means you are agreeing with the statement that he is very good.)
Answer: No, he isn't. (This means that you disagree with the statement because he isn't very good.)
- He isn't very good at history, is he?
Answer: No, he isn't. (You're agreeing with the statement that he isn't very good at history.)
Answer: Yes, he is. (You're disagreeing with the statement. You think he is good at history.)

Teacher Led Activities

Work through some more examples on the blackboard with the pupils.

There are some more questions to use listed below.

He is walking to school, isn't he?
 We haven't got any money, have we?
 You are going to help me, aren't you?
 They weren't coming home, were they?

Read through the examples in the Pupil's Book with the class. Let them try the exercise on page 77. Some pupils may need extra help.

Go around the class and help them when they are working. Using these question tags orally is a good way of getting the pupils used to using them.

Syllabus link
S11, A2, K4



Can all the pupils use question tags to form questions? (K7)

◆ Handwriting

Read the poem in the Pupil's Book. Talk about the poem with the class. It is a poem about a new moon.

Point out to the pupils that it is written out in joined-up handwriting. Tell the pupils to copy the poem into their exercise books. Tell them to focus especially on the spacing between their words as well as the size of their letters.

When they have finished tell the pupils to appraise each other's work. Let them decide what they need to improve to make their handwriting neater.

◆ Oral ◆ Writing

Teacher Led Activities

Weather Forecasts

Put the pupils into small groups. Tell them to talk about custom beliefs and weather forecasting. There are some ideas for them to think about in the Pupil's Book. Let each group report back to the whole class.

You could then talk with the whole class. Build on what the pupils have said. Explain to the class some of the things about your custom. Share your beliefs with the class, and value the pupils' contributions too.

Forecast the Weather

Ask the pupils to write a paragraph about what the weather is like today. Then tell them they are to forecast what will happen tomorrow. Build up a word bank of weather words with the whole class. These will help them with their writing. You and your pupils will be able to think of many weather words, however there are some examples in the list below.

hot	warm	cold	cool	grey	blue	sky	clouds
lightning	wind	gust	breeze	thunder	fluffy	white	black
storm	shower	sun	haze	mist	heat	blowing	cyclone
rain	drizzle	flood	bright	dark	damp	wet	heavy
light	wispy	waves	dry	dusty	fine	sunny	cloudy

Tell the pupils that they will read their forecasts tomorrow and see who has been a good forecaster.

Syllabus link
A6, S6, S24



Can all the pupils write for audience outside the classroom and outside the local community? (S27)

◆ Reading and Discussion - Different Ways of Farming

Background Information

It would be useful to look at a world map and show some of the countries in Asia that have monsoon winds and very heavy rainfall such as India, Pakistan and Bangladesh. If you do not have a map then you can draw a sketch of the Asian countries on the blackboard.

Method

Introduce the pupils to the reading by talking to them about winds and how they can blow rain clouds over land and bring heavy rainfall to some places.

Look at the new words and phrases with the class. Ask the pupils to read the text aloud.

Listen to some pupils read. Talk about the text with the pupils.

Teacher Led Activities

Study a world map with the pupils. They should be able to point out where Solomon Islands are. They should know the names of some other countries that are close by. Explain to them that the reading today is mainly about India. Point out where India is. Explain that this is a country where many millions of people live.

Look at the new words and phrases with the pupils. Make sure they can read all the words. Can they say them correctly? Can they put them in a sentence of their own? They will be able to do this if they know what the words mean.

You could choose some pupils to read a few sentences at a time aloud to the class. Read through the text a few times. Choose different pupils to read. Discuss with the class what the text is about. Find out what the pupils know and build on that. You could use questions like these to start your discussion.

- Tell us about your gardening areas, are they flat or steep?
- What happens when it rains?
- Do you have problems with rainwater in your garden?
- Have you seen gardens built on hillsides? What are they like?
- What crops grow well in steep places?

Syllabus Link
K3, S2, S7



Can all the pupils read and identify the main points and supporting details and understand the writer's purpose? (S14)

◆ Comprehension

Background Information

A variety of comprehension activities will help to stimulate the pupils' interest in reading. For example, multiple-choice questions are a good way to get the pupils to read and make choices.

Teacher Led Activities

Tell the pupils to look at the exercise in the Pupil's Book on page 79. Explain to them that the questions are multiple choice. This means that after each question there are four answers. Tell the pupils they have to choose which answer is correct. If they are not sure tell them to look back at today's text or think about the class discussion.

Encourage the pupils to choose their own answers. You could read through the questions and all the answers as a class since some pupils could have difficulty reading all the words. Tell them to think about the answers as you ask pupils to read aloud from the Pupil's Book.

Let the pupils write out their answers in their exercise books.

Syllabus Link
A3, S1, S23



Can the pupils read and identify sufficient detail to achieve their purpose? (S15)

◆ Language Study

Background Information

Speech Marks - The first letter of the first word of the words that are actually spoken is always a capital letter.

The punctuation is placed inside the speech marks. The speech marks are placed around all the words that are actually said.

For example:

Anna said, "Lets go to the beach."
Mary thought, "What a beautiful day!"

When direct speech is interrupted by something like she said, begin the second part of the direct speech with a lower case letter when the speech continues the same sentence or statement.

For example:

"Turn on the radio," she said, "and listen to the weather report."
"Go to the store," said grandma, "and buy me some rice."

When the second part of the speech is a new sentence, a full stop is placed before the speech marks and a capital letter directly after the speech marks.

For example:

"Hello! How are you?" said Marie. "It has been so hot at my house."

Teacher Led Activities

Explain the rules to the pupils.

Write up some examples on the blackboard. Read through the example in the Pupil's Book.

Tell the pupils to write out the sentences and put in the speech marks. Tell them to take care with all the other punctuation marks too. While the pupils are doing this exercise go around the class to help those who need extra help.

You should also mark the pupils' work as they complete each sentence. This is a good way to check that all the pupils understand the activity.

Syllabus Link
S5



Can all the pupils use punctuation marks correctly? (S22)

◆ Spelling

Method

Read through the list of words in the Pupil's Book on page 80. Explain to the class that a spelling word from this week's list is hidden in each of the words. Can the pupils work out which word it is? Tell them to write the words in their exercise books and underline the hidden spelling words. Check their answers.

Alphabetical Order

Tell the pupils to work with a partner. The spelling words have been put into two lists. The pupils must place each list in alphabetical order.

◆ Oral ◆ Writing

Method**Forecast the Weather**

Talk with the class about what the weather is like today. Tell the pupils to turn to the weather forecast that they wrote yesterday. Tell them to read it through carefully. Ask them to write a few sentences at the end of their forecast. Tell them to write whether their forecast was close to the day's weather or not.

Cyclone Warning

Tell the pupils to work with a partner. They are going to make a notice. This is a very important notice because it is to tell everyone that a cyclone is heading towards their island. The notice needs to advise people what to do.

There are clear instructions to help the pupils in the Pupil's Book. Read through these with the whole class. Talk about what they are going to do. Discuss the important information that must be included. Tell them they must work towards finishing this activity in today's lesson.

[Syllabus Link](#)

A2, S25, S26



Can all the pupils write for audiences outside the classroom and outside the local community? (S27)

◆ Reading and Discussion - Kaitii's Garden

Method

Start the lesson by talking with the pupils about why some farmers succeed and some fail.

Talk about why some people grow better crops in their gardens than others.

Introduce the new words and phrases. Let the pupils read the story aloud.

Talk with the class about the story. Read the story aloud to the class.

Teacher Led Activities

Opening Discussion

Introduce the text by finding out first what the pupils already know.

- Are some people better at gardening than others?
- Do more fruit and vegetables grow in some gardens than others?
- Can you think of some reasons why some gardens might grow better crops than other gardens?

Write the pupils' ideas up on the blackboard.

There are some examples of answers below.

- better soil
- choose a good place for a garden
- some people work harder in the garden
- no weeds in the garden
- look after the plants by watering them
- make sure there are no slugs and snails in the garden

New Words and Phrases

Talk about the meaning of the new words and phrases. Help the pupils to say the new words correctly. You could tell them to find the correct meaning of the words by using a dictionary. Ask them to use some of the new words in sentences of their own.

Kaitii's Garden

Put the pupils into small groups. They should be used to reading aloud in small groups. Tell them to take turns to read a paragraph aloud to each other and to help each other if someone has difficulty with a word. Go around to the groups and listen to some pupils read. Make sure you record those that you have heard read. You could ask the groups some questions about the story. Do they understand the story? Can they tell you in their own words what the story is about?

Talk about the story with the whole class. Talk about any difficult words that the pupils have found when they were reading. Read the story aloud to the class. Tell the pupils to follow the words as you read.

Syllabus Link
A2, K1, S1



Can the pupils develop a wider range of skills to identify and understand new words? (S17)

◆ Comprehension

Teacher Led Activities

What Happened Next?

Build up a sequence of what happened in the story on the blackboard. Start the list and ask the pupils to say what happened next. They could do this from memory or you could ask them to look back at the story.

1. Kaitii had a poor garden.
2. He went to look at Sio's garden.
3. Kaitii went back to his garden and cleared away the trees like Sio had done.
4. Kaitii weeded and watered every day like Sio had done.
5. In three months Kaitii grew lots of fruit and vegetables.
6. Kaitii sold his extra fruit and vegetables at the market.
7. With the money he made, Kaitii bought an outboard motor a year later.

Garden Sketches

Tell the pupils to draw a diagram to demonstrate their knowledge about gardens. Remind them that the garden would be in a sunny place. It could have bushes at the side to shield it from wind. The plants in the garden would be well planted out and they would be growing well. There would be no weeds around the plants. The pupils should label the important features in the diagrams. When they have finished you could show some of their sketches to the whole class. You could ask some pupils to talk about their sketches and what they have drawn. This activity could be continued during your oral activity time today.

Questions

There are some questions about the text in the Pupil's Book. You could go through these orally with the class. The pupils could answer the questions in their exercise books.

Syllabus link
A4, K9, S1



Can all the pupils answer the questions using a range of sentence types? (S23)

◆ Language Study

Background Information

Apostrophes are used in two different ways.

1. They are used in contractions to show where a letter or letters have been missed out as two words are combined to form one.
 - I am - I'm
 - it is - it's
 - can not - can't
2. They are used to show ownership or possession.
 - The child's book means the book belongs to the child.
 - The boy's canoe means the canoe belongs to the boy.

Today's exercise looks at when an apostrophe is used within contractions.

Teacher Led Activities

Write up some examples on the blackboard.

Tell the pupils that **it's** is another way of writing **it is**. The apostrophe shows where the letter **i** has been missed out. Ask the pupils if they can think of any contractions that they use in their speech.

Ask the pupils to read the instructions for the activity in the Pupil's Book on page 83.

Talk through the example given. Tell the pupils to complete the exercise.

It's a sunny day.
I'm going home.
we'll go together

Syllabus link
A2, S15



Can the pupils use apostrophes correctly in their writing? (S22)

◆ Handwriting

A good exercise is to write the alphabet in joined-up writing, remembering the rules for certain letters that do not join up.

For example:

abcdefghijklmnopqrstuvwxyz

Remember no join is ever made after **b, g, j, p, q, s, x, y** and **z**.
No join is made before **z** either.

Tell the pupils to read the paragraph in the Pupil's Book on page 83. It is written out in cursive style. Ask them to copy it out carefully. Go around and check the pupils work as they are writing.

Ask the pupils to assess each other's work when they have finished.

◆ Oral ◆ Writing

Teacher Led Activities

Tell the pupils to work with a partner. Let them finish their drawings that they started in the comprehension activity.

Tell them to talk with their partner about growing conditions. Tell the pupils to think about questions like these.

You could write them up on the blackboard.

1. Do all the plants need the same amount of sunlight?
2. Name the plants that do not like much sunlight
3. Name some plants that like a lot of light
4. Do you know some plants that grow well in wet ground?
5. Do you know some plants that grow well even if it is very dry?
6. Do you know some plants that are good to grow together?

Tell the pupils you are going to ask the whole class these questions after they have talked about them with their partner. Lead the class discussion after the pupils have had some time to talk through the questions.

A Story Starter

Read through the story starter and the instructions in the Pupil's Book with the class. You could build up a word bank on the blackboard as you discuss the questions. These words will help the pupils to write their story.

You will need to give the pupils some time tomorrow to finish this story if they are to write it well.

Syllabus Link
A5, S13



Can all the pupils improve their writing by drafting and redrafting? (S24)

◆ Reading and Discussion - Fishing on a Hot Day

Method

Talk with the pupils about how they feel on hot and humid days.

Discuss the title of the passage. Ask the pupils to guess what they think is going to happen in the story or what the story will be about.

Talk about the new words and phrases. Let the pupils take turns to read parts of the story aloud as a whole class activity.

Talk about the story with the pupils.

Teacher Led Activities

The weather is often very hot and humid.

Ask the pupils how this kind of weather makes them feel.

Do they have lots of energy?

Do they feel like running around?

Do they feel lazy or sleepy or tired?

Do they get hot and uncomfortable?

Talk about the new words at the beginning of the story. Make sure the pupils can read the words and say them correctly.

Do the pupils understand what they all mean?

Can they use each word in a sentence of their own?

Ask the pupils to read the title of the story. Ask them to try to guess what the story could be about.

Write up their ideas on the blackboard. You can look back at these ideas after the pupils have read the story.

Choose pupils to read aloud to the whole class. Ask them to read a few sentences each.

Read through the story twice like this. Ask the pupils to tell you in their own words what the story is about. Can they remember everything that happens in the correct order?

Syllabus Link
A2, S1



Can all the pupils read and understand the main points in the passage? (S14)

◆ Comprehension

Background Information

Children will understand more about the meaning of new vocabulary through using words in context such as in speaking and writing activities.

Method

Help the pupils to use descriptive vocabulary about weather and climate. Talk about how they feel in different weather conditions such as hot, cool, lazy, weak, sweaty, etc.

Encourage the pupils to use the words in their own sentences.

Teacher Led Activities

Ask the pupils to read the story again silently. Help them with their list of 'hot' words. They have already talked about these words before they read the story. Some pupils may need help in spelling the words. There is a list started in the Pupil's Book.

You could read the story aloud to them once again. Then look at the questions in the Pupil's Book with the class. They could answer these questions orally as well as writing the answers in their exercise books.

Syllabus Link
A4, S1, K9



Can all the pupils read and identify sufficient details to answer questions based on the passage? (S15)

◆ Language Study

Background Information

Much is commonly used to describe uncountable items such as, water, sand, sugar.

Many is commonly used to describe countable items such as stones, books, pencils, etc.

It is important that pupils learn how to use appropriate words to describe countable or uncountable nouns.

Method

Talk about **Much** and **Many** with the pupils.

Use the words in your examples and encourage the pupils to use them in their sentences.

Talk about the activities in the Pupil's Book with the pupils.

Teacher Led Activities

Many and Much

Explain how **many** and **much** are used by looking at examples. Write up these sentences on the blackboard.

1. She drank too (many, much) water last night.
2. She drank too (many, much) glasses of water last night.

Ask the pupils to complete the sentences in the Pupil's Book on page 86 by choosing the correct word.

Syllabus Link
A6, S25



Can all the pupils use much and many correctly in their writing and speaking activities? (K12)

◆ Oral ◆ Writing

Teacher Led Activities

Riddles

Ask the pupils to work with a partner.

Tell them to read the riddles. Can they work out the answers?

Let them read through the list of words in the Pupil's Book.

All the words have been used in the readings in this unit.

Each group should choose two words and write a riddle for each word.

Let them try out their riddles on other pupils. You could ask them to write out the riddles and put them all together in a "Riddle Book".

You could put this book in the Reading Corner.

A Story Starter

The pupils started a narrative yesterday. Tell them to finish this story today. They must spend some time working on their first draft. They must redraft their story and write out a good copy. Make sure they have written a title for their story. Tell them to draw a picture to go with their story too.

Syllabus link
A3, K1, S10, S25



Can all the pupils ask and answer a wider range of questions? (S11)

◆ Assessment Activity - Oral Observation

Check that you have completed your Oral Assessment for this unit.

- Have you observed all the pupils during discussion and oral activities?
- Have you made a record of your observation in your assessment book for each pupil?
- Have you discussed the observation with each pupil individually?

◆ Spelling

Revise the spelling words by asking the pupils to fill in the missing words in the sentences.

Assess the pupils. Keep a record of how many words each pupil gets correct this week. Make sure you know if any pupils need extra help.



Give the pupils an opportunity to revise this weeks' spelling list. Remind them of the spelling strategy LCRWC.

This will help them to remember the spelling of the words and how to write them correctly.

◆ Reading and Discussion - Healthy Food for School Children

Background Information

Nutrients are substances found in all foods. Foods have different types and amounts of nutrients. They are found in both plant and animal food. Nutrients are necessary for the body to function effectively. Nutrition is the study of the nutrients in food and how they affect our bodies.

The first text for this unit is 'Healthy Food for School Children' by Ellen Wairiu. It is an information report.

The information report:

- is factual;
- is often (but not always) written in present tense;
- may use subheadings to organise information;
- sometimes uses diagrams to present information.

In this unit, the pupils will be introduced to a variety of genres including information report, narrative, explanation and recount. It is important that pupils understand the structure of different texts and are able to use them in a variety of written activities.

Method

Introduce the pupils to the topic, 'Healthy Food for School Children'.

Ask questions to see what they know about the topic before you turn to the Reader. Pupils are better able to understand a text if they can relate it to something they already know.

Look at the new words and phrases at the top of the reader. Use the blackboard to write up the words.

Some of these new words are difficult. Discuss them and ask the pupils to try to use some of the words in sentences.

Do not try and explain all the meanings before the pupils read the text.

Ask the pupils to read silently as you read the text aloud to the class.

Teacher Led Activities

After reading the text, discuss the information given in the report. Discussion after reading a text helps to improve pupils' comprehension. This text describes about the types of food school children should eat every day. It gives information about the three food groups and examples of foods that belong to each group. The report explains that children should eat food from each food group to have a balanced diet. It also suggests healthy snacks and tells why too much junk food is not good for children.

Use these questions to guide your discussion.

- Who had his / her breakfast before coming to school today?
- What type of foods do you eat for your breakfast?
- What do you think would be a good breakfast food for school children? Why?
- How would you feel by lunch time if you had no breakfast?
- What healthy snacks could you bring to school?
- Do you like junk food?
- Why do you think junk food tastes nice? (salty or sweet taste)
- Why isn't it good to eat junk food every day?

Following the discussion, you might ask the pupils to sing a song related to breakfast.

For example: 'Early morning Kaikai pawpaw'

Syllabus Link
A2, K1



Can all the pupils read and understand the main points and purpose of the text? (S14)

◆ Comprehension

Background Information

It is important that pupils understand the purpose of the text and the information it contains.

The text you have just read is an information report. Reports are factual texts that give information about a topic. Sometimes subheadings are used to organise information. In 'Healthy Food for School Children', the text tells about the three food groups and why children need to eat food from each group.

Method

Ask one or two pupils in the class to retell some part of the text to see that they understand what they have read. You may do this by asking them to retell the information under one subheading in their own words.

Read the instructions in the Pupil's Book. The pupils must use the information in the reader to rewrite and complete the sentences in their exercise books.

Assist any pupils who are unable to complete the activity by themselves.

Syllabus Link

A4, S13



Can all the pupils read silently, identify supporting details and understand the writer's purpose? (S14)

◆ Language Study

Background information

Involving the pupils in word games and puzzles can develop their vocabulary skills.

The teacher's job is to try and introduce pupils to a wide range of vocabulary and help them understand the meaning of words through oral and written activities.

Teacher Led Activities

Making Words

Write the word 'breakfast' on the blackboard. Ask the pupils to make as many words as they can from the letters of the word. Give them time to try this. Then make a list of all the new words the children have made on the board.

For example: **breakfast**- eat, beat, seat, basket, sat, fast, rat, tear, fat, task, ask, tab, stab

Explain the meaning of some of these words. You can use them in a sentence or use a dictionary to help you explain what the words mean.

Ask the children to try this activity using the words listed in the Pupil's Book: protective, afternoon, and sandwiches. To make this activity more interesting for the pupils, you could introduce it as a game. The winner is the person who can make the most words.

Word Meanings

Explain the next activity in the Pupil's Book to the children. These words were all used in the Reader.

Write each of the words on the board. Then say each of the words aloud and ask the pupils to repeat them.

Ask the pupils to say what they think each word means before they start the activity. If pupils are unsure of what a word means, you could direct them to find the word in the Reader and read the sentence in which it was found. Sometimes reading a sentence helps to work out what a word means.

Syllabus Link

A2, K1



Can all the pupils identify and understand new words using a wider range of skills? (S17)

◆ Spelling

Method

Introduce the words for this week's spelling to the pupils. Make sure all pupils can say the words correctly. Make sure all pupils understand the meaning of each word. Ask the pupils to put each word into a sentence so you can check that they have understood. Use the spelling strategy (Look, Cover, Remember, Write, Check) to encourage pupils to learn how to spell these words during the week.

Proofreading

Tell the pupils that each of the five sentences in the Pupil's Book on page 89 contains one spelling word which is spelt incorrectly.

Ask the children to rewrite the sentences using the correct spelling in their exercise books. They should underline the words they have changed.

◆ Oral ◆ Writing

Background information

In the text, 'Healthy Food for School Children' by Ellen Wairiu, the pupils were introduced to three food groups. They learnt that a healthy meal is one that has foods from each of the three food groups. The idea of 'junk food' was also introduced. Junk food refers to unhealthy snacks. Examples of junk food are potato flakes, lollies, cakes, soft drink and cordial. It is not good to eat junk food every day because it often contains a lot of sugar or salt but few nutrients.

Method

Planning Meals

Ask the pupils to look at the food groups chart in the Pupil's Book for Day 2 page 91.

Ask the pupils to identify as many different foods as they can.

Write the names of the food groups, **Energy**, **Body building**, **Protective** on the board or a large piece of paper and list the names of foods underneath them.

Ask the pupils to suggest other foods and help them to decide to which group each new food belongs.

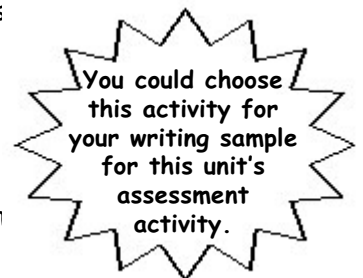
Display these lists in the classroom and add more foods over the next few weeks.

Divide the class into groups of three or four and give each group a large piece of paper. Ask the pupils to choose foods from each of the food groups to make up three healthy meals for one day. Tell the children to try to think of interesting combinations of food that they think would taste good together. One pupil from each group can record their ideas on the chart. The pupils can copy the table in the Pupil's Book to help plan their meals. When they have finished, ask each group to share their meal ideas

Writing a Letter

Remember that in order to be able to write well, pupils need to have:

- a **purpose** for writing;
- **time** to think, talk and plan before writing;
- **time** to proofread and edit their drafts;
- someone to **respond** to their writing (the teacher, a friend, the class, parent)



Ask the pupils to look at the letter in the Pupil's Book. This letter was written by a boy called David to a friend who goes to another school. In the letter, David tells what he has learnt about healthy eating. Then he makes suggestions for some healthy meals that he thinks his friend might enjoy. Using that letter as a model, ask the pupils to write a letter to a friend or family member telling what have they learned about food at school.

Remind them of some things they could put in their letter.

- What are the food groups called?
- What is a healthy meal made up of?
- Why is breakfast important?
- Why shouldn't children eat a lot of junk food?
- Why is it important to eat foods from all of the food groups?

Proofreading and Editing

Remember that writing is a process that takes time. The pupils should draft their letters and then proofread and edit. You should assist the pupils

- to check for spelling mistakes;
- to use punctuation properly;
- to help improve and expand their writing by adding more sentences and words;
- to redraft their text with clear and neat handwriting.

Pupils could write out the letter on a piece of paper. The letters could be sent to friends or they would also make a good wall display in the classroom. This writing activity may take place over a few days.

Writing an Email

If you have access to computers that are connected to the Internet, the letter writing activity could easily be used as an opportunity to send emails to pupils at another school. Your pupils could write the same information in an email and send it to another class at your school or to a class at a different school. It is a good idea to discuss this with another interested teacher before you send the email. The pupils could send their meal ideas and ask the other class to reply with their own ideas. You could then combine the ideas from both classes and make a joint "Ideas for Healthy Meals" booklet for the pupils to read and share.

Syllabus link
A3, S13, S27



Can all the pupils write a brief and concise message? (S26)

◆ Reading and Discussion - 'Healthy Food for School Children'

Method

Read the text 'Healthy Food for School Children' with the pupils again. Ask the children to read the text silently as you read it aloud. Allow the pupils to work with a partner and take turns at reading the text to each other.

Revise the important information in the text. Help the pupils to pronounce the new words and phrases. Write the words on pieces of card. Show the words and ask them to read the words aloud.

energy mixture protective food healthy junk food snacks

Next ask the pupils to look carefully at the 'Three Food Group' chart in the Pupil's Book.

Ask if they can tell you what the words and phrases mean. Encourage the pupils to use the words in sentences to help them understand what they mean.

For example:

Energy: My little sister never stops running around. She has so much energy.

Syllabus Link
A4, S16



Can all the pupils read and understand the diagram and see how its style is determined by its purpose? (A3)

◆ Comprehension

Background Information

The next text in the Pupil's Book is presented in the form of a diagram. The diagram:

- is a type of information report;
- makes it easy to read facts about a topic quickly;
- is a simplified drawing.

The 'Three Food Groups' diagram is a drawing that simplifies the idea of classifying foods. It shows some of the foods that belong to each group.

Method

Ask the pupils to look carefully at the Three Food Groups diagram in the Pupil's Book. Discuss the diagram before pupils attempt to answer the questions in the Pupil's Book. Use these questions to lead the discussion:

- Why do you think the circle is divided into three parts?
- Do the foods in each section have something in common?
- Can you remember the names of the three food groups?
- Which section of the circle shows energy foods?
- Which section of the circle shows body building foods?
- Which section of the circle shows protective foods?

Now direct the pupils to use this diagram to answer the questions in the Pupil's Book.

Ask the pupils to read the questions silently as you read them aloud. Ask pupils to answer the questions orally before they attempt to write them. Tell the pupils to write their answers in sentences in their exercise books.

Syllabus Link
A2, S20



Can all the pupils read and identify sufficient details to achieve their purpose? (S15)

◆ Language Study

Background Information

Word Search

If you have facilities to copy this word search puzzle for the class, then it will be a fun activity to do with the class.

Method

Tell the pupils that the word search puzzle contains food words from the week's text.

Explain how the pupils can find the words.

For example: reading upwards, downwards or across.

The first example has been done and the word is **tomato**.

Word Banks

A word bank is a list of words or phrases that you have talked about in class. You can display these lists in the classroom. Pupils can refer to word banks to check spelling and to get ideas for writing.

These words can help the pupils to make their writing more interesting.

Organise the class into groups and have each group work on a word bank that will provide helpful words for the class as they read and write about nutrition. Make some word banks on charts that relate to food.

This activity could also be completed as a whole class activity.

t	a	r	o	b	p	o	t	a	t	o	o
f	m	k	e	a	p	m	e	l	o	n	r
i	i	c	c	n	e	f	l	o	u	r	a
s	l	o	i	a	a	w	c	o	b	p	n
h	k	p	r	n	n	a	o	t	e	a	g
c	r	a	b	a	u	p	c	a	a	n	e
m	l	t	e	a	t	w	o	m	n	a	m
a	e	n	u	t	s	a	n	o	s	b	a
y	m	f	e	r	n	p	u	t	o	e	n
g	o	s	n	e	l	k	t	x	l	e	g
g	n	c	a	b	b	a	g	e	l	f	o
e	p	u	m	p	k	i	n	c	o	r	n

Here are some examples:

Body Building Foods

Meat

pork
chicken

Seafood

crab
prawns
fish

Other

nuts
eggs

Fruits

lemon quava orange
mango pineapple banana
coconut

Syllabus Link

K1



Can all the pupils identify new words using a range of skills? (S17)

◆ Spelling

Ask the pupils to read the instructions in the Pupil's Book on page 92. Pupils must use spelling words to answer a question. Tell the pupils to complete the activity in their exercise books.

◆ Oral ◆ Writing

Background Information

Memory Game

Pupils can improve their writing and speaking skills in English if they are encouraged to participate in a variety of activities and games. Through these activities, pupils widen their knowledge and understanding of new words they learn during the day.

The text 'Healthy Food for School Children' and the diagram, 'Food Groups Chart' name or show many different foods. Encourage the pupils to remember the food names by playing this game. It is called, 'I Went To Market'.

Method

One pupil starts by telling others his or her sentence.

"I went to the market and bought a cabbage"

will add another food to the list.

The game continues until someone in the group can't remember what to say.

This game can be played in small groups or as a whole class activity.

The pupils have to remember the list in the right order. If someone makes a mistake you start the game again. See how long the list is before there is a mistake. With practice the pupils become very good at remembering lists of words. It helps them to pronounce the words. It gives them confidence in speaking in front of the class.

For example:

"I went to the market and bought a cabbage."

The next pupil continues

"I went to the market and bought a cabbage and a fish."



Writing a Description

The children are going to write a description of one of their favourite foods.

Select a food with which the pupils are familiar. Write the name of the food on the board. Ask the pupils to help you to brainstorm as many words that tell about or describe the food as they can. Write the words on the board.

Here are some guidelines for a factual description:

- describes something - an object, an event, a feeling, a scene;
- usually begins with a topic sentence
For example: The cherry is a small, red fruit;
- gives details;
- uses descriptive words to create a picture for the reader.

When you have finished brainstorming ideas, show the pupils the questions you have prepared. Read each question and ask the pupils to suggest a sentence that answers it. Write the sentences on the board.

Ask the pupils to read it with you.

You are going to model the process of writing a description. Before the lesson begins, write the following questions on a large piece of paper or the board.

- To which food group does it belong?
- What colour is it?
- What shape is it?
- Does it look the same on the inside and outside? (seeds inside, different colour)
- What does it feel like? (smooth, rough, soft, hard, slippery)
- What does it taste like? (sweet, sour, salty, juicy, spicy, hot, tangy, bitter)
- When do people usually eat it? (breakfast, lunch, snack)

Now read the description of pawpaws in the Pupil's Book. Discuss it with the pupils.

Tell the pupils that they are going to choose a food and write a description of it.

Remind the pupils that writing is a process and involves a number of steps. These guidelines can be used to help the pupils write their description:

The pupils will need more than one lesson to complete this process. You will need to allow time for this writing activity to be completed later in the week.

Guidelines for Writing a Description of a Food

1. Write the name of the food.
2. Write as many words and phrases as you can think of that describe the food.
3. Read the questions on the chart.
4. Answer the questions in sentences.
5. Read your sentences - do they make sense? Is spelling correct?
6. Rewrite your sentences neatly on a piece of paper.
7. Draw a picture of the food.

Syllabus link
S11, S25, S21



Can all the pupils listen and deliver an oral message correctly and directly from a speaker? (S4)

◆ Assessment Activity - Writing Sample

Background Information

During this unit, over the next two weeks, you will collect a writing sample for each pupil and keep it as a record of his or her writing ability at this point in time.

This is the second writing sample you will have collected this year. Compare the results of this assessment with the notes you made during Unit 4. Assess whether each pupil has improved and look for persistent difficulties they may be having with writing.

Method

Pages 29 - 30 of the Teacher's Guide explain how to do this. **Read these instructions carefully before conducting your assessment.** The box on the right suggests suitable activities from this unit to use for writing samples.

Try to collect samples of writing that cover a range of text types for each pupil. So if you chose a narrative story in unit 4, for example, choose a report or recount type text for this unit.

Suggested Activities for Writing Samples:

8:1 Letter to a friend in nearby school about a balanced diet.

8:4 Acrostic poem - Favourite Fruits and Vegetables.

8.5 Description of a garden.

◆ Reading and Discussion - Meal Diary

Background Information

This is a report about the foods that four different children ate during one day. The purpose behind a report is to record and report factual information. In this text, the information has been organised into a table.

Method

Tell the pupils what meals you ate during the day yesterday. Write the headings *Breakfast*, *Lunch* and *Dinner* on the blackboard and write the foods you ate underneath each heading. Ask each pupil to tell the child sitting next to them what meals they ate the previous day.

Lead the pupils into reading the text by introducing the new words and phrases.

Make sure they understand what the words mean and can pronounce them correctly.

Read the opening paragraph of the 'Meal Diary' aloud to the pupils as they read it.

Tell the pupils that the text they will be reading gives them information about what foods four children ate at meal times during one day.

Draw pupils' attention to the headings at the top of each column and the names of the children in the first column.

Show the food each child ate during the day in the row beside his/ her name.

Syllabus Link
A4, S19



Can all the pupils seek out opportunities to read materials of interest silently for themselves? (S20)

◆ Comprehension

Background Information

Before the pupils do the comprehension activity, it is important that they understand the information in the text. Ask a few questions about the information in the table. This will tell you if the pupils understand the text.

Method

Talk about a balanced diet. A balanced meal has foods from each of the three food groups. Ask the pupils to identify which child did not have a balanced diet and ask them what they could change or add to the meals to make it balanced. They should try to include foods from each food group in every meal.

Read the questions in the Pupil's Book on page 93 to the class. Ask the pupils to read silently as you read aloud. Ask the pupils to answer the questions in sentences in their exercise books. Assist any pupils who are unable to complete the activity by themselves.

Syllabus Link
A3, S13



Can all the pupils read, identify main points and supporting details and understand the writer's purpose? (S14)

◆ Language Study

Method

Vocabulary - Writing Sentences

Lead the pupils through the text, 'Healthy Food for School Children' again. Next, help the pupils to make up sentences using some of the food words from the text.

Let them select five different types of food from the three food groups and use each word in a sentence. Ask pupils to tell the class one sentence each before they write.

Read the two examples in the Pupil's Book to the class:

I ate two ripe bananas for breakfast before I came to school.

My friend collected some beans from the garden.

Ask the pupils to write out their sentences and read them to their friends. Ask them to underline the food words that they have used.

Vocabulary - Categories

Words can be put into groups or categories based on many different characteristics.

Write the names of five children on the blackboard. Ask the pupils what all of these words have in common. Try to get them to tell you that these words are all **names**. Tell them that these words all belong in the name group or category.

Now direct the pupils to the categories activity in the Pupil's Book on page 94. Ask the pupils to read the instructions silently as you read them aloud.

Make sure that the pupils understand what each of the categories mean: People's Names; Places; Meals and Numbers.

Now, ask the pupils to copy the table into their exercise books and to put the listed words into the correct group or category. All of the listed words come from the texts that the pupils have read this week. Here are the answers.

People's Names	Places	Meals	Numbers
David	coast	dinner	one
Phillip	town	breakfast	two
Mary	bush	lunch	three

Syllabus Link
A1, S10, S17



Do all the pupils understand and use more complex vocabulary as used locally and nationally? (K1)

◆ Spelling

Rhyming Words

Rhyming words are words that end with the same sound. 'Went' and 'sent' are rhyming words.

In each series of four words in this exercise, three rhyme and one does not.

Direct the pupils to the spelling activity in the Pupil's Book. Ask the pupils to read the instructions silently as you read them aloud.

Say each group of words slowly and clearly. Ask the pupils to repeat them.

Can the pupils hear which word does not belong?

Ask the pupils to write the word that does not rhyme into their exercise books.

◆ Oral ◆ Writing

Background Information

Inviting community members into the classroom to speak to the pupils has many advantages. The pupils will find a talk from a specialist more interesting than simply reading a text. A nurse aide from a local clinic will have a great knowledge of nutrition and the importance of a balanced diet. He or she may have new resources to share with the children, too.

Method

In this activity, you can invite a Nurse Aide from a nearby clinic to give a talk on nutrition to the class.

Before the day of the visit, help the pupils to make up some questions about healthy eating that they would like to have answered.

They can ask these questions at the end of the Nurse's talk.

If it is not possible to arrange a visiting speaker, you may choose to lead a class discussion with the pupils yourself, on the topic: Daily Balanced Diet.

Teacher led activities

If a Nurse Aide gives a talk he or she can provide charts to help the pupils see what a 'Daily Balanced Diet' is. If you choose to lead the discussion yourself, then you can use the food groups diagram on Day 2 of the Pupil's Book to help the discussion.

After the nutrition talk, organise the pupils into small groups. Ask the pupils to work together to develop a weekly meal plan for their families. The pupils can copy the table from the Pupil's Book into their exercise books to help with this activity.

You might prefer to give each group a large piece of paper on which to draw their Weekly Meal Plan. One pupil can be selected to write the information on the chart and another can present their finished Weekly Meal Plan to the class. You could display these charts around the classroom.

Syllabus link
S1, S2, S27



Can all the pupils listen to and understand an informative talk? (S3)

◆ Reading and Discussion - Healthy Food

Background Information

Today the pupils are going to read a poem called 'Healthy Food'. Practise reading this poem before you read it to the pupils so that you can say it fluently. This poem describes some healthy foods.

Teacher Led Activities

Before leading the pupils through the text, ask them why we need a healthy and balanced diet. Tell the pupils they are going to read a poem called "Healthy Food". Ask them to try and remember the different foods mentioned in the poem.

Ask the pupils to read the poem silently as you read it to them. Then, as a class, talk about the meaning of the words and phrases at the top of the text.

Read the poem again, stopping after each verse. This time ask the pupils to say each verse after you. Listen carefully to the pronunciation of words.

Syllabus Link

S2



Can all the pupils read a wider range of known texts aloud, with confidence and expression? (S19)

◆ Comprehension

Method

True or False

Before asking the pupils to do the comprehension exercises in the Pupil's Book, talk about the main idea of the poem.

Encourage everyone to participate in the discussion.

Matching Food Descriptions

After you have led the pupils through the first exercise, help them to continue with the next activity on 'Matching Food Descriptions' in the Pupil's Book.

Use the information in the **Teacher Led Activities** to help you.

Teacher Led Activities

These questions may help you to lead the discussion.

- What types of food did the poet mention?
- Are these foods healthy or unhealthy?
- How does the poet describe tomatoes?
- Which foods are described as 'delicious'?
- Why do you think the poet wrote this poem?
- What do you think is the main idea of the poem?
- Can you think of another title for the poem?

Now ask the pupils to look at the comprehension activity in the Pupil's Book. Read the instructions that tell how to complete the true or false activity and ask the pupils to write the answers in their exercise books.

Draw the pupils' attention to the activity called 'Matching Food Descriptions' in the Pupil's Book on page 96. Read the instructions with the pupils. Now, read the two lists of words and phrases.

Tell the pupils that they can find the description that matches each food by looking at the text of the poem.

For example, ask the pupils to find the line of the poem in which the poet describes chilli peppers. Is that description in the list?

When the pupils understand how to locate the information, ask them to complete this activity in their exercise books.

Syllabus Link

S14



Can all the pupils read and identify sufficient details to achieve their purpose? (S15)

◆ Language Study

Teacher Led Activities

Using a Dictionary

Write the following words on the blackboard. Help the pupils to use a dictionary to find out what they mean.

flavour delicious spice

Help the pupils to write a dictionary definition for each word on the board. If you do not have access to dictionaries, use the words orally in sentences to help the pupils understand what they mean.

Next ask the pupils to write their own sentences using each word.

For example:

Mother adds curry powder to the soup to improve the **flavour**.

Assist the pupils with their sentences. Check for correct spelling of words in their sentences. Let them read their sentences to their friends.

Syllabus Link
K1, S22



Can all the pupils use a range of sentence types including short simple and longer sentences? (S23)

◆ Spelling

went	growing
then	energy
what	healthy
this	snack
where	junk

Revise the spelling words listed above that you introduced on Monday.

Tell the pupils that sometimes we can find small words within other words.

Write the word **went** on the blackboard. Using different coloured chalk, show the smaller word **we** inside the larger word.

Now write **then** on the board. Ask the pupils to look for smaller words inside **then**. The letters have to stay in the same order - they can't be jumbled up. (the, he, hen)

Direct the pupils to the spelling activity in the Pupil's Book. The pupils must try to find as many small words as they can within the words listed. The answers are:

·	when	hen	he						
·	this	his	is	I					
·	where	he	her	here					
·	growing	grow	wing	row	win	I	in	rowing	owing

◆ Handwriting

Background Information

We learn to improve our handwriting by practising. We must have a good example to copy. The pupils will become better at handwriting if they practice regularly. The pupils need only to write a few sentences each time. Writing a little but often will help them improve.

This handwriting activity will involve copying a poem from the board.

Method

Write 'Sleeping Sardines' on the blackboard, being careful to form letters and joins correctly. Tell the pupils to practise using joined-up writing by copying the poem carefully. Ask them to rewrite the poem, 'Sleeping Sardines' into their exercise books. Check that pupils are holding their pencils with the correct grip and are sitting up straight at their desks as they write.

◆ Oral ◆ Writing

Background Information

A Humorous Poem

Poetry can stimulate a love of reading. It helps to develop speaking and listening skills in an enjoyable way. The pupils are going to read a humorous poem. This poem is about a person who is tired of eating baked beans and decides to eat some sardines. It is a funny poem that can make people laugh. Some pupils will need some help to understand what happens in the poem.

Teacher Led Activities

Reading the poem

You must be confident in reading this poem out to the class. Make sure you have practised reading it before the lesson. Try to use a bored voice when the person is speaking and a silly, squeaky voice when the sardines are speaking.

Before you read the poem, ask the pupils if they have ever been tired of eating one type of food. Tell the pupils that the poet is sick of eating baked beans and decides to have some sardines instead. If possible, show them a can of baked beans and a tin of sardines. You could open the sardine tin to show the sardines 'snuggled up tight'.

Read the poem to the pupils as they read along silently. After you have read the poem, ask the pupils questions to try and get them to tell you what happened in the poem. Do not tell them the story. With your lead they should be able to work out what happens. These questions might be helpful:

- What food is the poet tired of eating?
- Why do you think the poet is tired of eating baked beans?
- Do you ever get tired of eating one type of food?
- What happened when the can of sardines was opened?
- Can sardines really speak?
- Why do you think the poet wrote this poem? (to make people smile, for enjoyment)

Responding to Poetry

After your discussion, put the pupils into small groups and ask them to discuss the questions in the Pupil's Book. Encourage the pupils to take turns speaking and listening to their friends' ideas.

Writing an Acrostic Poem

In this activity the pupils will write a simple acrostic or name poem. Write a food word vertically on the board, putting one letter underneath the next.

For example:

M
A
N
G
O

Ask the pupils to help you brainstorm words that describe a mango. Ask:

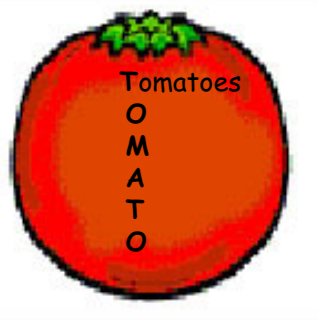
- What does it feel like?
- What does it look like?
- What does it taste like?
- What does it smell like?

Write the words on the board. Now use these words and phrases to complete your poem. You might only use one or two words on each line or maybe you will write a short sentence. See if you can think of better ideas than those below!

Munching a mango,
Always delicious,
Nothing tastes as good,
Great tropical treat,
Orange, scrumptious fruit.
(scrumptious means delicious)

Read the poem to the pupils and ask them to read it aloud after you. Then read the acrostic poem about yams in the Pupil's Book.

Tell the pupils they are going to write an acrostic poem about a fruit or vegetable of their choice. Let them talk to you and each other about their ideas before they write. Remember that writing is a process and the pupils will need time to brainstorm ideas, write a first draft and proofread and edit their work. The children might like to write their final draft on a piece of paper shaped like their fruit. This activity may take place over a few days.



You could choose the pupil's acrostic poems to keep as a writing sample for this unit's writing assessment.

Syllabus link
A5, S24



Can all the pupils select appropriate vocabulary for the type of writing? (S25)

◆ Reading and Discussion - Supsup Gardens

Background Information

The text the pupils are going to read is an information report. Reports are factual texts that give information about a topic. In 'Supsup Gardens', the text explains what Supsup gardens are and why people have them. It also tells about field gardens and what fruits and vegetables are grown in them.

Method

Begin the reading lesson with some discussion about local gardens. Give pupils an opportunity to talk about what they know.

Pupils are better able to understand a text if they can relate it to something they already know.

Next introduce the pupils to the text. Look at the new words and phrases at the top of the text.

Use the blackboard to write up the words. Discuss them and ask the pupils to try to use some of the words in sentences.

Help the pupils pronounce new words and phrases. Ask the pupils to read the text with you.

Teacher Led Activities

These questions may help lead your discussion:

- Do you have a small garden at home?
- Where is it?
- What type of garden is it?
- What plants or crops are planted in the garden?
- Do you help to look after the plants?
- Do other family members help in the garden?
- What jobs do you do?
- Have you seen a field garden?
- Is it near or far from where you live?
- Who works in the field garden?

Syllabus Link
A4, S1, S6

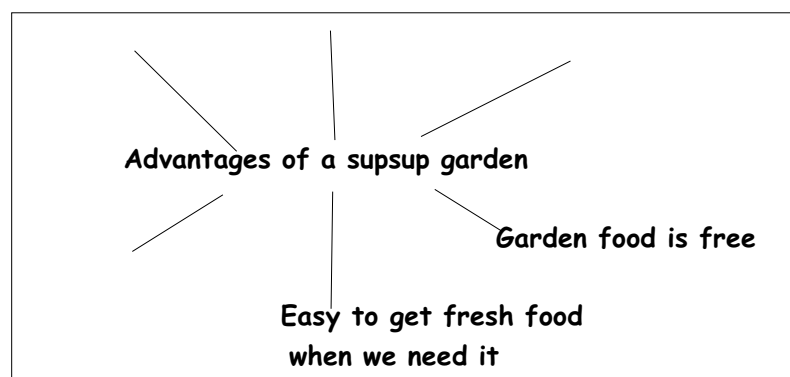


Can all the pupils explain an idea in greater detail? (S13)

◆ Comprehension

Teacher Led Activities

Before the pupils begin the written comprehension exercise, do some brainstorming about the advantages of having a Supsup garden. Draw this diagram on the blackboard or a chart and ask the pupils for ideas to complete it.



Now read the comprehension questions in the Pupil's Book, page 99 with the class and ask the pupils to answer them in sentences in their exercise books.

Syllabus Link
K9, S26



Can all the pupils read silently and identify main points and supporting details in the text? (S14)

◆ Language Study

Background Information

There are two parts to this activity.

Completing sentences and listening to and interpreting poetry.

Method

1. Completing Sentences

Ask the pupils to complete the sentences in the Pupil's Book by adding one of the words or phrases supplied. Make sure the pupils understand the meanings of words and phrases before they attempt this activity.

2. Poetry

Children enjoy poetry. They enjoy listening to and saying poems that have rhyme and rhythm. The short poem the pupils are about to read is fun to say aloud because of the rhythm and because the 'ch' sound is often repeated.

The repeated use of the same sound in a poem is called alliteration.

This poem also uses onomatopoeia. Onomatopoeia means using words that copy or mimic the sound they are describing.

For example: crash, buzz, hiss, chop and thud. The words in this poem have been chosen to mimic the sounds made when food is cut up:

You must be confident in reading this poem out aloud.

Make sure you have practised reading it before the lesson.

Can you learn to recite the poem without looking at the words?

Read or recite the poem to the pupils. Ask them to read the poem from the Pupil's Book with you. Demonstrate keeping the beat of the poem by tapping your knees as you say the poem.

**Chop, chop, choppity-chop,
Cut off the bottom
And cut off the top;
What there is left
We'll put in the pot;
Chop, chop, choppity-chop.**

Tap your knees when you say each **bold** word. Invite the pupils to say the poem and keep the beat on their knees at the same time.

Syllabus Link
A1, S6



Can all the pupils read for enjoyment and pleasure? (S16)

◆ Handwriting

Background Information

The pupils will become better at handwriting if they are involved in handwriting lessons regularly. The pupils need only to write a few lines each time. Writing a little but often will help them improve. Encourage pupils to use cursive or joined-up writing in most writing activities. Cursive writing is much quicker than printing.

Method

Today the pupils are going to copy the short poem, 'Choppity Chop'. When the pupils have completed the handwriting activity in their exercise books, they might like to draw some vegetables around the poem to illustrate it.

◆ Oral ◆ Writing

Background Information

Pair and group dialogue improves pupils' listening and speaking skills in English. It is important that pupils are given many opportunities to talk in the classroom. They should be encouraged to use English regularly in small group and class discussions.

You could select the pupils' descriptions of garden as your writing sample for this unit's writing assessment.

Teacher Led Activities

Organise the pupils to work in groups of two or three.

Ask them to talk about a supsup garden or a field garden, which they have seen at home or near the place they live.

Ask them to describe the garden to their friends. Encourage them to use English in their description.

For example:



My mother's supsup garden is just beside our house. It has some tomatoes and cabbages.

The field garden I saw is near the river. There are lots of vegetables in it.



Writing a Description of a Garden

Remember that in order to be able to write well, pupils need to have:

- a **purpose** for writing;
- **time** to think, talk and plan before writing;
- **time** to proofread and edit their drafts;
- someone to **respond** to their writing (the teacher, a friend, the class, parents).

Help the pupils to write a short paragraph to describe a Supsup garden or field garden.

Begin by asking the pupils to draw a picture of a garden near their home. Then ask each pupil to describe his drawing. Perhaps they could label plants in the garden. Make a word bank of words on a chart that relate to gardens. A word bank is a list of words or phrases that you have talked about in class. These words can help the pupils to make their writing more interesting.

Here is an example:

Garden Words				
food	grow	growing	plants	work
vegetable	dig	water	crops	pick
fresh	fruit	tomato	tomatoes	cabbage
shallots	taro	pawpaw	banana	patch
Supsup	field	land		

Write some sentence beginnings on the board that might help the pupils to write their description. You might like to add some of your own to this list:

- My garden has ...
- It looks like ..
- In one corner, there are ...
- After it rains, ...
- Sometimes I help by ...
- In the morning, ...
- We plant ...
- I like ...
- When the (tomatoes, cabbages etc) are ripe, we ...
- My favourite vegetable from the garden is ... because ...
- After school, I ...

Syllabus link
A1, S23, S22



Can all the pupils listen and differentiate between the sounds of English and the sounds of Solomon Island languages including Pijin? (S6)

◆ Reading and Discussion - The Kabili Family

Background Information

The reading text for today is 'The Kabili Family', by Ellen Wairiu. This text is a narrative. Before reading the text, it is important that the teacher helps the pupils to revise their knowledge of the structure and main features of a narrative. A narrative:

- has an **orientation**, the beginning of the story - characters are introduced, tells who, when, where, what;
- has a **complication**, the middle of the story - problem occurs and then the narrative describes a sequence of events that attempt to solve the problem;
- has a **resolution**, the ending of the story - the problem is solved.

Method

Look at the new words and phrases at the top of the reader. Use the blackboard to write up the words. These new words are difficult. Discuss them and ask the pupils to try to use some of the words in sentences. Do not try and explain all the meanings before the pupils read the text. Read the title and the author's name. Read the text to the pupils.

Syllabus Link
S1, S6, S19



Can all the pupils listen and differentiate between story, informative talks, reports, commands and warnings? (S2)

◆ Comprehension

Method

Discuss the **plot** of the narrative. Here are some important points about the plot of a narrative.

The plot is what happens in the story or narrative.

This narrative tells the story of what happened to Ansah Kabili when he became sick.

Ansah's parents were worried when he didn't get better soon, so they took him to a clinic.

The nurse explained that Ansah was underweight and sick because he was not eating foods from the body building food group.

The Kabilis learnt that a balanced diet which has food from all three food groups helps children to grow well and be healthy.

Ask some questions to guide your discussion.

- Where is this narrative set?
- How do the Kabili make Ansah better?
- Who are the members of the Kabili family? and solve the problem?
- What is the problem that occurs?

Ask the pupils to complete the comprehension questions in the Pupil's Book pae 101 using complete sentences.

Teacher Led Activities

Plot Structure of a narrative

Write the title of the text, 'The Kabili Family', on the black board. Write the names of the three main parts of a narrative on the board: orientation, complication, and resolution. Your outline of the plot on the blackboard might look like this:

Ansah's Visit to the Clinic

Orientation (beginning)

- Kabili family - Mr. and Mrs. Kabili, Ansah and Ansie
- live in a village near the beach in Central Province;
- have large garden, but children don't like fruit.

Complication (middle)

- Ansah becomes sick;
- parents feed Ansah rice to help him get better;
- Ansah seems to be getting sicker;
- Mr. and Mrs. Kabili are very worried;
- Mr. Kabili takes Ansah on a canoe trip to the clinic.

Resolution (ending)

- nurse says Ansah is underweight and asks about the family's diet;
- nurse tells Mr. Kabili his family isn't eating a balanced diet and this is why Ansah is sick;
- the Kabilis begin to put body building foods into all meals;
- Ansah gets better and the children grow stronger and healthier.

Syllabus Link
S14



Can all the pupils read and identify sufficient details to achieve their purpose? (S15)

◆ Language Study

Background Information

Verb Tenses

The tense tells when something is happening, happened or will happen.

Present tense - something that is happening now
I am reading a book.
Here comes my friend.

Past tense - something that has already happened
I ate a mango yesterday.
He was tired last night.

Teacher Led Activities

Before the pupils do the language study activities, revise present and past tense with the pupils.

Write some verbs such as: paddle, walk, carry, play, and jump on the blackboard.

Use them in the sentences to show the pupils both their present and past tense forms.

For example: He paddles his canoe to Kennedy Island every day.

Yesterday he paddled his canoe to Kennedy Island.

Repeat this with other words. Encourage the pupils to try to suggest the present and past tense forms of each word.

Read the instructions in the Pupil's Book. Make sure that the pupils understand that they have to rewrite the sentences, changing the underlined verbs from past to present tense.

Assist the pupils with their work and check to see that pupils are writing the correct verbs.

Syllabus link
S17



Do all the pupils understand and use past and present tenses correctly in their writing activities? (K9)

◆ Spelling

Method

Introduce these spelling words to the pupils.

were	juicy
there	body
when	fall
two	tasty
which	tall

Make sure all pupils can say the words correctly. Make sure all pupils understand the meaning of each word.

Ask the pupils to put each word into a sentence so you can check that they have understood.

Use the spelling strategy (Look, Cover, Remember, Write, Check) to encourage pupils to learn how to spell these words during the week.

Word Patterns

Write these words on the blackboard:

all ball call fall hall small tall wall

Ask what all of these words have in common. Tell the pupils that many English words end in 'all'. Add any other 'all' words that you know. Now read the clues in the pupil book. Ask the pupils to rewrite the clues in their exercise books and choose an 'all' word to match each clue.

Here are the answers:

• You can play with it	ball	• Yell	call
• Little	small	• Very high	tall
• To land on the ground	fall	• Something built of bricks	wall
• A large building	hall		

Make a Word Bank

Make a word bank of words that contain 'all'. Add other 'all' words when you see them in new texts.

◆ Oral ◆ Writing

Background Information

Role-play helps the pupils to understand more about the text and the different characters in the story. The pupils will have to write dialogue for the characters. Dialogue means the spoken parts of the play.

Method

Work with the pupils and plan a role-play based on 'The Kabili Family'.

Before the pupils begin writing the dialogue for the role-play, talk about the narrative again. Refer to the plot outline on the board.

These questions may help you lead the discussion:

- Who were the main characters?
Mr. Kabili, Mrs. Kabili, Ansah, Ansie, the nurse
- What were the main events?

Here are some. Each may be one scene in a role-play:

1. Ansah became sick.
2. Mr. and Mrs. Kabili fed Ansah rice to try to help him to get better.
3. Ansah illness grew worse and his parents were worried.
4. The Kabilis decided to take Ansah to the clinic.
5. Mr. Kabili took his son in a canoe to the clinic.
6. The nurse explained what was wrong with Ansah.
7. The Kabilis decided to always make balanced meals for their children.

Teacher Led Activities

Organise the pupils to work in groups of five.

Tell them to try to think of what each of the characters would say in each scene.

Here is an example:

Ansie:	I am still in bed, Mother.
Mrs. Kabili:	Hurry up, Ansah. You will be late for school.
Ansah:	Mother, I feel sick.
Mrs. Kabili:	Get out of bed and see if you feel better.
Ansah:	I feel too sick to get up.

Ask the pupils to write some dialogue for each scene.

Ask them to take turns pretending to be the different characters in the narrative. Practise and act

the parts of the story in their group.

Encourage them to act out a scene for the rest of the class.

Syllabus Link

A2



Can all the pupils use intonation and expression in their plays? (S12)

Food Chant (Pupil's Book page 103)

This food chant is fun to say. It is not difficult to learn. The pupils will enjoy the rhyme and rhythm of the chant. You must be confident in reading this poem out to the class. Make sure you have practised reading it before the lesson. Read the chant aloud as the pupils read it silently. Encourage the pupils to keep the beat on their knees as you read.

Ask the pupils to read this chant to a friend. Ask the pupils to work with a friend to try and make up another verse for the chant. Here are some ideas:

- Fish on a dish
- Rice on the plate
- Potatoes in the pot

Proofreading and Editing

Garden Description

Ask the pupils to continue the process of writing a description. Work with the pupils to help them improve their descriptions of a garden, which they began last week.

They should be encouraged to check that their sentences make sense, check for spelling mistakes and punctuation errors and fix them. They should try and improve their sentences. You can write these guidelines on the board or on a chart to help the pupils to learn the process.

How to Proofread and Edit your Writing:

1. Read your draft to make sure it makes sense.
 2. Make it make sense.
 3. Circle any words you think are misspelt.
 4. Use a word bank or dictionary to fix spelling.
 5. Look for ways to make your writing better.
- When you are sure your draft is ready, write it again.

◆ Reading and Discussion - A Proper Diet

Background Information

The text the pupils are going to read is an explanation. Explanations are factual texts that tell us how or why things happen as they do. In 'A Proper Diet' the text explains why older people have different dietary needs to younger people. This explanation tells why people's bodies need less energy food as they age. It also discusses the importance of gentle exercise for older people.

Method

Before reading the text, write four headings on the blackboard:

Baby, Child, Parent, Grandparent

Begin to prepare a concept map as the pupils answer the following questions. The concept map will increase pupil's understanding of the concepts presented in the text.

Discuss how the food needs of a person will change as he or she grows older. Write points under each heading.

Use these questions in the **Teacher Led Activities** to lead your discussion:

Next introduce the pupils to the text 'A Proper Diet' in the Pupil's Book, on page 104.

Look at the new words and phrases at the top of the text. Discuss them and ask the pupils to try to use some of the words in sentences.

Help the pupils to pronounce new words and phrases. Ask the pupils to read the text with you.

Then read the text a paragraph at a time and discuss the information in it.

Allow pupils to add important points after each section of the text has been read and discussed. Record the information as a class.

Teacher Led Activities

- Which people do you think use the most energy or are the most active? (child)
- Which people do you think need the most energy food? Why? (children, very active)
- Which people are the least active? Why? (older people)
- What types of food do babies eat? (milk, soft foods, all food groups)
- What types of food do children need? Why? (all food groups, extra energy foods because children use a lot of energy running and playing)
- What types of food do your parents need? Why? (all food groups, a balanced diet)
- What types of food do your grandparents need? Why? (a balanced diet)

You may end up with a concept map like the one below.

Why do people need different types and amounts of food as they get older?

Babies	Children	Parents	Grandparents
are less active	are very active	are active	are less active
small sleep a lot can't run and play are growing	go to school run and play are growing	work look after children	help make meals look after children bones are weaker lose muscles
so they need balanced diet lots of milk soft food body building foods	so they need balanced diet lots of energy food more body building foods	so they need balanced diet	so they need balanced diet fewer energy foods (because extra energy food is stored as fat) more protective foods

Syllabus Link
A3, S1



Can all the pupils read silently and identify the main points and understand the writer's purpose? (S14)

◆ Comprehension

Method

Ask one or two pupils in the class to retell some parts of the text to see that they understand what they have read.

Read the instructions in the Pupil's Book. Make sure that the pupils understand that they have to rewrite each sentence, choosing the correct word from the brackets to complete it.

Assist the pupils with their work and check to see that pupils are writing the correct words.

Syllabus Link
A3, S23



Can all the pupils read and identify sufficient details to achieve their purpose? (S15)

◆ Language Study

Background Information

In standard four, pupils should try to improve their punctuation skills in a variety of writing activities. Proper knowledge of punctuation helps pupils to produce meaningful writing and helps them to understand information in a text when reading.

Method

Write some punctuation marks on the blackboard and ask the pupils when to use each mark.

full stop	.	at the end of a sentence
question mark	?	after a question is asked
exclamation mark	!	shows something is exciting, scary etc.
speech marks (quotation marks)	" "	around the exact words someone says around names of books, stories, poems
comma	,	to make a pause in a sentence before speech marks between two or more adjectives
capital letters	ABC	first word of a sentence first word of direct speech proper nouns (people's names, place names)

Write some sentences on the blackboard and ask the pupils to suggest what punctuation marks are missing. For example:

how old are you asked the nurse
the capital of solomon islands is honiara

Read the sentences to the pupils as they read with you. Ask the pupils to rewrite the sentences in their exercise books with the correct punctuation.

Syllabus Link
A2



Can all the pupils identify punctuation marks and use them correctly in writing? (S22)

◆ Handwriting

Read the poem 'Lunch Basket' by Eve Merriam.

Ask the pupils why they think that the poet has written some of the text in capital letters. The pupils may be able to suggest that it is to show the bites are getting bigger or that the words should be said more loudly when the poem is recited.

Give the pupils the opportunity to practise the poem and to say it for you or a friend.

Ask the pupils to copy the poem into their exercise books. You might like to first revise this type of joins:

cr ea dr

Lunch Basket
Lunch basket, lunch basket,
what's for lunch?
Motu potato
and cucumber to crunch.
Rice and baked fish
a banana to munch.
A bite,
and a bite
and A BITE
and A BITE!
Now I'm heavy and my lunchbasket's light!

by Eve Merriam

◆ Oral ◆ Writing

Method

Organise the pupils to work in small groups to discuss the questions in the Pupil's Book on page 105.

- Are the things we like to eat always good for us?
- Why shouldn't babies eat only milk and mashed fruit? What else do they need?
- Why don't older people need as much energy food as children?
- Who does the most running and playing and exercise in your house? Babies? Children? Parents? Grandparents?
- What types of food would you collect for an elderly person's meals? Why?

When the pupils have finished their discussion, ask each group to write a list of food to buy or collect. Give each group a different list to write. Each list should contain enough food to make three balanced meals and some healthy snacks for the following people:

Group One: a baby	Group Two: a child	Group Three: an adult	Group Four: an elderly person

Invite each group to present their shopping list to the class and explain why they selected the foods on their list.

Syllabus link
A5, S23, S26



Can all the pupils write for audiences outside the classroom and the local community? (S27)

◆ Assessment Activity - Writing Sample

The class should by now have almost completed their written work for this unit's writing sample. If they have finished collect their work making sure that it is dated and has their name on it.

Over the next few days you need to assess the samples using the checklist on pages 29 - 30 and make a record of your judgement about the pupil's strengths and weaknesses.

You must also meet with each pupil to discuss his or her writing sample. Make sure they are clear about what they have done well and which areas they need to work on to improve.

◆ Reading and Discussion - Taking Care of Baby Sione

Background Information

'Taking Care of Baby Sione' is a narrative. It tells the story of a young girl called Alisi who takes care of her baby brother when their mother has another baby. The problem arises when Sione becomes ill. When Alisi tells her grandmother that she is worried, they realise that the baby is unwell because he has not been eating a balanced diet.

Method

Read the title of the narrative, 'Taking Care of Baby Sione' to the pupils. Ask the pupils if they have ever taken care of a baby brother or sister. Ask the pupils to tell about some of their experiences looking after younger siblings, or being looked after by an older sibling.

Look at the new words and phrases at the top of the reader. Use the blackboard to write up the words. These new words are difficult. Discuss them and ask the pupils to try to use some of the words in sentences. Do not try and explain all the meanings before the pupils read the text.

Next ask the pupils to read silently while you read the text to them. Use intonation and expression as you read the story to the pupils.

Syllabus Link
A3, S1



Can all the pupils differentiate between story and informative text, poems and news reports? (S2)

◆ Comprehension

Teacher Led Activities

Before asking the pupils to do the exercise, talk about the text with the class.

Ask some pupils to retell the story in their own words.

Prepare your own questions about the text. The pupils' answers will show you what they remember and if they understood the text.

Ask the pupils to read the instructions in the Pupil's Book on page 107. Tell the pupils to complete the sentences in their exercise books.

Assist any pupils who are unable to complete the activity by themselves.

Syllabus Link
A4, S19



Can all the pupils read and identify sufficient details to achieve their purpose? (S15)

◆ Language Study

Method

This activity encourages the pupils to ask and answer questions. Pupils will use the words in the questions to guide their answers.

Do some examples on the blackboard. Ask one pupil to read out the question. Tell one pupil to answer the question starting with "Yes". Tell another pupil to answer the same question starting with, "No". Make sure all the pupils have a turn. For example:

Question

Babies need soft foods, don't they?
She likes mangoes, doesn't she?
You're tired, aren't you?

Answers

Yes, they do. No, they don't.
Yes, she does. No, she doesn't.
Yes, I am. No, I am not.

Help the pupils to listen to the intonation in these questions. Make sure that your voice goes up when you ask a question and comes down when you answer it. This will help pupils differentiate between asking questions and making statements in English.

Now tell the pupils to copy the questions in the Pupil's Book into their exercise books and complete the answers.

Syllabus Link
A6, K7, K10



Can all the pupils listen and differentiate between the intonation used in a statement and question? (S5)

◆ Spelling

Spelling Patterns - Making Plurals

Read the counting rhyme, "One Potato" as the pupils read it silently. Ask the pupils to say it after you. Write the words 'potato' and 'potatoes' on the blackboard and ask the pupils to tell you what has been added to potato to make the word plural. Tell the pupils that to make some words that end in 'o' plural, we must add 'es'. Ask the pupils to copy the words from the Pupil's Book and write the plural forms beside them.

Help the pupils to spell and write the words for this week's spelling correctly.

◆ Oral ◆ Writing

Teacher Led Activities

Point of View

Put the pupils into small groups and ask them to discuss this statement:

School children should not take care of small babies.

Tell the pupils to list reasons why school children should take care of small babies. Also list why they should not. One person in each group will write down the points or reasons on a sheet of paper.

Some of the points the pupils write might include:

Why school children should take care of small babies:

- School children can help at home by looking after babies when their parents are busy;
- School children like looking after babies;
- Parents need help to take care of babies and small children.

Why school children should not take care of small babies:

- School children might not know what to do if a baby is sick;
- School children won't have time to do their homework;
- School children don't know what to do in an emergency;
- School children need time to play;
- Adults can take care of babies better than school children.

After the discussion, pupils must decide if they agree or disagree with the statement and write two or three sentences giving their point of view. Remember that people will have different points of view. Pupils should listen to and respect the point of view of others.

Proofreading and Editing

Writing is a process that takes time. Allow time to improve other written work the pupils have been working on from previous days. You should assist the pupils

- to check for spelling mistakes;
- to use punctuation properly;
- to help expand their writing by adding more sentences and words;
- to redraft their text with clear and neat handwriting.

Syllabus Link
A5, S22, S23



Can all the pupils use redrafting as an opportunity to improve their writing? (S24)

◆ Reading and Discussion - The Healthy Diet Pyramid

Background Information

It is important that pupils are introduced to a variety of text types or genres. They need to develop an understanding of different genres such as reports, poems, narratives, diagrams and charts. The next text in the Pupil's Book is presented in the form of a pyramid which is a diagram. The diagram:

- is a type of information report;
- makes it easy to read facts about a topic quickly;
- is a simplified drawing.

The Food Pyramid is a drawing that simplifies the idea of a balanced diet. It shows which foods people should eat most, moderately and least to be healthy.

Method

Talk about the Healthy Diet Pyramid with the pupils.

Before reading the text beside the pyramid, point out to the pupils that the pyramid in the Pupil's Book has been divided into four levels.

Look at the diagram and help the pupils to understand it.

Use the questions in the **Teacher Led Activity** to guide your discussion.

Teacher Led Activities

Which is the largest level?

What foods are in this level?

What is the heading beside level one?

Why do you think people should eat more of these foods?

Which are the two smallest levels?

What foods are in levels one and two?

What heading is beside these levels?

What do you think 'Eat Least' means?

Why do you think people need to eat fewer fats and sugars?

Look at the middle level. What does 'Eat Regularly' mean?

What foods are found in this level?

Now have the pupils read the text beside 'The Healthy Diet Pyramid' silently. Then read the text aloud to the class, or have different pupils read different sections aloud while the rest of the class listens.

Syllabus Link
S17



Can all the pupils read silently, identify the main points and the writer's purpose? (S14)

◆ Comprehension

Method

Questions

The discussion that you had with the pupils **before** reading the text will have helped the pupils to understand what they have just read.

Read through the questions in the Pupil's Book and ask the pupils to answer them orally. You might ask the pupils to answer them in their exercise books.

Help them with their sentences. Encourage the pupils to use the diagram and text to answer the questions.

Food Fact Table

Ask the pupils to copy the Food Fact Table from the Pupil's Book, page 110, into their exercise books.

Discuss the example that has been done for the pupils. Ask the pupils to refer to the diagram and accompanying text to find one fact about each type of food listed in the table. Do this orally before the pupils attempt to complete the table.

Syllabus Link
A1, S14



Can all the pupils read and identify sufficient details to achieve their purpose? (S15)

◆ Language Study

Background Information

This activity asks the pupils to decide whether to use **many** or **much** in different sentences.

We use '**many**' when we talk about **things we can count**.
For example:

- How many apples?
- How many plants?
- How many leaves?

We use '**much**' when we talk about **things we cannot count**.
For example:

- How much water?
- How much juice?
- How much food?

Mixing up "many" and "much" is common. Many people use the wrong word in their every day speech.

Teacher Led Activities

Explain to the class how 'many' and 'much' are used. Write some examples on the blackboard. Ask the pupils to read the examples together from the blackboard.

Sweet biscuits contain too much sugar.

How many fish did you catch yesterday?

How much money do you need to buy a packet of biscuits?

Ask the pupils to read the instructions for the activity in the Pupil's Book. Ask them to do the exercises.

Syllabus link
A5, S25



Can all the pupils use countable and uncountable nouns correctly in speaking and writing? (K12)

◆ Spelling

Ask the pupils to read the instructions in the Pupil's Book. Pupils must use a spelling word to answer each question. Tell the pupils to complete the activity in their exercise books.

◆ Oral ◆ Writing

Background Information

The purpose of this interview is to obtain information about a person's diet.

Method

Ask the pupils to work in pairs for the interview activity.

Ask them to practise asking and answering questions with each other. They will use the questions and answers supplied in the Pupil's Book. Some pupils might like to add questions of their own to the interview.

You might like to graph the class results for one of the questions to display in the room.

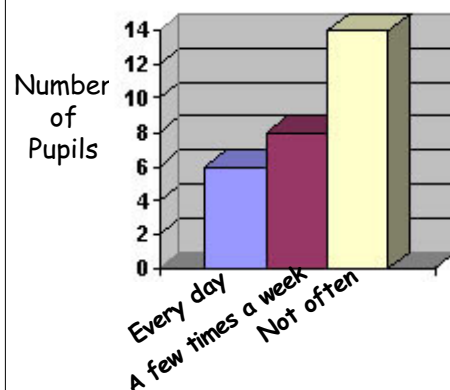
Graphs, like the one drawn above, help pupils to read facts about a topic very quickly.

Proofreading and Editing

Writing is a process that takes time. Allow time to improve other written work the pupils have been working on from previous days. You should assist the pupils to

- check for spelling mistakes;
- use punctuation properly;
- help expand their writing by adding more sentences and words;
- redraft their text with clear and neat handwriting.

How Often Our Class Eats Vegetables



Syllabus Link
A1, S22, S24



Can all the pupils ask a wide range of questions? (S11)

◆ Assessment Activity - Writing Sample

Check that you have completed your writing assessment for this unit:

- Have you collected a writing sample for every pupil in the class?
- Have you analysed the writing samples to identify strengths and areas of difficulty and made a record of your analysis in your assessment file?
- Have you had time to meet with each pupil to discuss his or her writing sample? Is each pupil clear about what they need to work on to improve their writing?

◆ Reading and Discussion - The Interview

Teacher Led Activities

Tell the pupils that the text they are going to read is an interview between two pupils, Edith and John.

Ask the pupils to read silently while you read the text aloud.

Use different voices for the two characters. Or you could have different pupils take on the role of each child and read sections of the text out to the rest of the class.

Next ask the pupils to work in pairs and read the interview together. Ask them to take turns being the interviewer and interviewee.

Syllabus Link
A3, A4, S2



Can all the pupils read a wider range of text aloud with understanding, confidence and expression? (S19)

◆ Comprehension

Method

Ask the pupils some questions. They need to find the correct information in the text.

For example:

- Does John chew betel nut?
- Does he include fruits in his diet every day? How many?
- How often does John eat vegetables?
- Do you think that John eats a balanced diet every day?

Ask the pupils to read the questions in the Pupil's Book on page 112.

Ask them to answer the questions in sentences in their exercise books.

The pupils should also write three more questions that they could ask John to find out more about his diet.

Syllabus Link
K8, S11, S12



Can all the pupils read and identify sufficient details to achieve their purpose? (S15)

◆ Language Study

Method

This activity asks the pupils to decide which word from a list of words will correctly complete a sentence. Ask the pupils to read the instructions for this activity in the Pupil's Book 113.

Ask them to rewrite the sentences in their exercise books, choosing the correct answer to complete each sentence.

Assist any pupils who are unable to complete the activity by themselves.

Syllabus Link
A3, S23



Can all the pupils use countable and uncountable nouns correctly in speaking and writing? (K12)

◆ Spelling

Method

Spelling - Jumbled Words

Revise the spelling words that you introduced on Monday.

Tell the pupils to read the instructions for this jumbled words activity in the Pupil's Book.

Ask them to rewrite the words correctly in their exercise books.

Spelling Test

Spelling is an important skill. Teachers should keep a check on the progress of their pupils' spelling skills.

Keeping and looking at dated samples of a pupil's writing helps to assess the development of spelling skills.

Another quick and easy way to monitor progress is to do a simple spelling test at the end of each week.

Ask the pupils to spell the words from the week's spelling list.

Say a word. Use the word in a sentence. Then ask the pupils to write the word.

For example:

Say, "**were**
"**there**

They **were** happy to visit the clinic.
There are five children in my family.

Write **were**."
Write **there**."

◆ Handwriting

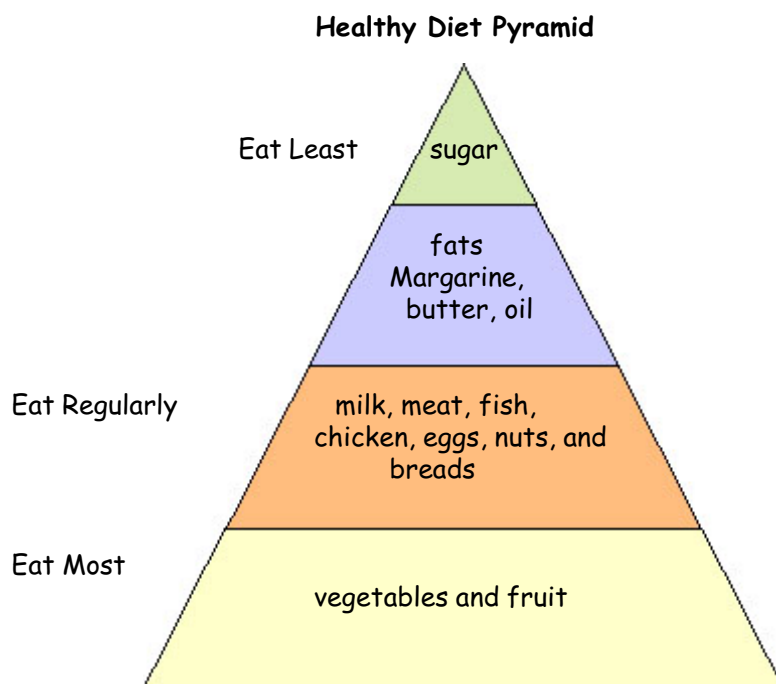
Background Information

The pupils will become better at handwriting if they are involved in handwriting lessons regularly. The pupils need only to write a few lines each time. Writing a little but often will help them to improve. Today they are going to copy the diagram (below) of the Healthy Diet Pyramid.

Remember that printing is used when writing on a diagram, map or chart. Do not use cursive (joined) writing for this handwriting activity.

Method

Ask pupils to add drawings of the types of food that belong to each level. You might like to ask the pupils to do this activity on a piece of paper to display around the classroom.



◆ Oral ◆ Writing**Background Information****Planning a Village Survey**

A survey is given to a group of people to obtain information about something. In this case, the survey aims to obtain information about people's eating habits.

Method

Organise the pupils into groups of four or five to plan a survey.

Ask the pupils to read the instructions in the Pupil's Book with you as you read them aloud.

Discuss how the pupils would conduct the survey. The Pupil's Book contains the following ideas to help pupils to develop questions for their surveys.

· Think about what you want to find out from people about what they eat.

What?

When?

How much?

Why?

Where do they get the food they eat?

Do they know about the three food groups?

· Think about the questions you will ask.

The Pupil's Book also contains a sample survey form and some questions that the pupils might include in their survey. Look at page 114.

Ask the pupils to write the questions in groups and try them out with the class.
Listen to their questions.

Make corrections where necessary and encourage everyone to participate.

The pupils could be asked to carry out this survey with their family members or someone they know very well in the community.

Syllabus link

A1, A6



Can all the pupils ask a wider range of questions? (S11)



Standard 4