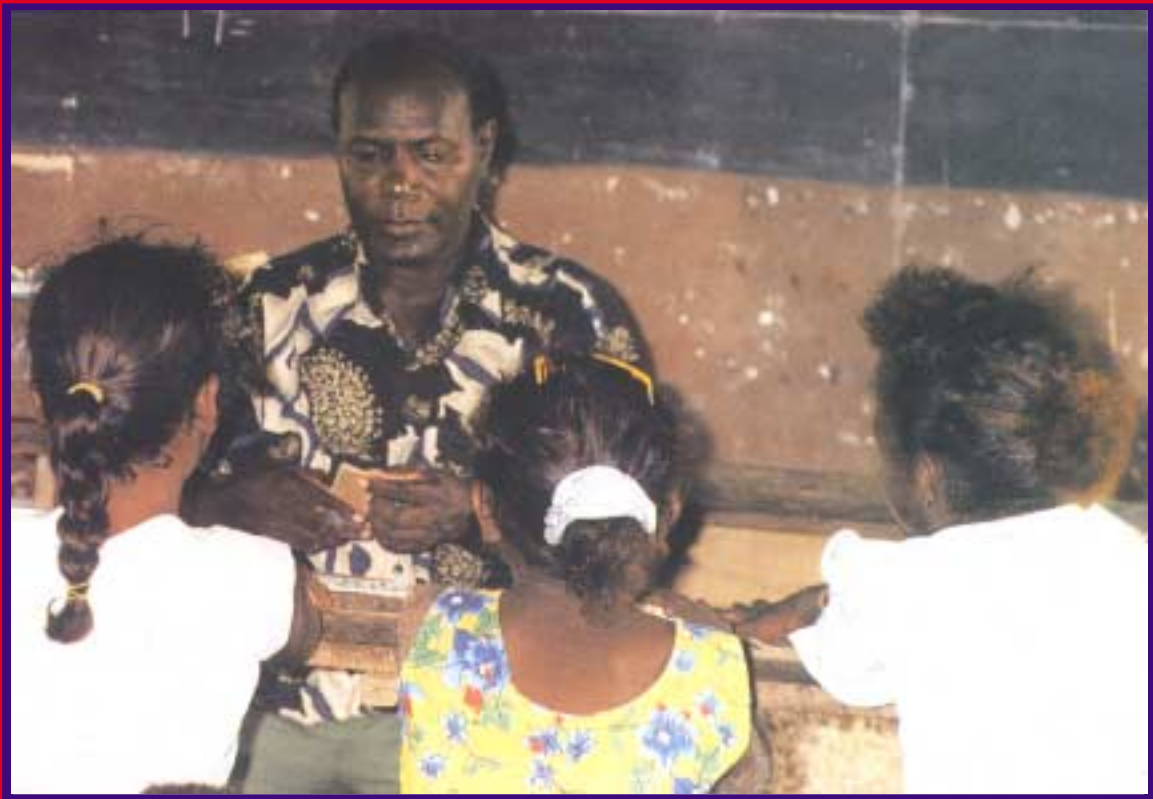


Nguzu Nguzu English

Teacher's Guide



Standard 3



Published in 1999 by the Curriculum Development Centre
P.O. Box G27, Honiara, Solomon Islands.

Copyright © Ministry of Education and Human Resources Development
All rights reserved.

ISBN: 982-371-049-X

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 World Bank.

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



**Nguzu Nguzu
English**

Teacher's Guide

Standard 3

Contents	page
About this Teacher's Guide	page 2
Whole language	page 3
The English timetable	pages 4-5
Learning to read	page 6
Lesson planning	page 6
Nguzu Nguzu story books	page 7
Other books and materials	page 7
Reading	page 8
Guided reading	page 9
Shared reading	page 9
The classroom environment	page 10
The book corner	page 12
The story corner	page 13
Handwriting	pages 14-21
Spelling	page 22
The Primary English Syllabus	pages 23-44
Glossary	pages 45-50
Assessment	pages 51-53
Running records	page 54
Term One	pages 55-95
Term Two	pages 97-133
Term Three	pages 135-167
Term Four	pages 169 - 201

About this Teacher's Guide

This teacher's guide has been produced by the Curriculum Development Centre to support the work of teachers in Primary schools in Solomon Islands. The guide closely follows the Solomon Islands Primary English Syllabus as approved by the Ministry of Education and Human Resources Development. You can find the syllabus on pages 23 to 41.

The activities described in the Teacher's Guide are based upon the Nguzu Nguzu story books produced by the Curriculum Development Centre. The activities support the whole language approach to learning English through activities to develop the skills of listening, speaking, reading and writing.

The activities include the following.

- ◆ Morning Talk. This is a time when the children talk with the teacher and other children. The weekly topic is based on the story book for that week. The aim in Standard Two is to encourage the children to speak confidently and clearly. In Standard Two the children should be encouraged to speak in English as much as possible. Where children are still using language or Pijin, the teacher should repeat what they say in English.
- ◆ Shared reading. This is a time when the children listen to the teacher read a story. They talk about the story and answer questions about it to improve their understanding. Later the children join in with the teacher in reading the story aloud.
- ◆ Guided reading. This is a time when the teacher reads with a small group of six or seven children. Each child has their own book and they follow the words with their finger as the teacher reads. Later they read the text themselves. The teacher teaches about letter sounds, spelling and punctuation.
- ◆ Shared writing. This is a time when the children make up their own stories and the teacher writes them down. As they write, the teacher explains about letter formation, spelling, punctuation and grammar. Later the children copy out the story and draw pictures.
- ◆ Free writing. This is when the children write their own lists, notes, posters and stories, with help from the teacher.
- ◆ Language games. These include word searches, Bingo, Hangman and 'ask and answer' games. In these games the children practise listening, speaking, reading and writing.
- ◆ Phonics. This involves learning about the sounds that different letters and groups of letters make. In the teacher's guide, letter sounds are shown like this: 'dr-'.
- ◆ Handwriting. The children learn how to form the letters in cursive script and to join two or more letters together. In the teacher's guide, letters are shown like this: 'dr'.
- ◆ Spelling. Children learn to spell simple common words from their stories and from a list of the most used English words. The children learn to spell through reading, writing and games such as Rainbow Alphabet.

Whole Language

The Nguzu Nguzu Programme aims to develop children's literacy and oracy through the medium of English, the approved language of instruction in Solomon Islands.

Whole language is the teaching approach used by Nguzu Nguzu, SPLEC and Rotary projects. (SPLEC and Rotary are projects funded by UNDP and Rotary International. Nguzu Nguzu is funded by the Solomon Islands Government through the Ministry of Education and Human Resources Development with assistance from the British Department For International Development and The World Bank. The teaching methods are almost exactly the same in all three projects.)

Whole language means that learning English is not separated from other experiences the child has in school or at home. Every experience should be regarded as an opportunity to develop literacy through English. For this reason, classroom instructions should be given in English, children should learn English in all other lessons and opportunities should be found for children to read, write, speak and listen in English through games, stories, poems and other activities.

In the whole language approach:

- ◆ listening, speaking, reading and writing skills should be developed together,
- ◆ children should be exposed to spoken and written English as much as possible (this is sometimes called 'immersion'),
- ◆ children should learn English in a natural way from their environment, society and culture,
- ◆ children should learn English in a meaningful context, such as through a story or activity rather than through repetitive and meaningless drills.

The English timetable

The National Curriculum Committee has approved the following timetable for use in all Standard Two classes.

English is divided into two activity periods each day. In these activity periods the teacher must include activities for listening, speaking, reading and writing.

The teacher must use the Nguzu Nguzu Teacher's Guide to plan the activities for the week.

A sample plan for one week is shown on page 5.

Suggested timetable for Standards One to Three					
	Monday	Tuesday	Wednesday	Thursday	Friday
7.45 - 8.00	Assembly and Registration				
8.00 - 8.20	Christian Education				
8.20 - 9.00	Mathematics				
9.00 - 10.15	Language activities morning talk, poems, rhymes, shared reading, guided reading, oral activities, writing activities, handwriting				
10.15-10.45	Break				
10.45 -11.45	Language activities morning talk, poems, rhymes, shared reading, guided reading, oral activities, writing activities, handwriting				
11.45 -12.15	Community Studies				
12.15 -12.40	Health Education	Science and Agriculture	Art and Craft	Science and Agriculture	Health Education
12.40 -13.00	Physical Education	Health Education	Music	Health Education	Physical Education

Sample daily timetable for language activities		
Session 1.	15 minutes 60 minutes	Morning Talk Shared reading including follow-up activities such as, poems, rhymes and songs, shared writing, free writing, games, drama and other activities to practise skills in reading, writing, speaking and listening
Session 2.	15 minutes 15 minutes 30 minutes	Guided reading with one or two groups Handwriting Shared reading including follow-up activities such as, poems, rhymes and songs, shared writing, free writing, games, drama and other activities to practise skills in reading, writing, speaking and listening

Sample English Timetable for Term One, Week Nine

Nguzu Nguzu Story Book: The Tapa Cocoon

Monday	
9.00-10.15	<p>Morning Talk: Teacher's Guide Activity One. Talk to the children about the caterpillar in the story. Talk about how the caterpillar changes.</p> <p>Shared reading: Teacher's Guide Activity Two. Ask the children what they remember of the story from Standard Two. Read the story without interruption. Ask questions about the story.</p>
10.45-11.45	<p>Shared reading: Teacher's Guide Activity Three. Read the story with the children. Encourage them to join in.</p> <p>New vocabulary: Teacher's Guide Activity Four. Use the word 'undamaged' from page 3 as a starting point for grammar work on words with the prefix 'un'.</p>
Tuesday	
9.00-10.15	<p>Morning Talk: Teacher's Guide Activity One. Talk about the life cycles of butterflies and moths, from egg to caterpillar to chrysalis to adult.</p> <p>Shared reading: Teacher's Guide Activity Three. Let the children join in with reading the story again. Use flash cards for selected words.</p> <p>Writing: Teacher's Guide Activity Five. The children use markers to show the sequence of making tapa cloth.</p>
10.45-11.45	<p>Guided reading with a group. Shared reading: Teacher's Guide Activity Three. Read the story with the children. Ask questions about the story.</p> <p>Spelling: Teacher's Guide Activity Nine. Practise spelling 'ch' words.</p>
Wednesday	
9.00-10.15	<p>Morning Talk: Teacher's Guide Activity One. Talk about the life cycles of familiar animals such as frogs and mosquitoes.</p> <p>Shared reading: Teacher's Guide Activity Three. Read the story together. Use flash card to teach selected vocabulary.</p> <p>Writing: Teacher's Guide Activity Six. The children make posters about the life cycles of moths and butterflies.</p>
10.45-11.45	<p>Shared reading: Teacher's Guide Activity Three. Read the story with the children. Let the children ask each other questions about the story.</p> <p>Shared writing: Teacher's Guide Activity Seven. Write a shared story with the children. Make the story into a big book.</p> <p>Guided reading with a group.</p>
Thursday	
9.00-10.15	<p>Morning Talk: Teacher's Guide Activity One. The children tell custom stories about animals.</p> <p>Shared reading: Teacher's Guide Activity Three. Read the story together. Use flash card to teach selected vocabulary.</p> <p>Speaking and listening: Teacher's Guide Activity Ten. In pairs, the children retell the story.</p>
10.45-11.45	<p>Guided reading with a group. Writing: Teacher's Guide Activity Eight. The children write their own story and make it into a book.</p>
Friday	
9.00-10.15	<p>Morning Talk: Teacher's Guide Activity One. The children tell custom stories about animals.</p> <p>Shared reading: Teacher's Guide Activity Three. The children read the whole story aloud. They read silently by themselves in the book corner.</p> <p>Writing: Teacher's Guide Activity Eleven. In pairs, the children rewrite The Tapa Cocoon as a video story.</p>
10.45-11.45	<p>Guided reading with a group. Writing: Teacher's Guide Activity Eight and Eleven. The children finish writing their own books and video stories. They read their books and video stories aloud to the class.</p>

Learning to read

Children learn to read in the same way as they learn to talk, through **experience and practice**.

In your teaching you must give the children many **experiences** based on reading. These can be:

- ◆ listening to stories and looking at story books read by the teacher,
- ◆ joining in with a story in shared reading,
- ◆ learning poems, rhymes and songs from a chart,
- ◆ drama and puppet play based on a story book,
- ◆ word games, such as Bingo and Hangman,
- ◆ follow-up speaking activities based on a story book,
- ◆ follow-up writing activities based on a story book,
- ◆ looking at story books by themselves and in small groups,
- ◆ reading a story book quietly to the teacher.

In your teaching you must give the children many opportunities to **practise** reading. These can be:

- ◆ joining in with shared reading,
- ◆ reading story books by themselves and in small groups,
- ◆ reading story books to the teacher,
- ◆ reading charts, posters and labels in the classroom,
- ◆ activities based on a story book.

Lesson planning

This Teacher's Guide gives ideas for teachers to use when planning their own lessons. Every teacher is different, every class is different and every child is different. It is impossible for any Teacher's Guide to tell every teacher exactly what to do in every lesson. Therefore the teacher must adapt the ideas in the Teacher's Guide to meet the specific needs of the children in the class. If the teacher continues to follow the drill method of teaching the children will be unable to think, speak and write their own ideas.

The easier story books are in term one and the more difficult ones in term four. Teachers do not have to follow this order all the time. It is good for a teacher to choose a book to fit in with work in another area of the curriculum. For example, a teacher may choose to do John's Germs at the same time as the children are learning about cleanliness and disease in Health Education.

The teacher must also plan some of their own activities to meet individual needs. There is a reminder at the end of each unit for teachers to write their own activities, based on the English syllabus. These activities can be written in the Teacher's Guide or on a sheet of paper which is then put into the teacher's own file or planning book.

Lesson planning should be done carefully but teachers should not waste time writing long, detailed lesson plans. Lesson plans are meant to be a simple plan for the teacher to follow in the lesson and a reminder of the aim of the lesson. After the lesson has been taught the lesson plan becomes a record of what the children have done.

Nguzu Nguzu Story Books

Nguzu Nguzu story books are produced by the Curriculum Development Centre and are distributed to all schools. They are the basic resource of most Solomon Islands schools. There are forty story books for Standard Two.

There is one story book for each week.

The Nguzu Nguzu Teacher's Guide is divided into four-page units. Each unit deals with one Nguzu Nguzu story book.

One unit should take about one week.

The Nguzu Nguzu story books are mostly written by Solomon Islands teachers. They are designed to appeal to young children. The texts contain simple, repeated phrases to encourage the children to join in with reading. The stories are based on local culture and children's own experiences.

Some books are 'Big Books'. These are large sized books where the children can easily see the letters and words. For the other books, the teacher must:

- ◆ let the children sit close enough so that they can see the letters and words clearly,
- ◆ make their own big books on sheets of paper or card,
- ◆ copy the words onto the blackboard,
- ◆ copy the words onto the blackboard and let the children copy them into their exercise books.

Other books and materials

The Nguzu Nguzu story books, Teacher's Guide and Guided Reading books are enough to cover most of the Standard Two syllabus. These Nguzu Nguzu materials are the core resource for all schools.

Using English and the Pacific Series books should be used as supplementary materials. Any other story books, such as books produced by Rotary, Ready to Read or ELPAM can be used in the same way as the Nguzu Nguzu stories. Teachers can write their own lesson plans and activities for these books.

Reading

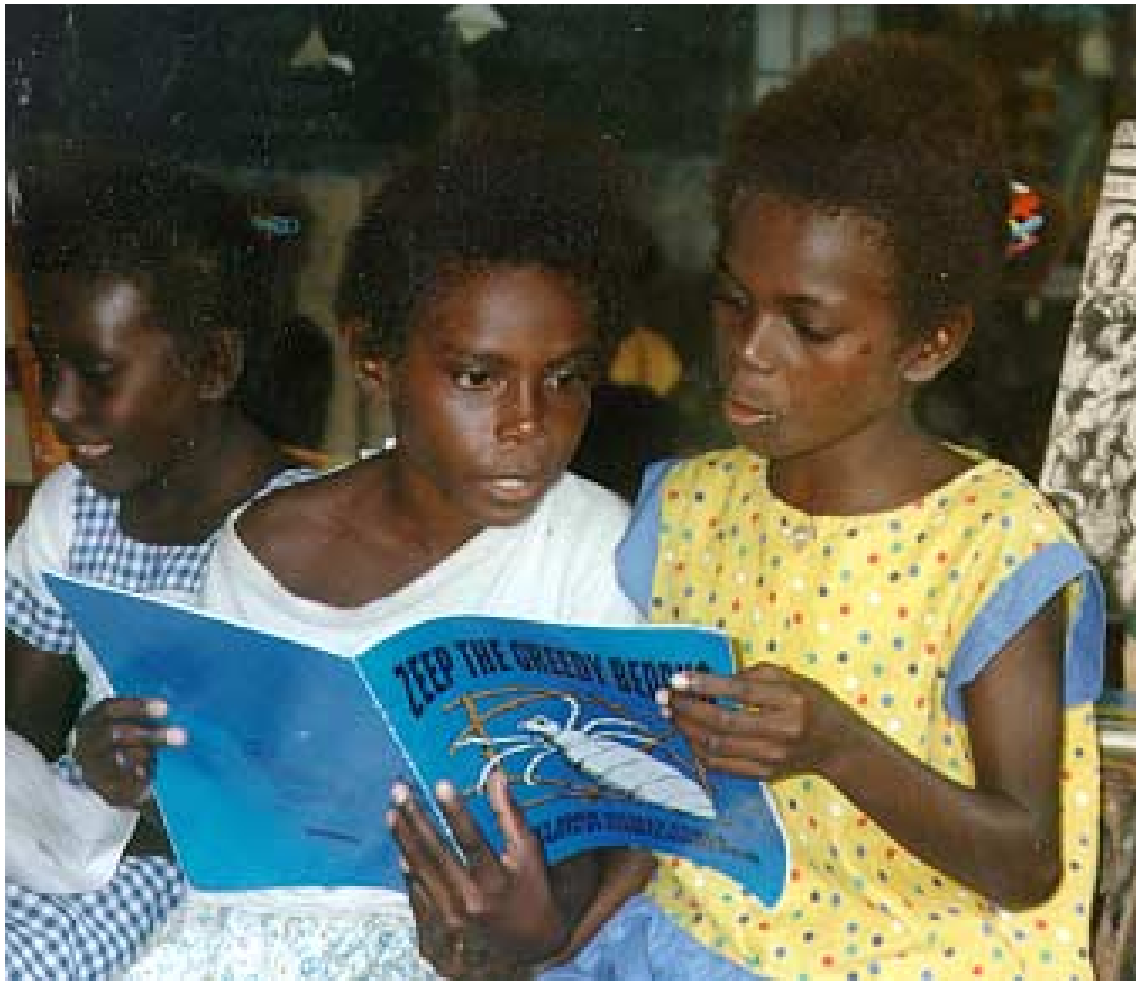
It is important for the children to listen to stories, rhymes and poems in English. This helps them to develop an understanding of English sounds, vocabulary and grammar.

Teachers must read to the children every day.

The teacher can read Nguzu Nguzu story books which the children have already studied, other story books from the school library or stories which the class or older classes have written.

The children must also be given time to read story books for themselves. They can read alone or in small groups.

The children must also read to the teacher. This should be done quietly while the rest of the class are busy. Hearing the children read is a good way to monitor their progress.



Guided reading

Guided reading teaches children about letters, sounds, words and punctuation.

In guided reading the teacher works with a small group of children. Each child has their own book. The teacher reads and the children follow the words, pointing to each one. Later the children read for themselves. They also do follow-up activities.



Shared reading

In shared reading the teacher and the children read the story together.

Later the children do follow-up activities based on the story. These follow-up activities include games and activities for practising listening, speaking, reading and writing skills.



The classroom environment

The classroom is an important resource for children to develop their skills in listening, speaking, reading and writing.

Promoting the use of English

Listening

The classroom is often the only place where children hear English spoken, and the teacher may be the only person the children hear speaking English.

Therefore **the teacher must use English as much as possible.**

This can be by reading stories, giving classroom instructions and asking questions in English. When necessary, the teacher may speak in language or Pijin, but should always repeat what they say in English as well. The teacher may also sometimes allow the children to speak in language or Pijin and then the teacher must repeat what the children say in English. Through hearing English spoken, the children will learn English in the same way as they learn their own language, by hearing it being used and using it themselves in a natural way.

The teacher must also try to bring other speakers into the classroom so that the children can hear English used by others. The Pastor, Chief, Health Worker, Community Education Officer or other guest could be invited to speak to the children about a topic such as health, or just read them a story.

Speaking

Children need to practise speaking English in the classroom. This should not be through meaningless, repetitive drills but through interesting, enjoyable activities which are meaningful and relevant. At first the children should be allowed to use language or Pijin and the teacher should repeat what they say in English. Later the children should have opportunities and be encouraged to talk to the teacher, to the class and to other children **in English** in their classroom activities. These activities should allow the children to speak English with thought and understanding, not just copy drills without understanding.

Reading

The classroom may also be the only place where children see English written. The teacher must try to display many examples of written English in the classroom, such as labels, posters and charts. Story books must be made available for the children to read by themselves and to the teacher. If there is a school library, the children should be allowed to go there to read the books. The class should have a regular library time each week. Some schools match each one of their younger children with an 'older brother' or 'older sister' from Standards 5 and 6. Each week they have a library time when the older children read a story book to the younger ones.

The teacher should try to sit down with each child and share reading a book together every day. This should be an enjoyable time for the child, not a stressful one.

Writing

Children need to practise writing English in a meaningful way. The teacher must find structured activities which allow the children to develop their writing skills. These activities should allow the children to write their own ideas, not just copy the teacher's writing from the blackboard. The children should experience many different types of writing, such as stories, lists, letters, labels, birthday cards and many others.

Posters, charts and books

The children come to school from a lively, colourful and interesting environment where they are able to play, move around and explore for themselves.

The classroom environment must also be lively, colourful and interesting.

The children must not be bored and discouraged by being made to sit still in a dull classroom which is not as interesting as the local environment or home.

The teacher must make sure that classroom displays are neat, colourful and interesting and that they contain good examples of carefully written English, with no spelling mistakes, as well as pictures, children's drawings and story books.



These photographs show lively and interesting classrooms. There are plenty of examples of writing and pictures on display on the walls, including the children's own work.

The book corner

Every classroom should have a book corner.

A book corner is a place where books can be neatly displayed so that the children can choose one to read for themselves. There should be a set time each day for the children to read with the teacher, by themselves or in a small group of two or three.



Books can be displayed on shelves or specially made stands.

If the classroom is not safe and dry the books should be kept in a good, strong box and brought to the classroom each day.



The Story Corner

A story corner is an area at the front of the classroom where the children can sit comfortably close to the teacher and see the words and pictures of the story book the teacher is reading. The floor should be clean with enough space for the children to sit comfortably. There should be mats on the floor for the children to sit on if the floor is not clean.

The story corner can be used for other activities as well, such as mathematics, Morning Talk and language games.



Handwriting

- ◆ Children learn how to write through many different activities, such as by,
- ◆ observing the teacher,
- ◆ writing their own letters, words and sentences,
- ◆ formal handwriting lessons.

Observing the teacher

The teacher should demonstrate good handwriting when writing on the blackboard and when doing shared writing. This will demonstrate to the children where to start and how to form all the letters of the alphabet. All charts, posters and displays must be in good handwriting. Try not to mix upper case and lower case writing on the blackboard and on charts and displays. Use lower case as much as possible.

Writing their own letters, words and sentences

Often children write well in handwriting lessons but their other writing is poor. They must be encouraged to use good handwriting at all times. Every opportunity to write is an opportunity to practise good handwriting.

Handwriting lessons

The children should practise handwriting every day in a short handwriting lesson or through a writing activity.

The handwriting lesson should be short and meaningful and not just a repetitive time-filler. Teachers can make handwriting lessons more interesting by starting with a warm-up pattern, choosing letters, words and phrases from the story and integrating handwriting lessons into other activities so that every writing activity is a handwriting lesson.

The teacher must demonstrate where to start each letter or group of letters, what direction the pencil should travel and where to stop and lift the pencil. This can be done in a handwriting lesson and also in shared writing activities.

The letters taught in this guide are **cursive**. That is, they have tails or hooks on the end. This is so that the letters can be joined together in cursive script. In Standard One the children will have learnt to form each letter correctly. In Standard Two the children begin to learn how to join two or more letters together using these tails. It is important that the children have learnt the cursive style right from the start. This will make it much easier for them to begin joining their letters. By Standard three, the children should have learned to join their letters. The joins should be taught and revised in standard three. The children should also practise their joined hand writing in a variety of writing activities.

Letter families

All the letters of the alphabet can be grouped into sets or families of similar letter shapes. For example, 'm', 'n', and 'r' go together because they all start in the same place and the pencil moves in the same direction.

When you are teaching the letter 'm' you could also teach the letters 'n' and 'r'.

The letter families are:

set 1 c a d o g q e

set 2 b h k l p

set 3 i j u t

set 4 m n r

set 5 v w x y

set 6 s z f

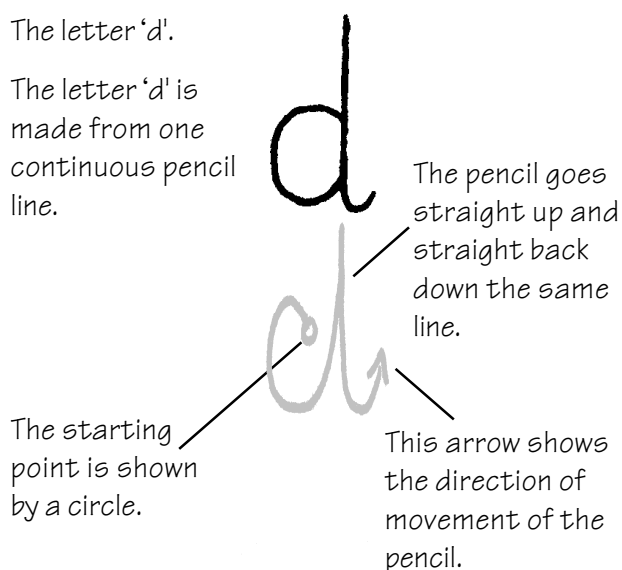
All the letters are made using one continuous pencil line, except for 't', 'x' and 'f', which are made from two lines.

Lower case letters

Children must be taught the correct starting and finishing points and the direction of pencil movement for each letter. Starting points and pencil direction are shown below.

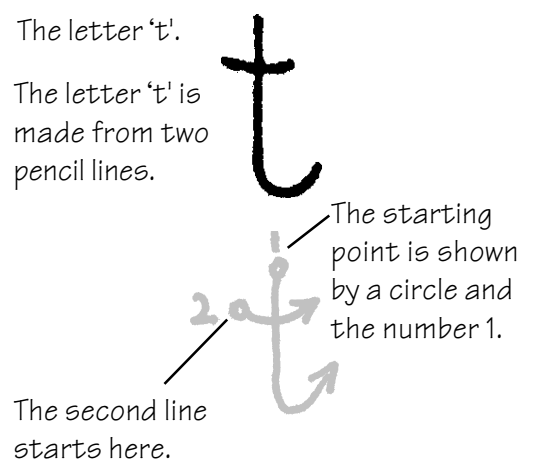
The letter 'd'.

The letter 'd' is made from one continuous pencil line.



The letter 't'.

The letter 't' is made from two pencil lines.



Set 1:

c a d o g q e

c a d o g q e

Set 2:

b h k l p

b h k l p

Set 3:

i j u t

i j u t

Set 4:

m n r

m n r

Set 5: V W X y



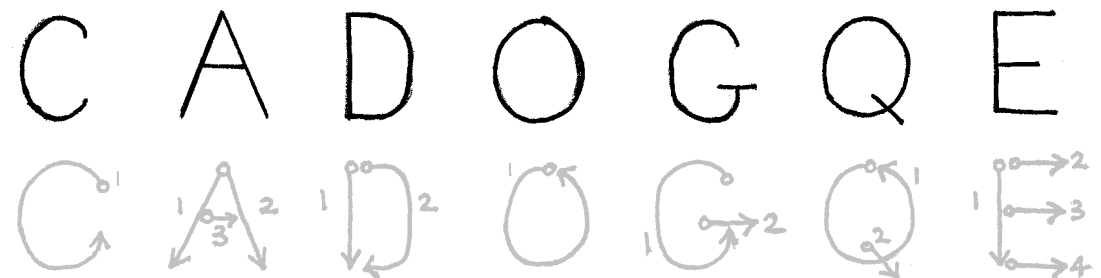
Set 6: S Z f



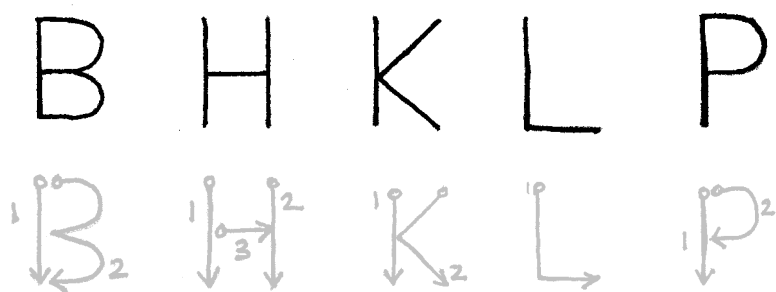
Upper case letters

Children must be taught the correct starting and finishing points and the direction of pencil movement for each of the upper case letters.

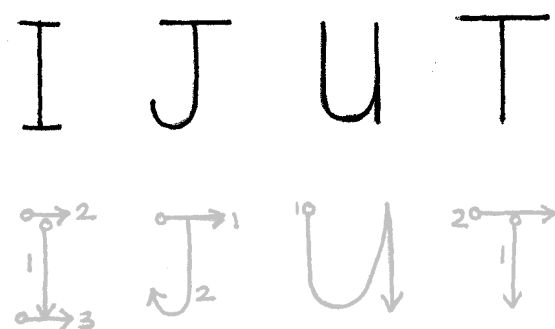
Set 1: C A D O G Q E



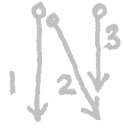
Set 2: B H K L P



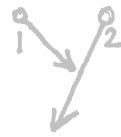
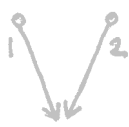
Set 3: I J U T



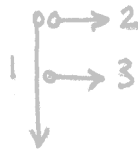
Set 4: M N R



Set 5: V W X Y



Set 6: S Z F



Numbers

Children must be taught the correct starting and finishing points and the direction of pencil movement for each of the numbers.

0 1 2 3 4 5 6 7 8 9



Warm-up exercises

Use a suitable pattern as a warm-up for all your handwriting lessons.

Set 1
letters:

c a d o g q e

Set 1
patterns:

ccccccc eeeee
oooooooo

Set 2
letters:

b h k l p

Set 2
patterns:

||=||=||=||=|| sssss
vvvvvvvv

Set 3
letters:

i j u t

Set 3
patterns:

uuuuuu
uuuuuu

Set 4
letters:

m n r

Set 4
patterns:

oooooo
oooooo

Set 5
letters:

v w x y

Set 5
patterns:

zzzzzz zzzzzz zzzzzz
vvvvvv zzzzzz

Set 6
letters:

s z f

Set 6
patterns:

||=||=||=||=||

Joined writing

Begin teaching the children to join letters in Standard Two.

This Teacher's Guide contains handwriting activities for each week, with different joins based on words from the stories. Demonstrate the joins on the blackboard, showing the children where to start, what direction the pencil should travel and where to stop and lift the pencil. Check that the children are forming and joining the letters correctly.

Also demonstrate joined writing in shared writing activities. As the children become more confident, encourage them to use joined writing in other writing activities and not just in handwriting lessons.

The 'wr' join.

The letters 'wr' are made from one continuous pencil line.



This arrow shows the direction of movement of the pencil.

The starting point is shown by a circle.

The pencil goes straight down and straight back up the same line.



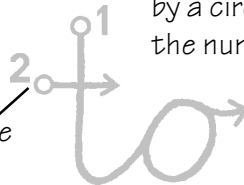
The 'to' join.

The letters 'to' are made from two pencil lines.



The starting point is shown by a circle and the number 1.

The second line starts here.



The rules for joining

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

The first join

The first join is used to join letters with tails or hooks to all the other letters except for 'b', 'h', 'k', 'l', 't' and 'z', for example:

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

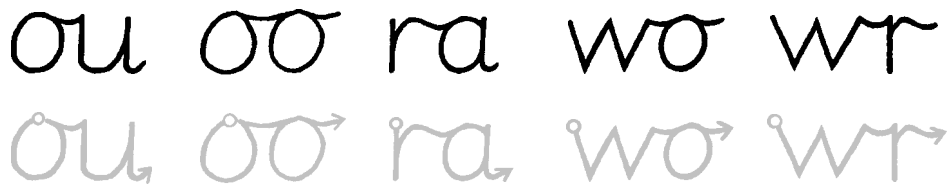
The second join

The second join is used to join letters with tails or hooks to the letters for 'b', 'h', 'k', 'l' and 't', for example:

ch cl th
ch cl th

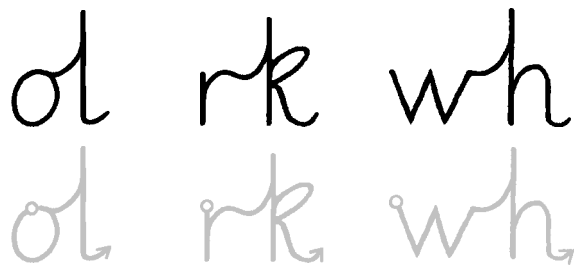
The third join

The third join is used to join the letters 'o', 'r', 'v' and 'w' to all the other letters except for 'b', 'h', 'k', 'l', 't' and 'z', for example:



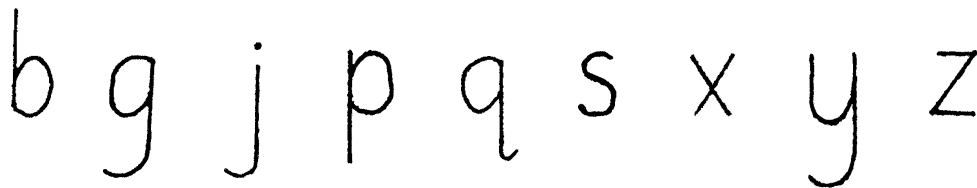
The fourth join

The fourth join is used to join the letters 'o', 'r', 'v' and 'w' to the letters 'b', 'h', 'k', 'l' and 't', for example:



The break letters

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



Capital letters

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

Using these rules for joined writing, the first page of *The Storm* would be written like this:

John lay in his bed and listened.
Outside a terrible storm howled.

Spelling

Children learn to spell in many ways, including:

- ♦ through experience of looking at books and reading,
- ♦ through playing word games such as Rainbow Alphabet and Hangman,
- ♦ through writing activities.

The children should practise spelling some simple common words from the Nguzu Nguzu stories.

The activities in the Teacher's Guide use selected words which are suitable for Standard Two children to learn and which are commonly used in speech and writing.

The table below shows the most commonly used words in speech and writing. All these words are found in the Nguzu Nguzu story books and many are included in spelling activities in the Teacher's Guide.

a and he I in is it of that the to was									
all	as	at	be	but	are	for	had	have	him
his	not	on	one	said	so	they	we	with	you
about	an	back	been	before	big	by	call	came	can
come	could	did	do	down	first	from	get	go	has
her	here	if	into	just	like	little	look	made	make
more	me	much	must	my	no	new	now	off	old
only	or	our	other	out	over	right	see	she	some
their	them	then	there	this	two	up	want	well	
went	were	what	when	where	which	who	will	your	
after	again	always	am	another	any	ask	away		
bad	because	best	bird	black	blue	boy	bring		
day	dog	don't							
eat	every								
far	fast	father	fell	find	five	fly	four	found	
gave	girl	give	going	good	got	green			
hand	have	head	help	home	house	how			
jump									
keep	know								
last	left	let	live	long					
man	many	may	men	mother	Mr				
once	open	own	play	put					
ran	read	red	room	round	run				
eat	saw	say	school	should	sing	sit	soon	step	
take	tell	than	these	thing	think	three	time	too	tree
under	us								
very									
walk	white	why	wish	work	would				
year									

Source: Davids, C and B Wicking 1975. *Spelling ... a phonic approach*. Australia International Press and Publications.

PRIMARY ENGLISH SYLLABUS

STANDARDS ONE TO THREE



**MINISTRY OF EDUCATION AND HUMAN
RESOURCES DEVELOPMENT**

1997

Syllabus contents

Foreword.....	Page25
Acknowledgements.....	Page26
Status of this document.....	Page 26
Rationale for the inclusion of English in the primary curriculum.....	Page 27
Aims of English language education.....	Page 28
Scope and sequence.....	Page 29
Assessment.....	Page 42
Suggested timetable for Standards One to Three.....	Page 43
Recommended teaching materials.....	Page 44

Foreword


The development of this English syllabus has arisen from the desire to make English teaching and learning more natural and relevant to the needs of children in Solomon Islands.

The syllabus reflects the principle that children learn any new language through exposure to and use of its vocabulary and grammatical rules through activities that promote reading, writing, speaking and listening in the target language.

The whole language, story book approach to English teaching allows teachers to use locally produced learning materials which reflect the environment, customs, values and life experiences of the children and therefore places English learning firmly within a relevant, natural and meaningful context.

I regard the development of this teaching and learning approach as another important step in our efforts to provide meaningful learning experiences for our children.

As the Minister responsible for the provision of education services in Solomon Islands, I now endorse the approval of this syllabus for use in primary schools throughout the country.



Honourable Ronidy Mani
Minister for Education and Human Resources Development

Acknowledgements

The Ministry of Education and Human Resources Development is grateful to all those whose work has led to the development of this syllabus and the accompanying materials and resources which support its implementation.

Matthew Lioa, Principal Curriculum Development Officer
Nei Manu, Principal Curriculum Development Officer
Linda Puia, Principal Curriculum Development Officer
Jacob Zikuli, Principal Curriculum Development Officer

Bernadine Ha'amori, English Lecturer, School of Education, SICHE
Martin Popot, English Lecturer, School of Education, SICHE

Teacher Writers:

Hellen Amoika, Nester Kadi, Diana Te'eta, Gladys Siale, Martha Tolia, Laureen Padakana, Jackson Tohuru

Kevin Walsh, Adviser, Primary Education Development Project, Department For International Development, UK

Dr. Felicity Breet, Consultant, School of Social and International Studies, University of Sunderland, UK

Status of this document

This syllabus document was developed during a workshop conducted by Dr. Felicity Breet, Senior Lecturer at the School of Social and International Studies at the University of Sunderland, UK, working under assignment for the British Department For International Development. The workshop was attended by Principal Curriculum Development Officers of the Curriculum Development Centre and a panel of teacher writers.

Contributions were also made by lecturers of the School of Education (SICHE) and the Director and Officers of the Ministry of Education and Human Resources Development.



Donald Malasa
Director, Curriculum Development Centre

Rationale for the inclusion of English in the primary curriculum

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

By the time children enter the formal education system they will have already acquired one or more languages. English should be gradually introduced as an additional language in a classroom environment which allows children to gain confidence through the use of other languages as well as English.

From Standard One onwards, children need to hear and see English used naturally throughout the school day so that they can develop their own reading and writing skills (literacy) and listening and speaking skills (oracy) in English.

Through developing their literacy and oracy skills in English, children will be able to find pleasure and interest in stories, poems and other forms of written and spoken English. They will be able to read and listen to stories and other forms of literature about their own culture and the cultures of others. They will also be able to use their literacy and oracy skills to succeed in other areas of the school curriculum as they proceed through their formal education.

Later, as they grow to adulthood, they will gain access to a wealth of knowledge in business, science and technology in English, and to the achievement of their economic, social, political and cultural potential.

Aims of English language education

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

Daily English lessons, based on a whole language, story book approach, should further develop pupils' ability to communicate confidently and effectively, in both speech and writing, through encouraging the active involvement of children in developing their literacy and oracy 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 children.

Using Nguzu Nguzu story books, teacher's guides and other 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:

1. listen, understand and respond to English instructions, directions and questions;
2. organise their ideas and present them in spoken English in a way which is appropriate to their purpose and their listener;
3. understand the ways in which the pronunciation of consonants and consonant blends differ in English and the languages of the Solomon Islands;
4. understand and use the vocabulary, pronunciation and grammar of standard international English;
5. 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:

1. view reading and writing as both pleasurable and useful activities;
2. read silently, with understanding and enjoyment;
3. read, understand and respond to a wide range of texts, written in natural English, across the primary curriculum;
4. read aloud, accurately, fluently, with expression and with understanding;
5. write with appropriate accuracy and precision of handwriting, spelling, punctuation and the organisation of text;
6. write confidently and expressively from their own experience and imagination using a draft-discuss-redraft process;
7. understand that different forms of writing require writers to organise their ideas in particular ways and to use the vocabulary and grammar of standard international English.

Scope and sequence

These scope and sequence tables:

- ◆ guide teachers by suggesting the new words, phrases and grammatical rules of English that pupils should be exposed to, by hearing and seeing them used in natural and relevant contexts;
- ◆ help teachers to focus the pupil's learning on some of the many words, phrases and grammatical rules they have already been exposed to;
- ◆ help teachers to focus pupils' learning on the English they will use in other areas of the primary curriculum;
- ◆ help teachers to evaluate their own effectiveness;
- ◆ help teachers to assess the strengths, weaknesses and progress of their pupils' English Language oracy and literacy skills;
- ◆ enable teachers, teacher trainers and school inspectors to use the same framework for pre-service and in-service training, classroom teaching and inspection of English language teaching and learning activities.

Activities and objectives in the areas of **Awareness, Skills and Knowledge** are outlined in the scope and sequence tables. It is recommended that teachers re-teach each objective at regular times throughout the year to ensure that children have an opportunity to develop full awareness, knowledge and mastery of skills.

Suggested activities to support the **Awareness, Skills and Knowledge** objectives are contained in the Nguzu Nguzu Teacher's Guide. These activities are based upon Nguzu Nguzu story books. Story books for each of the four terms of the year are recommended. Teachers can develop additional activities for Nguzu Nguzu story books as well as for any other appropriate books such as ELPAM or Ready to Read books which the teacher may choose to use.

Standard One to Three: Activities

Awareness

In Standard One children should:

- A1.** experience the pleasure and usefulness of reading and writing in English
- A2.** note the left to right and top to bottom orientation of letters, words and sentences in English
- A3.** experience the way expression, or intonation, in English carries meaning
- A4.** realise the ways writing can help us remember, organise our thoughts and communicate across space and time
- A5.** realise the relationship between punctuation and expression,
eg, commas & question marks
- A6.** experience the English narrative form of story telling, with a clear beginning, middle and end
- A7.** experience the sound and written form of English singular and plural nouns
- A8.** notice the ways in which verbs are changed to show when an action happened
- A9.** experience the ways in which contractions sound when spoken and look when written,
eg, I'm, I'll & didn't

In Standard Two children should:

- A1.** experience the pleasure and usefulness of reading and writing in English
- A2.** experience different types of writing,
eg, narrative story, list & rhyme
- A3.** have direct experience of the many uses of writing,
eg, to remember, observe, report, plan & communicate
- A4.** note the ways in which the purpose of writing determines the type of writing
- A5.** realise the value of drafting, discussing and redrafting a piece of writing with improvements and changes

In Standard Three children should:

- A1.** realise the many uses of reading in the local community and beyond
- A2.** realise the many uses of writing in the local community and beyond
- A3.** experience the ways in which the purpose and likely listeners influence the level of formality or informality of speaking,
eg, talking to friends or talking to a visiting official
- A4.** realise the ways the in which the purpose and likely readers influence the type of writing,
eg, a poem, story, report, list, etc
- A5.** appreciate the value of drafting a piece of writing, talking about it and then redrafting it with improvements and changes

Standard One to Three: Activities

Knowledge

In Standard One children should participate in activities to learn about:

- K1.** vocabulary of common objects in their own classrooms and the local environment
- K2.** selected vocabulary from reading material
- K3.** vocabulary introduced in all subjects of the primary curriculum
- K4.** common and useful vocabulary,
e.g. common greetings, days of the week, times of the day, numbers, ordinal numbers & colours
- K5.** determiners,
e.g. a, an, the & some
- K6.** pronouns,
e.g. he, she, it, I, we & they
- K7.** regular plural forms of common nouns,
e.g. dog-dogs & dish-dishes
- K8.** formation of past tense verbs with -ed endings,
e.g. walk-walked & stop-stopped
- K9.** formation of some common irregular past tense verbs,
e.g. run-ran, buy-bought & am-was-were
- K10.** subject - verb - object sentence patterns,
e.g. The teacher opened the book.
- K11.** word order for wh - questions,
e.g. Where are you going?

In Standard Two children should participate in activities to learn about:

- K1.** the pronouns, *his, hers, theirs, mine & yours*
- K2.** vocabulary relevant to all subjects on the primary curriculum up to Standard Two and vocabulary which is useful in school and in the local community
- K3.** the present simple, present continuous and past continuous tenses
- K4.** when to use commas, full stops, speech marks and question marks
- K5.** word order of phrases including adjectives or adverbs
- K6.** the repetition of adjectives (but never verbs or nouns) as intensifiers,
e.g. It is very, very hot.
- K7.** the formation of irregular plurals,
e.g. baby-babies & person-people
- K8.** intonation patterns for questions and ways of using tone of voice to show different emotions
- K9.** rules for forming regular comparatives and superlatives,
e.g. old, older & oldest
- K10.** formation of more irregular past tense verbs,
e.g. swim-swam & break-broke

In Standard Three children should participate in activities to learn about:

- K1.** more complex vocabulary relevant to all subjects of the primary curriculum and useful in the local and wider community
- K2.** future tenses
- K3.** countable and uncountable nouns and agreement between the words, *a, some & any* and the correct verb forms
- K4.** conjunctions,
e.g. and, but, also
- K5.** markers used to show cause and effect,
e.g. if ... then
- K6.** markers used to show sequence,
e.g. first, then, after & finally
- K7.** joining simple sentences together to provide a variety of sentence types
- K8.** rules for forming irregular superlatives,
e.g. good, better & best

Standard One to Three: Activities

Listening skills

In Standard One children should practise their listening skills by:

- S1.** listening to and understanding the main ideas of a story
- S2.** listening to and understanding rhymes, poems, and songs
- S3.** listening and respond to simple instructions,
e.g. stand up, sit down
- S4.** listening and waiting their turn to speak
- S5.** listening to and differentiating between consonant sounds,
e.g. p-f, b-d, & s-sh-ch

In Standard Two children should practise their listening skills by:

- S1.** listening and responding to questions, instructions and directions,
- S2.** listening and following stories with understanding
- S3.** listening and waiting for their turn to speak
- S4.** listening and hearing differences between *p-f, b-d & s-sh-ch* and other consonants and consonant blends
- S5.** seeking out opportunities to listen to English outside the classroom
- S6.** listening to and recognising English stress patterns in stories, rhymes, poems and songs

In Standard Three children should practise their listening skills by:

- S1.** listening and responding to complex questions and sequences of instructions,
e.g. Why...? What if...?
- S2.** listening and identifying the main point of a story as well as supporting details
- S3.** listening and differentiating between story and fact
- S4.** listening and differentiating between the sounds of English and the sounds of Pijin, especially initial and final consonants and clusters
- S5.** seeking out opportunities to listen to English outside school

Standard One to Three: Activities

Speaking skills

In Standard One children should practise their speaking skills by:

- S6.** giving simple answers to a variety of question types
- S7.** giving simple instructions
- S8.** joining in with stories, games, poems, rhymes, songs and drama
- S9.** making up or retelling a simple story
- S10.** talking about their own experiences
- S11.** asking simple questions
e.g. What...? Who...?
- S12.** joining in and taking their turn in group talk
- S13.** predicting how a story might continue
- S14.** using vocabulary learnt in other areas of the primary curriculum
- S15.** pronouncing initial consonants clearly

In Standard Two children should practise their speaking skills by:

- S7.** answering a variety of question types, organising ideas and choosing appropriate language
- S8.** retelling a known story
- S9.** talking about a personal experience
- S10.** finishing off a story with a clear ending
- S11.** telling a story they have made up themselves
- S12.** explaining their reasons for a choice
- S13.** asking questions more confidently
- S14.** taking equal turns in group talk
- S15.** pronouncing clearly a range of vowels, initial and final consonants and consonant clusters

In Standard Three children should practise their speaking skills by:

- S6.** giving a sequence of instructions or directions
- S7.** answering a variety of question types, organising ideas and choosing appropriate answers quickly and with precision
- S8.** asking questions including those beginning how and why
- S9.** expressing an opinion
- S10.** developing confidence in the ability to adapt what is said to a specific audience
- S11.** giving their reasons for making a choice
- S12.** using tone of voice and appropriate rhythm and stress to convey meaning

Standard One to Three: Activities

Reading skills

In Standard One children should practise their reading skills by:

- S16.** looking at and understanding stories
- S17.** recognising all the letters of the alphabet, upper and lower case
- S18.** recognising and saying common words and phrases found in their stories
- S19.** recognising all the letters of the alphabet and the sounds they can produce
- S20.** recognising familiar words by making use of initial letter sounds as clues
- S21.** recognising alphabetical order

In Standard Two children should practise their reading skills by:

- S16.** seeking out opportunities to read with the teacher and alone
- S17.** reading and understanding stories, rhymes, etc.
- S18.** developing a range of skills to identify and read known words,
e.g. a sight vocabulary
- S19.** developing a range of skills to identify and read new words,
e.g. using a picture clue
- S20.** recognising all letters of the alphabet in both lower and upper case
- S21.** recognising, reading and understanding contractions,
e.g. I'll, didn't & there's
- S22.** recognising punctuation marks, including full stops, commas, speech and question marks and understanding their purpose
- S23.** recognising irregular plurals in print
- S24.** using a picture dictionary

In Standard Three children should practise their reading skills by:

- S13.** seeking out opportunities to read alone
- S14.** reading silently and with understanding
- S15.** developing a wider range of skills to identify and understand new words,
e.g. context clues & phonic clues
- S16.** looking for and recognising prefixes, suffixes, and roots to help with new text
- S17.** reading known stories aloud, with confidence and expression
- S18.** using a simple word dictionary

Standard One to Three: Activities

Writing skills

In Standard One children should practise their writing skills by:

- S22.** writing their own names correctly
- S23.** writing common words they've discussed and understood and checking them in a picture dictionary when necessary
- S24.** recognising and forming all the letters of the alphabet in a regular size and shape, starting and finishing in the correct place
- S25.** rewriting stories they have heard or made up, in their own words, with some help from the teacher
- S26.** writing about their own experiences

In Standard Two children should practise their writing skills by:

- S25.** writing all letters of the alphabet, upper and lower case, in a consistent style, size and shape
- S26.** writing common letter strings, *e.g. -ing & -ed* and words from a range of known vocabulary
- S27.** writing simple words, phrases and sentences in story, list, message or letter form and checking spellings in a picture dictionary
- S28.** writing new stories and books or rewriting known stories set in the past tense
- S29.** writing for an audience other than their teacher

In Standard Three children should practise their writing skills by:

- S19.** writing all letters of the alphabet clearly and consistently in size, shape and spacing
- S20.** using the appropriate upper and lower case letters in free writing
- S21.** writing and illustrating short books, stories, diaries, reports of their own experiences, letters or messages in draft form and then rewriting following advice from the teacher
- S22.** spelling a wider range of known words in their free writing and using a dictionary to check
- S23.** spelling correctly words with a prefix or suffix in their free writing
- S24.** using commas, full stops, apostrophes, question and speech marks correctly in their writing
- S25.** writing for audiences outside the classroom
- S26.** using contractions appropriately in their writing

Standard One: Objectives

Awareness

Children should become aware of:

- A1.** the pleasure and usefulness of reading and writing in English
- A2.** the left to right and top to bottom orientation of letters, words and sentences in English
- A3.** the way expression, or intonation, in English carries meaning
- A4.** the ways writing can help us remember, organise our thoughts and communicate across space and time
- A5.** the relationship between punctuation and expression,
e.g. commas & question marks
- A6.** the English narrative form of story telling, with a clear beginning, middle and end
- A7.** the sound and written form of English singular and plural nouns
- A8.** the ways in which verbs are changed to show when an action happened
- A9.** the ways in which contractions sound when spoken and look when written,
e.g. I'm, I'll & didn't

Knowledge

Children should learn about:

- K1.** vocabulary of common objects in their own classrooms and the local environment
- K2.** selected vocabulary from reading material
- K3.** vocabulary introduced in all subjects of the primary curriculum
- K4.** common and useful vocabulary,
e.g. common greetings, days of the week, times of the day, numbers, ordinal numbers & colours
- K5.** determiners,
e.g. a, an, the & some
- K6.** pronouns,
e.g. he, she, it, I, we & they
- K7.** regular plural forms of common nouns,
e.g. dog-dogs & dish-dishes
- K8.** formation of past tense verbs with -ed endings,
e.g. walk-walked & stop-stopped
- K9.** formation of some common irregular past tense verbs,
e.g. run-ran, buy-bought & am-was-were
- K10.** subject - verb - object sentence patterns,
e.g. The teacher opened the book.
- K11.** word order for wh - questions,
e.g. Where are you going?

Standard One: Objectives

Skills

Listening

Children should learn to:

- S1.** listen to and understand the main ideas of a story
- S2.** listen to and understand rhymes, poems, and songs
- S3.** listen and respond to simple instructions,
e.g. stand up, sit down
- S4.** listen and wait their turn to speak
- S5.** listen to and differentiate between consonant sounds,
e.g. p-f, b-d, & s-sh-ch

Speaking

Children should learn to:

- S6.** give simple answers to a variety of question types
- S7.** give simple instructions
- S8.** join in with stories, games, poems, rhymes, songs and drama
- S9.** make up or retell a simple story
- S10.** talk about their own experiences
- S11.** ask simple questions,
e.g. What...? Who...? Why...?
- S12.** join in and take their turn in group talk
- S13.** predict how a story might continue
- S14.** use vocabulary learnt in other areas of the primary curriculum
- S15.** pronounce initial consonants clearly

Reading

Children should learn to:

- S16.** look at and understand stories
- S17.** recognise all the letters of the alphabet, upper and lower case
- S18.** recognise and say common words and phrases found in their stories
- S19.** recognise all the letters of the alphabet and the sounds they can produce
- S20.** recognise familiar words by making use of initial letter sounds as clues
- S21.** recognise alphabetical order

Writing

Children should learn to:

- S22.** write their own names correctly
- S23.** write common words they've discussed and understood and check them in a picture dictionary when necessary
- S24.** recognise and form all the letters of the alphabet in a regular size and shape, starting and finishing in the correct place
- S25.** rewrite stories they have heard or made up, in their own words, with some help from the teacher
- S26.** write about their own experiences

Standard Two: Objectives

Awareness

Children should become aware of:

A1. the pleasure and usefulness of reading and writing in English

A2. different types of writing,

e.g. narrative story, list & rhyme

A3. the many uses of writing,

e.g. to remember, observe, report, plan & communicate

A4. the ways in which the purpose of writing determines the type of writing

A5. the value of drafting, discussing and redrafting a piece of writing with improvements and changes

Knowledge

Children should learn about:

K1. the pronouns, *his, hers, theirs, mine* and *yours*

K2. vocabulary relevant to all subjects on the primary curriculum up to Standard Two and vocabulary which is useful in school and in the local community

K3. the present simple, present continuous and past continuous tenses

K4. when to use commas, full stops, speech marks and question marks

K5. word order of phrases including adjectives or adverbs

K6. the repetition of adjectives (but never verbs or nouns) as intensifiers,
e.g. It is very, very hot.

K7. the formation of irregular plurals,
e.g. baby-babies & person-people

K8. intonation patterns for questions and ways of using tone of voice to show different emotions

K9. rules for forming regular comparatives and superlatives,
e.g. old, older & oldest

K10. formation of more irregular past tense verbs,
e.g. swim-swam & break-broke

Standard Two: Objectives

Skills

Listening

Children should learn to:

- S1.** listen and respond to questions, instructions and directions
- S2.** listen and follow stories with understanding
- S3.** listen and wait for their turn to speak
- S4.** listen and hear differences between *p-f*, *b-d* & *s-sh-ch* and other consonants and consonant blends
- S5.** seek out opportunities to listen to English outside the classroom
- S6.** listen to and recognise English stress patterns in stories, rhymes, poems and songs

Speaking

Children should learn to:

- S7.** answer a variety of question types, organise ideas and choose appropriate language
- S8.** retell a known story
- S9.** talk about a personal experience
- S10.** finish off a story with a clear ending
- S11.** tell a story they have made up themselves
- S12.** explain their reasons for a choice
- S13.** ask questions more confidently
- S14.** take equal turns in group talk
- S15.** pronounce clearly a range of vowels, initial and final consonants and consonant clusters

Reading

Children should learn to:

- S16.** seek out opportunities to read with the teacher and alone
- S17.** read and understand stories, rhymes, etc.
- S18.** develop a range of skills to identify and read known words,
e.g. a sight vocabulary
- S19.** develop a range of skills to identify and read new words,
e.g. using a picture clue
- S20.** recognise all letters of the alphabet in both lower and upper case
- S21.** recognise, read and understand contractions,
e.g. I'll, didn't & there's
- S22.** recognise punctuation marks, including full stops, commas, speech and question marks and understand their purpose
- S23.** recognise irregular plurals in print
- S24.** use a picture dictionary

Writing

Children should learn to:

- S25.** write all letters of the alphabet, upper and lower case, in a consistent style, size and shape
- S26.** write common letter strings, *e.g. -ing & -ed* and words from a range of known vocabulary
- S27.** write simple words, phrases and sentences in story, list, message or letter form and check spellings in a picture dictionary
- S28.** write new stories and books or rewrite known stories set in the past tense
- S29.** write for an audience other than their teacher

Standard Three: Objectives

Awareness

Children should become aware of:

- A1.** the many uses of reading in the local community and beyond
- A2.** the many uses of writing in the local community and beyond
- A3.** the ways in which the purpose and likely listeners influence the level of formality or informality of speaking,
e.g. talking to friends or talking to a visiting official
- A4.** the ways in which the purpose and likely readers influence the type of writing,
e.g. a poem, story, report, list, etc.
- A5.** the value of drafting a piece of writing, talking about it and then redrafting it with improvements and changes

Knowledge

Children should learn about:

- K1.** more complex vocabulary relevant to all subjects of the primary curriculum and useful in the local and wider community
- K2.** future tenses
- K3.** countable and uncountable nouns and agreement between the words,
a, some & any and the correct verb forms
- K4.** conjunctions,
e.g. and, but, also
- K5.** markers used to show cause and effect,
e.g. if ... then
- K6.** markers used to show sequence,
e.g. first, then, after & finally
- K7.** joining simple sentences together to provide a variety of sentence types
- K8.** rules for forming irregular superlatives,
e.g. good, better & best

Standard Three: Objectives

Skills

Listening

Children should learn to:

- S1.** listen and respond to more complex questions and sequences of instructions, *e.g. Why...? What if...?*
- S2.** listen and identify the main point of a story as well as supporting details
- S3.** listen and differentiate between story and fact
- S4.** listen and differentiate between the sounds of English and the sounds of Pijin, especially all vowel sounds, initial and final consonants and consonant clusters
- S5.** seek out opportunities to listen to English outside school

Speaking

Children should learn to:

- S6.** give a sequence of instructions or directions
- S7.** answer a variety of question types, organise ideas and choose appropriate answers quickly and with precision
- S8.** ask questions including those beginning how and why
- S9.** express an opinion
- S10.** develop confidence in the ability to adapt what is said to a specific audience
- S11.** give their reasons for making a choice
- S12.** use tone of voice and appropriate rhythm and stress to convey meaning

Reading

Children should learn to:

- S13.** seek out opportunities to read alone
- S14.** read silently and with understanding
- S15.** develop a wider range of skills to identify and understand new words, *e.g. context clues & phonic clues*
- S16.** look for and recognise prefixes, suffixes, and roots to help with new text
- S17.** read known stories aloud, with confidence and expression
- S18.** use a simple word dictionary

Writing

Children should learn to:

- S19.** write all letters of the alphabet clearly and consistently in size, shape and spacing
- S20.** use the appropriate upper and lower case letters in free writing
- S21.** write and illustrate short books, stories, diaries, reports of their own experiences, letters or messages in draft form and then rewrite following advice from the teacher
- S22.** spell a wider range of known words in their free writing and use a dictionary to check
- S23.** spell correctly words with a prefix or suffix in their free writing
- S24.** use commas, full stops, apostrophes, question and speech marks correctly in their writing
- S25.** write for audiences outside the classroom
- S26.** use contractions appropriately in their writing

Assessment

Teachers should continually assess the progress of the children and base their lessons on the children's needs rather than on the need to follow a prescribed programme.

Assessments should be based on the objectives contained in the English syllabus. The accompanying Nguzu Nguzu Teacher's Guide contains reminders for teachers to make assessments at regular intervals. These reminders appear as questions to the teacher, with a cross reference to a skill or knowledge from the scope and sequence tables in brackets, as in the example below.



Can all the children give simple answers to a variety of question types? (S6)

Continuous assessments should be made during lessons by observation of the children as they perform classroom tasks. In this way the teacher can be quickly alerted to children's learning difficulties and can take steps to help the child overcome their difficulties.

Suggested timetable for Standards One to Three

The whole language approach promoted by this syllabus recognises that learning does not take place in a fragmented, programmed way but that all aspects of language (listening, speaking, reading and writing) are interrelated. For this reason, the timetable does not divide time devoted to English into prescribed lessons. The teacher must design their own timetable to suit the needs of the children and the activities they are involved in. Teachers must provide a balanced programme to cover all the specified learning objectives.

The following timetable is recommended although it may be adapted to suit local needs and circumstances.

Suggested timetable for Standards One to Three					
	Monday	Tuesday	Wednesday	Thursday	Friday
7.45 - 8.00	Assembly and Registration				
8.00 - 8.20	Christian Education				
8.20 - 9.00	Mathematics				
9.00 - 10.15	Language activities morning talk, poems, rhymes, shared reading, guided reading, oral activities, writing activities, handwriting				
10.15 - 10.45	Break				
10.45 - 11.45	Language activities morning talk, poems, rhymes, shared reading, guided reading, oral activities, writing activities, handwriting				
11.45 - 12.15	Community Studies				
12.15 - 12.40	Health Education	Science and Agriculture	Art and Craft	Science and Agriculture	Health Education
12.40 - 13.00	Physical Education	Health Education	Music	Health Education	Physical Education

Sample daily timetable for language activities		
Session 1.	15 minutes 60 minutes	Morning Talk Shared reading including follow-up activities such as, poems, rhymes and songs, shared writing, free writing, games, drama and other activities to practise skills in reading, writing, speaking and listening
Session 2.	15 minutes 15 minutes 30 minutes	Guided reading with one or two groups Handwriting Shared reading including follow-up activities such as, poems, rhymes and songs, shared writing, free writing, games, drama and other activities to practise skills in reading, writing, speaking and listening

Recommended teaching materials

Primary English In-service Course.

This course book forms part of the in-service training offered by the Curriculum Development Centre to launch the new English Curriculum. It gives valuable advice on how to plan and conduct varied and interesting lessons and includes teaching techniques such as Shared Reading and Guided Reading. A video film entitled Teaching Reading accompanies the Primary English In-service Course.

Teacher's guides for Standards One, Two and Three.

Nguzu Nguzu Teacher's Guides give ideas for English language learning activities based on each of the Nguzu Nguzu story books recommended for Standards One, Two and Three. The guides suggest ways in which teachers can create a stimulating learning environment in the classroom and make use of the natural environment outside the classroom.

Children's books and materials.

Nguzu Nguzu story books are available for Standards One, Two and Three. These are locally produced story books which reflect the natural environment, culture and experience of the children. Guided Reading books contain short rhymes and a variety of texts in different styles. English Textbooks contain relevant activities based on the locality and the children's experiences. The Nguzu Nguzu Picture Dictionary contains relevant vocabulary in picture and alphabetical sections.

Glossary

GLOSSARY of terms used in the English Syllabus for Standards One to Three.

acquire	to gain or learn a skill or knowledge for oneself through experience
adjectives	words that describe a noun or pronoun ugly, beautiful, fast, loud, dirty v I saw an ugly octopus.
adverbs	words that describe a verb slowly, quickly, neatly, loudly She walked quickly.
apostrophe	1. a punctuation mark (') showing that a letter has been left out of a word don't, I'll 2. a punctuation mark (') showing possession This is Jean's book.
appropriate	suitable or fitting for its purpose
articles	words that shows numbers of things a, an, some
assess	to judge the strength, weakness, or progress of a child against a learning objective
audience	a group of listeners or readers children, teachers, parents or others
comparative	a word which shows the difference between one thing and another 'bigger' is the comparative form of 'big' My dog is bigger than your dog.
Complex	difficult or complicated
confidence	courage, self-esteem, belief in one's own ability
consistently	having or following the same method, style, size or shape
consonants	all letters and sounds of the alphabet except the vowels (a, e, i, o, u)
consonant blends	sounds made by two consonants together in a word ch- as in church, -ly as in quickly
consonan clusters	sounds made by three or more consonants together in a word thr- as in three, -ght as in thought

context	the setting of a word or phrase among surrounding words or phrases in writing and speech
context clue	part of a sentence that helps the reader guess meaning of a new word
contraction	a word formed by the blending together of two words, with an apostrophe representing a missing letter or letters <i>'don't' is a contraction of 'do not', 'I'll' is a contraction of 'I will'</i>
countable nouns	nouns which can be counted <i>one stone, two stones, one leaf, two leaves</i> <i><u>not</u> one furniture, two furnitures but <u>some</u> furniture</i>
determiners	words which show the number of things <i>a fish, an orange, some fish, many oranges</i>
differentiate	to see or make a difference between two or more things <i>the sound ch- and the sound sh-</i>
draft	the first rough written form or plan of a piece of writing
emotions	feelings
evaluate	to make a judgement on the effectiveness of one's own teaching after a lesson
expose	to make children aware of something through activity and involvement
expression	showing meaning or emotion by using the voice and gestures when speaking or reading
final consonant	the consonant letter or sound at the end of a word <i>-g as in dog</i>
formal	following strict rules, the style of language used for an important occasion
free writing	children's own writing based on their own ideas, thoughts and interests
grammar	the study and practice of the rules of language
influence	to have an effect on something, to cause a change to occur
informal	casual, natural, not strictly following formal rules

initial consonant	the first consonant letter or sound at the beginning of a word d- as in dog, f- as in fish
intensifier	a word used to make an adjective become stronger in meaning very, completely I was very sick yesterday.
intonation	a way of speaking which carries meaning intonation can be used to change a statement into a question Your name is Mary. Your name is Mary?
inverted commas	punctuation marks which show when words are spoken, also called speech marks or quotation marks "Good morning children," said the teacher.
irregular	not following the usual pattern the plural of dog is dogs (regular) the plural of child is children (irregular)
legible	neat handwriting or print which can be easily read and understood
letter strings	a group of letters that are often found together in a word -ght in taught and bought
literacy	the ability to read and write
lower case	letters of the alphabet written in their normal form, not capitals a, b, c not A, B, C
narrative	language spoken or written in the form of a story
object	1. a thing which can be seen or felt a book, the sea 2. the word in a sentence which shows what an action has been done to Mother swept the house. ('house' is the object in this sentence)
oracy	the ability to listen and speak
orientation	the position or direction of letters, words and sentences in writing top to bottom, left to right
past continuous tense	a verb form which tells what was happening in the past I was sleeping when the storm began.

phrase	a group of words which forms part of a sentence 'The big dog' is a phrase from the sentence, 'The big dog barked.'
picture dictionary	a book which contains pictures and relevant words
plural	more than one, many sticks, fish, children
precision	exactness or accuracy in form or detail
predict	to tell what will happen next
prefix	letters added before a word to change the meaning of the word the prefix un- changes the word usual to unusual
present continuous tense	a verb form which tells what is happening now It's raining. I'm eating.
present simple tense	a verb form which tells what usually happens now My dog sleeps under the house.
pronoun	a word which takes the place of a noun 'it' can be use instead of 'the dog' in the sentence, 'The dog barked.'
pronounce	to make the sound of a letter or a word in a particular way
pronunciation	the way a word or sound is spoken
punctuation marks	any marks such as full stops, commas or question marks used in writing to add meaning
redraft	to write something for a second time in order to improve it
regular	following a set rule or pattern 'walk' is a regular verb: -ed is added to make 'walked'.
repetition	something happening again and again
respond	to answer or to reply
rhythm	a regular pattern of speech or music
sequence	things arranged or done in order, following one after another

sight vocabulary	known words which are recognised when seen in print
space and time	distance and time
stress	force given to a spoken word or part of a word in order to give meaning
suffix	letters added after a word to change the meaning of the word '-ed' is added to 'walk' to make 'walked'.
superlative	a word which shows that something has the highest quality 'biggest' is the superlative form of 'big' My dog is the biggest in the village.
tongue twister	a phrase or rhyme which is hard to say she sells sea shells on the sea shore
uncountable noun	a word for something that cannot be counted rice is an uncountable noun, we say 'some rice' not 'two or three rice'
upper case	letters of the alphabet written as capitals A, B, C
verb	a word or phrase which describes an action or experience run, look, is, pick up
vocabulary	the words which make up a language
whole language	an approach to learning a language through listening, speaking, reading and writing all the parts of the language in a natural way

Assessment

The most effective way to assess the progress of the children in Standard Two is by continuous assessment.

The teacher must assess the children through closely observing them in activities such as Morning Talk, language games and drama, by reading with individual children and by assessing the children's writing.

Records must be kept for each child.

The tables on pages 48 and 49 are a suggested way to record children's progress in the objectives for Standard One.

The children's names are entered across the top.

Each term, the teacher assesses the children against each objective. If the child achieves the objective the teacher fills in one quarter of the box. Each objective is assessed four times in the year.

Standard Two: Assessment					Awareness				
Names									
Objectives					Mary	Elsie	Joy	Billy	John
Children should become aware of:									
A1. the pleasure and usefulness of reading and writing in English					Term 1	Term 2			
					Term 3				

In the example above the teacher has assessed the children against Awareness Objective One.

In Term One all the children achieved the objective except Billy and John.

The teacher assessed the children again in Term Two. Billy achieved the objective but John did not.

The teacher assessed the children again in Term Three. John achieved the objective this time. The teacher will assess the children again in Term Four.

Standard Three: Assessment					Skills				
Names									
Objectives									
Listening									
Children should learn to:									
S1. listen and respond to more complex questions and sequences of instructions, e.g. <i>Why...? What if...?</i>									
S2. listen and identify the main point of a story as well as supporting details									
S3. listen and differentiate between story and fact									
S4. listen and differentiate between the sounds of English and the sounds of Pijin, especially all vowel sounds, initial and final consonants and consonant clusters									
S5. seek out opportunities to listen to English outside school									
Speaking									
Children should learn to:									
S6. give a sequence of instructions or directions									
S7. answer a variety of question types, organise ideas and choose appropriate answers quickly and with precision									
S8. ask questions including those beginning how and why									
S9. express an opinion									
S10. develop confidence in the ability to adapt what is said to a specific audience									
S11. give their reasons for making a choice									
S12. use tone of voice and appropriate rhythm and stress to convey meaning									
Reading									
Children should learn to:									
S13. seek out opportunities to read alone									
S14. read silently and with understanding									
S15. develop a wider range of skills to identify and understand new words, e.g. context clues & phonic clues									
S16. look for and recognise prefixes, suffixes, and roots to help with new text									
S17. read known stories aloud, with confidence and expression									
S18. use a simple word dictionary									
S20. recognise irregular plurals in print									
Writing									
Children should learn to:									
S19. write all letters of the alphabet clearly and consistently in size, shape and spacing									
S20. use the appropriate upper and lower case letters in free writing									
S21. write and illustrate short books, stories, diaries, reports of their own experiences, letters or messages in draft form and then rewrite following advice from the teacher									
S22. spell a wider range of known words in their free writing and use a dictionary to check									
S23. spell correctly words with a prefix or suffix in their free writing									
S24. use commas, full stops, apostrophes, question and speech marks correctly in their writing									
S25. write for audiences outside the classroom									
S26. use contractions appropriately in their writing									

Running records

Assessment of children's progress can be done by conducting running records. Running records should be done at intervals during the Standard Two year. The teacher should also listen to children reading story books informally as often as possible. The Nguzu Nguzu In-service Course book for English explains how to conduct running records.

Bright Ideas



Make a classroom mobile to display children's poems, stories and other writing.

Stick the children's work onto pieces of card. Make a frame for the mobile with pieces of wood or bamboo and tie the children's work onto the frame with string.



Term One

The Two Wishes	pages 56 - 59
A painful Lesson	pages 60 - 63
The Big Noses	pages 64 - 67
The Clam Shell	pages 68 - 71
The Dragonfly and the Firefly	pages 72 - 75
Why Herons Have Long Necks	pages 76 - 79
Kuba the Giant	pages 80 - 83
The Secret Place	pages 84 - 87
The Tapa Cocoon	pages 88 - 91
The Village Feast	pages 92 - 95

The Two Wishes

Suggested for term

One

Activity One

Morning Talk

Use The Two Wishes to start off a discussion in Morning Talk each day. Talk about the Kakamora in the story. Ask the children to describe what he looks like. Ask them to describe other creatures from custom stories, such as the Boe Boe Man from Makira and the Hiti from Rennell and Bellona. Ask them to tell stories about these custom creatures. Are these stories true? What do the children think? Why?

Try to encourage the children to speak in English. Do not discourage them by making them feel bad if they make a mistake. Repeat what they say correctly in English.

Syllabus link

S3,S9



Can all the children listen and tell the difference between story and fact? (S3)

Activity Two

Shared reading

Ask what the children can remember of the story from Standard Two. Read the story to the children. Let them enjoy listening to the story without interruption. Discuss the story. Talk about the characters in the story. What are they like? What do they do in the story? Ask questions about the story to check the children's understanding.

Syllabus link

S2,S7



Can all the children listen and identify the main points of the story? (S2)

Activity Three

Shared reading

Ask the children to join in with you as you read the story. Write the words of the story on large sheets of paper or on rice bags so that all the children can see. Write key words on flash cards if you do not have paper or rice bags. Point to the words as you read or show the flash cards.

Point to punctuation marks, such as full stops and speech marks. Ask the children to explain what these punctuation marks mean and when they should be used.

Syllabus link

S17,S16



Can all the children join in with reading the story? (S17)

Activity Four

Grammar

Read the story once again.

Ask the children why the Kakamora ate the biscuits.

The old man said '**riches**'. What did the Kakamora think the old man said?

In English there are many words that sound almost the same but have different meanings and different spellings.

Look at the word 'there' on page 2 of the story.

Write the words '**there**' and '**their**' on the blackboard. Explain the different meanings of these two words and use them in different sentences.

Repeat with the words '**her**' and '**hair**'. Repeat with the words '**no**' and '**know**'.

Continue reading the story page by page. Encourage the children to find these words and ask them to say which other words sound the same.

page 4	one (sounds like 'won')	page 10	wait (sounds like 'weight')
page 8	so (sounds like 'sew')	page 11	no (sounds like 'know')
page 9	two (sounds like 'to or too')	page 13	would (sounds like 'wood')
page 9	for (sounds like 'four')	page 14	of (sounds like 'off')

Ask the children to use each word in a sentence to show its meaning, such as

'There was **one** Kakamora in the story.'

'The school netball team **won** a prize.'

Syllabus link
K1,S15



Do all the children know that some words sound the same but have different meanings? (K1)

Activity Five

Grammar

Write these sentences on the blackboard. Ask the children to copy them and put the correct words in the spaces.

1. The story happened _____ day long ago. (**one, won**)
2. The old man was lazy ____ his wife had to work in the garden all day. (**so, sew**)
3. The kakamora ate _____ packets of biscuits. (**two, to, too**)
4. "Thank you _____ your kindness," said the kakamora. (**for, four**)
5. The old man could hardly _____ to tell his wife. (**wait, weight**)
6. The old man did _____ work in the garden. (**no, know**)
7. The old man wished his wife _____ go away. (**would, wood**)
8. The old man made poor use _____ his wishes. (**of, off**)

Now ask the children to write their own sentences using the words they did not use, for example,

'The old man **won** a prize of two wishes.'

Syllabus link
K1,S15



Do all the children know that some words sound the same but have different meanings? (K1)

Activity Six

Vocabulary

Ask the children to tell you the **opposites** of these words: **up, wet, hot, short**.

Make sure that all the children know what the word 'opposite' means.

Read the story once again slowly, sentence by sentence.

Ask the children to put up their hands if they hear or see a word or phrase which has an opposite. For example, in the first sentence there are three.

'A **long** (short) time ago there was a **poor** (rich) man who wanted to be **rich** (poor).

Encourage the children to find these opposites.

coming - going

wasn't - was

disappeared - reappeared

stopped - started

something - nothing

useless - useful

go away - come back

Syllabus link
K1,S15

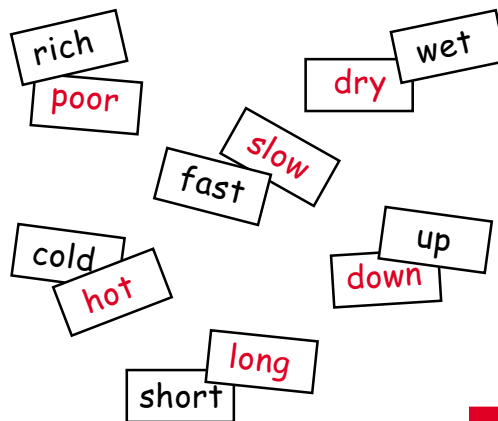


Do all the children know a wider range of vocabulary items? (K1)

Activity Seven

Word game

Let the children play an opposites memory game. Write some words and their opposites on different cards. The children place the cards face down. They take turns to turn over two cards. If the words on the cards are opposites, they keep them. If not, they replace the cards and the next child has a turn. The child who has the most cards at the end of the games is the winner.



Syllabus link
K1,S15



Do all the children know a wider range of vocabulary items? (K1)

Activity Eight

Word game

In pairs, the children play 'I say, you say'.

The first child says,

'I say rich. You say _____?'

The second child completes the phrase by giving the opposite of rich, '**poor**'.

The first child says another sentence and the second completes it with the opposite, for example,

'I say old. You say _____?' (young)

The game continues until the second child cannot give the opposite.

Then the children swap.

Syllabus link
K1,S12



Do all the children know a wider range of vocabulary items? (K1)

Activity Nine

Drama

Divide the class into mixed ability groups of boys and girls.
Ask each group to act out the story.
Let the children make costumes and scenery using bush materials.
One child should read the story while the other three speak the words used by their characters. Ask the children to rehearse their drama.
Let them perform for the class and for the school.

Syllabus link
S10,S12



Can all the children speak clearly and confidently? (S10)

Activity Ten

Writing

Talk about the old man in the story. What sort of person is he?
What do the children like and dislike about him?
Ask the children to write a letter to the old man about his behaviour.
Ask them to encourage him not to be lazy and to help his wife in the garden.
Show the children how to set out this letter, for example:

Aba Village, Vasa Island, Western Province. 16th March, 1999
Dear old man, I think that you are very lazy. You should help your wife in the garden instead of dreaming all day. If you stop dreaming you might
Yours sincerely, Ivan Idea

Ask the children to read their letters to a partner and to you.
Suggest some improvements which can be made.

Syllabus link
S21,A4



Can all the children write letters and rewrite them with improvements? (S21)

Activity Eleven

Handwriting

Ask the children to neatly copy out their letter to the old man on a sheet of paper. Ask them to use neat joined handwriting.
Display the letters in the classroom.

Syllabus link
S19,S21



Can all the children write all the letters of the alphabet clearly and consistently? (S19)

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity.

A Painful Lesson

Suggested for term

One

Activity One

Morning Talk

Use A Painful Lesson as a topic for Morning Talk each day.

Ask the children if they can remember the story from Standard Two. Let them tell you what the painful lesson was.

Ask if any of the children have ever learnt their own 'painful lesson'. For example, have they ever been bitten by an insect or touched a poisonous plant? Let the children talk about their experiences. Ask them what they learnt.

When one child is talking, encourage the other children to listen carefully and to ask questions.

Encourage the children to speak clearly in English. If necessary, repeat the children's sentences in English and help them to correct their mistakes.

Syllabus link
S7,S8



Can all the children answer a variety of question types and choose appropriate answers? (S7)

Activity Two

Shared reading

Use A Painful Lesson for shared reading.

Read the title and the names of the author and illustrator. Ask the children if they can recall the story from Standard Two and encourage them to retell the main points of the story. Ask questions such as,

"What happened to the boy in the story?

What was the painful lesson?" etc.

Read the story to the children, pointing to the words and pictures.

Use intonation in your voice to emphasise the parts where different characters are speaking.

Read the story again and encourage the children to join in with familiar words and phrases.

Syllabus link
S2,S7,S15



Can all the children identify the main point of the story? (S2)

Activity Three

Shared reading

Read the story again with the children. Let the children join in reading the story with you and encourage them to use phonic clues to help read selected words.

For example, remind them of the sounds for 'tr-'(tree), 'st-'(started), 'cl-'(climb), 'br-'(branch), 'gr-'(grabbed), etc.

Discuss the story with the children and ask questions to check their understanding, for example,

"Why was the boy climbing the tree?

Which hand was bitten?

How did the boy's uncle make the pain stop?" etc.

Syllabus link
S15,S4,S7



Can all the children use phonic clues to identify and read new words? (S15)

Activity Four

Story writing

Read the story again with the children.

Help them to identify the main points of

the story and ask questions to check their understanding.

Ask the children to rewrite the story of The Painful Lesson, using words and phrases from the story and sentences

of their own. The story is written in the 'first person' (i.e. it is the boy himself who is telling the story). Ask the

children to write their story about someone else (i.e. in the 'third person').

Ask the children to suggest how their

story might begin and write their sentences on the blackboard, for example,

'Once there was a small boy who went for a walk in the bush. He saw an

iguana and climbed a tree to catch it. He didn't see the centipede . . .

The Boy and the Centipede

Once there was a small boy who went for a walk in the bush. He saw an iguana and climbed a tree to catch it. He didn't see the centipede . . .

Syllabus link
S21,S2,S22



Can all the children write and illustrate a short story? (S21)

Help the children with their sentences and ask them to check their spellings in a dictionary. Let the children think of a title for their story and illustrate their work with pictures.

Activity Five

Phonics

Read the story with the children and ask them to look and listen for the words ending in **'-ght'**: **eight**, **right** and **night**. Say these words clearly and help the children to pronounce the sound correctly.

Ask the children to tell you any other words they know which end in **'-ght'**,

Syllabus link
S4,S12,S15



Can all the children identify and pronounce clearly the **'-ght'** consonant cluster? (S4)

Activity Six

Drama

Divide the children into groups of 4 or 5 and ask them to practise acting out the story. Encourage the children to make up words for their drama based on the words in the story, for example, for when the boy is talking to his mother and to his uncle.

Allow each group to act out the story for the rest of the class to watch.

Syllabus link
S12,S10



Can all the children speak clearly and use tone of voice to convey meaning? (S12)

Activity Seven

Writing

Talk about the ending of the story with the children. Ask them what the boy might say to his uncle to thank him for making the pain stop.

Ask the children to imagine that they are the boy in the story. Tell them that they are going to write a letter to their uncle, thanking him for his help.

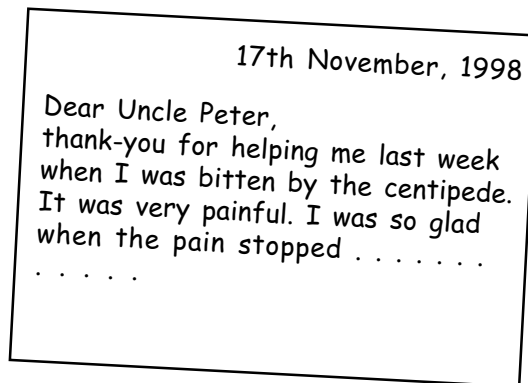
Show the children how to begin their letter and ask them to think of some sentences to use. Write the sentences on the blackboard, for example,

'Dear Uncle,
thank-you for helping me last week when I was bitten by the centipede.
It was very painful. I was so glad when the pain stopped'

Let the children write their own letters. Ask them to make up a name for the uncle and for the boy in the story.

Help the children with their writing. When they have checked their work, let them write a second draft with improvements and changes.

Display the letters in the classroom.



Syllabus link
S21,S22,A4



Can all the children write a short letter based on ideas from the story? (S21)

Activity Eight

Bingo game

Write some of the '-ght' words which the children have learnt on the blackboard:

eight, right, night, bright, caught, fight, fright, light, might, thought, tonight and weight.

Ask the children to write six words from the list inside a box. Read out the words, in any order, as part of a sentence, for example,

"I **caught** a big fish."

Or give the children clues to the word such as,

"A number between seven and nine."

bright	caught
thought	night
fright	eight

The children cross out the words if they have them in their boxes. The first child to cross all six boxes shouts "Bingo!" and is the winner of the game.

Syllabus link
S4,S15

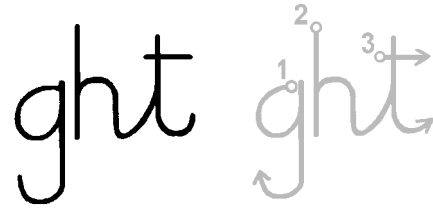


Can all the children listen and identify vowel sounds and initial consonants? (S4)

Activity Nine

Handwriting

Begin with some warm-up patterns for the letters 'g', 'h' and 't'. Show the children how to join the letters and give them time to practise.



Ask them to practise the join by writing some of the words from Activity Five:

caught, eight, fright, light, night, thought and weight.

Let the children write out the following rhyme as a way to practise their best joined handwriting.

If you sight a centipede
In daylight or at night,
You're right to think that centipedes
Might give a mighty bite.

Syllabus link
S19,S15



Can all the children join the letters 'ght' clearly and consistently? (S19)

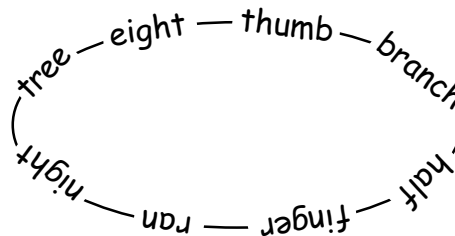
Activity Ten

Word game

Write the following words from the story on the blackboard:

branch, finger, night, tree, thumb, ran, eight and half.

Tell the children that they must arrange the words into a 'word chain', so that the last letter of each word is the same as the first letter of the next word.



Ask them to make their own word chains, starting with words such as,

pain, cry, iguana and sharp.

Syllabus link
S1,S19



Can all the children listen and respond to instructions for playing a word game? (S1)

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity.

The Big Noses

Suggested for term

One

Activity One

Morning Talk

Use The Big Noses to begin a discussion in Morning Talk each day. Remind the children that the story is about people living in a village in the mountains. Talk about mountains and ask the children if there are mountains near to where they live. Ask questions such as,

"What would it be like to live in the mountains?

How do we go to the mountains?

Why do most people live by the sea?" etc.

Talk about growing vegetables and the work that people have to do in their gardens to make sure that their plants grow well.

Encourage the children to speak clearly in English. If necessary, help the children to correct their mistakes by repeating their sentences.

Syllabus link

S1,S7



Can all the children listen and respond to more complex questions? (S1)

Activity Two

Shared reading

Use The Big Noses for shared reading. Begin by reading the title and the names of the author and illustrator. Talk about the cover picture and ask the children if they remember the story from Standard Two. Encourage children to retell parts of the story.

Begin reading the story to the children, pointing to the words and pictures. Use expression in your voice to make the story more interesting and to emphasise when characters in the story are speaking.

Read the story again and encourage the children to join in reading with you.

Begin with familiar words and phrases and by pausing to allow children to complete sentences, for example,

'Once there was a _____ (village) high up in the _____
(mountains) of _____ (Isabel Province.)'

Syllabus link

S15,S2,S7



Can all the children use a range of skills to identify and understand new words? (S15)

Activity Three

Shared reading

Encourage the children to join in reading more of the story each day.

Remind them to use phonic clues to help them read unfamiliar words, for example, 'cl-' (closest, climbed), 'gr-' (grow), 'ch-' (chief), etc. Allow time during the week for children to read the story individually and in small groups.

Ask questions to check the children's understanding of the story, for example,

"What did the people use to make their noses?

What did they do to grow better vegetables?" etc.

Syllabus link

S2,S7,S15



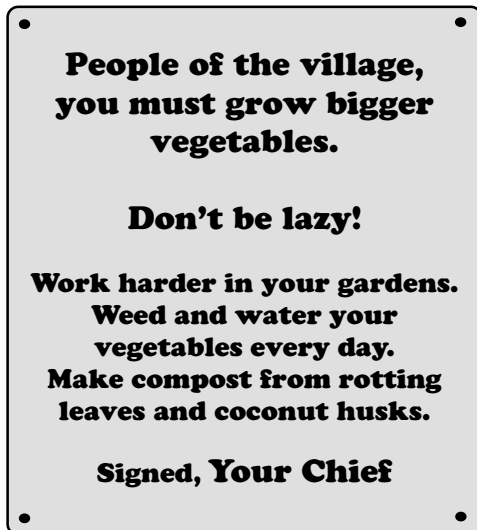
Can all the children identify the main point of the story as well as supporting details? (S2)

Activity Four

Writing

Read the story again with the children and ask them to tell you why the people could not grow good vegetables, i.e. because the soil was poor and because they were lazy. Talk about the meaning of the word 'lazy'.

Ask the children to tell you the things that the people did to improve their gardens, such as weeding and watering their vegetables every day, and making compost from rotting leaves and coconut husks.



Ask the children to imagine that they are the chief and they are writing a notice for the people of the village, telling them to grow bigger vegetables. Let the children use words and phrases from the story and illustrate their writing with pictures. Display the children's work in the classroom.

Syllabus link
S21,S6,S25,A4



Can all the children write and illustrate short messages based on the story? (S21)

Activity Five

Grammar

Write the following table on the blackboard containing words from the story.

high		
		closest
wise		
	bigger	
small		
	harder	
		finest

Remind the children of the rules for forming comparative words. Point to the word **high** and show them that the words **higher** and **highest** should also go in the table. Ask the children to copy the table into their books and fill in the missing words.

Explain to the children that for words like **good** and **bad** the rule is different. We do not say 'gooder' and 'goodest', but **better** and **best**. We do not say 'badder' and 'baddest', but **worse** and **worst**. Read the sentences on page 12 of the story and point to the words **better** and **best**.

Syllabus link
K8,S16,S23



Can all the children form some regular and irregular superlatives? (K8)

Activity Six

Phonics

Teach the children the sound made by the letters 'ou', as in the word **mountain**.

Ask the children to help you make a list of other words with the same sound, for example,

cloud, count, ground, house, loud, mouse, mouth, out, outside, round, shout and sound.

Read the words with the children. Let them make up some sentences of their own and read them aloud to practise pronouncing the sound, for example,

'I saw a **mouse outside** my **house**.'

Syllabus link
S4,S15



Can all the children identify and pronounce words containing the 'ou' vowel sound? (S4)

Activity Seven

Writing

Ask the children to tell you the vegetables that the villagers grew in their gardens, i.e. kumara, taro and yams. Talk about other food crops which the children know about. Ask them to imagine that they have a garden of their own. Let them write about the crops they would grow and the things they would do to look after their garden. Ask them to write in the **future tense**, using phrases like '**I will**' and '**I am going to**'

Let the children illustrate their work with pictures of the crops they will grow.

I am going to plant cassava
and cabbage in my garden.
I will dig the soil and clear the
weeds. If it doesn't rain, I
will water the plants every
day



Syllabus link
K2,S21,K1



Can all the children use the future tense correctly in their writing? (K2)

Activity Eight

Speaking and listening

Find a space where the children can sit or stand in a circle. Choose four different vegetables, and go round the circle giving each child the name of one of the vegetables, so that, for example, each child is either '**taro**', '**kumara**', '**pumpkin**' or '**cabbage**'. Choose a different child each time to stand in the middle of the circle and say what they will plant in their garden, for example, if they say,

"In my garden I am going to plant **pumpkins**,"

then all the children who are 'pumpkins' must change places. Encourage the children to choose different vegetables each time. Tell the children that if they say,

"In my garden I am going to plant **vegetables**,"

then all the children must change places.

Syllabus link
S1,S6,K2



Can all the children give instructions or directions? (S6)

Activity Nine

Drama

Divide the class into groups of 5 or 6. Ask each group to practise acting out the story. Encourage the children to make up simple English sentences for their drama based on the words in the story, for example, for when the chief's wife is talking to the chief, or when the chief is talking to the villagers.

Let each group act out their drama for the rest of the class to watch.

Syllabus link

S12,S10



Can all the children speak clearly and use tone of voice to convey meaning? (S12)

Activity Ten

Writing

Village by the sea
25th April, 1999

Dear Chief of the village in the mountains,
there will be a wedding feast on
Saturday at 4 o'clock. This is to celebrate
the marriage of your son and my daughter.
Please ask all the people of your village
to come,

Your friend,
Chief of the village by the sea.

Village in the
mountains
26th April, 1999

Dear Chief of the village by the sea,
thank you for your letter. We will
be very happy to come to the wedding
feast on Saturday. All the people of the
village are looking forward to it.
We will bring the finest vegetables
from our gardens to cook for the feast,

Your friend,
Chief of the village in the mountains.

Talk to the children about the ending of the story. Ask them what they think the wedding feast would be like. Encourage children to tell stories about wedding feasts they have been to.

Ask the children to work in twos. Let them imagine that they are the chiefs of the two villages. Ask the chief of the village by the sea to write a letter to the chief in the mountains, inviting the villagers to the wedding feast. The chief from the mountains should then write a letter in reply. Help the children with ideas for their letters and show them on the blackboard how their letters should be written.

Syllabus link

S21,S7,A2



Can all the children write a short letter based on ideas from the story? (S21)

Activity Eleven

Handwriting

Revise the 'ou' join and let the children practise by writing some of the words from Activity Six.

As a further activity, ask the children to write out the letters they wrote in Activity Ten using joined handwriting. Display the finished letters in the classroom.



Syllabus link

S19,S20



Can all the children join letters of the alphabet consistently? (S19)

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity.

The Clam Shell

Suggested for term

One

Activity One

Morning Talk

Use The Clam Shell to begin a discussion in Morning Talk each day.

Talk about clam shells and ask the children to describe what they look like.

Ask if any of the children have had clams to eat. Let them tell you what they tasted like.

Ask the children to tell you about other things from the sea that they like to eat.

Ask questions such as,

"Which different fish have you eaten?

What did they taste like?

Which is your favourite? Which is your least favourite?

Why?" etc.

Ask the children to tell stories of accidents and funny things that happened to them when they were younger.

Encourage all the children to take part in the discussion and to speak clearly in English. If necessary, help the children with their pronunciation by repeating their sentences.

Syllabus link

S7,K1,S9,S10



Can all the children choose appropriate answers to a variety of question types? (S7)

Activity Two

Shared reading

Use The Clam Shell for shared reading.

Begin by talking about the cover. Read the title and the names of the author and the illustrator.

Ask the children if they can remember the story from Standard Two.

Encourage them to talk about what happened to the little boy and retell the main points of the story.

Read the story to the children without interruption so they can enjoy it.

Use expression in your voice to make the story more exciting.

Ask questions about the story, such as,

"How old was the boy?

Where did his mother go?

What did the boy's sister tell him?" etc.

Read the story again. This time encourage the children to listen carefully and make up their own questions to ask the class. Let the children ask their own questions.

Syllabus link

S2,S8



Can all the children listen and identify the main point of the story? (S2)

Activity Three

Shared reading

Read The Clam Shell once again.

Ask questions about the words and the pictures as you read.

Encourage the children to read along with you and pronounce the words clearly.

Remind the children to use initial phonic sounds as clues when reading new or unfamiliar words, such as, 'cl-' (clothes), 'pl-' (play), 'fr-' (friends) and 'st-' (started).

Identify some new or unfamiliar vocabulary, such as,

rattling, gripped and peeped.

Encourage the children to identify the words from the 'root' (**rattle and grip**) and from the context of the sentence and accompanying picture (**peeped**).

Write these words on flash cards and encourage the children to join in reading them.

Ask questions to check the children's understanding of the story, for example,

"Why did the boy's sister tell him not to touch the thing in the pot?

How did his mother free him from the shell?

Why does he always say, 'No thank you,' when he is given clams to eat?" etc.

Leave the story in the book corner and allow time for individual reading.

Syllabus link
S15,S7,S13



Can all the children use a variety of skills to identify and understand new words? (S15)

Activity Four

Grammar

Read The Clam Shell once again.

Look at the words **older** (page 3) and **closer** (page 6).

Ask the children what other forms of these words they know (**old, older, oldest; close, closer, closest**).

On the blackboard draw a table like the one below. Fill in the comparative and superlative forms of **old** and **close**.

Ask the children to find other comparatives in the story (**harder, tighter and louder**).

Ask the children to copy the table and fill in the missing words.

Remind the children of the comparative and superlative words for 'good', i.e. 'better' and 'best'.

old	older	oldest
close	closer	closest
	harder	
	tighter	
	louder	
big		
	sharper	
		safest
good		

Syllabus link
K8,S16



Can all the children recognise and form regular and irregular superlatives? (K8)

Activity Five

Listening

Read The Clam Shell once again.

Ask the children to listen carefully and decide if the story is true or untrue.

Ask them to give a reason for their answer. (If the children are not sure, show them page 12 of the story again and remind them that this is the man who was the little boy in the story.)

Encourage the children to talk about other true stories they have read.

Ask how true stories are different from fictional stories.

Make a collection of fictional stories and factual stories and put them in the book corner for the children to read.

Encourage the children to look for examples of factual writing in the local environment, such as newspapers, magazines and notices.

Display some different types of factual writing in the classroom.

Syllabus link

S3,S11,S13,A2



Can all the children differentiate between story and fact? (S3)

Activity Six

Writing

Ask the children to write a narrative story about something that happened to them when they were small, such as something funny or an accident.

Encourage the children to write a first draft. Read their draft with them and suggest improvements.

Let the children rewrite their story with improvements. Let them use a dictionary to check their spellings.

Let them make their story into a book with illustrations on each page.

Syllabus link

S21,S22,S24,S17

Let the children read their stories to the class.



Can all the children write and illustrate short reports of their own experiences? (S21)

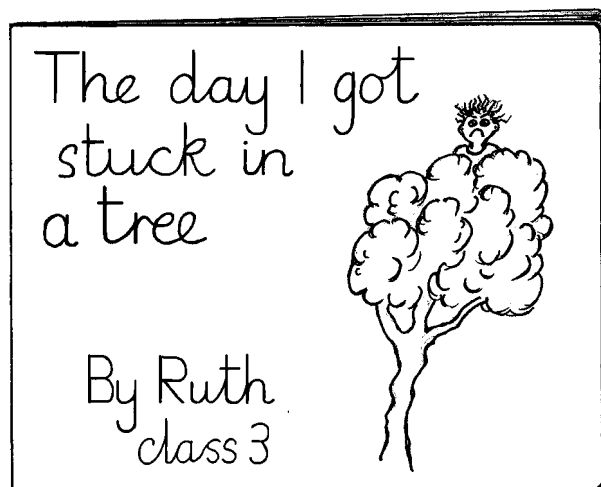
Activity Seven

Handwriting

Ask the children to make a cover for the stories they wrote in Activity Seven.

Encourage them to use neat, clear handwriting for the title of the story and their name.

Put the books in the book corner for the children to read themselves.



Syllabus link

S19,S21



Can all the children join letters of the alphabet clearly and consistently? (S3)

Activity Eight

Spelling

Play a spelling game using some of the new and unfamiliar vocabulary from the story, such as,

gripped, trapped, strange, rushed, touch, bite, listen, crawled, rattling, peeped, patterns, lonely and stroke.

Play a Hangman or Rainbow Alphabet spelling game with the children. (Some words such as **rattling** and **peeped** have double letters).

Syllabus link
S22,S15



Can all the children spell a range of words from the story? (S22)

Activity Nine

Writing

Read The Clam Shell once again. Talk about what happened to the boy in the story. Ask the children to imagine that the boy's sister took him to the hospital or clinic. Ask them what the doctor or nurse might say. Ask,

"What questions might they ask?"

How would the boy's sister answer?"

Copy the medical form below onto the blackboard. Talk about how the medical form might be filled in. Talk about how the language used on the form is different from the language used in the story.

Ask the children to copy the blank form and fill it in using their own words.

<u>Medical Report</u>	
Date	<u>1st April, 1975</u>
Patient's name	<u>Jacob Zikuli</u> Address _____
Age	<u>3</u> Male/Female _____ male
Injuries	<u>bruised and cut fingers on left hand</u>
How injuries received	<u>fingers caught when playing with a clam shell</u>
Treatment	<u>antiseptic cream applied, bandaged fingers</u>
Signed	<u>Norence Flightingale</u> Medical Officer/Doctor

Syllabus link
A4,S21



Can all the children recognise that different styles of writing are used? (A4)

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity

The Dragonfly and the Firefly

Suggested for term

One

Activity One

Morning Talk

Use The Dragonfly and the Firefly to begin a discussion in Morning Talk each day. Ask the children to describe what a dragonfly looks like. Encourage them to talk about its shape and colours.

Ask the children if they have seen fireflies and let them describe what they look like. Encourage the children to ask questions about dragonflies and fireflies. Talk about other insects and ask the children to tell you all the insects they can think of.

Help the children with their pronunciation of words and encourage them to speak clearly in English.

Syllabus link

S7,S8,K1



Can all the children choose appropriate answers to a variety of question types? (S7)

Activity Two

Shared reading

Use The Dragonfly and the Firefly for shared reading.

Begin by talking about the cover. Read the title and the names of the author and the illustrator. Ask the children to describe what they can see in the picture.

Ask the children if they remember the story from Standard Two and encourage them to retell the main points of the story.

Read the story to the children and point to the pictures as you read.

Read the story again and this time encourage the children to begin joining in with familiar words and phrases.

Syllabus link

S2,S17



Can all the children identify the main points of the story? (S2)

Activity Three

Shared reading

Read The Dragonfly and the Firefly with the children. Ask questions about the words and the pictures as you read. Encourage the children to read along with you and pronounce the words clearly. Help the children to use phonic clues when reading unfamiliar words, for example, 'dr-'(dragonfly), 'fr-'(friends), 'fl-'(fly), 'sm-'(small) and 'st-'(star).

Encourage the children to join in with more of the story each day and ask questions to check their understanding.

Leave the story in the book corner and allow time for individual reading during the week.

Syllabus link

S17,S7,S15



Can all the children read the story aloud, with confidence and expression? (S17)

Activity Four

Writing

Ask if any of the children have seen a shooting star.

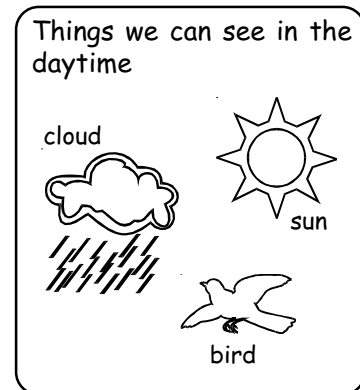
Explain that they are not really stars at all, but small pieces of rock called **meteors** which fly around in space. When they come near to the Earth they burn up very quickly and make a trail of light across the sky.

Ask the children to tell you about other

things which they can see in the sky at night, such as the stars and the moon.

Let the children draw some pictures of the different things which they might see in the sky at night and in the daytime.

Ask them to write a title for their work and label their pictures.



Syllabus link
S21,S19,K1



Can all the children write and illustrate short reports? (S21)

Activity Five

Phonics

Teach the children the sound made by the letters 'ght' as in the words **night** and **light**.

Ask the children to think of other words with the same sound, for example,

bright, might, right and **tonight**.

Help the children to pronounce these words correctly and let them practise by saying the words in sentences, for example,

'The moon is **bright tonight**.'

Syllabus link
S4,S15



Can all the children identify and pronounce clearly the '-ght' consonant cluster? (S4)

Activity Six

Spelling game

This game is like Hangman.

Draw the body of a dragonfly on the blackboard, but not the wings or legs. Pick a word from the story, such as **firefly, forest** or **resting**. Draw a dash on the blackboard for each letter, like this:

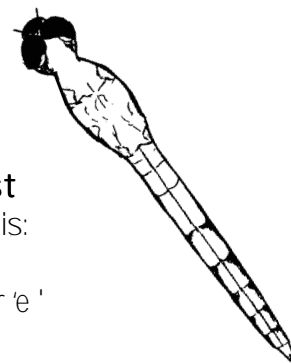
_ _ _ _ _

The children take turns to guess a letter, such as 'e'. If the letter 'e' is in the word, write it in like this:

_ _ _ e _ _ _

If the letter is not in the word, draw a wing or a leg on the dragonfly.

The children have to guess the word before you complete the dragonfly.



Syllabus link
S22,S4,S15



Can all the children spell a range of known words from the story? (S22)

Activity Seven

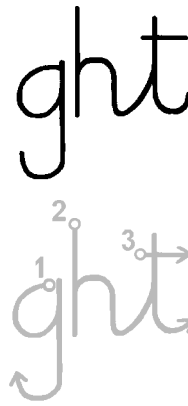
Handwriting

Begin the lesson with some warm-up patterns and then show the children how to join the letters 'ght'. Let the children practise the joins by writing some of the words from Activity Five:

night, light, bright, might, right and **tonight**.

Teach the children the following short poem and ask them to write it out to practise their joined handwriting:

The firefly flew into the night,
His shining tail was glowing bright,
To show the way with flashing light,
For other insects in their flight.



Syllabus link
S19,S4



Can all the children join letters of the alphabet clearly and consistently? (S19)

Activity Eight

Spelling

Choose a word from the story, such as **dragonfly**, and write it on the blackboard.

Ask the children to come out and add another word from the story, so that it shares a letter with 'dragonfly', such as **night**.

Ask the children to add as many different words as they can.

dark
star
night
pond
firefly
sky

Syllabus link
S22,S19



Can all the children spell a range of known words from the story? (S22)

Activity Nine

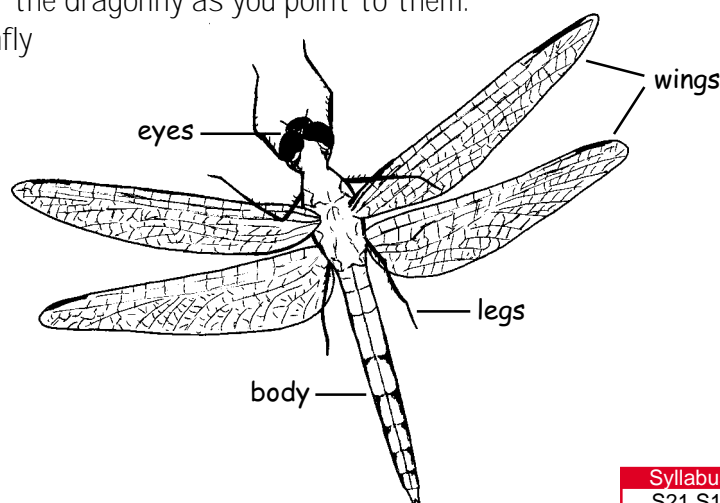
Writing

Talk to the children about dragonflies and if possible find some pictures of dragonflies to show them. Draw a picture on the blackboard and ask the children to identify the different parts of the dragonfly as you point to them.

Show the children that a dragonfly has six legs, two sets of wings and large eyes which almost cover its whole head, so that it can see in different directions.

Ask the children to draw a picture of a dragonfly and to label the different parts of the dragonfly's body.

Encourage them to work carefully and to use neat, clear writing



Syllabus link
S21,S19,A2



Can all the children write clear labels to add to an illustration? (S21)

Activity Ten

Word game

Draw this word grid on the blackboard so that all the children can see it.

F	forest	across	pond	night	edge	flew
E	land	water	dragonfly	tiny	close	star
D	earth	moths	rest	hunting	fall	huge
C	quickly	hot	cool	because	drank	ate
B	dark	friends	tired	firefly	piece	small
A	sky	lamp	insects	found	suddenly	fly
	1	2	3	4	5	6

Divide the children into groups of 4 or 5. Tell them that the grid contains words from the story. Say that you are going to call out the 'co-ordinates' of different boxes in the grid. The children must find and read the word in that box.

For example, if you call out the co-ordinates '**4C**', the children must read the word '**because**'.

Award a point to the first group to find and read the word each time, and add up the points at the end of the game.

Syllabus link
S15,S1



Can all the children use a range of skills to identify and read new words? (S15)

Activity Eleven

Story writing

Ask the children if they can think of any other Nguzu Nguzu stories about animals who are friends, such as, Adi's Visit and Frog's Ark. Let the children retell the main points of these stories if they can.

Ask the children to help you write a list of different animals, birds, fish and insects on the blackboard, for example,

frog	heron	butterfly	pig	eagle	gecko
dolphin	snake	rat	chicken	crocodile	fantail
dog	turtle	mosquito	ant	shark	flying fox
bonito	parrot	octopus	lizard	centipede	spider

Ask the children to work in twos. Ask them to choose two of the animals from the list, or any other animals that they can think of. Let them write a story about the two animals, for example, 'The Dolphin and the Octopus' or 'The Spider and the Butterfly'. Ask the children to think about what will happen to the two animals and help them with ideas for their story.

When the children have written their story, help them to redraft it with improvements and changes. Ask them to illustrate the story with pictures.

Syllabus link
S21,S22,A4



Can all the children redraft short stories following advice from the teacher? (S21)

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity

Why Herons Have Long Necks

Suggested for term

One

Activity One

Morning Talk

Use Why Herons Have Long Necks as a topic for Morning Talk each day.

Talk about herons and ask the children to describe what they look like, what they eat and where you might see one.

In the story, Sou the heron is trapped by the tide. Remind the children of the word **tide** and ask the children to tell you what happens when the tide comes in.

Ask them if the tide always rises and falls to the same place. Ask what causes the tide to change.

Encourage the children to ask questions of their own.

Encourage the children to speak in English. Help them with their sentences and pronunciation of words. If necessary, repeat the children's sentences and help them to correct their mistakes.

Syllabus link

S7,S8



Can all the children answer a variety of question types and choose appropriate answers? (S7)

Activity Two

Shared reading

Use Why Herons Have Long Necks for shared reading.

Ask the children to describe the picture on the cover of the book. Read the title and the names of the author and illustrator. Ask the children if they can recall the story from Standard Two. Encourage them to retell the main points of the story.

Read the story to the children, pointing to the words and pictures.

Use expression in your voice to add excitement and interest to the story.

Read the story again and encourage the children to begin joining in with familiar words and phrases.

Syllabus link

S2,S7,S17



Can all the children identify the main points of the story? (S2)

Activity Three

Shared reading

Read the story again with the children.

Explain unfamiliar words such as,

shallow, trapped, struggled, gripped, darted, tucked and stretching.

Each day, ask the children to join in reading more of the story with you. Encourage them to read aloud clearly.

Ask questions to check the children's understanding, for example,

"Why was the water getting deeper?

Why was Sou's foot sore?

Why did Sou's neck become long and thin?" etc.

Leave the story in the book corner and allow time for the children to read the story aloud to each other in small groups.

Syllabus link

S17,S2,S7



Can all the children read known stories aloud? (S17)

Activity Four

Writing

Write the following sentences about the story on the blackboard:

The water rose higher and higher.

The crabs, the turtles and the fish wouldn't help Sou.

Sou's leg was trapped by a giant clam

When the tide went out, Sou went to catch the fish trapped in little pools.

Sou gave a flap of her wings and freed herself from the giant clam.

One day Sou the heron was catching fish at the seashore.

The tide turned and the water began to get higher.

Read each sentence with the children. Ask them to tell you which sentence would come first if they were writing about what happened in the story.

Ask the children to work in twos and to rearrange the sentences to make a short story about Sou. Let them write out the sentences and illustrate each one with a picture.

Syllabus link
S21,S2



Can all the children write and illustrate a short story? (S21)

Activity Five

Phonics

Teach the children the **'-de'** sound as in the word **tide**.

Read sentences from the story containing the word 'tide' so that the children can hear the sound. Ask them to help you make a list of other words with the same sound, for example,

hide, ride, side, wide, beside and inside.

Ask the children to make up some sentences containing one or more of these words and read them aloud to practise the '-de' sound, for example,

'At low **tide** the beach is **wide**.'

Syllabus link
S4,S12,S15



Can all the children identify and pronounce clearly words containing the '-de' sound? (S4)

Activity Six

Reading

Ask the children if they can think of any other stories about clam shells.

Remind them of the story, The Clam Shell, and ask them what happened to the little boy in the story. Ask them why the little boy is like Sou the heron.

Read the story of 'The greedy witch' from the Standard Two Guided Reading book.

Ask the children to tell you what might have happened to Sou if she had not escaped from the clam shell.

During the week, allow time for the children to read these stories.

Ask more questions to check their understanding.

Syllabus link
S14,S2,S13



Can all the children read silently and with understanding? (S14)

Activity Seven

Handwriting

Begin the lesson with some warm-up patterns for the letters 'd' and 'e'.
Show the children how to join these letters and let the children practise using the words from Activity Five:

hide, ride, tide, side, wide, beside and inside.

Ask the children to practise their joined handwriting by writing the following poem:

At low tide the herons glide.
And stand beside
Pools clear and wide,
The pools that small fish hide inside.

de de

Syllabus link

S19,S15



Can all the children join the letters 'd' and 'e' consistently? (S19)

Activity Eight

Grammar

Read the story again with the children. Point to words in the story which are **opposites**, such as **short** and **long**, **lower** and **higher**.

Explain that 'opposite' means 'completely different'. Write the following box containing opposite words on the blackboard. Ask the children to copy the box and join the words which are opposites with a straight line.

deep	young	hot	empty
fast	big	shallow	long
lower	full	cold	small
old	short	slow	higher

Syllabus link

K1,S15



Can all the children use a range of vocabulary including words which are opposites? (K1)

Activity Nine

Missing words

Write the following sentences from the story and a list of missing words on the blackboard.

Long ago _____ had very _____ necks, just like all the other
birds that _____ on the _____ .
These birds _____ for food in the _____ waters of the
_____ edge.

seashore lived

lagoon

searched

short

shallow

herons

Ask the children to write out the sentences, choosing the correct word each time to fill in the gaps.

Syllabus link

K1,S2



Can all the children use and understand vocabulary from the story? (K1)

Activity Ten

Punctuation

Ask the children to think about what Sou might have said to the crabs, the turtles and the fish when her foot was trapped and the tide was rising.

Write their suggestions on the blackboard, for example,

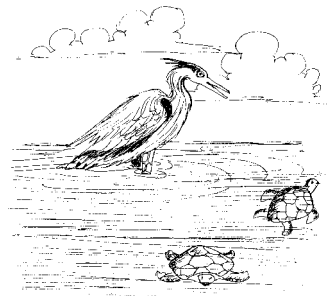
Help me turtles, the tide is rising and my foot is trapped.

Show the children the correct use of speech marks, i.e.

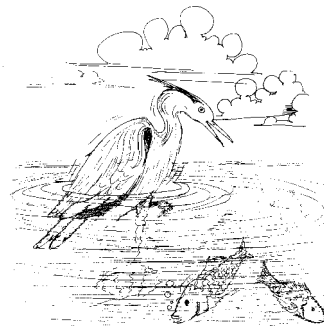
"Help me turtles, the tide is rising and my foot is trapped," called Sou.

Ask the children to draw some pictures showing Sou calling to the other animals in the story.

Let them write what Sou is saying in each picture. Check that they are using speech marks correctly.



"Help me turtles, the tide is rising and my foot is trapped," called Sou.



"Help me fish, my foot is caught and the water is getting higher," called Sou.

Syllabus link
S24,S7,S21



Can all the children use commas, full stops and speech marks correctly in their writing? (S24)

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity.

Kuba The Giant

Suggested for term

One

Activity One

Morning Talk

Use Kuba The Giant as a starting point for a Morning Talk discussion each day.

In the story, Kuba plays a trick on his sisters.

Talk about what this means and ask the children to tell their own stories about playing tricks.

Let the children talk about the other members of their family.

Ask them how many brothers and sisters they have and whether they are older or younger. Ask if they have a brother or sister who often plays tricks.

Encourage the children in Morning Talk by showing an interest in what they say and asking further questions in a natural way.

Encourage the children to speak in English. Help them with their sentences and pronunciation of words.

If necessary, repeat the children's sentences and help them to correct their mistakes.

Syllabus link

S7,S1



Can all the children answer a variety of question types and choose appropriate answers? (S7)

Activity Two

Shared reading

Use Kuba The Giant for shared reading.

Show the children the cover of the book and ask them what they think the boy in the picture is doing. Read the title and the names of the author and illustrator.

Ask if the children can remember the story from Standard Two.

If they can, encourage them to recall the main points of the story and retell the story in their own words.

Read the story all the way through without interruption so that the children can enjoy listening to it. Use expression in your voice to emphasise the parts where Kuba is pretending to be the giant.

Read the story again. Ask questions about the words and pictures on the first few pages, for example,

"Why did Kuba's sisters like to tease him?

What was Kuba's job each day?" etc.

Encourage the children to ask their own questions about the later pages.

Syllabus link

S2,S7



Can all the children listen and identify the main point and details of the story? (S2)

Activity Three

Shared reading

Read the story again with the children and encourage them to begin joining in with you. At first let them join in with repeated words and phrases such as Kuba's rhyme.

As you read, pause to allow the children to read individual words and to complete sentences. For example,

'Kuba was the youngest in his _____ (family.) '

'He had four big _____ (sisters) but no _____ (brothers.) '

By the end of the week, the children should be able to join in reading the whole story with you. Encourage them to read aloud clearly.

Ask questions to check their understanding, for example,

"Why were Kuba's sisters frightened?

What do you think Kuba's voice sounded like?

Why was Kuba frightened when he heard the echo?" etc.

Leave the story in the book corner and allow time for individual reading.

Syllabus link
S13,S17,S2,S7



Do all the children want to read the story for themselves? (S13)

Activity Four

Writing

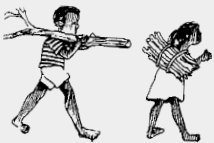
Read the story again with the children and ask them to tell you what Kuba's job was each day, i.e. 'to take a big bucket of water to the family pig.'

Talk about the different jobs that Kuba's sisters were doing.


Ask the children to tell you about any jobs which they do at home.

Let them write a list of some of the jobs they do and illustrate their list with pictures. Ask the children to include their favourite job, and one that they don't like. Encourage them to write why they like one job and dislike the other.


Jobs I do at home



Collecting firewood



Sweeping the floor



Fetching water

My favourite job is

A job I don't like is

Syllabus link
S21,S7,S11,A4



Can all the children write and illustrate a short report? (S21)

Activity Five

Rhymes and Poems

Read the rhyme that Kuba spoke into his tin bucket. Ask the children what the words **terror** and **dread** mean (use a dictionary to check). Ask what other words mean the same as 'terror' and 'dread.'

On the blackboard, write a list of words which mean the same as **terror** and **dread** (fright, worry, fear, afraid, scared, trouble).

Ask the children to make up some more verses for Kuba's rhyme, using words from the blackboard, such as:

**'I am Kuba the mighty giant.
Shake with terror, shake with fright,
I'll come and scare you late at night.'**

Let the children copy their rhymes in joined handwriting. Let them illustrate their work. Display the rhymes on the classroom wall or put them together to make a book.

Syllabus link
K1,S21



Can all the children use a wider vocabulary? (K1)

Activity Six

Phonics

Teach the children the sound made by the letters '**-ck**' as in the word **trick**. Help the children to pronounce the word correctly and ask them to help you make a list of other words with the same sound, for example,

kick, pick, quick, sick, stick, thick and tick.

Ask the children to make up some sentences of their own containing one or more of these words and to read them aloud to practise pronouncing the sound.

Syllabus link
S4,S15



Can all the children identify and pronounce clearly words containing the '-ck' sound? (S4)

Activity Seven

Grammar

Write the following set of words on the blackboard.

was	the	from	voice
back	Kuba's	the	echoed
his	family.	youngest	in
deep	in	cave.	Kuba

Explain that there are two sentences from the story hidden inside the box. Ask the children to write out the sentences ('Kuba was the youngest in his family.' and 'Kuba's voice echoed back from deep in the cave.')

The children must use all sixteen words in the box.

Repeat this activity with another two sentences from the story.

Syllabus link
S21,S15



Can all the children identify and write short sentences from the story? (S21)

Activity Eight

Handwriting

Begin with some warm-up patterns for the letters 'c' and 'k'. Remind the children of the 'ck' join. Demonstrate several times on the blackboard and ask the children to practise by writing the words from Activity Six.



Syllabus link
S19,S15



Can all the children join the letters 'c' and 'k' consistently? (S19)

Activity Nine

Punctuation

Read Kuba The Giant once again. Ask the children if they can remember all the names of the children from the story. Write the names on the blackboard. Remind the children that people's names always begin with a capital letter. Show that all the girl's names in the story begin with the letter 'E'. Note how the names are written in a list, using capital letters, commas, 'and' and a full stop, for example,

Elizabeth, Edith, Ethel and Evelyn ran into the cave.

Copy the following sentences onto the blackboard. Ask the children to put in the correct punctuation (capital letters, commas and full stops) and the word 'and'.

elizabeth edith ran across the river

kuba spoke into the bucket

elizabeth edith ethel ran to evelyn

elizabeth edith ethel evelyn were sisters

Write other sentences from the story and ask the children to copy them and write the missing punctuation.

Syllabus link
S24,S19



Can all the children use commas, capital letters and full stops correctly? (S24)

Activity Ten

Writing

Begin by reading Kuba the Giant. Talk about how Kuba tricked his sisters. Talk about tricks the children have played on each other. Ask the children what trick Kuba's sisters might play on him next. Discuss the children's ideas. Ask the children to write a story about how Kuba's sisters might trick him. Encourage them to use capital letters, commas and full stops correctly in their writing. Let the children draw pictures to illustrate their story. Staple the stories together to make a class book or display them on the classroom wall.

Syllabus link
S21,S24,S20



Can all the children write and illustrate short books? (S21)

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity.

The Secret Place

Suggested for term

One

Activity One

Morning Talk

Use The Secret Place as a topic for Morning Talk each day.

Remind the children of the word **secret**. Ask the children what it means if something is 'secret'.

In the story, the boy makes a secret place in a banyan tree. Ask the children to describe what a banyan tree looks like. Encourage them to talk about its size and shape. Let the children tell you about any other large trees which they know about.

In the story, the boy likes reading about aeroplanes. Ask the children to say what they like reading about. Ask them about their favourite stories.

Ask them to give reasons for their choices.

Encourage the children to speak in English. Help them with their sentences and pronunciation of words.

Syllabus link

S7,K1,S11



Can all the children answer a variety of question types and choose appropriate answers? (S7)

Activity Two

Shared reading

Use The Secret Place for shared reading.

Show the children the cover of the book. Read the title of the story and the names of the author and illustrator. Let the children tell you what they can see in the picture.

Ask if the children can remember the story from Standard Two. Encourage them to tell you what the story is about. Let the children retell the story in their own words.

Read the story to the children without interruption. Let the children enjoy listening to the story and looking at the pictures.

Read the story again. Point to the words and pictures as you read.

Ask questions to check the children's understanding of the vocabulary, main idea and details of the story.

Syllabus link

S2,S7



Can all the children listen and identify the main point and details of the story? (S2)

Activity Three

Shared reading

Read the story again with the children and let them begin joining in with you. Encourage the children to use phonic clues to help them, for example, 'tr-' (track), 'gr-' (growing) and 'pl-' (playing).

Explain the meaning of unfamiliar words such as,

narrows, disappears, wonderful, folds and collection.

Each day, help the children to join in reading more of the story with you. Encourage them to read aloud clearly and check their pronunciation of words.

Ask questions to check the children's understanding of the story, for example,

"What did the boy use to make his secret place?

What did he do in his secret place?

Did anyone else know about the secret place?" etc.

Leave the story in the book corner and allow time for the children to read the story aloud to each other in small groups.

Syllabus link
S17,S7,S14



Can all the children read the story aloud? (S17)

Activity Four

Writing

Talk to the children about the secret place in the story. Ask them to tell you where it was and what it was like.

Let the children imagine that they are going to make a secret place of their own.

Ask them to tell you where it would be and what it would be like.

Ask the children to write about their secret place. Guide the children by writing a heading and the beginnings of some sentences on the blackboard.

My Secret Place

I would make my secret place in

To make my secret place I would use

I would go to my secret place

In my secret place I would keep

At my secret place I would play

.

My Secret Place

I would make my secret place in an old hollow tree.

To make my secret place I would use some sticks and coconut palm leaves. I would go to my secret place in the afternoons after school.

In my secret place I would keep some books, some paper and pencils and some ngali nuts.

At my secret place I would play games where I pretend to be different people.

When the children have finished, allow them to read their writing to the class.

Syllabus link
S21,S7,A4



Can all the children write some sentences based on the story? (S21)

Activity Five

Phonics

Teach the children the sound 'qu-' as in the word **quiet**.

Read the sentence on page 9 and emphasise the word 'quiet'.

Ask the children if they can think of other words beginning with the letter 'q', for example,

quick, queen, quack, question and quiz.

Remind the children that the letter 'q' is always followed by a 'u'.

Ask the children to make up some sentences of their own containing one or more of these words and to read them aloud to practise pronouncing the sound, for example,

'The teacher asked a **quick question** in the **quiz**.'

Syllabus link
S4,S15



Can all the children identify and pronounce clearly words beginning with 'qu-'? (S4)

Activity Six

Grammar

Read the sentences on page 4 of the story with the children.

Ask them to tell you how tall the banyan tree would be if 'you can't see the top of it', and how wide it would be if 'five pigs could hide behind it and not be seen.'

Write some sentences like the one on page 4 on the blackboard and read them with the children. Ask the children to write the sentences and choose the correct word to complete the sentence each time.

The river was so _____ that no-one could walk across it.

The singing was so _____ that it could be heard in the next village.

The hill was so _____ that nobody could climb up it.

The box was so _____ that four strong men couldn't lift it.

The book was so _____ that all the pages had fallen out.

The wind was so _____ that trees were blown over.

heavy old
deep
strong steep
loud

Syllabus link
K1,S1,S15



Can all the children choose appropriate vocabulary to fit with the meaning of a sentence? (K1)

Activity Seven

Grammar

Write the following pairs of sentences on the blackboard. Ask the children to join the sentences to make one longer sentence, using words such as **and** or **so**.

for example, **The sea was rough and no one could go fishing.**

Encourage them to write neatly and join their letters.

The sea was rough.

The rain was heavy.

The crocodile was fierce.

The ship was fast.

The sun was hot.

The canoe was overloaded.

No one could go fishing.

All the children got wet coming to school.

The people would not go to the river.

It reached Honiara in one day.

All the plants in the garden died.

It began to sink.

Syllabus link
K7,K4,S19



Can all the children join simple sentences together? (K7)

Activity Eight

Handwriting

Ask the children to practise their joined handwriting by writing some of the words from Activity Five. Let them write some short sentences containing one or more of these words.

quick
question
quiz

Syllabus link
S19,S15



Can all the children join letters of the alphabet consistently in size, shape and spacing? (S19)

Activity Nine

Language game

Play a language game called 'The Secret Place'.

Copy a 6 x 6 square grid onto the blackboard. Teach the children how to identify squares on the grid by giving coordinates, such as A6 for the top left square (Shark Point) and F1 for the bottom right.

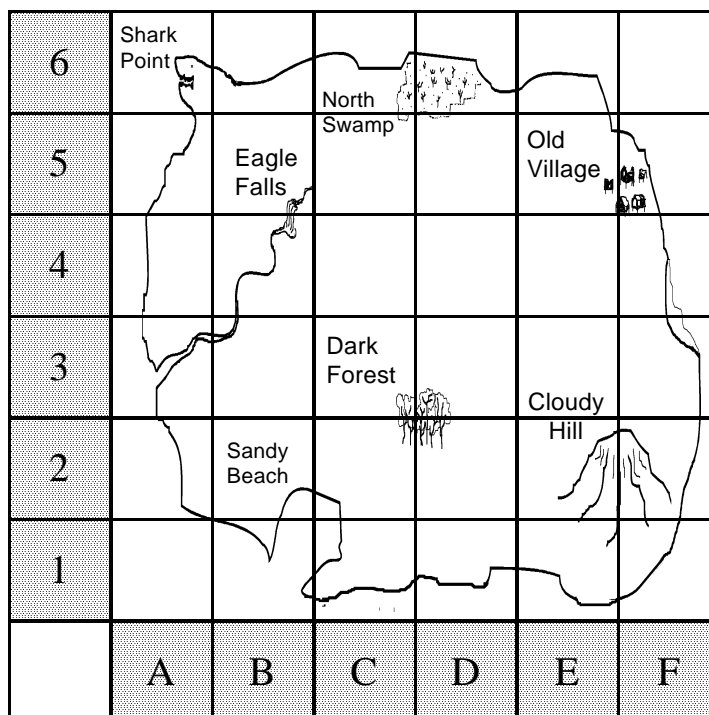
Draw an island on the grid and write the names of some places.

Ask the children to carefully copy the grid and island onto a sheet of paper.

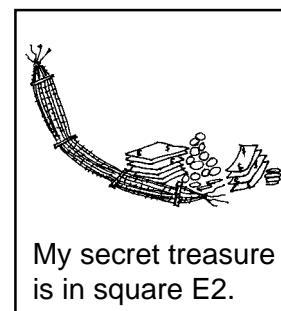
The children play the game in twos. They each pick a secret place to hide their treasure and write it down, such as C4. They do not let anyone see their writing.

They take turns to guess where their partner's secret hiding place is, using the grid to identify a square.

They ask, for example, "Is your treasure in square B3?" or, "Is your secret place in square D6?"



The first child to guess the correct square wins the game.



Syllabus link
S1,S6



Can all the children listen and respond to a sequence of instructions? (S1)

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity.

The Tapa Cocoon

Suggested for term

One

Activity One

Morning Talk

Use The Tapa Cocoon to start off a discussion in Morning Talk each day. Talk about the caterpillar in the story. Ask the children what they know about the different stages in the life cycle of moths and butterflies, from egg to caterpillar and then to chrysalis and finally adult. Talk about the life cycles of other animals such as frogs and mosquitoes. The Tapa Cocoon tells how the moth got the pattern on its wings. Ask the children to tell custom stories or retell other Nguzu Nguzu stories about how other animals got their shells, sharp teeth, wings, etc.

Encourage the children to speak in English. Help them develop their confidence. If they make a mistake, just repeat their sentence correctly.

Syllabus link
S7,S12



Can all the children choose appropriate answers to a variety of question types? (S7)

Activity Two

Shared reading

Use The Tapa Cocoon for shared reading. Ask the children what they remember of the story from Standard Two.

Read the story without interruption.

Ask questions about the story to check the children's understanding, such as:

"What was the old woman looking for in the forest?

What did she make?

Why did the caterpillar take a piece of the tapa cloth?

What did the caterpillar turn into?" etc.

Leave the story in the book corner and allow time for the children to read on their own and in small groups.

Syllabus link
S2,S7,S13



Can all the children listen and identify the main point of the story? (S2)

Activity Three

Shared reading

Ask the children to join in as you read the story.

Select some key words such as,

forest, bark, smooth, caterpillar, patterns, shivering, crawled, cocoon and moth.

Write them on flash cards so that all the children can see. Encourage them to use phonic clues to help them read unfamiliar words.

Ask the children to join in with more of the story each day. Encourage them to read clearly and with expression.

Prompt discussion by asking further questions about the story.

Syllabus link
S15,S2,S17



Can all the children use a range of skills to identify and understand new words? (S15)

Activity Four

Shared writing

In The Tapa Cocoon, the caterpillar changes into a moth.

Talk about what it would be like to change into someone completely different, such as a headteacher, or the Prime Minister.

Ask the children how they would feel and what they would do. On the blackboard, write down the children's ideas to make a story. Read the story with the children. Ask them if they can suggest any ways to improve the story, by using interesting words and adding a more exciting ending.

Copy the improved story onto sheets of paper and ask groups of children to draw pictures for each page. Staple the pages together to make a Big Book.

Display the book in the book corner for the children to read by themselves.

Syllabus link
A5,S7



Can all the children see how a story can be improved by talking about it and redrafting? (A5)

Activity Five

Writing

Ask the children to write their own story about what happens when they change into someone completely different. Let them imagine, for example, that they have woken up to find that they are now a giant, a very strong person, a magic person, a chief or a teacher.

Let the children read their stories to another child in the class.

Let them talk about the story together and find ways to improve it.

Let the children copy their story onto paper to make a book. Ask the children to practise their handwriting by designing a cover for their book.

Let the children read their stories to each other.

Put the stories in the book corner so that all the children can read them.



Syllabus link
S21,S17



Can all the children write stories and rewrite them with improvements? (S21)

Activity Six

Spelling and Phonics

Look at the word 'search' on page 2 of the story. The word ends with the sound '-ch'. Let the children use Nguzu Nguzu dictionaries to find words ending in '-ch'. Ask the children to write all the '-ch' words in a list.

church, each, search, punch, watch, branch.

Ask the children to read their lists aloud. Write each word on the blackboard.

Ask the children to study the spelling of each word on the list, one by one.

Rub out each word and ask the children to write it down correctly.

Syllabus link
S22,S15



Can all the children correctly spell words which end in the '-ch' sound? (S22)

Activity Seven

Grammar

Read page 3 of the story with the children. Ask them to tell you which words describe the bark of the tree (i.e. 'perfectly smooth' and 'undamaged').

Look at the word **undamaged**. Explain that it is made from the prefix '**un-**' and the word '**damaged**'. (A prefix is added to the front of a word to change its meaning.) The prefix '**un-**' means 'not', so 'undamaged' means **not damaged**.

Write the following sentences on the blackboard. Ask the children to use the prefix '**un-**' to change the meaning of each of these sentences. For example,

The bark of the tree was damaged. (The bark of the tree was undamaged.)

1. The children brought **cooked** food to the picnic.
2. The bridge over the river was **safe**.
3. The teacher **locked** the classroom.
4. John picked a **ripe** pawpaw. (Remember to change the 'a' to 'an'.)
5. Mary was **afraid** of the snake.

Syllabus link
S16,S23



Can all the children recognise the prefix 'un-' and explain its meaning? (S16)

Activity Eight

Grammar

Ask the children to describe how the old woman made the tapa cloth.

Encourage them to use markers to show sequence, such as,

first, then, after that and **finally**.

Write what the children say on the blackboard, for example,

First the old woman found a suitable tree.

Then she cut off the bark and took it home.

After that she beat the bark with a heavy stick.

Next she laid the tapa in the sun to dry.

Finally she painted a pattern on the tapa cloth.'

Now ask the children think about how something familiar is made, such as a mat, a dug out canoe, a paddle or a pudding. Ask the children to explain how to make something familiar, using sequence words.

Syllabus link
S6,K6

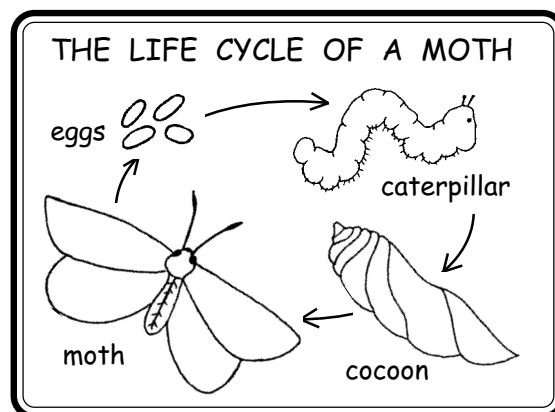


Can all the children give a sequence of instructions or directions? (S6)

Activity Nine

Writing

Ask the children to design a poster to show the life cycle of moths and butterflies. Let the children use *Childcraft* or any other reference books to do their own reading and research. Let them label their poster and write some factual details on it.



Syllabus link
S21,S25



Can all the children write and illustrate a poster? (S21)

Activity Ten

Speaking and listening

Let the children work in pairs.

Ask one child to be the old woman and the other to be the caterpillar.

Ask one of the children to retell the story to the other as if they were the old woman.

Let the second child retell the story as if they were the caterpillar.

Encourage the children to use English when they retell the stories.

Ask some of the more confident children to retell the story to the class, using the story book to show the pictures.

Syllabus link
S12,S2



Can all the children tell a story using tone, rhythm and stress? (S12)

Activity Eleven

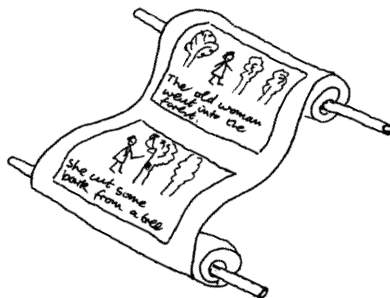
Writing

Let the children work in pairs.

Help them to make their story from Activity Ten into a video.

Stick pages together to make a long strip of paper. Make a 'video box' with a hole at the front to fit the pages.

Ask the children to rewrite the story and draw a picture on each page.
Fix the pages to two sticks.



Put the sticks through the holes in the video box.

Let the children read the story to the class as they wind the story through the video box.



Syllabus link
S17,S21,S19



Can all the children read known stories aloud, with confidence and expression? (S17)

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity.

The Village Feast

Suggested for term

One

Activity One

Morning Talk

Use The Village Feast to start off a discussion about feasts, celebrations and traditional activities.

Talk about the preparation of food, decorations, dancing sticks, costumes and any other customary things.

Ask the children to think about a celebration they have seen or been involved in, such as a wedding, church service, Christmas service, village feast, or custom dance.

Ask them if they have watched someone make something for a celebration, or helped to make something themselves.

Ask the children to prepare a short talk to explain how to prepare or make something for a celebration, such as a pudding, costume, dancing stick, musical instrument, decoration, etc.

Let the children take turns to explain to the class how to prepare the thing they have chosen.

Encourage the children to speak in English. If they use Pijin or make a mistake, just repeat what they say in English.

Syllabus link
S6,S7,S12



Can all the children give a sequence of instructions or directions? (S6)

Activity Two

Shared reading

Use The Village Feast for shared reading. Begin by talking about the cover.

Read the names of the author and illustrator.

Read the story to the children, pointing to the words and pictures.

Ask questions to check the children's understanding of the story, for example:

- "Where is the village of Laloato?
- When does the village have a feast?
- Why do the gardens grow well?
- Where do the people get pigs?
- What do the children do to prepare for the feast?
- How do they make dancing sticks?
- How do they make puddings?
- What happens before the feast?
- What happens after the feast?"

Leave the story in the book corner. Allow time for the children to read the story on their own or in small groups.

Syllabus link
S7,S2



Can all the children answer a variety of question types quickly and precisely? (S7)

Activity Three

Shared reading

Encourage the children to join in with you as you read the story.

Make flash cards for key words such as,

prepare, tapioca, collect, pattern, pound, wrapped and blesses.

Teach the children to use context clues to help them read unfamiliar words.

For example, if they have difficulty with the word **wrapped** on page 9, read on to the end of the sentence and then look at the word again.

Copy the sentences from the story onto pieces of card. Ask the children to arrange the sentences in the correct order and read the story aloud.

Syllabus link
S17,S15



Can all the children read aloud with confidence? (S17)

Activity Four

Vocabulary

Point to the word **wrapped** on page 9 of the story.

Write the word on a card or on the blackboard. Ask the children what it means.

Ask what is unusual about the word 'wrapped'.

Explain that the '**w**' in 'wrapped' is '**silent**', so the word sounds as if it begins with an 'r'.

Ask the children if they can name any other words which begin with a **silent 'w'**, such as **write, wriggle, wrong** and **wrist**.

Ask the children if they know any words which begin with a **silent 'k'**.

Let the children use the Nguzu Nguzu Dictionary to find words beginning with a silent 'k'. Ask them to write a list of the words and their meanings.

Syllabus link
S18,S22



Can all the children spell a range of words and use a dictionary to check? (S22)

Activity Five

Handwriting

Begin with some warm-up patterns for the letters '**w**', '**r**', '**k**' and '**n**'.

Show the children how to make the '**wr**' and '**kn**' joins and give the children time to practise. Check that they are making the joins correctly.

Ask the children to practise the joins by writing some of the words from Activity Four, for example,

write, wrong, know and **knife**.



Syllabus link
S19,S15



Can all the children write the letters clearly and consistently? (S19)

Activity Six

Shared writing

Ask the children to pick something which was prepared or made in The Village Feast, such as a dancing stick, an oven or a pudding.

Ask the children to help you write down some detailed instructions about how to make the thing they have chosen, such as a dancing stick.

Use the children's own words as you write on big sheets of paper or on the blackboard.

Write the instructions clearly, step by step, using words such as, **first, then, after that, next, finally**, etc.

Syllabus link
S6,K6



Can all the children give a sequence of instructions? (S6)

Activity Seven

Free writing

Ask the children to write their own sequence of instructions to explain how to make or do something from the story, such as,

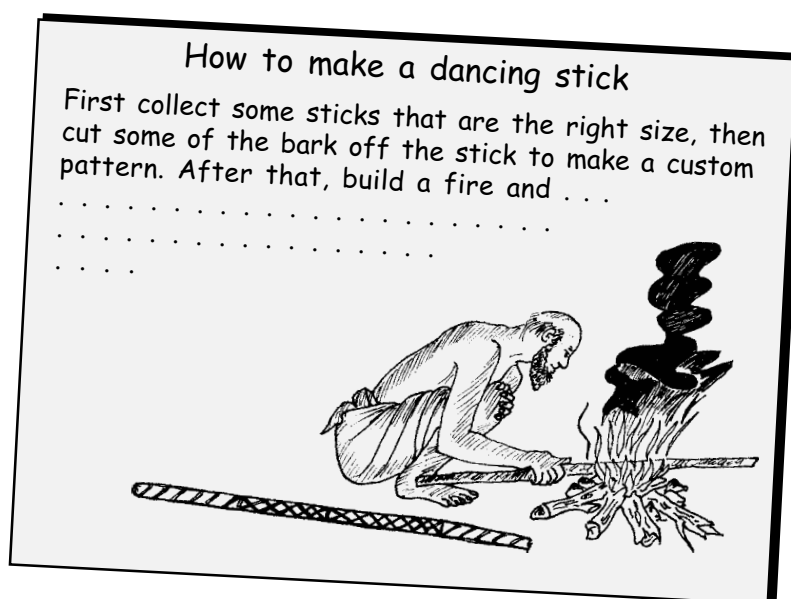
how to make a pudding,
how to build an oven,
how to catch a pig, or
how to make a dancing stick.

Encourage the children to use words such as,

first, then, after that, next and **finally**.

Monitor the children as they work. Talk about their first draft and suggest improvements. Ask them to check their spelling using a Nguzu Nguzu dictionary.

Ask the children to write a best copy of their set of instructions. Let them add illustrations to their work. Display the children's work in the classroom or collect the writing together to make a book.



Syllabus link
K6,S21,S22



Can all the children write instructions using markers to show sequence? (K6)

Activity Eight

Language game

Pretend your class are having a feast.

Tell the children that they are allowed to invite one person. This can be a real person or a character from a story.

Ask them to say who they would invite and to explain why they would invite that person.

Syllabus link
S7,S11



Can all the children give their reasons for making a choice? (S11)

Activity Nine

Word game

Choose some sentences from the story, such as:

Every Easter we have a village feast.

In February and March heavy rains fall.

We put the sticks in the fire till they are black.

Some people go fishing to catch big fish or turtles.

The hot stones slowly cook the food.

Prepare a set of word cards for each sentence.



Let the children play a game in groups of 3 or 4.

The children take turns to choose a set of word cards. They remove one word from the set without telling the other children what it is.

The other children must arrange the words to make a sentence, and work out which word is missing.



Syllabus link
S15,S2



Can all the children use context clues to identify missing words? (S15)

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity.

Bright Ideas



Make a classroom book stand from pieces of wood or bamboo, cardboard and string.

Construct an 'A' shaped frame from wood or bamboo. Use more wood or pieces of card to support the books.

You can display books on both sides of the stand.



Term Two

The Giant Eagle	pages 98 -101
My First Fish	pages 102 - 105
Forgetful Frank	pages 106 -109
The Tomoko	pages 110 -113
Girls Don't Play Soccer	pages 114 - 117
The Determined Teacher	pages 118 - 121
Shell Money	pages 122 -125
The Dancing Spirit	pages 126 - 129
Ficnic Island	pages 150 – 155

The Giant Eagle

Suggested for term

Two

Activity One

Morning Talk

Use The Giant Eagle to start off a discussion in Morning Talk each day.

Ask if anyone has seen an eagle before. Ask questions such as,

"What is the biggest bird you have seen in your village?

What does an eagle look like?

What colour are eagles?

Where do they usually live?

What do eagles eat?

How are eagles different from other birds?"

Encourage the children's curiosity and interest. Ask if any of the children can tell a brief legend or story about eagles. Let the other children ask questions.

Encourage the children to speak clearly in English. Help them to pronounce the words correctly.

Syllabus link

S7,S8



Can all the children answer a variety of question types? (S7)

Activity Two

Shared reading

Use The Giant Eagle for shared reading.

Begin by reminding the children of their Morning Talk discussion about eagles.

Show the cover of the book and ask questions about what the children can see.

Ask them what they think the story will be about.

Read the story, showing the pictures and using expression in your voice to make it sound exciting. Before turning to page 8, ask the children what they think will happen next.

Ask questions about the story to help the children understand it fully.

Syllabus link

S2,S7



Can all the children listen and identify the main points of a story and supporting details? (S2)

Activity Three

Shared reading

Read The Giant Eagle once again.

As you read, pause to ask questions about the story. For example, on page 2, ask the children what they think will happen to the people who are carried away to the eagle's nest.

Ask the children to join in reading with you. Begin by pausing to allow them to complete sentences. Encourage them to read clearly and with expression.

Choose some key words from the story, such as,

village, afraid, eagle, swoop, cave, arrow, branch, lightning and drum.

Write them on flashcards so that the children can see them clearly.

Leave the story in the book corner and allow time for individual reading.

Syllabus link

S17,S7,S15



Can all the children read aloud with confidence and expression? (S17)

Activity Four

Grammar

Read the story again. Point to the sentence,

The giant eagle had claws like blades and a beak like a bush knife.

Discuss the meaning of this sentence.

Ask the children to think of ways to describe the eagle's eyes, wings, body and feathers. Ask them to complete these sentences and write them in their exercise books.

The giant eagle had eyes like _____ .

The giant eagle had wings like _____ .

The giant eagle had a body like _____ .

The giant eagle had feathers like _____ .

Syllabus link
K1,S7



Can all the children use a wider vocabulary to describe things? (K1)

Activity Five

Writing

Read the story with the children again.

Draw a picture of the eagle on the blackboard. Ask the children to name the different parts of the bird as you point to them.

Now ask the children to draw an eagle in their exercise books and to write a sentence to describe the parts of the eagle, such as,
claws, beak, wings, eyes, head and tail.

The giant eagle had a beak like a sharp bushknife.

The giant eagle's claws were like sharp pieces of glass.



Syllabus link
S21,S22,K1



Can all the children write labels for a drawing? (S21)

Activity Six

Grammar

Talk to the children about some of the nouns and verbs found in the story.

Remind the children that a **noun** is the name of a person, place or object and a **verb** is a 'doing word' - a word to describe an action.

Write the following list of words from the story on the blackboard:

eagle, built, nest, tree, beak, village, carry, swoop, gardens, hide, cave, crept, branch, shot, arrow, flew, aimed, fired and drum.

Discuss the words with the children. Ask them to tell you which are nouns and which are verbs.

Syllabus link
K1,S7



Can all the children recognise different types of vocabulary including nouns and verbs? (K1)

Activity Seven

Phonics

Ask the children to find the words in the story that end in the letter 'y', such as

carry, empty, only, boy, they and **away**.

Show that the sound made by the letter 'y' is different when a vowel comes before it. In the words **carry, empty** and **only** the 'y' makes an 'e' sound, but in the words **they** and **away**, the final '-y' sound is different.

Help the children to say the words in sentences, correctly pronouncing the '-y' sound. Ask the children to make up some sentences of their own using some of these words, for example,

'The classroom was **empty**.'

'I **carry** my books to school.'

'I **only** caught one fish.' etc.

Ask the children to think of other words which end in 'y'. Write the words on the blackboard, for example, **lazy, busy, baby, say, day, toy** and **joy**.

Syllabus link
S4,S15



Can all the children identify the sounds made by the final letter 'y'? (S4)

Activity Eight

Grammar

Read page 6 of the story with the children.

Point to the sentence,

"Tonight I will kill him."

The boy was planning to do something in the future. When he spoke, he used the future tense, **I will**

On the blackboard, write some sentences which use the present tense.

Ask the children to rewrite them in the future tense. For example:

Today the weather is hot and sunny. **Tomorrow**

I am ten years old. **Next month**

I am in Standard Three. **Next year**

Syllabus link
K2,S22



Can all the children rewrite simple sentences using the future tense? (K2)

Activity Nine

Spelling

Write the following jumbled words from the story on the blackboard. Ask the children to rearrange the letters and write the correct spellings.

leage (eagle)

kaeb (beak)

edflsah (flashed)

slcaw (claws)

spooow (swoop)

chbran (branch)

bsldae (blades)

lghtinnig (lightning)

aworr (arrow)

Syllabus link
S22,K1



Can all the children spell a wide range of known words? (S22)

Activity Ten

Story writing

Read The Giant Eagle once again.

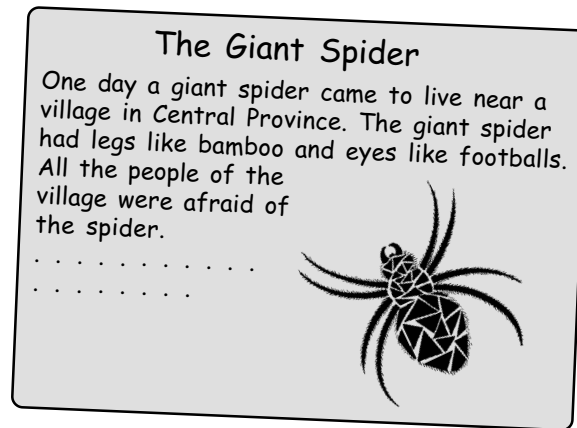
Talk about the eagle and why it was dangerous? Ask the children to describe how big it was. Talk about other dangerous animals. What would happen if they were giants too?

Ask the children to write their own story about a giant animal. This could be a giant crocodile, snake, spider or wild pig.

Let the children write a first draft.

Encourage them to use a dictionary to check their spelling.

Monitor the childrens' work and suggest ways for them to improve their stories.



Ask the children to rewrite their stories with changes and improvements.

Let them illustrate their stories.

Allow time for the children to read their stories aloud to the class, using their voices to make the story more exciting.

Syllabus link
S21,S22,S17,A5



Can all the children write and illustrate a short story? (S21)

Activity Ten

Handwriting

Remind the children of the ending of the story where the boy is made chief of the village. Ask the children to design a special certificate that could be presented to the new chief by the people of the village. This could be to thank him for killing the giant eagle.



Help the children with ideas for words and phrases to use on their certificate.

Ask them to write their certificates in neat, clear handwriting.

Display the finished certificates in the classroom.

Syllabus link
S19,S21A2,A4



Can all the children write letters of the alphabet clearly and consistently? (S19)

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity.

My First Fish

Suggested for term

Two

Activity One

Morning Talk

Use My First Fish to start off a discussion about fish and fishing in Morning Talk each day.

Ask children who go fishing to talk about the first fish they caught.

Discuss the children's favourite fish. Let them describe the different colours and shapes, etc.

Ask the children about different methods of fishing, such as spear fishing, netting, and using lights at night to attract fish. Compare these with more modern methods of catching fish.

If possible, invite a traditional fisherman into the class to talk to the children.

Encourage the children to ask questions.

Encourage the children to speak clearly in English. Praise them when they make a good attempt at using English and help them with their pronunciation of words.

Syllabus link

S7,S1,S8



Can all the children ask and answer questions and choose appropriate answers? (S7)

Activity Two

Shared reading

Use My First Fish for shared reading.

Start by reading the title and the names of the author and illustrator. Talk about the picture on the cover. Ask questions such as,

"What do you think the people in the picture are doing?

Who are the people in the other canoe?

Why do you think they are staring at the girl?

How do you think the girl feels after catching a fish?

What do you think the story will be about?" etc.

Read the story to the children. Before turning to page 6, ask the children what Clarissa's idea might be. Before turning to page 16, ask the children what they think Clarissa enjoyed most.

Syllabus link

S1,S7,S9



Can all the children listen and respond to more complex questions? (S1)

Activity Three

Shared reading

Read My First Fish to the children. Help them to understand words and phrases such as, **dragging, to and fro, baited, tease** and **toppled**. Write these words on flash cards or charts.

Read the story again and encourage the children to begin joining in.

Each day encourage them to join in with more of the story.

Ask questions to check their understanding.

Syllabus link

S17,S15



Can all the children read aloud with confidence and expression? (S17)

Activity Four

Word search

Select some words from the story such as

brothers, fishing, finished, toppled, father, catch and **appeared**.

Write them on cards and show them to the children

Help the children to read each word.

Let them work in groups to find other words hidden inside the words. For example,

father fat, at, the, he, her

Ask the children to write down the words they find. Give points to the group which finds the most hidden words. Encourage the children to think of their own words and try them with their groups.

Syllabus link
S22,S15



Can all the children spell a wider range of known words in their free writing? (S22)

Activity Five

Grammar

Read the following sentence from page 1 of the story:

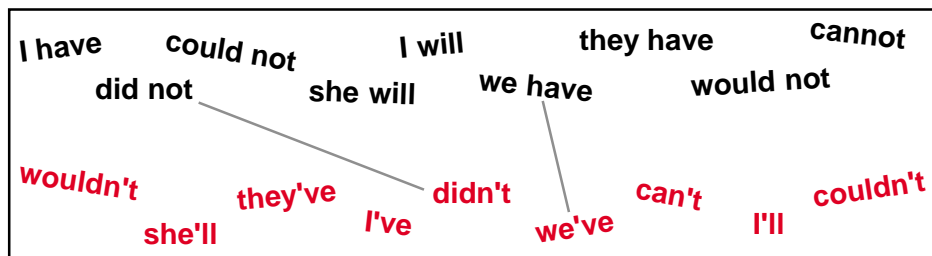
'I'm the only girl in my family and I've got three brothers. '

Point to the words **I'm** and **I've**. Remind the children that the **apostrophe** shows that a letter or some letters have been left out. 'I'm' is a short version of **I am** and 'I've' is the short form of **I have**.

Point to other shortened words ('contractions') in the story (**didn't, hadn't**).

Ask if the children can tell you which letter has been left out.

Write the following set of words on the blackboard and ask the children to match the ones which have the same meaning.



Syllabus link
S26,S24



Can all the children recognise and use contractions? (S26)

Activity Six

Phonics

Teach the sound made by the consonant cluster **'-tch'**, as in **catch**.

Read the story to the children and emphasise the **'-tch'** sound in the words

catch, watch and **watching**.

Help the children to think of more words ending in **'-tch'**.

Write the words on the blackboard and read them with the children. Ask them to make up sentences containing words ending in **'-tch'**.

Ask the children to make up sentences of their own using these words.

Syllabus link
S4,S15



Can all the children identify words ending with the consonant cluster **'-tch'**? (S4)

Activity Seven

Writing

Talk to the children about their own families.

Ask them to talk about the members of their family such as **father, mother, brothers and sisters**. Ask them what they know about their extended family including **grandparents, aunts, uncles and cousins**.

Talk about the roles of different family members, such as cooking, washing, fishing and gardening.

Give the children sheets of paper and ask them to draw and write the names of their own family members.

Let them list the things each member does for the family beside each picture.

Syllabus link
K1,S21



Can all the children use vocabulary relevant to all subjects of the primary curriculum? (K1)

Activity Eight

Writing

Look at page 15 with the children.

Talk about how the fish in the story might have been cooked. Ask the children to suggest different ways of cooking fish. Make a list of the different cooking methods on the blackboard.

Divide the class into small groups and ask them to write a recipe or set of instructions for cooking fish.

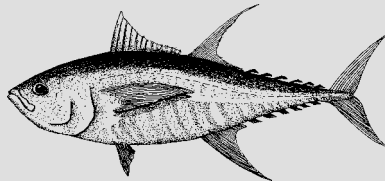
Encourage the children to discuss the ingredients and methods they would use. Let them write out their recipe neatly and clearly. Monitor the children as they work and help them with their writing.

Give each group time to report their ideas to the rest of the class.

Fish in taro leaves

You will need:

*1 medium sized fresh fish,
24 young taro leaves, 2 coconuts, 3 cups of water,
2 small chillies, 1 small onion, 6 sharpened coconut fronds (15cm long)*



- 1. Grate coconuts, add water, squeeze out the cream.*
- 2. Scale and clean the fish.*
- 3. Cook the fish and remove the flesh from the bones.*
- 4. Chop the onion and chillies.*
- 5. Lay out 3 or 4 taro leaves. Put in the fish, onions, chillies and coconut cream. Parcel neatly using the fronds. Repeat until all the ingredients are used.*
- 6. Place parcels in a pot, cover with coconut cream and steam until cooked.*

Syllabus link
S6,S21,A2,A4



Can all the children give a sequence of instructions? (S6)

Activity Nine

Handwriting

Begin with some warm-up activities for the letters 't', 'c' and 'h'.

Show the children how the three letters are formed in joined writing. Demonstrate

several times on the blackboard, showing the children how to form the letters in one movement, without taking their pen or pencil from the paper. Ask the children to practise the join by writing some of the words from Activity Six.



Syllabus link
S19



Can all the children write the letters 'tch' clearly and consistently in size, shape and spacing?(S19)

Activity Ten

Reading game

Prepare enough cloze exercise charts for 5 or 6 groups.

Give each group a cloze exercise chart and some word cards.

Ask the children to place the word cards

face down beside the chart.

When you say, 'Start',

the children have to find the correct word card to put into each space to complete the sentences.

The first group to complete the

sentences wins the game.

Let all the groups finish.

Check that they have all completed their sentences correctly.

Ask them to read their

completed sentences to the whole class.

Swap the charts and

My name is **Clarissa** and I come from
Saulafa village near in
Isabel I'm the girl in
my family and got three

only

Province

Every **day** I used to **watch** my father
take my brothers out **fishing** in his
..... I was allowed to go.
"Fishing is. work," they always
said.

boy's

never

Syllabus link
S15,S17



Can all the children identify missing words by using context clues? (S17)

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity.

Forgetful Frank

Suggested for term

Two

Activity One

Morning Talk

Use Forgetful Frank to start off discussions and as a topic for stories in Morning Talk.

Ask the children to tell stories about any time when they forgot something or lost something.

Ask the children if they would prefer to live on a very small island or on a big island. Ask them to give reasons for their choice.

Talk about the things we use to measure time, such as calendars, clocks and watches. Why is it important to measure time?

Talk about natural ways to measure time, such as by using the sun, the moon and the tides.

Praise the children when they use English. Help them with their pronunciation by repeating words and phrases.

Syllabus link

S11,S7,S9



Can all the children give their reasons for making a choice? (S11)

Activity Two

Shared reading

Begin by looking at the cover. Read the title and the names of the author and illustrator. Discuss the meaning of the word 'forgetful'.

Talk about the picture on the cover. Ask the children to describe the man's expression and tell you what he is holding. What could he be thinking?

Let the children tell you what they think the story will be about.

Read the story to the children so that they can listen and enjoy it. Show the pictures as you read each page.

Read it again and ask questions about each page to check the children's understanding of the main points and supporting details.

Now ask the children to make up their own questions about each page to ask the class.

Syllabus link

S2,S7,S8



Can all the children ask questions including those beginning *how* and *why*? (S8)

Activity Three

Shared reading

Read the story once again. Ask the children to explain words such as

weekly, forgetful, forgot, notch, mainland, weekday, package, calendar and remember.

If you can, write the story on large sheets of paper to make a big book.

Let the children draw the pictures for the book.

Use the big book for shared reading. Let the children join in as you read.

Put the book in the book corner. Allow time for the children to read the book quietly by themselves and in small groups.

Syllabus link

S14,S15,K1



Can all the children read silently and with understanding? (S14)

Activity Four

Vocabulary

Look at the words **weekly** and **weekday**.

Ask the children what these words mean. Ask if they know the word **weekend**.

Write these words on the blackboard.

Show that the words all have the word '**week**' in them. '**Week**' is the 'root'.

Ask the children to think of words which have the root '**day**', such as,

today, daily and **yesterday**.

Ask the children to think of other words used to measure time, such as ,

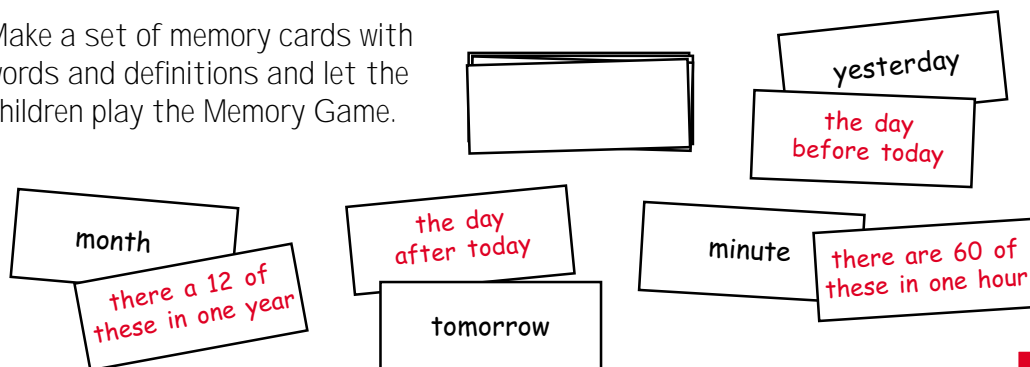
tomorrow, month, year, season, second, hour, minute, etc.

List all these words on the blackboard.

Give a definition, such as, "There are twelve of these in one year."

Ask the children to identify the word you are describing.

Make a set of memory cards with words and definitions and let the children play the Memory Game.



Syllabus link
K1,S1,S7,S16



Do all the children understand more complex vocabulary? (K1)

Activity Five

Vocabulary

Look at the word '**forgetful**'. Ask the children what this word means.

The word is made from 'forget-' and '-ful'; '-ful' is a '**suffix**'.

It is added to the end of some words.

Ask the children to think of other words which have the suffix, '-ful'. Write the words on the blackboard, for example,

useful, careful, harmful, colourful, hurtful, sorrowful, cheerful, fruitful, helpful, graceful, wishful, beautiful.

Ask the children to write sentences using each of these words, such as,

'A knife is very **useful** for cutting fish.'

'Fishermen must be **careful** in bad weather. '

'Broken glass can be **harmful**.'

Syllabus link
S16,K1



Can all the children recognise and use the suffix '-ful'? (S16)

Activity Six

Phonics

Teach the children the sound made by the letters 'fr-' as in the name **Frank**.
Read the story again with the children. Help them to pronounce the 'fr-' sound correctly in the words **Frank, friends, from** and **Friday**.

Ask the children to help you make a list of other words beginning with 'fr-', for example,

fraction, free, fresh, fridge, frigate bird, fright, frog, frond, frown, frozen, fruit and fry.

Write the words on chart paper and pin them up in the classroom. Let the children make up 'tongue twisters' as a way of practising the sound, for example,

'Forgetful **Frank** fed **fresh** fruit to **friendly** frogs on **Fridays**.'

Syllabus link
S4,S15



Can all the children identify and pronounce words beginning with 'fr-'? (S4)

Activity Seven

Writing

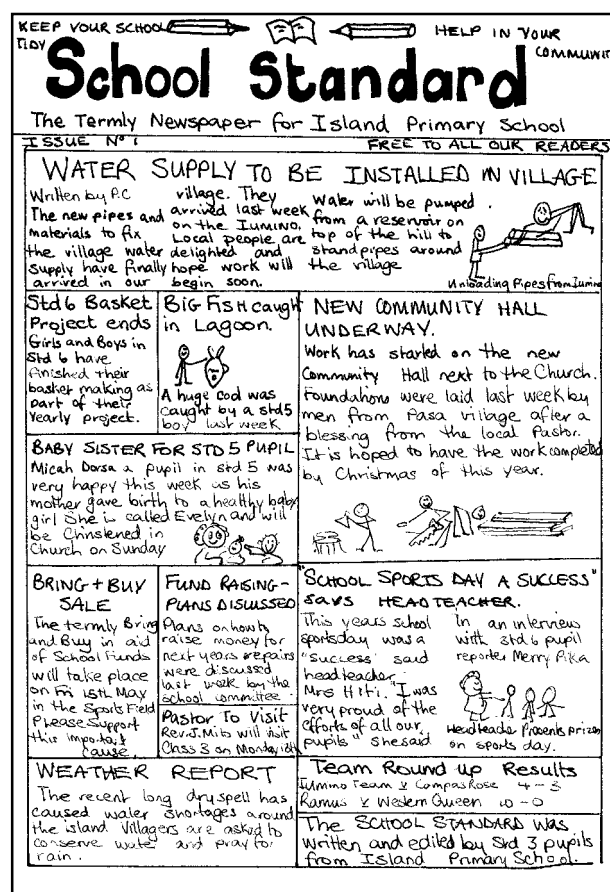
Make a school newspaper for the week.

Ask the children to write stories about the things that happen at school, in the village and at home each day.

Help the children to redraft their stories and to write them neatly. Ask them to draw pictures.

Paste the stories onto sheets of card or newspaper.

Put the finished school newspaper on display for everyone to read.



Syllabus link
S21,S25,A2



Can all the children write and illustrate reports of their own experiences? (S21)

Activity Seven

Drama

Divide the children into groups of about 10. Ask each group to make a drama about Forgetful Frank.

(Let the children change the character to Forgetful Freda if they wish.)

Help the children to decide who will be Frank, Bella, Ruth, Frank's cousin, the Pastor, the story narrator and the choir.

Let the children rehearse their dramas. Encourage them to use their voices to make the drama more exciting, and to use facial expressions like the ones shown in the book. Ask the children to prepare simple costumes and scenery.

Let them perform their dramas for the school at assembly or for parents at a school or class open day.

Syllabus link
S12,S17



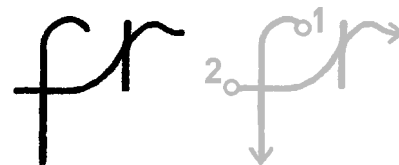
Can all the children use tone, rhythm and stress to convey meaning? (S12)

Activity Eight

Handwriting

Begin with some warm-up patterns for the letters 'f' and 'r'. Show the children how to join these two letters. Demonstrate several times on the blackboard.

Ask the children to practise the join by writing the 'tongue twister' they made up in Activity Six. Monitor the children's work and check that they are joining the letters properly.



Syllabus link
S19,S15,S21



Can all the children join the letters 'f' and 'r' clearly and consistently? (S19)

Activity Nine

Story writing

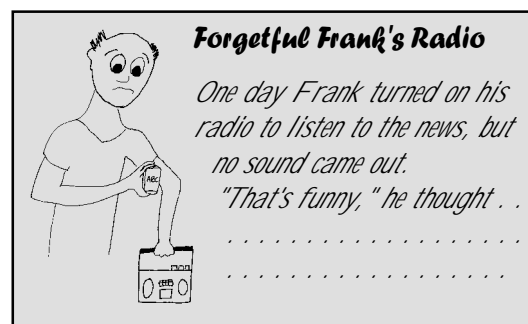
Read the story with the children. At the end, ask the children what they think will happen next. Ask them to give reasons for their answers.

Ask the children to write their own story of what they think will happen next, in draft

form, using a dictionary to check their spellings. Give the children advice on how

to improve their stories. Let the children rewrite their stories and draw pictures to make story books.

Now ask the children to read their stories to the class, using expression and showing



Syllabus link
S21,S22,S19,S17



Can all the children read their stories aloud, with confidence and expression? (S17).

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity.

The Tomoko

Suggested for term

Two

Activity One

Morning Talk

Use The Tomoko as a starting point for Morning Talk each day.
Ask if any children have seen a Tomoko.
Ask if the children think Tomoko should still be made. Let them give reasons for their answers.
Talk about the canoes the children and their parents use. What are they like?
What are they made from? How are they made?
Talk about journeys the children have made by canoe.
How do they prefer to travel? Why?
Encourage the children to speak clearly in English.
If necessary, correct the children's mistakes by repeating their sentences.

Syllabus link
S7,S9,S11



Can all the children answer a variety of question types, and choose appropriate answers? (S7)

Activity Two

Shared reading

Use The Tomoko for shared reading.
Begin by introducing the title of the story. Talk about the cover of the book and read the names of the author and illustrator. Read the story through without interruption. Let the children enjoy listening to the story.
Read the story again. Ask questions to check the children's understanding of the story and the new vocabulary. Encourage the children to guess the meaning of new words by using the context clues.
Go through the story page by page. Show the pictures and ask questions about each page.

Syllabus link
S2,S15



Can all the children listen and identify the main points of the story? (S2)

Activity Three

Shared reading

Let the children sit close to you so that they can see the story book.
Read The Tomoko to the children, showing the pictures and text as you read.
If you can, copy the text onto large sheets of paper so that the children can read with you. Or, as you read, you could show the children flash cards with selected words such as,

surrounded, timber, lagoon, ancestors, exhibition, prefer, festival
and **traditional**.

Read the story again and encourage the children to join in with some words, such as words at the end of sentences and words you show on flashcards.
Repeat shared reading each day so that at the end of the week the children can read the whole book by themselves.

Syllabus link
S17,K1



Can all the children read the story aloud with you in shared reading? (S17)

Activity Four

Vocabulary

Write the following words from the story on the blackboard:

surrounded, planks, bored, traditional, exhibition, ancestors, festival and lagoon.

Read The Tomoko once again. Talk about each of these words and help the children to understand their meanings.

Write the words and their meanings on cards. Let the children play a Memory Game with the cards.



Syllabus link
S15,K1



Can all the children identify and understand new words? (S15)

Activity Five

Phonics

Teach the children the 'sk-' sound as in the word **skill**.

Write some other words on the blackboard which have the 'sk-' sound at the beginning, middle or end, such as,

skin, skip, ask, mask and basket.

Ask the children to think of other words that have the 'sk-' sound.

Encourage the children to add more words to the list during the week.

Syllabus link
S4,S15



Can all the children listen and identify the 'sk-' sound? (S4)

Activity Six

Speaking and listening

Talk about how the Tomoko is made. Talk about the materials, tools and skills used. Let the children help you write instructions for making a Tomoko on the blackboard.

Divide the children into groups.

Ask each group to talk about how a traditional thing from their island is made.

This could be a paddle, a bowl, a musical instrument, a dancing stick or any other thing. Let each group describe their traditional thing and give instructions for how it is made.

Syllabus link
S6,S10



Can all the children give a sequence of instructions? (S6)

Activity Seven

Writing

On the blackboard, draw a picture of some people making a Tomoko.

Point to different parts of the picture and ask the children to explain what materials or tools they can see or what skills are being used.

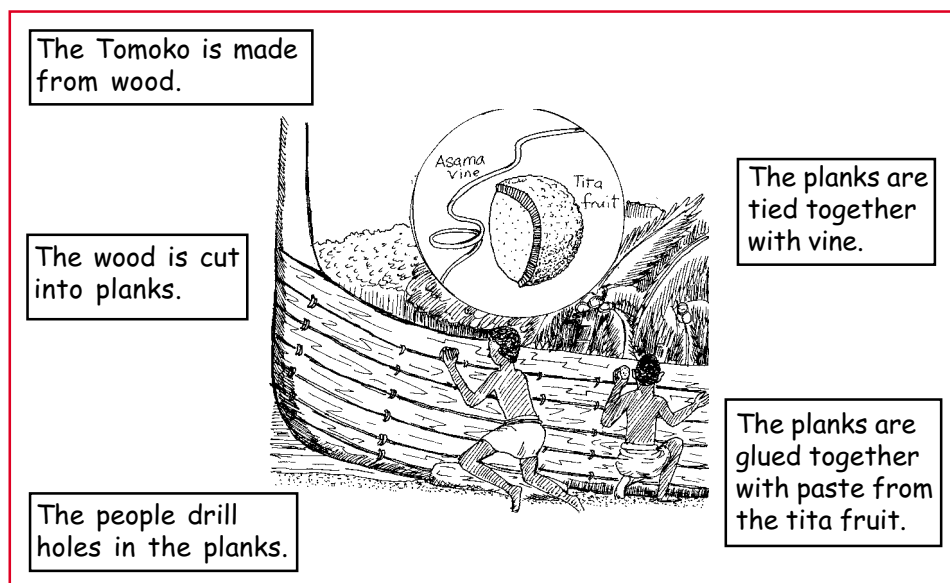
Write short sentences to label the picture.

On large sheets of paper, ask the children to make drawings of the traditional things they talked about in Activity Six.

In their exercise books, ask the children to write sentences about some of the things in their drawings, and how they are made.

Discuss the children's sentences with them and suggest improvements.

Let the children rewrite their sentences as labels to stick on their drawings.



Syllabus link
S21,S6,A2



Can all the children write short sentences as labels for their drawings? (S21)

Activity Eight

Spelling

Choose some words from the story and write them on the blackboard, for example,

island, carefully, together, sometimes, communities and teaching.

Divide the children into groups and ask them to find other words hidden inside these words, for example,

island is, land, an, and

carefully car, care, full, fully

together to, get, the, he, her
etc.

Ask the children to make a list of all the words they find.

See which group can find the most.

Syllabus link
S22,S16



Can all the children spell a wider range of words? (S22)

Activity Nine

Grammar

Read The Tomoko once more. Ask the children to identify the plural words on each page, such as,

islands, reefs, lagoons, canoes, planks, shapes, holes, people, men, communities, customs and ancestors.

Ask the children to write a list of the singular and plural of each word, such as,

island - islands

reef - reefs etc.

Explain that some words have no singular or plural, for example, **timber**. We say, '**some timber**', not 'some timbers'.

Timber is an '**uncountable noun**'. Give the children other examples, such as,

salt, sugar, money, music and water.

Ask the children to write sentences of their own containing some of these words.

Syllabus link
K3,S4



Can all the children recognise some common uncountable nouns? (K3)

Activity Ten

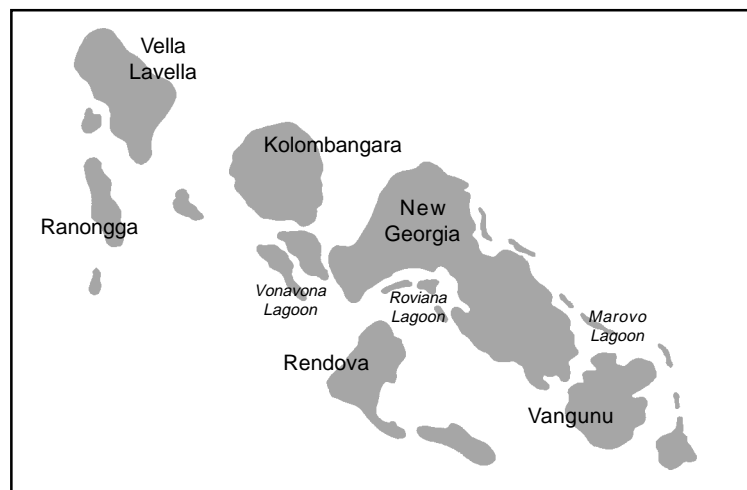
Writing

Ask the children if they can remember the names of the three lagoons mentioned in the story. Read the beginning of the story again with the children.

Show the children a map of the Solomon Islands or ask them to look at the map on pages 44 and 45 of the Nguzu Nguzu dictionary. Ask them to point to Western Province. Show them where the three lagoons are located.

Draw a simple sketch map of Western Province on the blackboard.

Ask the children to draw a map of their own and label it with the names of the three lagoons and some of the islands.



Syllabus link
S21,S19,K1



Can all the children write neat labels for their map? (S21)

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity.

Girls Don't Play Soccer

Suggested for term

Two

Activity One

Morning Talk

Use Girls Don't Play Soccer as a starting point for Morning Talk each day.

Ask the children if they like to play soccer. Ask questions such as,

"Who likes to play soccer?

Where do you play?

How often do you play?

Who plays soccer with you?" etc.

Ask if there are any girls in the class who like to play soccer. Let the children tell you what they think about girls playing soccer. Ask how many girls would play soccer if they could. Encourage the children to talk about other games they enjoy such as netball and volleyball.

Encourage the children to speak clearly in English. Help them with their sentences and pronunciation of words.

Syllabus link

S7,S9



Can all the children answer a variety of question types and choose appropriate answers? (S7)

Activity Two

Shared reading

Use Girls Don't Play Soccer for shared reading each day.

Begin by looking at the cover. Read the title and the names of the author and illustrator. Ask the children to describe what is happening in the picture and encourage them to tell you what they think the story will be about.

Read the story to the children, pointing to the words and pictures as you read.

Use intonation and expression in your voice to add meaning to the story.

Before turning to page 12, ask the children what they think will happen next.

Syllabus link

S2,S7



Can all the children listen and identify the main point of the story? (S2)

Activity Three

Shared reading

Read Girls Don't Play Soccer and encourage the children to begin joining in with familiar words and phrases.

Encourage the children to use phonic and context clues to help them with unfamiliar words. For example, on page 4, help the children to read the word **'watched'** by looking at the whole sentence and thinking about what Lorah was doing at breaktime (a word beginning with **'w'**). On page 6, help the children with the word **'read'** by asking them to look at the whole sentence and then think of the correct word beginning with **'r'**.

Encourage the children to join in with more of the story each day, and to pronounce words correctly.

Ask questions to check the children's understanding of the story.

Syllabus link

S15,S4



Can all the children use context and phonic clues to identify and understand new words? (S15)

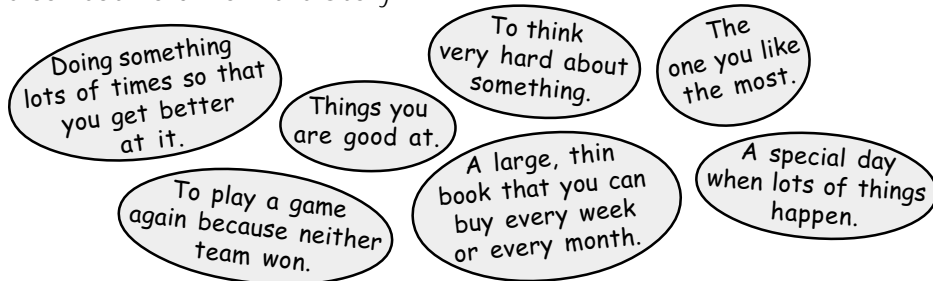
Activity Four

New vocabulary

Write some of the new words from the story on the blackboard, such as,

concentrate, magazine, favourite, carnival, skills, practise and replay.

Explain the meaning of each word to the children. Write the meanings on the blackboard. Read each one with the children and ask them to match the meanings to the correct word from the story.



Syllabus link
K1,S15



Can all the children use and understand more complex vocabulary from the story? (K1)

Activity Five

Phonics

Teach the children the sound made by the vowels 'oa' as in the word **goal**.

Read the sentences from the story containing the words 'goal' or 'goals' and help the children to pronounce the sound correctly.

Copy this word search puzzle onto the blackboard and ask the children to find as many words containing the 'oa' sound as they can.

Ask the children to write a list of the words they find. Talk about the meaning of each word and let the children read them out to practise the 'oa' sound.

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

Syllabus link
S4,S15



Can all the children identify and pronounce clearly words containing the 'oa' vowel sound? (S4)

Activity Six

Discussion

Read the story again with the children. Talk about the ending of the story.

Ask the children if they think this is a good way for the story to end, or can they think of a better ending.

Ask the children to think about what might happen next. Ask questions such as,

"Do you think Lorah will play in the replay? Why?

What would the boys think if she was chosen?

What do you think will happen?

Do you think Lorah will score a goal next time?" etc.

Let the children tell stories about what might happen in the replay.

Syllabus link
S7,S9,K2



Can all the children answer a variety of question types and choose appropriate answers? (S7)

Activity Seven

Word game

Write the word '**concentrate**' on the blackboard and remind the children of the meaning of this word.

Divide the children into groups of 3 or 4.

Tell them that they must find as many different words as they can using the letters in the word 'concentrate'. They can use the letters in any order, but can only use a letter twice in one word if it appears twice in 'concentrate'.

Award one point for each correct word and an extra five points to the group which finds the longest word.

concentrate

Here are some of the words the children might find:

at	ten	centre
on	rat	race
net	cat	trace
not	ear	carton
one	eat	concert
once	cent	entrance

Syllabus link
S22,S1



Can all the children identify and spell a wider range of known words? (S22)

Activity Eight

Writing

Talk to the children about all the things that might happen during the sports carnival at Lorah's school.

Ask them for their suggestions and write a list on the blackboard.

Let the children work in two's and design a simple poster with a list of things happening at the carnival. Help them with ideas for their writing.

If you are having your own sports event this could be for your own school.

School Sports Carnival
Thursday, 6th - Friday, 7th November
Beginning at 9.00am

Soccer
Netball
Volleyball
Athletics

Lots to see! So come early.

Syllabus link
S21,A2,A4



Can all the children write and illustrate a simple poster? (S21)

Activity Nine

Handwriting

Ask the children to practise their joined handwriting by writing out the posters they designed in Activity Eight.

Check that the children are forming and joining their letters correctly.

Encourage them to work carefully and to illustrate their work with pictures.



Syllabus link
S19,S21,S25



Can all the children join letters of the alphabet consistently in size, shape and spacing? (S19)

Activity Ten

Writing

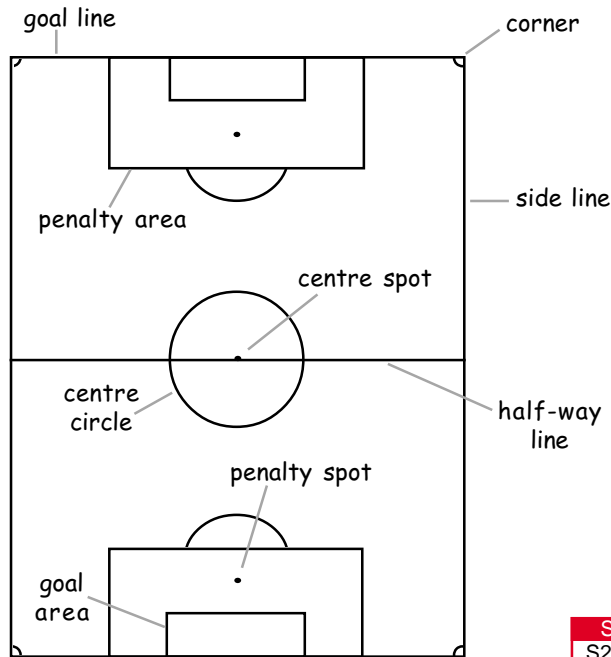
Draw an outline of a soccer field on the blackboard.

Ask the children to help you identify all the different lines and areas.

Point to the different sections and write in the name of each one.

Ask the children to draw their own plan and label each section of the field.

Encourage them to work carefully and to use neat, clear writing.



Syllabus link
S21,S19,A2,K1



Can all the children label an illustration neatly? (S21)

Activity Eleven

Writing

Lorah Saves The Day

Exciting events in final

In the final of the football competition at the school carnival on Friday, things looked bad for the home team when James was injured!

But luckily, there was Lorah, waiting for her chance. In an exciting end to the game, Lorah rushed onto the pitch and was the star of the last 5 minutes. She almost scored when she crashed the ball against the post from the edge of the penalty area!

Now everyone is wondering if Lorah will play in the replay.

Talk about the ending of the story again with the children.

Ask them to write a short report about the soccer match and what happens. Let them imagine that they are writing a report which will go into a newspaper.

Talk about the way in which newspaper stories are written. Bring in some copies of the 'Solomon Star' or other newspapers to show to the children.

Help the children with their writing and encourage them to check their spellings in a dictionary. Ask them to write a neat second draft with improvements and changes, and to draw a picture to illustrate their report.

Syllabus link
S21,S22,A2



Can all the children write and illustrate a short report based on the story? (S21)

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity.

The Determined Teacher

Suggested for term

Two

Activity One

Morning Talk

Use The Determined Teacher to start off a discussion each day in Morning Talk.

Talk about some of the people who work in the village or local area, such as carpenters, nurses, police officers, agriculture officers, etc.

Ask the children what they know about these people. Talk about the jobs they do.

Ask the children to say what they think is the most important job in the village or local area. Ask them to give reasons for their choice.

When the children have become familiar with the story, talk about canoe journeys and why they can be dangerous.

Encourage the children to speak clearly in English. Help them with their pronunciation and repeat their sentences if necessary.

Syllabus link

S9,S7



Can all the children express an opinion? (S9)

Activity Two

Shared reading

Use The Determined Teacher for shared reading.

Start by discussing the cover. Ask questions such as,

"Have you ever been caught in a storm at sea?

What happened?

What should you do if you are caught in a storm at sea?

What precautions should you take before going on a long sea voyage?" etc.

Discuss the title of the book. Explain the word 'determined'. Read the names of the author and illustrator.

Read the story through without interruption. Show the children the pictures.

Read the story again. Ask the children what things in the story might mean that the story is true. Discuss the facts such as dates and place names found in the story?

Syllabus link

S7,S1,S2,S3



Can all the children answer a variety of question types? (S7)

Activity Three

Shared reading

Read the story to the children. Use expression in your voice to make the story exciting. Ask questions to check the children's understanding, for example,

"Why was the teacher determined to return to Matu?

What time did he begin his journey?

Why did the canoe move slowly?" etc.

Ask the children how long it took him to reach the passage to the lagoon.

Encourage the children to join in as you read the story.

Put the story book in the reading corner. Give time for the children to read the story aloud to each other in small groups.

Syllabus link

S17,S2,S7



Can all the children read known stories aloud, with confidence and expression? (S17)

Activity Four

Writing

Read The Determined Teacher once again.

Ask the children to write a list of words which describe the teacher in the story.

Suggest a few words to start the children off, such as,

young, scared, worried and **cold**.

Let the children use a dictionary to check their spelling.

Syllabus link

K1,S21,S22



Can all the children use a more complex vocabulary? (K1)

Activity Five

Writing

Ask the children to imagine that they are going on a long sea journey by canoe.

Ask them to work in pairs and decide on ten things they would like to take with them. Ask them to discuss their reasons for taking these ten things.

Ask the children to write their list of ten things they would take with them, and to write what each thing would be used for.

Ask the children to check their spelling in a dictionary.

If I was going on a long sea journey I would take



1. *Paddle. For paddling the canoe if the engine breaks.*
2. *Water. For drinking if we get lost at sea.*
3. *Torch. To find our way over the reef at night.*
4. *Food. To eat if we get hungry.*
5.

Syllabus link

S22,S19,S21



Can all the children spell a wide range of words and use a dictionary to check? (S22)

Activity Six

Phonics

On the blackboard, write a list of words from the story which end with '-ed':

called, reached, realised, decided, moved, arrived, capsized
paddled and **carried**.

Read the story again with the children and emphasise the final '-ed' sound.

The story is written in the past tense, so the '-ed' ending is added to regular verbs. Ask questions about the story, such as,

"What time did the teacher arrive at the passage to the lagoon?"

The children should answer using the past tense form of the verb, e.g.

'He **arrived** at six o'clock.'

Syllabus link

S4,S7,S16



Can all the children identify the '-ed' sound ? (S4)

Activity Seven

Writing

Read The Determined Teacher once again.

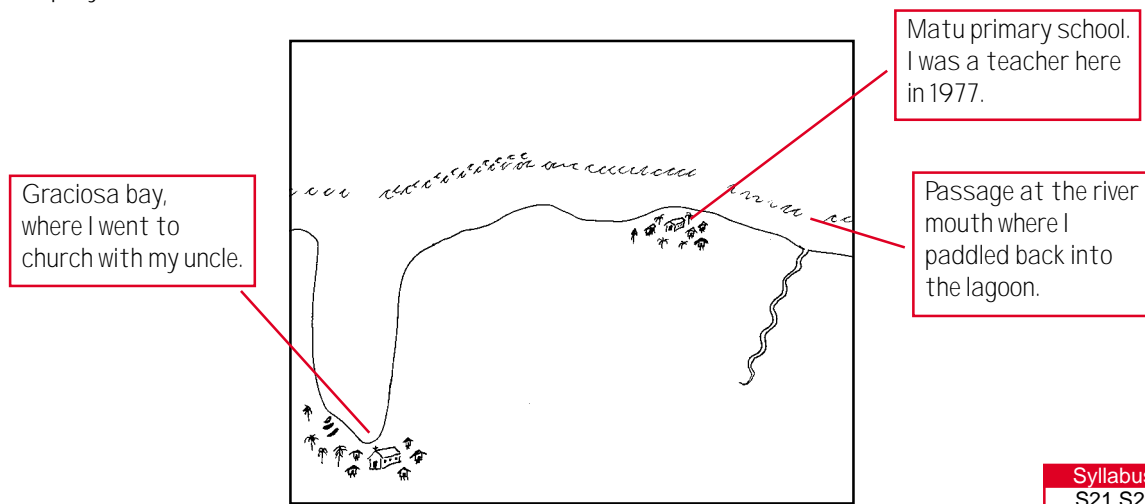
Ask the children to listen carefully to all the places mentioned in the story.

Show the children a map of Solomon Islands, like the one on page 44 and 45 of the Nguzu Nguzu dictionary. Ask the children to find Temotu Province.

Ask the children to draw their own simple map of all the places mentioned in the story. After the children have drawn their map, ask them to write a short paragraph about what happened at each place. Let them use dictionaries to check their spelling.

Ask them to paste their paragraphs beside their map with arrows pointing to each place.

Display their work on the classroom wall.



Syllabus link
S21,S22,K1



Can all the children write and illustrate a short account? (S21)

Activity Eight

Writing

Read The Determined Teacher once again.

Ask the children to say what they would do if they were caught in rough sea in a small dug-out canoe. Use the sentence structure,

"What would you do if _____?"

"I would _____ because _____." For example,

"I would paddle quickly to the shore because there I would be safe."

Encourage the children to ask their own, "What would you do if _____?" questions, such as,

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

What would you do if you were the Prime Minister?

What would you do if tomorrow was a holiday?

What would you do if you could fly?"

Syllabus link
S1,S7,S11



Can all the children listen and respond to complex questions? (S1)

Activity Nine

Writing

Ask the children to rewrite these sentences in the proper order, to make a short story. Ask them to include words which show sequence, such as,

first, then, next, after that and finally.

My canoe capsized.

I decided to go back to Matu.

I emptied the canoe and tried again.

I got through a passage formed by a river.

I fell on my face on the beach.

I went with my uncle to Graciosa Bay.

For example,

First I went with my uncle to Graciosa Bay. Then I decided to go back to Matu but my canoe capsized. Next I

Syllabus link
K6,S21



Can all the children use markers to show sequence? (K6)

Activity Ten

Handwriting

Begin the lesson with some warm-up patterns for the letters 'e' and 'd'. Show the children how to join these letters and let the children practise using the words from Activity Six:

called, reached, decided, moved, arrived, capsized and paddled.

Monitor the children as they work and check that they are forming and joining the letters correctly.

Syllabus link
S19,S15



Can all the children join the letters 'e' and 'd' consistently? (S19)

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity.

Shell Money

Suggested for term

Two

Activity One

Morning Talk

Use Shell Money to start off a discussion in Morning Talk each day. Introduce the subject of the story and let the children tell you what they know about shell money. Ask questions such as,

- "What is shell money?
- How is it made?
- Who makes shell money?
- What is it used for?" etc.

Talk about the islands where shell money is used the most and what it is used for. Encourage the children to speak clearly in English. Help them with their pronunciation of words and repeat their sentences if necessary.

Syllabus link
S7,K1



Can all the children answer a variety of question types, and choose appropriate answers? (S7)

Activity Two

Shared reading

Use Shell Money for shared reading.

Begin by introducing the title of the story. Read the title and the names of the author and illustrator. Talk about the picture on the cover of the book.

Ask questions such as,

- "What is the man in the picture doing?
- What is he tying onto the wooden pole?
- Why do you think he is doing that?
- What do you think is in his bag?" etc.

Discuss some of the pictures in the book with the children. Ask them to describe what is happening in each picture.

Syllabus link
S2,S1,S7



Can all the children listen and identify the main point of the story? (S2)

Activity Three

Shared reading

Read the story to the children, pointing to the words and pictures.

Read the story again and explain some of the new vocabulary such as,

famous, expensive, rare, hand-drill, threaded, polished, Tafuliae and bride-price.

Show the children a map of Malaita and point to Langalanga Lagoon.

Encourage the children to begin joining in as you read. Begin by pausing to allow them to complete sentences, for example,

'The men from Tarapaina dive for shells in their _____ (lagoons.)'

Encourage the children to use phonic clues to help them read words from the story, for example, 'sh-' (shell), 'st-' (stones), 'br-' (break), etc.

Ask questions about the story to check the children's understanding.

Syllabus link
S15,S2,S7,K1



Can all the children use phonic clues to identify and understand new words? (S15)

Activity Four

Speaking and listening

Invite a local member of the community to visit the class and talk about shell money, and if possible to show the children some shell money and demonstrate how it is made.

Encourage the children to listen carefully to what the visitor is saying and to ask questions.

Syllabus link
S8,S10,K1



Can all the children ask questions including those beginning *how* and *why*? (S8)

Activity Five

Phonics

Teach the children the sound made by the '**thr-**' consonant cluster as in the word **threaded**. Show the children how to use their tongue to pronounce the 'thr-' sound.

Help the children to think of other words beginning with 'thr-', such as,

three, threw, throat, through and throw.

Encourage the children to write some sentences containing one or more of these words and to read the sentences aloud to practise pronouncing the sound, for example,

'I **threw three** shells **through** the window.'

Syllabus link
S4,S12,S15



Can all the children listen to and identify the 'thr-' consonant cluster? (S4)

Activity Six

Speaking and listening

Read the story again with the children and talk about all the different things the people of Langalanga do to make shell money. Ask questions such as,

"What do they have to do first?

What do they do after that?" etc.

Encourage different children in the class to give answers, using words such as

first, then, after that and **finally** to begin their sentences, for example,

'First the men dive for shells.'

'Then they sell the shells to the people of Langalanga Lagoon.'

'After that the women ' etc.

Give all the children in the class a chance to speak.

Develop this into a mime activity by asking children to mime different actions from the story, such as diving for shells, using a hand-drill to make holes in the shells and threading the small pieces onto long strings.

Let the other children in the class guess which part of the story is being mimed each time.

Syllabus link
K6,S6,S7



Can all the children use markers to show sequence? (K6)

Activity Seven

Handwriting

Remind the children of the joins used to join the letters 'thr'. Demonstrate the joins several times on the blackboard for the children to see. Give the children time to practise and check that they are forming and joining the letters correctly.

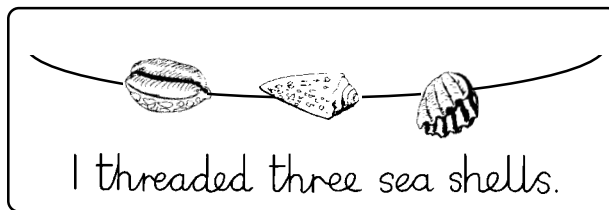


Ask the children to practise the join by writing the words from Activity Five:

threaded, three, threw, throat, through and throw.

Let the children make up a short sentence using some of these words.

Ask them to write the sentence in joined writing and illustrate it with a picture.



Syllabus link
S19,S4,S20

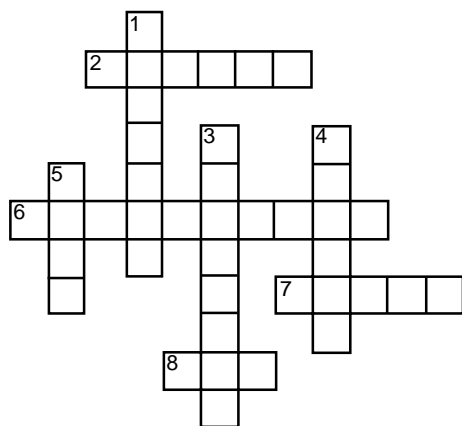


Can all the children join letters of the alphabet consistently? (S19)

Activity Eight

Word puzzle

Write the following word puzzle on the blackboard. Explain to the children that they must listen to the clues as you read them out, and match them with the numbers in the puzzle to find the answers. For example, when you read clue 1, the children should give the word 'strings' as the answer. Ask the child who gives the correct answer to come to the blackboard and write in the word.



1. The shells are threaded on long _____.
2. The shells are broken into small pieces with _____.
3. The shells are _____ until they are smooth.
4. The men dive for shells in the _____.
5. Red shells are very _____.
6. The lagoon is called _____.
7. The people make custom _____ from sea shells.
8. The most expensive shells are _____.

Syllabus link
K1,S7,S15,S19



Can all the children understand vocabulary useful in the local community? (K1)

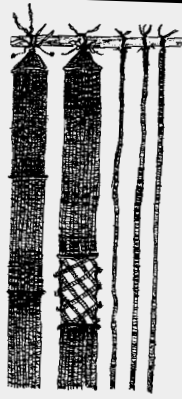
Activity Nine

Writing

Read the story again with the children and remind them of the different skills used to make shell money. Ask the children to write a sequence of instructions, based on the sentences in the story. Let the children draw pictures to go with their set of instructions.

How to make shell money

1. Use two stones to break the shells into small pieces.
2. Use a hand-drill to make a small hole in each piece of shell.
3. Thread the small pieces of shell on to long strings.
4.
5.



Let the children read out their sets of instructions to the rest of the class.

Syllabus link
S21,S6,S19,A4



Can all the children write and illustrate a set of instructions? (S21)

Activity Ten

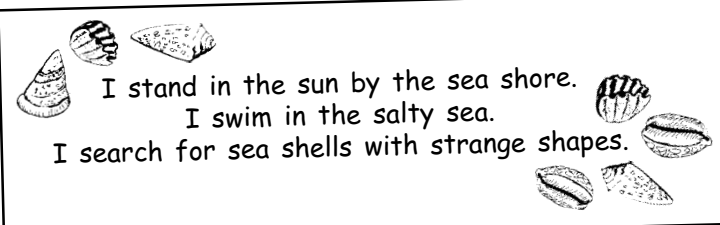
Free writing

Help the children to use dictionaries to make a list of words beginning with 's' to use in a simple poem about the sea. Write the list of words on the blackboard, for example,

sea, shells, sun, shore, salty, strange, shapes, swim, etc.

Ask the children to suggest sentences for the poem and write them on the blackboard. Read the sentences with the children.

Ask the children to write their own sentences for a poem. Help them with their writing and let them write a second draft with improvements and changes. Let them illustrate their work with pictures.



I stand in the sun by the sea shore.
I swim in the salty sea.
I search for sea shells with strange shapes.

Syllabus link
S21,S18,S22,A4,A5



Can all the children write and illustrate a short poem? (S21)

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity.

The Dancing Spirits

Suggested for term

Two

Activity One

Morning Talk

Use The Dancing Spirits to start off a discussion in Morning Talk each day. Talk about traditional activities, such as singing, dancing, feasting, custom money exchange and carving. Ask the children to tell stories about their own experiences of traditional activities. Talk about the meanings of some of these local traditions.

Ask the children to take turns to retell local custom stories. Ask the children to say which story is their favourite and why. Encourage all the children to participate in the discussion. Support them in speaking English and help them with their grammar, vocabulary and pronunciation.

Syllabus link
S7,S9,S11



Can all the children answer a variety of questions quickly and with precision? (S7)

Activity Two

Shared reading

Use the The Dancing Spirits for shared reading. Begin by looking at the cover. Read the title and the names of the author and illustrator. Discuss the cover picture. Ask the children to describe the patterns and say what they like about this type of drawing. Read the story all the way through without interruption. Show the pictures and use expression in your voice to make the story more exciting. Read the story again. At the end, ask questions about each page of the story.

Encourage the children to make up questions of their own about the story, including questions beginning with the words 'how' and 'why'. Let them ask their questions.

Syllabus link
S2,S7,S8



Can all the children listen and identify the main points of the story and supporting details? (S2)

Activity Three

Shared reading

Read the story again. This time encourage the children to join in with you. Begin by pausing before a word you want the children to read. Write some of the new and unfamiliar words on flashcards so that the children can read these words when they appear in the story, for example, **perform, rattle, rustling, whispering, whistling, shuffling, lightning and gradually.**

Put the story in the book corner. Allow time during the week for the children to read together in groups.

Syllabus link
S17,S15



Can all the children read known stories aloud, with confidence and expression? (S17)

Activity Four

Vocabulary

Read the story once again.

Ask the children to identify all the words which are used to describe different sounds. Write the words in a list on the blackboard:

whispering	shuffling
booming	rattling
rustling	whistling

Ask the children to suggest more words to add to the list, such as,

howling, tapping, crashing, crying.

Ask the children to close their eyes and listen carefully for three or four minutes to the sounds around them. Ask them to write sentences to describe the sounds they hear.

Ask the children to use dictionaries to check their spelling. Let them illustrate their work.

Display the children's writing and pictures in the classroom.

**I can hear the chirping of a bird.
I can hear the rustling of the wind.
I can hear the crashing of waves on the beach.**

Syllabus link
K1,S19



Can all the children begin to use more complex vocabulary? (K1)

Activity Five

Grammar

Look again at the list of words which describe sounds.

Point out that all the sounds end with the suffix '-ing'

whispering	(whisper)	shuffling	(shuffle)
booming	(boom)	rattling	(rattle)
rustling	(rustle)	whistling	(whistle)
howling	(howl)	tapping	(tap)
crashing	(crash)	crying	(cry)

Ask the children to say the 'root' of each word. Copy the root beside each word.

Note how some words lose the final 'e' before the suffix '-ing'.

Ask the children to copy these sentences and fill in the missing words.

1. The rain was _____ on the roof.
2. The dog was _____ at the moon.
3. The crocodile made a _____ noise.
4. I heard a parrot _____ in a tree.

Syllabus link
S16,S22



Can all the children use suffixes and roots to help them with new text? (S16)

Activity Six

Spelling game

Select some vocabulary from the story for spelling practice, such as,

distance, escaped, perform, traditional, lonely, music, rustling, whistling, shuffling, etc.

Divide the children into groups of 4 and play the Rainbow Alphabet game.

Some words have double letters so each group needs two sets of Rainbow Alphabet cards.

Award a point to the first group to spell the word correctly each time.

Add up the points at the end of the game.

Syllabus link
S22,K1



Can all the children spell a wider range of known words? (S22)

Activity Seven

Handwriting

Begin with a warm-up exercise for the letters 'i', 'n' and 'g'.

Show the children how to join the letters 'ing'.

Let the children practise forming and joining the letters.

Ask them to practise their handwriting by writing phrases and sentences from the story, for example:

ing ing

The keketa seeds were rattling.
The drums were booming.
Everyone was dancing.

Syllabus link
S19,S22



Can all the children join the letters 'ing' clearly and consistently? (S19)

Activity Eight

Practical activity

Remind children of the traditional musical instruments found in the story.

Talk about what these instruments are made from and how they are made.

Ask the children to tell you about other musical instruments that they know.

Let them describe and explain how these instruments are made.

Let the children work in pairs to make their own simple musical instruments using local materials.

Let the children make a drama based on the story of The Dancing Spirits.

There should be a narrator, husband and wife, shark, other animals and musicians in the story. Let the children rehearse their drama.

Let them make costumes and use their musical instruments in the drama.

The children could perform their drama for parents and other children at a school assembly or class open day.

Syllabus link
S12,S6



Can all the children use tone of voice, rhythm and stress to convey meaning? (S12)

Activity Nine

Writing

Read *The Dancing Spirits* once again.

Ask the children if they know any custom stories about spirits, dancing, sharks or any other animals. Let the children tell some custom stories.

Ask the children to write their own custom story book.

Let the children write a first draft of their custom story.

Encourage them to use a dictionary to check their spelling and to take care with their punctuation.

Read the stories with the children and suggest changes and improvements.

Give the children sheets of paper to make a short book, or give them one big sheet to fold into an eight-page book, like *The Boe Boe Man*.

Let the children rewrite their stories with improvements and illustrations.

Let the children read the stories aloud to the other children.

Put the stories in the book corner and encourage the children to read them silently.

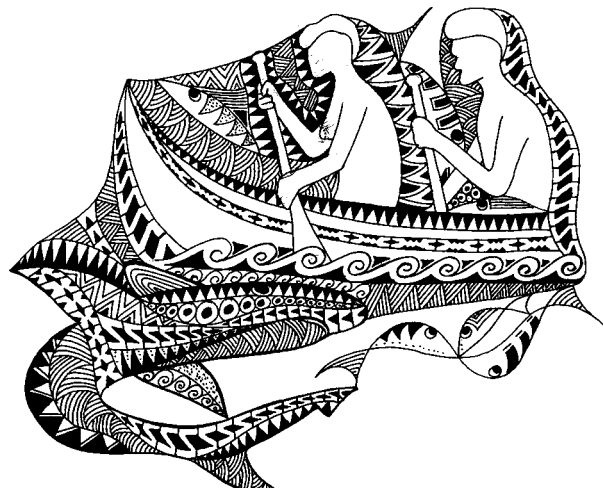
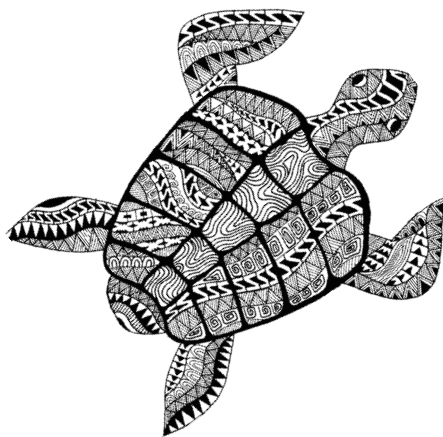
Syllabus link
S21,S22,S17,A5



Can all the children draft and rewrite stories following advice from the teacher? (S21)

Activity Ten

Art and craft



Ask the children to look carefully at the pictures in *The Dancing Spirits*.

Talk about the style of the illustrations and ask the children if they think they were difficult to draw.

Ask the children to draw a picture of their own, like the ones in the story.

Let them choose a subject such as a fish, a bird or an animal and draw it in the style of the pictures in the story.

Ask them to write some sentences to explain their picture.

Syllabus link
S21,A4



Can all the children write some sentences to accompany an illustration? (S21)

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity.

Picnic Island

Suggested for term

Two

Activity One

Morning Talk

Use Picnic Island as a starting point for discussion and story telling.
Ask the children to tell stories about picnics and other trips they have been on.
Ask what they did on their picnics, what they ate and what they enjoyed most.
Encourage the children to give reasons for their choices.
When the children are familiar with the story, talk about the way the other children treated Anne. Talk about what it's like to be teased or bullied.
Ask the children what they think the message of the story is.
Ask them to give reasons for their answers.
Praise the children when they speak in English. Help them with their pronunciation by repeating words and phrases if necessary.

Syllabus link
S7,S9,S11



Can all the children express an opinion? (S9).

Activity Two

Shared reading

Use Picnic Island for shared reading. A book corner with mats on the floor is a good place for shared reading because all the children can sit close to the teacher and see the book.
Begin by looking at the cover. Read the title and the names of the author and illustrator. Ask the children what they think the story will be about.
Read the story and show the pictures.
Read the story again. Ask questions to check the children's understanding of the main points and supporting details, for example,
"What did the children do on the way to the island?
Why was Anne so quiet and shy?
How did the other children treat Anne?
What would you do if you were teased?"
Read the story once again. Ask the children to make up their own questions about the story. Let the children take turns to ask their questions.

Syllabus link
S2,S7,S8



Can all the children listen and identify the main point of the story and supporting details? (S2)

Activity Three

Shared reading

Read the story again. Encourage the children to join in reading with you. Show them flash cards with some of the new words written on them, for example,
decided, excitement, horizon, teased, explore, uninhabited, wharf, twigs, disappointed and magnified.
Use context clues to help the children understand these words.
Each day, encourage the children to join in reading more of the story, so that they can read independently.

Syllabus link
S15,S4,S17



Can all the children understand new words by using context clues? (S15)

Activity Four

Grammar

Read the story again. Ask the children to find words or phrases in the story which describe things or people, such as,

the most beautiful island,
the quietest and shyest child,
the tallest coconut tree, etc.

Copy this table on the blackboard.

Ask the children to copy the table and write the missing words.

hot	hotter	hottest
big	bigger	biggest
quiet	quieter	
tall	taller	
cold		coldest
wet		
	sadder	saddest
	hungrier	
loud		
good	better	

Write some sentences about the story. Ask the children to copy the sentences in their exercise books and fill in the missing words.

For example:

1. Anne was the _____ girl in the class. most beautiful best
2. The island was the _____ in the lagoon.
3. Anne fell asleep under the _____ coconut tree. tallest quietest
4. Anne's glasses made the ray of sunlight _____ . hotter
4. The children said it was the _____ picnic they had ever had.

Syllabus link
K8,K1



Do all the children know how to form some regular and irregular superlatives? (K8)

Activity Five

Word game

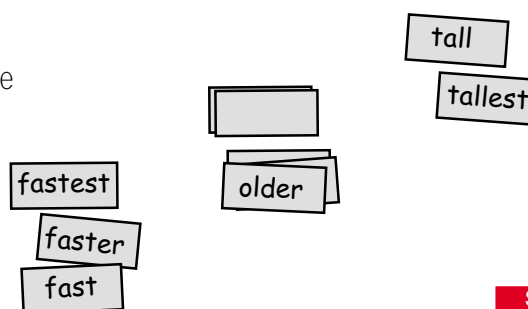
Prepare a set of cards with the following words written on them:

big, bigger, biggest, small, smaller, smallest, old, older, oldest, tall, taller, tallest, young, younger, youngest, hot, hotter, hottest, loud, louder, loudest, fast, faster, fastest, high, higher, highest, young, younger, youngest, slow, slower, slowest.

Let the children play a word game in groups of 3 or 4. One player deals out six cards to each player. The rest of the cards are placed in a pile in the middle of the table and the top card is turned over. The children take turns to pick up a card from the pile or one that has been turned over and put down a card which they don't want. When there are no more cards the pile is turned over.

When a child has two cards which go together (for example, **hot** and **hottest**)

they can put them down in front of



Syllabus link
K8,S1,K1



Can all the children recognise regular comparatives and superlatives? (K8)

Activity Six

Writing

Ask the children to imagine that they are going to spend a night on an uninhabited island, like the one in the story.

Ask the children to make a list of ten things they would take with them, such as, a mosquito net, a knife, a lamp, some matches, etc.

Now ask them to read out their list to the class and say why they chose each thing and what they would use it for.

If I was going to spend a night
on an uninhabited island I would
take

1. a knife
2. a lamp
3. a mosquito net
4. some matches
5.

Syllabus link
S11,S21

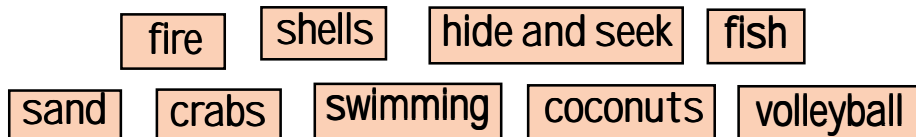


Can all the children give their reasons for making a choice? (S11)

Activity Seven

Word game

Ask the children to name all the things they might see or do on a picnic on a small island. Write each word or phrase on a card.



When you have about 20 cards, you can play the game.

Ask one child to come to the front and give them 3 cards. Do not show the cards to the other children. The child must describe each word until the class guesses the word.

They are not allowed to use the words on the card.

For example:

"You find these in the sea.

They are colourful.

They are hard.

Animals live in them."

shells

hide and seek

"This is a game.

One person goes somewhere.

The others try to find them."

Syllabus link
S10,S6,K1



Can all the children speak clearly and with confidence? (S10)

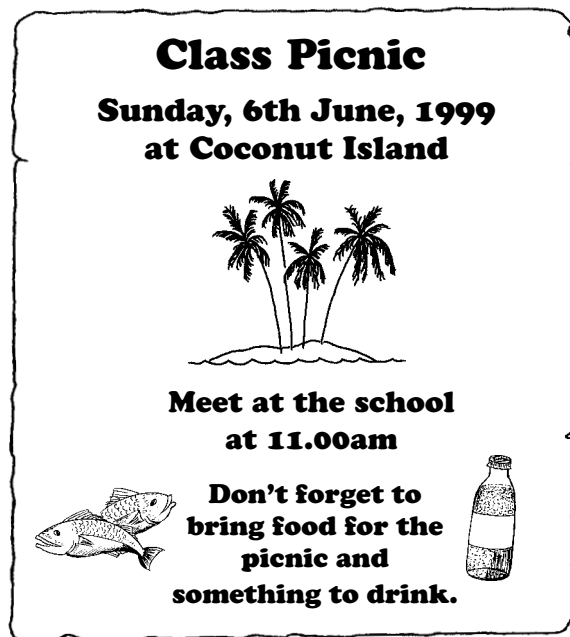
Activity Eight

Writing

Ask the children to imagine that they are having a class picnic on an island, (or you really could go on a picnic).

Ask the children to design a draft poster to tell everyone about the picnic.

Discuss the important information which should be on the poster, such as, the date, where the picnic will be, where to meet and at what time, what to bring, what activities there will be, etc.



Talk about who the poster should be for, (parents, teachers or children?) Let the children work in twos to write and illustrate their draft poster. Let them use dictionaries to check their spelling. Discuss the posters and suggest improvements. Let the children rewrite and illustrate a final draft. Display the posters on the classroom wall.

Syllabus link
S21,S22,S25,A4



Can all the children write and illustrate a poster? (S21)

Activity Nine

Writing

Ask the children to write a story about a picnic or about a trip to spend a night on an uninhabited island.

In their story, they must use all the things they put on their list in Activity Six.

Talk about the children's first draft and suggest improvements.

Let the children copy their story in joined handwriting.

Ask them to draw pictures to go with their writing.

Staple all the stories together to make a class book or put them on display on the classroom wall.

Syllabus link
S21,S22,S24



Can all the children draft and then rewrite a story following advice from the teacher? (S21)

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity.

Bright Ideas



Repair damaged display boards with sago palm leaves and split bamboo.

Attach the dried sago palm leaves to the board and secure them in place with the split bamboo.



Term Three

The Kavuri Devil of Rendova	pages 136 - 139
Canoes	pages 140 - 143
The Clay Pot	pages 144 - 147
Emmanuel and the Crocodile	pages 148 - 151
Cogs, Wheels, springs and Screws	pages 152 -155
The Three Ovens	pages 156 -159
Under the Ngali Nut Tree	pages 160 - 163
Gugutapongi	pages 164 – 167

The Kavuri Devil of Rendova

Suggested for term

Three

Activity One

Morning Talk

Use The Kavuri Devil of Rendova as your starting point for discussion in Morning Talk each day.

Ask the children what they like and dislike about the story. Ask them to give reasons for what they say.

Talk about the animals that live in the forest, such as opossum, lizards, birds and snakes. Ask the children if they have seen any of these animals. How do the animals move about? Where do they live? What do they eat?

Ask the children if they know any custom stories about the animals or spirits which live in the forest. Encourage the children to take turns to tell their stories.

Help the children to speak clearly in English. Help them with their grammar and pronunciation by repeating their sentences correctly if they make a mistake

Syllabus link

S7,S9



Can all the children answer a variety of question types and choose appropriate answers? (S7)

Activity Two

Shared reading

Use The Kavuri Devil of Rendova for shared reading each day.

Show the children the cover of the book.

Read the title and the names of the author and illustrator.

Ask the children to tell you what they can see in the cover picture.

Read the story to the children so that they can enjoy listening to it.

Ask the children to predict what might happen next in order to engage them in the story. For example, before turning to page 8, ask the children to say what they think the youngest boy will do when he goes back to the tree.

Show the pictures as you read.

Use expression in your voice to add interest and meaning to the story, and to give the children experience of tone, rhythm and stress.

Read the story again.

Ask questions about the first few pages, such as,

"Where did the brothers decide to go?

What were they hunting for?

Why was the youngest brother not allowed to climb?" etc.

Let the children ask their own questions about the later part of the story.

Put the story book in the reading corner. Give the children time to read the story aloud to each other in groups.

Syllabus link

S2,S7,S8,S17



Can all the children listen and identify the main points of the story and supporting details? (S2)

Activity Three

Shared reading

Read the story again.

Look at the vocabulary, grammar and punctuation.

Ask the children to explain the meaning of some new and unfamiliar words and phrases from the story, such as,

fond of each other, catch you up, twist, curl, hokata and swinging.

Write the words on flash cards and encourage the children to join in reading the words when you show the cards. Ask the children to explain what these new words and phrases mean.

Syllabus link
K1,S15



Do all the children know a more complex vocabulary? (K1)

Activity Four

Vocabulary

Look at the phrase, '**climb like a monkey**'. Ask the children what they think this means. Look for examples of similar phrases in the story.

Ask the children to think of words which can be used to complete the following sentences:

The dog howled like a _____ .

The tree twisted like a _____ .

My sister can sing like a _____ .

I can swim like a _____ .

The cat could jump like a _____ .

Add more sentences to this list.

Ask the children to copy and complete the sentences.

Syllabus link
K1,S22



Can all the children use complex vocabulary? (K1)

Activity Five

Speaking and listening

Find a space where the children can stand in a circle. Ask one child to stand in the middle. Each child in the circle should have a marked space to stand in.

The child in the middle gives an instruction, such as,

'Everyone who has seen an opossum change places. '

All the children who have seen an opossum then change places. The child in the middle must try to take one of the spaces and the child who is left without a space must stand in the middle and give the next instruction, such as,

'If you have three brothers change places. '

'Everyone who has climbed a tree change places. '

'If you have a ribbon in your hair change places. '

etc.

Syllabus link
S1,S6,



Can all the children listen and respond to instructions? (S1)

Activity Six

Phonics

Teach the children the sound made by the letters 'ho-' as in the words **hole**, **hokata** and **home**.

Emphasise the sound and use it in different sentences.

Ask the children to make up sentences using the following words, using the correct pronunciation of the 'ho-' sound,

hole, hokata, home, hope, honey, hold, hot and hop.

Syllabus link
S4,S15



Can all the children identify and pronounce clearly words beginning with the 'ho-' sound? (S4)

Activity Seven

Story telling

Read The Kavuri Devil of Rendova once again.

The story does not tell us what happened to the boy after page 11.

Ask the children what they think happened to him.

Did the boy do something wrong in the story? What was it?

Ask the children to give reasons for what they say.

Let them take turns to retell the story, adding details about what happened to the boy.

Syllabus link
S9,S11



Can all the children express an opinion? (S9)

Activity Eight

Writing

Read The Kavuri Devil of Rendova once again.

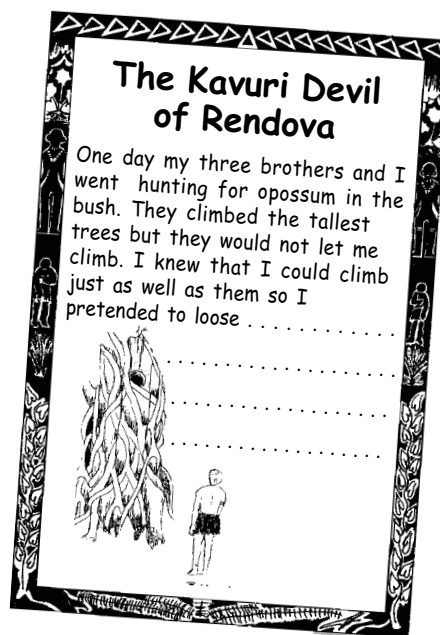
Ask the children to rewrite the story. Let them imagine they are one of the brothers in the story. They should rewrite the story from the brother's point of view. For example, they might begin,

'One day my three older brothers and I went hunting for opossum in the bush. They climbed the tallest trees but they would not let me climb'

Read the children's stories and offer ideas for improvements.

Let the other children read the stories and offer advice as well.

Ask the children rewrite their stories with improvements, in joined handwriting and using a dictionary to check their spelling. Let the children draw pictures to illustrate their story, and decorate it with a border like the ones in the story book.



Syllabus link
S21,S19,S22,S23



Can all the children write a draft story and rewrite it with improvements? (S21)

Activity Nine

Drama

Let the children work in mixed groups of 6 or 7.

Ask each group to make a drama about The Kavuri Devil of Rendova.

Each group should have a reader to narrate the story and some actors to play the main characters in the story.

Encourage the actors to think of words to say in their drama.

Let the children prepare simple costumes, pictures and scenery.

Ask the groups to rehearse their drama so that they can speak clearly and confidently.

Let them perform their drama for the other children at school assembly time or for parents at a class assembly or open day.

Syllabus link
S12,S10



Can all the children use tone of voice, rhythm and stress to convey meaning? (S12)

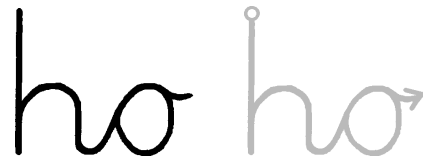
Activity Ten

Handwriting

Let the children practise forming the letters 'ho'

Demonstrate the correct way to form and join the letters. Give the children time to practise the join.

Monitor their work and ask them to write sentences containing some of the words from Activity Six.



Syllabus link
S19,S15



Can all the children join the letters 'h' and 'o' clearly and consistently? (S19)

Activity Eleven

Writing

Choose some short sentences from the story and write them on the blackboard, but without any gaps between the words, for example:

Once upon a time there lived four brothers.

The youngest brother was not allowed to climb the trees.

"I can climb like a monkey."

The youngest brother ran back to the abalolo tree.

Ask the children to identify the sentences and rewrite them correctly.

The children could then work in pairs. They could make up their own sentences without any gaps, and give the sentence to their partner to work out what the words say.

Syllabus link
S15,S21



Can all the children use their reading skills to identify words from the story? (S15)

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity.

Canoes

Suggested for term

Three

Activity One

Morning Talk

Use Canoes as a topic for Morning Talk.

Talk about the canoes the children see in and around their village or town.

Who owns them? What are they used for? What are they made from?

Ask the children to say what type of canoe they like best.

Ask them to give reasons for their choice.

Talk about traditional ways of navigation, such as by using the stars and currents. Talk about journeys the children have made by canoe.

Let the children tell their own stories.

Encourage the children to use English by speaking to them in English and by repeating in English what they say in Pijin.

Syllabus link

S11,S17,S12



Can all the children give their reasons for making a choice? (S11)

Activity Two

Shared reading

Use Canoes for shared reading. If you have a big class, read the book in groups so that all the children can see the illustrations.

Begin by looking at the cover. Ask the children to describe the picture. Read the title and the name of the author.

Read the book to the children and point to the pictures as you read.

Read the book again. Ask questions about each page.

Talk about the type of book this is.

Is it the same as the other Nguzu Nguzu books? Why not?

Syllabus link

S3,S2,S7



Can all the children tell the difference between story and fact? (S3)

Activity Three

Shared reading

Read Canoes again with the children. Encourage them to begin joining in with you as you read. Ask questions about each page to check the children's understanding of the vocabulary and content, for example,

page 2: "What are canoes used for in villages?"

page 4: "Where are fibreglass canoes made?"

page 6: "How many men could a big tomoko carry?"

page 8: "How long is a tepuke?"

Next allow the children to ask the class some questions of their own about the story. Make sure the other children listen carefully to the question and put up their hands when they want to answer.

Syllabus link

S7,S8



Can all the children ask questions including those beginning *how* and *why*? (S8)

Activity Four

Vocabulary

Read Canoes once again.

Ask the children to look at the word **dug-out** on page 3.

The dash '-' is called a hyphen. 'Dug-out' is made from two words joined together with a hyphen.

Ask the children what 'dug-out' means.

Ask if the children can find any other similar words in the story.

(**in-shore**, **head-hunting** and **ocean-going**)

Look at the word **fibreglass**. It is also made of two words, but they are joined together without a hyphen. Ask what the words **fibre** and **glass** mean?

Ask if the children can find other similar words in the story.

(**outboard** and **oarsmen**)

These words are called 'compound' words.

Ask the children to use their Nguzu Nguzu dictionaries to find more compound words, such as,

classroom, **headmaster**, **blackboard** and **basketball**.

Ask the children to write a list of compound words.

Syllabus link
S18,S15,K1



Can all the children use a dictionary? (S18)

Activity Five

Speaking and listening

If you can, invite someone from the local community to come into the classroom and talk to the children about building canoes, or arrange for the children to go and see a canoe being made.

Encourage the children to ask questions, for example about the tools which are used and the type of wood which is best for building canoes.

Syllabus link
S8,A3,K1



Can all the children ask questions? (S8)

Activity Six

Reading

Find other stories about canoes, such as The Tomoko and The Canoe Race.

Read these stories to the children.

Talk about how these stories are written in a different way to Canoes.

Ask the children what is different about them.

Remind the children of the islands, provinces and countries mentioned in Canoes, such as Britain where The Boat Race is held and Temotu Province where the tepuke are built. Ask the children to find these places on a map, such as the ones on pages 42-45 of the Nguzu Nguzu Dictionary.

Give the children time to read Canoes and other stories by themselves.

Syllabus link
S14,S13,S3



Can all the children read silently by themselves? (S14)

Activity Seven

Drama

Make a drama about a canoe, a tomoko or a tepuke.

The drama could tell the story of how the canoe, tomoko or tepuke are made and about a journey or race.

Let the children work in groups to prepare their drama.

Let them make models and costumes such as canoes from timber, pandanus and other bush materials.



Let the children perform their dramas at a school assembly or open day.

Syllabus link
S10,S12



Can all the children speak clearly and with confidence? (S10)

Activity Eight

Reading for information

Ask the children to look for information about canoes in the local newspapers, in a telephone directory or in a magazine.

There are often advertisements for local fibreglass canoe makers in the newspapers and telephone directory.

Ask,

"Why do the canoe makers place advertisements?

Who reads them?

What information is found in these advertisements?"

List the information given in the advertisements, such as about the size, colour and price of the canoes.

Syllabus link
A1,A2



Can all the children recognise the value of writing in newspapers? (A2)

Activity Nine

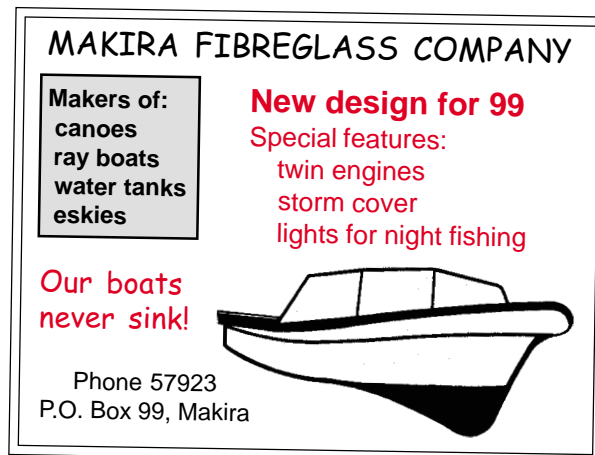
Writing

Ask the children to invent a new canoe for themselves.

Ask them to draw their canoe and write about their special design.

For example, they might have two engines to make their canoe go faster, bright lights so that they can fish at night and a cover to keep themselves dry in rough sea.

Ask them to design an advertisement to show the special features of their canoe and then rewrite it following advice from the teacher.



Syllabus link
S21,S22,S19



Can all the children write and illustrate an advertisement? (S21)

Activity Ten

Writing

Read Canoes once again.

Ask the children to look for ways in which short phrases are joined together to make longer sentences, such as,

'Some dug-out canoes have outriggers and some have outboard motors attached'.

Here the word **and** is used as a joining word.

Ask what joining word is used in the sentence,

'Aluminium canoes are a bit heavier than fibreglass but they are stronger and last longer'. (**but**)

Ask the children to find other joining words in the story, i.e.

so, which, such as.

Copy some pairs of sentences onto the blackboard, such as,

'Fibreglass canoes are expensive. They last a long time.'

Ask the children to rewrite the sentences using a joining word, for example,

'Fibreglass canoes are expensive **but** they last a long time.'

1. Dug-out canoes must be strong. Hard wood is used to make them. (**so**)
2. Fibreglass canoes are light. They are easy to lift. (**so**)
3. Aluminium is a metal. It doesn't rust. (**but**)
4. Tepuke have sails. Tomoko are powered by paddles. (**but**)

Syllabus link
K7,K4



Can all the children join simple sentences together? (K7)

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity.

The Clay Pot

Suggested for term

Three

Activity One

Morning Talk

Use The Clay Pot to start off the discussion in Morning Talk each day.

Clay pots were a tradition of Choiseul Province.

Ask the children what they know about other traditional things from their island or from other islands, such as shell money, red feather money, tomoko, tepuke and tapa cloth. Talk about what these things were used for in the past and what they are used for today.

Talk about the modern things which are replacing traditional things, such as engines and fibreglass canoes replacing traditional canoes or canned store food replacing traditional garden food. Ask the children which they think are best, the traditional things or the new things.

Encourage the children by praising them when they use English.

Syllabus link

S9,S1,S7



Can all the children express an opinion? (S9)

Activity Two

Shared reading

Use The Clay Pot for shared reading.

Briefly discuss the cover of the book. Read the title and the names of the author and illustrator.

Read the story through without interruption, showing the pictures as you read.

Read the story again. This time ask questions about each page to help the children understand the main points of the story and new vocabulary, for example,

page 1: "Why were Maniva and Nababi going to the bush?"

page 2: "What did they find when they began to dig?"

page 3: "Did the children know what they had found?" etc.

Syllabus link

S7,S1,S2



Can all the children answer a variety of question types quickly and precisely? (S7)

Activity Three

Shared reading

Read the story again. Encourage the children to join in with you by pausing before words you want the children to read.

Make flash cards of selected words from the story, such as,

pattern, interested, designs, pots, jars, cooking, clay, sand, pounded and sticky.

Encourage the children to read these words when you show them.

Ask more questions about the story as you read.

Put the story in the book corner and allow time for the children to read the story to each other in small groups.

Syllabus link

S17,S7,S15,K1



Can all the children read known stories aloud, with confidence and expression? (S17)

Activity Four

Phonics

Teach the sound made by the consonant cluster '**str-**' as in the word '**strange**'. Emphasise the sound when you read the story and help the children to pronounce the word correctly.

Ask the children to help you make a list of other words beginning with the 'str-' sound, for example,

straight, strap, stream, stretch, string, stripe and strong.

Read the list of words with the children. Ask them to make up some sentences containing these words and read them aloud to practise the sound.

Syllabus link
S4,S15



Can all the children pronounce clearly words beginning with 'str'? (S4)

Activity Five

Speaking and listening

Read The Clay Pot once again.

Talk about how making clay pots was once a tradition in Choiseul Province.

Ask the children to tell you what they know about the traditions of their village or area. For example, they might talk about traditional dances, food, clothes or money.

Encourage the children to ask questions at home and to discuss the history of their area with their parents and grandparents.

Syllabus link
S5,S7,S8



Can all the children ask questions including those beginning how and why? (S18)

Activity Six

Bingo game

Write some words and phrases from the story on the blackboard, for example,

**Maniva and Nababi
pots and jars
red clay soil and sand
Sirovana**

**Choiseul
Mrs Pitatina
banana leaves
glue**

**Miss Bariseko
cooking
a round stick
a week**

Ask the children to write any six words or phrases from the list inside a box. Ask questions or give the children clues to the words, and phrases, for example,

"Who was the oldest lady in the village?"

What did the children use to make their pots?" etc.

pots and jars	Mrs Pitatina
glue	banana leaves
red clay soil and sand	Sirovana

If the children have the answers to the questions in their boxes, they cross them. The first child to cross all six boxes shouts "Bingo!" and is the winner of the game.

Syllabus link
S1,S2,K1



Can all the children listen and respond to questions and instructions? (S1)

Activity Seven

Reading

With the class, read the instructions for making a clay pot on page 16.

Ask the children to retell the instructions. Encourage the children's understanding of the instructions by asking questions, for example,

"What things do we need to make a pot?

What do we do first?

How will we know when the mixture is ready?" etc.

Copy the instructions onto the blackboard.

Let the children work in small groups. Give them the things they need to make a pot. Let them follow the instructions to make their own pot.

Cook the pots in a fire or oven.

Let the children decorate their pots with paints.

Syllabus link
S1,S6,A2



Can all the children listen and respond to a sequence of instructions? (S1)

Activity Eight

Listening

Invite a local village elder, chief or minister to come to the classroom to talk to the children about the local history of their village or area.

Prepare the visitor before their talk and ask them to speak to the children, in English if possible, about local customs, local food, important local historical events, famous local people, etc.

Encourage the children to listen carefully to their guest speaker.

Encourage them to politely take turns to ask questions.

Syllabus link
S3,S8,S12



Can all the children listen and differentiate between story and fact? (S3)

Activity Nine

Writing

Talk about the things the guest speaker told the children about the local history of their village or area.

In groups, ask the children to write a short factual account of a local history topic. This could be about their church, a local mission, traditional dances and dancing sticks, traditional crafts, costumes, traditional money, food, custom stories, local fishing methods, a famous local person, etc.

Their writing should be in draft form.

Explain that, when it is finished, the children's writing will be put on display for visiting parents and members of the village community (see Activity Ten).

Syllabus link
S21,K1



Can all the children write a factual account in draft form? (S21)

Activity Ten

Writing

Read the children's writing from Activity Nine.

Suggest ways in which the writing could be improved.

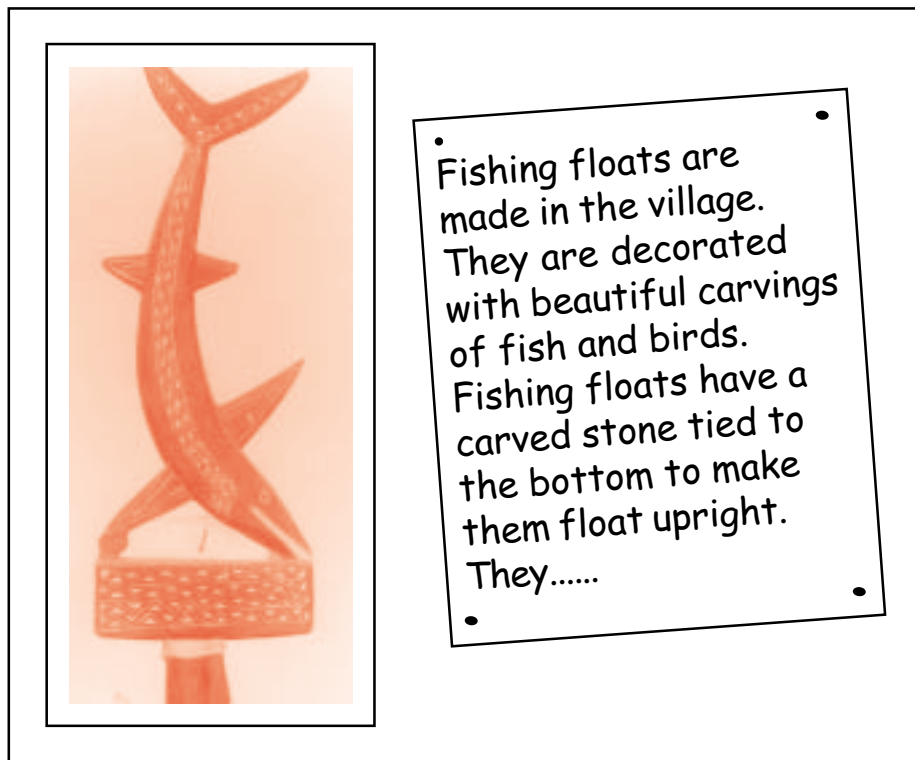
Ask the children to rewrite their first drafts with improvements to the vocabulary, spelling and grammar. Let them use a dictionary to check their spelling.

Ask the children to illustrate their writing with pictures and models.

Display the children's writing, illustrations, models and exhibits by turning the classroom into a museum.

Ask the children to make posters to invite parents and members of the village community to come to the classroom to visit the museum on an open day.

Let the children act as museum guides to show visitors around the exhibition and talk about the displays.



Syllabus link
S25,S21,S24,A4



Can all the children write for audiences outside the classroom? (S25)

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity.

Emmanuel and the Crocodile

Suggested for term

Three

Activity One

Morning Talk

Use Emmanuel and the Crocodile as the topic for Morning Talk each day.
Ask the children to tell any stories they know about crocodiles.
Ask what they think crocodiles eat, where they live and how they catch their prey.
Talk about other dangerous animals in Solomon Islands, such as wild pigs, sharks, snakes and centipedes.
Ask the children to tell you of any experiences they have had with these animals.
Ask the children to say what animal is the most dangerous in Solomon Islands.
Ask them to give reasons for their choice.
Encourage the children to speak in English. If they use Pijin or make a mistake, just repeat what they said in correct English.

Syllabus link
S9,S7,S11



Can all the children express an opinion? (S9)

Activity Two

Shared reading

Use Emmanuel and the Crocodile for shared reading.
Introduce the story to the children and show them the cover. Read the title and the names of the author and illustrator.
Read the story to the children and let them enjoy listening to it.
Read the story again. Explain new or unfamiliar vocabulary such as **directly, struggled, rushed, wounds, meanwhile, pounds and scars**.
Ask questions about each of the first few pages to check the children's understanding of the story. Let the children themselves ask the class some questions about the remaining pages.

Syllabus link
S8,S2,S7



Can all the children ask questions including those beginning *how* and *why*? (S8)

Activity Three

Shared reading

Write new or unfamiliar vocabulary from the story on flash cards. Read the story with the children. Encourage the children to join in by showing the flash cards.
If you can, copy all the words of the story onto big sheets of paper and let the children join in reading the whole story.
Talk about the story. Is it true? What words and phrases tell us that the story may be true? (The story is written in the 'first person' and the names of people and places are given.)
Is the story exciting? What does Alphonsus Waletofea do to make it exciting? (On page 7 he says 'something' was watching Emmanuel, not 'a crocodile was watching,' so the reader has to guess what it is.)

Syllabus link
S2,S3,S7



Can all the children identify the main point of the story as well as supporting details? (S2)

Activity Four

Speaking and listening

Emmanuel and the Crocodile is a story about something which happened in the past. Talk about what was different in the past compared to the present. Ask a village elder, minister or an older person to come to the classroom to talk to the children about what life was like in the past, when they were at school. Ask the speaker to use English if they can. Ask them to describe some interesting experiences they had in school, at home and in the village. Before the talk, ask the children to prepare questions about things such as travel, food, games, houses, etc. Encourage the children to listen carefully to the talk. At the end, encourage them to take turns to ask their questions. Remind the children to ask their questions politely.

Syllabus link
S8,S3,S10,A3



Can all the children ask questions including those beginning *how* and *why*? (S8)

Activity Five

Comprehension

Copy the following comprehension questions on the blackboard. Read them with the children. Ask the children to write the answers in their exercise books.

1. How was Solomon Islands different then compared to now?
2. What different jobs did the boys do to prepare for the picnic?
3. How did the crocodile catch Emmanuel?
4. How did Emmanuel's friends kill the crocodile?
5. What treatment did Emmanuel receive for his wounds?
6. What did the boys do with the crocodile?
7. Where might you meet Emmanuel today?
8. If you met Emmanuel, what would you ask him?

Syllabus link
S2,K1



Can all the children identify the main points of a story as well as supporting details? (S2)

Activity Six

Speaking and listening

Let the children work in pairs. Ask the children to do a role play. One child plays Emmanuel and the other a reporter from the Solomon Star. Let the reporter ask Emmanuel questions about what happened, such as, "Why did you go to the river? When did you first see the crocodile? What did the crocodile do? What did you think at this time? How did you feel when the crocodile grabbed you?" Ask the children to swap roles and repeat the activity.

Syllabus link
S7,S1,S8



Can all the children answer a variety of question types quickly and precisely? (S7)

Activity Seven

Writing

Ask the children to write a newspaper story about Emmanuel and the crocodile.

Help them by discussing a title for the newspaper story.

Write useful words on the blackboard.

Ask the children to write a first draft in their exercise books.

Ask them to read their draft to two other children who can help them to improve their story.



Solomon Star

Wednesday 6 April, 1960

Boy attacked by crocodile

A boy was attacked by a crocodile at the Lunga River on Saturday.

The boy, Emmanuel Butafa, who is 16, was on a camping trip with the sports team from St. Joseph's School when the attack happened.



Emmanuel was diving for fish in the river, but did not see the crocodile hiding behind a log. About 20 boys were on the camping trip and they rushed to save Emmanuel when the crocodile attacked him. They chased the crocodile into the bush and killed it with spears and heavy stones.

Emmanuel was taken by truck to the Central Hospital where he was treated for his wounds.

Ask the children to make a front page for the Solomon Star. Let them write the name of the newspaper and the date. Then they can copy their Emmanuel and the Crocodile story, with the improvements and changes suggested by you and by other children.

Syllabus link
S21,S19,S24,A4



Can all the children write a report in draft form and rewrite it with improvements? (S21)

Activity Eight

Writing

Ask the children to write a thank-you letter to their guest speaker.

Discuss what the children should write in their letter.

Show the children how

to set out their letter.

Let them write a draft

and then rewrite their

letter after correcting

the spelling, grammar

and punctuation.

Send all the letters

to your guest speaker.

Bethlehem School,
Santa Cruz,
Temo Province
15th August, 1999

Dear Pastor,

Thank you very much for coming to our class to give a talk. It was very interesting. I was really surprised that

.....

Yours sincerely,
Mary Oge

Syllabus link
S25,S19,A4



Can all the children write for an audience outside the classroom? (S25)

Activity Nine

Spelling

Let the children work in groups of 4.

Ask them to make a spelling board game using words from the story.

Each player will need a shell or a stone to use as a counter.

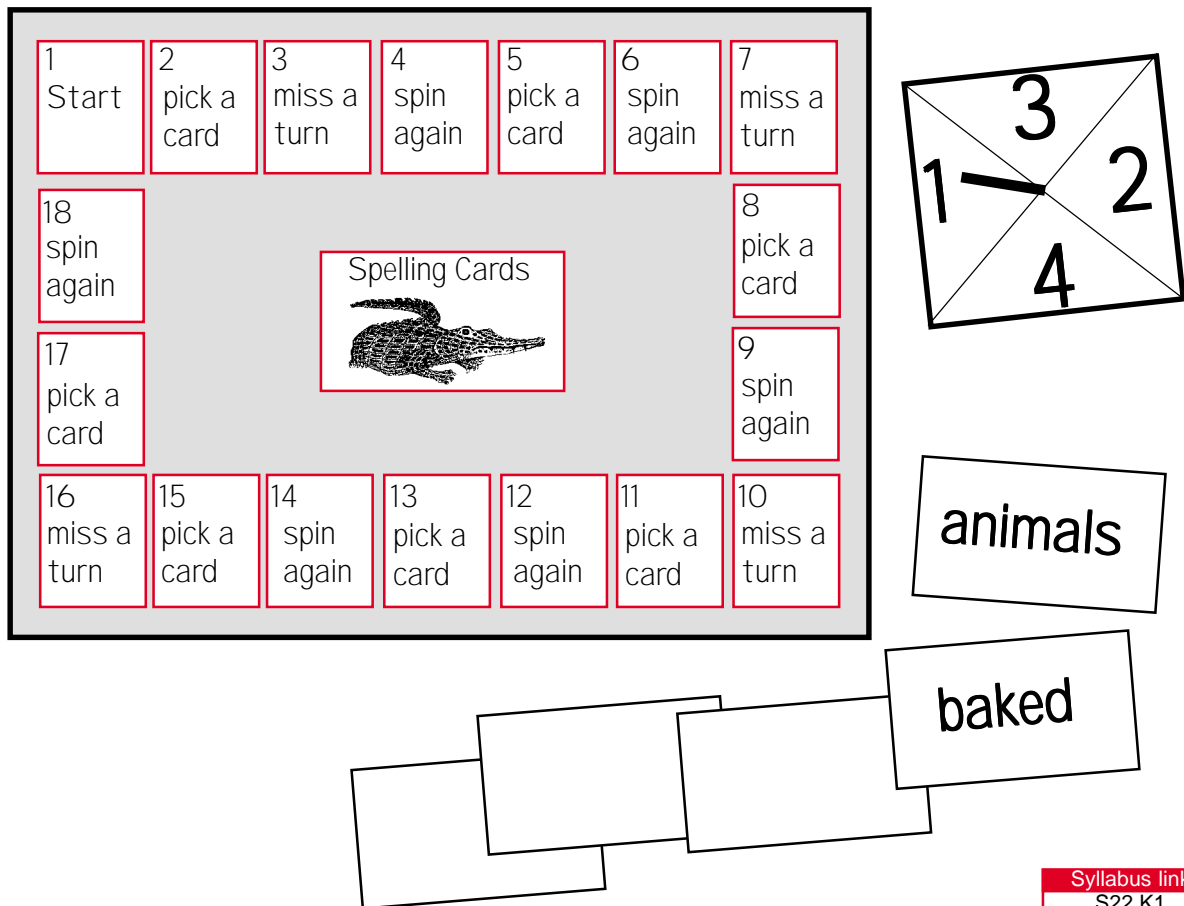
The players start with 5 points.

They spin the spinner and move around the board. If they land on a 'pick a card' space they must pick a card, look at it for ten seconds, turn it face down and spell the word. If they are incorrect they lose a point.

The first child to lose all 5 points is eaten by the crocodile.

These words could be used for the spelling game.

different, early, fever, forests, animals, camping, friends, prepare,
picnic, collected, gathered, group, shallow, towards, something,
quietly, directly, struggled, rushed, caught, killed, treated,
wounds, skinned, baked, shared, hospital, scars, bitten.



Syllabus link
S22,K1



Can all the children spell a wide range of words? (S22)

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity.

Cogs, Wheels, Springs and Screws

Suggested for term

Three

Activity One

Morning Talk

Use Cogs, Wheels, Springs and Screws as a topic for Morning Talk each day. Talk about the mechanical things the children see or use each day, such as bicycles, lamps, sewing machines, staplers, radios, outboard motors, generators and trucks.

Ask the children to describe these things and explain how they work.

Ask the children if they have ever broken something by accident. Ask questions such as,

"What happened?

How did you feel?

What did you do?" etc.

Encourage the children to speak clearly in English. Help them with their pronunciation and repeat words and phrases if necessary.

Syllabus link

S7,S6,K1



Can all the children answer a variety of question types? (S7)

Activity Two

Shared reading

Use Cogs, Wheels, Springs and Screws for shared reading.

Read the title and the names of the author and illustrator.

Read the story to the children and show the pictures.

Ask questions to check the children's understanding of the main points of the story and supporting details. For example,

"What was Sarah interested in?

What things did Sarah fix?

What did Sarah think about when she saw the new clock?

Why did Sarah go back into the classroom?

What did she do there?

Why did Frank and James go into the classroom?

What did they do?

Why did Frank and James cry?

Why did Sarah smile?

Who do you think fixed the clock?"

Read the story again for the children to enjoy.

Put the story book in the book corner for the children to read by themselves.

Find some books about machines in the school library.

Make a display of books for the children to look at in the book corner.

Syllabus link

S2,S1,S7



Can all the children listen and identify the main points of the story and supporting details? (S2)

Activity Three

Shared reading

Organise your classroom with a reading corner. Put mats on the floor for the children to sit on. Let the children sit together in the reading corner so that they can all see the story book.

Read the story and encourage the children to join in by sharing flash cards of words such as,

interested, smoothly, spark plugs, puncture, patched, plastic, cogs, ticking, permission, shelf, crept, scattered and replaced.

Read the story together each day.

Ask the children to explain new words, such as, **interested, plastic, crept** and **scattered**, by using context clues. This means looking at the other words in the sentence for clues.

Talk about the sounds of the words and their spellings.

Give the correct pronunciation of words such as, **puncture, plastic** and **cupboard**.

Syllabus link
S4,S15,S17



Can all the children listen and differentiate between sounds in English and Pijin? (S4)

Activity Four

Speaking and listening

Give the children a short talk about how to do something, such as how to cook rice. Explain what to do step by step.

Encourage the children to ask you questions after your talk.

Now ask the children to prepare their own talk about how to fix a puncture, start an engine, light a lamp, make a paddle, open a green coconut, make a flower necklace, make a cup of tea or any other subject they choose.

Give each child about one minute for their talk.

Encourage the class to listen carefully and ask questions about the talk at the end.

Syllabus link
S6,S7,S8



Can all the children give a sequence of instructions? (S6)

Activity Five

Phonics

Remind the children of the '**wh-**' sound as in the word **wheels**.

Help the children to pronounce the sound correctly. Ask the the children to think of some of the words they might use when asking a question, such as,

what, where, when and why.

Ask the children to think of some questions about the story beginning with these words, and to ask the questions to practise the 'wh-' sound.

Syllabus link
S4,S8,S15



Can all the children pronounce clearly the words beginning with the 'wh-' sound? (S4)

Activity Six

Writing

Read Cogs, Wheels, Springs and Screws to the children once again.
Talk about page 12. Ask the children to identify the words which show sequence.
These are,

next, after that and finally.

Ask the children to find some other words which show sequence or time, such as,

one day, then, just then, all through the next morning and when.

Ask what other words can be used to show sequence, such as,

first, later and at last.

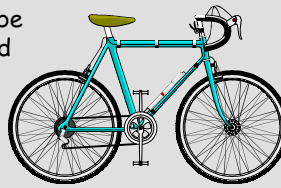
Ask the children to write a sequence of instructions based on their talk in Activity Four.

Encourage them to use words such as **first, then, next and finally.**

Ask the children to read their instructions to the class.

How to fix a puncture

First you take the wheel off the bicycle.
Then you take out the tube.
Next you put the tube in some water to find the hole. When you have found the hole you
.



Syllabus link
K6,S6,K1



Can all the children recognise and use markers to show sequence? (K6)

Activity Seven

Writing

Ask the children to name some things which are powered or made to work by fuel, (kerosene, petrol or diesel), such as a lamp, a truck, a ship and an aeroplane.

Ask them to name some things which are powered or made to work by electricity (mains electricity, generator or battery) such as a radio, a television, a fan and a strip light.

Ask them to name some things which are powered or made to work by gas, such as a stove.

Ask the children to make a list of all the machines they can find under each heading. Let them use a Nguzu Nguzu dictionary to check spellings and find new words.

fuel	electricity	gas
truck ship tractor	light television radio	stove

Syllabus link
S22,S21,K1



Can all the children write a list and use a dictionary to check their spelling? (S22)

Activity Eight

Handwriting

Begin with some warm-up patterns for the letters 'w' and 'h'. Remind the children of the correct way to join these letters. Ask them to practise the join by writing some questions about the story, beginning with the words **what, when, where, who and why.**



Syllabus link
S19,S4



Can all the children join the letters 'w' and 'h' clearly and consistently? (S19)

Activity Nine

Punctuation

Show the children examples of the **apostrophe** used to show ownership or possession (mother's sewing machine, father's engine, brother's bicycle, Sarah's teacher). Explain how the 's shows that something belongs to someone. They own it.

Write some sentences on the blackboard.

Ask the children to correct the punctuation, including capital letters, full stops and apostrophes.

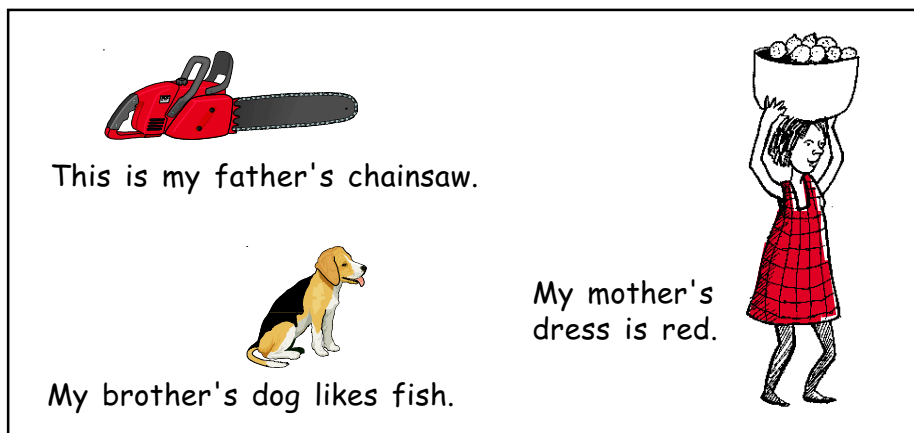
sarah fixed her mothers sewing machine

fathers engine was broken

sarah patched her brothers bicycle

mrs damaris was sarahs teacher

Ask the children to draw pictures and write sentences about their family's things, using the apostrophe, as in the example below.



Syllabus link
S24,S20



Can all the children use the apostrophe correctly in their writing? (S24)

Activity Ten

Word game

Write the word 'interested' from page 2 of the story on the blackboard.

Divide the children into groups of 3 or 4.

Tell them that they must find as many different words as they can using the letters in the word 'interested'. They can use the letters in any order, but can only use a letter twice in one word if it appears twice in 'interested'.

Award one point for each correct word and an extra five points to the group which finds the

interested

Here are some of the words the children might find:

in	test	stir
tin	red	tent
net	ride	tired
nest	rise	enter
rest	steer	street

Syllabus link
S22,S1



Can all the children identify and spell a wider range of known words? (S22)

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity.

The Three Ovens

Suggested for term

Three

Activity One

Morning Talk

Use The Three Ovens to begin a discussion in Morning Talk each day.

Ask if any of the children have seen an oven being prepared, or helped to prepare one themselves. Encourage the children to describe the different stages involved in making an oven, using words such as **first, then, after** and **finally**.

If one child is talking, encourage the others to ask questions, for example,

'Where did you collect the stones for the oven?

How long did it take to make the oven?

What was cooked in the oven?

How long did it take for the food to cook?'

Talk about the times when ovens are prepared for the cooking of special food, such as at feasts and festivals.

Encourage the children to speak clearly in English. If necessary, correct the children's mistakes by repeating their sentences.

Syllabus link
S8,S6,S7



Can all the children ask questions including those beginning *how* and *why*? (S8)

Activity Two

Shared reading

Use The Three Ovens for shared reading.

Start by reading the title and the names of the author and illustrator.

Point to the three ovens and the three boys in the cover picture and ask the children what they think the story will be about.

Read the story to the children. Use expression in your voice to emphasise the voices of the different characters and to make the story more exciting.

Before turning to page 6, ask the children what they think the three ovens are for.

Before turning to page 16, ask the children what they think the witch will do next.

Syllabus link
S2,S7



Can all the children listen and identify the main point of the story? (S2)

Activity Three

Shared reading

Read the story to the children and encourage them to begin joining in with selected words and phrases. Explain unfamiliar words and phrases such as,

cackled, licking her lips, hobbled, hungry eyes, chuckled, scampered, gnawed, howled, screeched, puzzling and **reflection**.

Encourage the children to use phonic clues to help them identify new words. Help them to join in with more of the story each day.

Talk about the story with the children and ask questions to check their understanding. Ask them to tell you why they think the witch began to make herself a pair of glasses.

Syllabus link
S15,S2,S7



Can all the children use a range of skills to identify and understand new words? (S15)

Activity Four

Writing

Read the story again with the children. Ask questions to check their understanding of the story.

Write the following questions on the blackboard and read them with the children.

1. What did the three brothers steal from the witch?
2. What did the witch bring back from her garden?
3. Where did the witch go to collect stones?
4. How did the boys escape from the cage?
5. Where did the boys hide from the witch?
6. Why did the witch grab the ants' nest?

Ask the children to write a simple answer to each question in their books, for example, an appropriate answer for **question 4** would be,

Syllabus link
S14,S7,S22

'A rat chewed through the rope.'



Can all the children read with understanding? (S14)

Activity Five

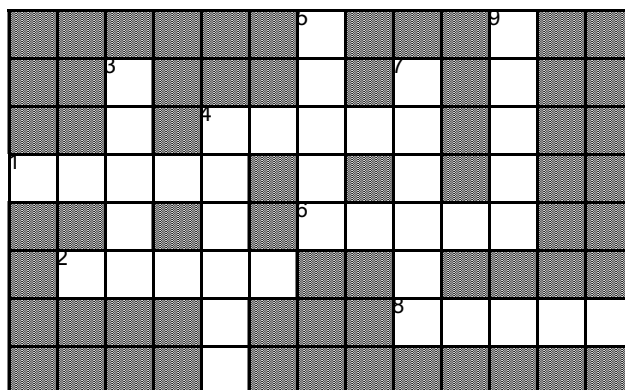
Phonics

Remind the children of the consonant clusters '**thr-**' as in **three, through** and **thrown**, and '**-tch**' as in **witch** and **catch**.

Encourage the children to think of other words beginning with '**thr-**', such as **thread, threw, throw** and **throat**, and ending with '**-tch**', such as **hatch, itch, match, scratch, watch** and **switch**.

Write the following word puzzle on the blackboard. Explain to the children that they must listen to the clues as you read them out, and match them with the numbers in the puzzle to find the answers. All the answers begin with '**thr-**' or end with '**-tch**'. For example, when you read clue 1, the children should give the word '**match**' as the answer. Ask the child who gives the correct answer to come to the blackboard and write in the word.

1. A thin stick used to light a fire.
2. The number that comes between two and four.
3. To grab or capture something.
4. (across) To make something fly through the air, such as a stone.
4. (down) Very fine cord used for making clothes.
5. The past tense of 'throw'.
6. A small clock worn on your wrist.
7. A small button used to turn something on or off, like a light.
8. To come out of an egg.
9. An evil old woman.



Syllabus link
S4,S15,K1



Can all the children identify words containing the consonant clusters '**thr-**' and '**-tch**'? (S4)

Activity Six

Word search

Write the following words from the story on the blackboard:

mangoes firewood chopped reached
frightened whispered disappeared reflection

Ask the children to work in twos and look for hidden words that can be found inside these words, for example,

disappeared disappear, is, appear, appeared, ear, are, red.

Ask the children to write a list of all the words they find.

Syllabus link
S22,S16,K1



Can all the children identify and spell a wider range of known words? (S22)

Activity Seven

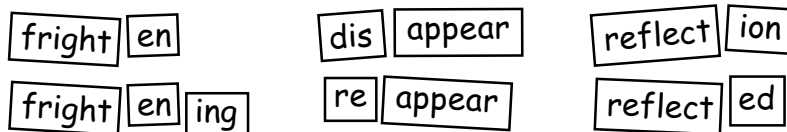
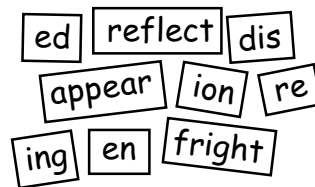
Spelling

Prepare some sets of cards for the children to use in groups of 3 or 4.

Remind the children of the words from the story,

frightened, disappeared and **reflection**.

Talk about the meaning of each word. Write the words **fright**, **appear** and **reflect** on the blackboard and explain how other words are built from these words. Ask the children to use the cards to make as many different words as they can, and to write down all the words they make, for example,



Syllabus link
S16,S23,K1



Can all the children look for and recognise the roots of words to help with new text? (S16)

Activity Nine

Story writing

Let the children imagine that they are one of the three brothers in the story. Ask them to rewrite the story, but this time from the point of view of Pongi, Moa or Tui. Encourage the children to suggest sentences for the beginning of the story. Write them on the blackboard, for example,

'Once I was stealing mangoes from a tree with my two brothers. The witch caught us and put us in a cage. She fed us every day.

Then one day she built three big ovens'

Ask the children to think about how they would be feeling when they realised that the witch was planning to eat them.

Help the children with their writing and let them check their spelling in a dictionary. Suggest improvements and changes the children could make and let them redraft their work and include illustrations and a title.

Display the stories in the classroom.

Syllabus link
S21,S22,A4,A5



Can all the children write a short story and redraft it following advice from their teacher? (S21)

Activity Nine

Drama

Read the story again with the children and point to the words which describe the voice of the witch, such as

cackled, laughed, chuckled, howled and screeched.

Use expression in your voice as you read to emphasise the different voices. Explain that the words 'cackled' and 'chuckled' have a similar meaning to the word 'laughed'. Also point to the word **whispered** on page 10. Ask the children to tell you what this word means.

Let small groups of children take turns to read aloud parts of the story, for example, on page 6, different children could read the parts of the three brothers and the witch. Encourage the children to use appropriate expression in their voices for questions, and to laugh and chuckle as if they were the witch.

Syllabus link
S12,S17



Can all the children use tone of voice and stress to convey meaning? (S12)

Activity Ten

Handwriting

Remind the children of the joins for the letters 'thr' and 'tch'. Demonstrate the joins several times on the blackboard for the children to see. Give the children time to practise and check that they are forming and joining the letters correctly. Let the children make up a simple sentence to practise their handwriting, for example,

'I watched a witch catch three brothers.'



Syllabus link
S19,S4,S20



Can all the children join the letters 'thr' and 'tch' consistently? (S19)

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity.

Under the Ngali Nut Tree

Suggested for term

Three

Activity One

Morning Talk

Use Under the Ngali Nut Tree to begin a discussion in Morning Talk each day. Ask if the children like ngali nuts, or can tell stories about collecting ngali nuts in the bush. Ask questions such as,

"Who has collected ngali nuts from the bush?

Where did you find them?

How did you break open the shells?" etc.

Talk about how ngali nuts can be used in different foods such as puddings.

Introduce discussions about what happened during the war between the Americans and the Japanese. Ask the children if they have family members such as grandparents who were alive during that time.

Encourage the children to speak clearly in English. Praise them when they use English and help them with their pronunciation of words.

Syllabus link
S7,S1,K1



Can all the children choose appropriate answers to a variety of question types? (S7)

Activity Two

Shared reading

Use Under the Ngali Nut Tree for shared reading.

Begin by talking about the cover. Ask the children what the girl in the picture is doing and what she has in her basket. Read the title and the names of the author and illustrator.

Let the children say what they think the story will be about.

Explain that the story is set on the island of Vella Lavella in Western Province.

Show the children a map of Solomon Islands and point to Vella Lavella.

Read the story to the children, pointing to the words and the pictures as you read. On page 7, give the children time to look at the picture and think about what the two girls have found.

Syllabus link
S2,S7



Can all the children listen and identify the main point of the story? (S2)

Activity Three

Shared reading

Read the story to the children and encourage them to begin joining in.

Prompt them by pausing to allow them to read selected words and phrases.

Encourage them to use context and phonic clues.

Explain unfamiliar words such as,

adventurous, expected, scraping, rusty, coastwatcher, messages
and **rescued**.

Encourage the children to join in reading more of the story each day and ask questions to check their understanding.

Syllabus link
S15,S2,S7



Can all the children use a range of skills to identify and understand new words? (S15)

Activity Four

Spelling

Write the following words from the story on the blackboard:

coastwatcher, undergrowth, something, everything.

Show the children that these are words made from two words joined together.

Write the words **some** and **every** on the blackboard, together with other

some

every

times

one

where

body

thing

how

Ask the children to see how many compound words they can make beginning with **some** and **every**, ('some' will join with all of the words, but you cannot join 'every' with 'times' or 'how').

Syllabus link
S22,S15,S16



Can all the children spell a range of known words including 'compound' words? (S22)

Activity Five

Speaking and listening

Invite an older member of the community who can remember the war between the Americans and the Japanese to come into the classroom and talk to the children.

Encourage the children to listen carefully and to ask questions.

Syllabus link
S8,A3



Can all the children ask questions including those beginning how and why? (S8)

Activity Six

Grammar

Write the following sentences on the blackboard. Read the sentences and the list of adjectives with the children. Then ask them to write out each sentence, using one of the three adjectives to fill in the gap. The children must choose the adjective which they think fits best.

They crossed a _____ stream. (steep) (shallow) (tall)

Jessica used a _____ stone to break open the nuts. (heavy) (small) (soft)

The girls found _____ pieces of metal hidden in the bush. (new) (rusty) (short)

They listened to Grandfather's _____ story. (funny) (quick) (interesting)

We were given a _____ bag of rice. (large) (hungry) (empty)

One day in 1943 there was a _____ battle. (fierce) (quiet) (short)

Syllabus link
K1,S15



Can all the children choose from a range of vocabulary including adjectives? (K1)

Activity Seven

Phonics

Teach the children the sound made by the letters 'scr-' when they appear together at the beginning of a word, as in the word **scraping** on page 6 of the story. Let the children demonstrate the meaning of this word.

Ask the children to help you make a list of other words beginning with the 'scr-' sound, for example:

scrap, scrape, scratch, scream, screw, scribble, scrub and scruffy.

Read the words with the children and help them to pronounce the 'scr-' sound correctly. Ask them to make up some sentences of their own containing one or more of the words.

Syllabus link
S4,S15,K1



Can all the children listen to and identify words beginning with the 'scr-' sound? (S22)

Activity Eight

Handwriting

Remind the children of the joins for the letters 'scr'. Demonstrate the joins several times on the blackboard for the children to see. Give the children time to practise and check that they are forming and joining the letters correctly.

Let the children make up a simple sentence to practise their handwriting.



Syllabus link
S19,S4,S20



Can all the children join the letters 'scr' consistently? (S19)

Activity Nine

Story writing

Read the story again with the children and concentrate on the part where the grandfather is telling his story. Ask the children questions such as:

"Would you have liked being a coastwatcher?

What would it have been like?

What would you have seen?

Would it have been dangerous?" etc.

Ask the children to rewrite Grandfather's story about being a coastwatcher.

Let them tell the story in the 'third person' (i.e. not using the word 'I' as grandfather does, but writing their story about someone else).

Give the children ideas for how to begin their story, for example:

'One day in 1943 the coastwatchers on Vella Lavella saw a fierce battle.

There were American and Japanese aeroplanes fighting in the sky

.....'

Help the children with their writing and let them check their spellings in a dictionary. Ask them to write a second draft with improvements and changes.

Let the children think of a title for their story.

Staple the stories together to make a book, or use them to make a display in the classroom.

Syllabus link
S21,S22,A4,A5



Can all the children write a short story and redraft it following advice from their teacher? (S21)

Activity Ten

Grammar

Write the following set of words on the blackboard.

to	morning	set	return
the	time	it	The
they	early.	next	village.
Soon	to	off	was

Explain that there are two sentences from the story hidden inside the box. Ask the children to write out the sentences ('Soon it was time to return to the village.' and 'The next morning they set off early.')

The children must use all sixteen words in the box.

Repeat this activity with another two sentences from the story.

Syllabus link
S21,S15

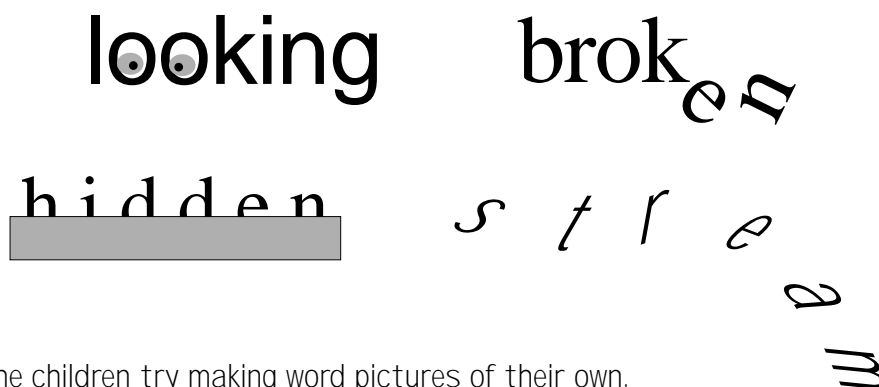


Can all the children identify and write short sentences from the story? (S21)

Activity Eleven

Word game

Show the children how to make 'word pictures' using some of the words in the story. 'Word pictures' are words in a shape or design to indicate their meaning. For example:



Let the children try making word pictures of their own.

Suggest some words for them to use, such as,

falling, cracked, snake, jumping, caterpillar, tall, etc.

Syllabus link
K1,S1,S19



Can all the children understand and use a wider vocabulary? (K1)

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity.

Gugutapongi

Suggested for term

Three

Activity One

Morning Talk

Use Gugutapongi as a topic for Morning Talk each day.

Ask if any of the children have seen an octopus. Talk about the places where octopuses live and what they look like.

Ask questions such as,

"How many legs does an octopus have?

How big can they grow?

Do you think they are dangerous? Why?

What would you do if you saw an octopus?" etc.

Ask the children to give reasons for their answers, for example, let them tell you why they think octopuses might be dangerous.

Encourage the children to speak clearly in English. If necessary, help them to correct their mistakes by repeating their sentences.

Syllabus link

S7,S9,S1



Can all the children answer a variety of question types and express an opinion? (S7,S9)

Activity Two

Shared reading

Use Gugutapongi for shared reading.

Begin by talking about the cover. Read the title and the names of the author and illustrator. Ask the children to describe what they can see in the picture and to tell you what they think the story will be about.

Explain that the story is set in Lake Tegano on Rennell Island. Show the children a map of Solomon Islands and point to Rennell Island and Bellona Island.

Read the story to the children, pointing to the words and pictures.

Use expression in your voice to make the story more exciting.

Syllabus link

S2,S7



Can all the children listen and identify the main point of the story? (S2)

Activity Three

Shared reading

Read the story to the children and let them begin joining in when they can. Pause to allow the children to complete sentences and encourage them to use phonic clues to help them identify words, for example, 'bl-' (blow), 'sl-' (slide), 'dr-' (drag), etc. Explain the meaning of unfamiliar words such as,

bubbles, surge, foam, boiling and froth.

Encourage the children to join in with more of the story each day.

Leave the story in the book corner and allow time for individual reading.

Ask questions to check the children's understanding of the story, for example,

"Why did everyone stop fishing on the lake?

Why did Moa need all his seven brothers to help kill Gugutapongi?" etc.

Syllabus link

S15,S1,S2,S13



Can all the children use a range of skills to identify and understand new words? (S15)

Activity Four

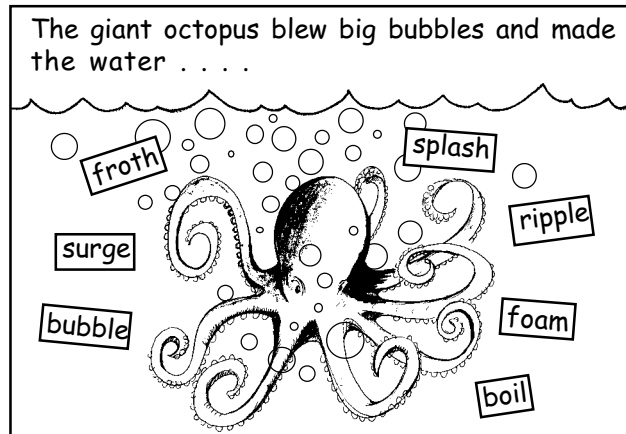
New vocabulary

Read the story again and point to the words which describe the movements in the water caused by the giant octopus:

surge, foam, boil, bubble and froth.

Ask the children if they can think of any other similar words, such as **splash** and **ripple**.

Let the children draw a picture of the octopus and add the words to show what happens to the water. Use the children's work to make a display in the classroom.



Syllabus link
K1,S15



Can all the children understand and use more complex vocabulary? (K1)

Activity Five

Phonics

Teach the sound made by the letters 'o' and 'a' when they appear together in a word, as in **Moa** and **foam**. Ask the children to name other words which contain the '-oa' sound, for example,

boat, coat, croak, float, goat, loaf, road, soap and toad.

Read the words with the children and help them to pronounce the sound correctly.

Ask them to make up some short sentences of their own containing one or more of these words and read them aloud to practise the '-oa' sound.

Syllabus link
S4,S15



Can all the children listen to and differentiate between vowel sounds? (S4)

Activity Six

Writing

Read the beginning of the story again with the children:

'Once upon a time a giant octopus lived in Lake Tegano on Rennell Island.'

Talk about how stories begin. Explain that the phrase, 'Once upon a time,' is a traditional way of beginning stories in English. Ask the children to look at some other Nguzu Nguzu stories to find other common phrases that are used to begin a story, for example,

Long ago

A long time ago

One day

Ask the children to make a list of these phrases and think of other ideas of their own.

Syllabus link
A4,S22



Can all the children understand the purpose of different types of writing? (A4)

Activity Seven

Handwriting

Begin with some warm-up patterns for the letters 'o' and 'a'. Remind the children how to join these two letters. Demonstrate on the blackboard and give them time to practise. Let the children practise the join by writing some of the words from Activity Five, such as, **boat, croak, float, goat, loaf, road and soap.**



Syllabus link
S19,S4



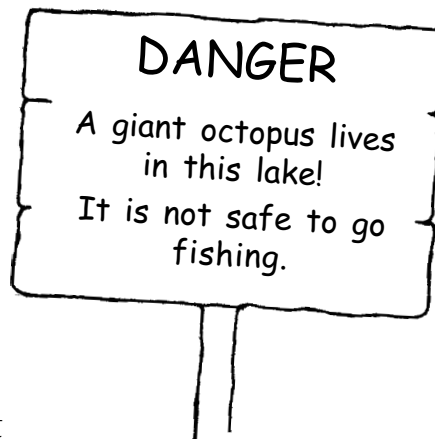
Can all the children join the letters 'o' and 'a' consistently? (S19)

Activity Eight

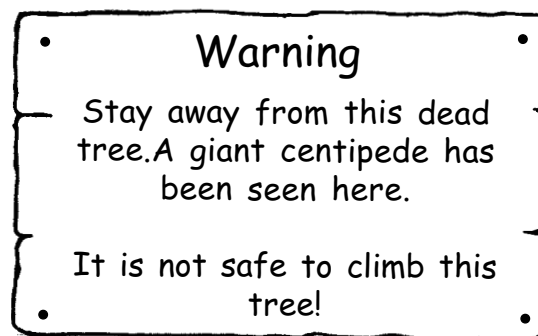
Writing

Ask the children to design and write a notice to warn people about Gugutapongi the giant octopus. Talk to the children about the type of words they might use for their notice, such as 'Danger', 'Stop' and 'Warning'.

Remind the children that their notice should be written clearly so that it is easy to read. Help the children with their writing. Encourage them to redraft their first attempt with improvements and changes.



Next ask the children to think of a new giant animal. Ask them to write a notice about their giant animal to warn people away from where it lives. Use the children's work to make a display in the classroom.



Syllabus link
S21,A2,A4

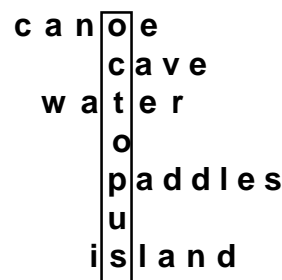


Can all the children write short messages based on the story? (S21)

Activity Nine

Spelling

Choose a word from the story, such as **octopus**, and write it on the blackboard. Ask the children to take turns to add another word from the story, so that it shares a letter with 'octopus', such as **canoe**. Ask the children to add as many different words as they can. Repeat this with other words from the story.



Syllabus link
S22,S19



Can all the children spell a range of known words from the story? (S22)

Activity Ten

Shared writing

Read Gugutapongi again with the children and discuss the main points of the story.

Ask the children to help you write a new story about an octopus. Talk about where the octopus might live, how big it might be and why it might be dangerous.

Let the children suggest words and sentences for the story.

Encourage them to begin with one of the phrases they thought of in Activity Six.

Write the children's sentences on the blackboard, for example,

'A long time ago a huge octopus lived beside a reef in Malaita.

All the villagers and fishermen were frightened of the octopus.

.....'

When the story is complete, read it with the children and ask if there is anything they would like to change or improve.

Divide the children into groups and ask each group to work together to write the new story on large pieces of paper.

Let each group illustrate their pages.

Let them think of a title for the new story and illustrate it with pictures.

Help each group to join their pages together to make a big book.

Syllabus link
S21,S2,A4



Can all the children help to write and illustrate a short book? (S21)

Activity Eleven

Word game

Write the following words from the story on the blackboard:

seven, scared, rise,

jaws, paddles, never,

eight and deep.

Ask the children to arrange the words into a 'word stair', so that each word begins with the last letter of the one before it.

Let the children make up some 'word stairs' of their own

j a w s
c
a
r
e
d e e p
a
d
d
l
e
s e v e n
e
v
e
r i s e
i
g
h
t

Syllabus link
S1,S19



Can all the children listen and respond to instructions for playing a word game? (S1)

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity.

Bright Ideas



Use a strong cardboard box to store and display books. Cut the box at an angle and fold another piece of card to make 'steps' inside the box. Support the books with lengths of bamboo.

Make a bookstand with lengths of bamboo. Tie three lengths of bamboo together to make the stand and tie on a fourth piece to support the book.

Make a display board from a piece of sloping cardboard covered with calico. Glue sand or sandpaper onto the back of cardboard labels so that they will stick onto the calico.



Term Four

<i>Gwasu's Coin</i>	<i>pages 170 - 173</i>
<i>Mautikitiki and the Coconut Crab</i>	<i>pages 174 - 177</i>
<i>Zaleseko's Secret</i>	<i>pages 178 - 181</i>
<i>Granny Maria</i>	<i>pages 182 - 185</i>
<i>The Malauhu</i>	<i>pages 186 - 189</i>
<i>Kanaka Boy</i>	<i>pages 190 - 193</i>
<i>The Boe-Boe Man</i>	<i>pages 194 - 197</i>
<i>Christina goes to Lata</i>	<i>pages 198 - 201</i>

Gwasu's Coin

Suggested for term

Four

Activity One

Morning Talk

Talk about the story with the children.

Ask the children to say what they think about how Gwasu behaved in the story.

Ask them to explain and give reasons for what they say.

Ask the children to say what they would do if they had a magic coin.

Ask them to give reasons for what they say.

Encourage the children to speak in English. Help them to gain confidence by not pointing out their mistakes. If they make a mistake, just repeat their sentence correctly.

For example, if a child says, 'Gwasu lose his coin,' you should say,

'Yes, Gwasu lost his coin'.

Syllabus link

S9,S1,S7



Can all the children express an opinion about the story? (S9)

Activity Two

Shared reading

Use Gwasu's Coin for shared reading. Ask the children to describe what they can see in the cover picture. Read the title and the names of the author and illustrator. Ask the children what they think the story will be about.

Read the story without interruption so that the children can enjoy listening to it.

Read the story once again. Help the children to understand words such as,

nearby, slithered, realised, strange, gift, chosen, snatched,

appeared, magic, jealous, searched, disappeared and selfish.

Write these words on flash cards and show them to the children as you read the story. Ask the children to join in reading these words as you show the flash cards.

If you can, write the story on large sheets of paper so that the children can join in reading the whole story.

Syllabus link

K1,S17



Do all the children understand the vocabulary of the story? (K1)

Activity Three

Shared reading

Let the children join in reading the story again. By the end of the week they should be able to read the story by themselves.

Copy the story onto big sheets of paper or onto the blackboard.

Talk to the children about the punctuation used in the story, especially speech marks. Use expression in your voice to make it clear that the characters in the story are speaking.

Ask questions to check the children's understanding, for example,

"What was the snake's warning?

Why did Gwasu lose his magic coin?" etc.

Syllabus link

S2,S7,S17



Can all the children identify the main point of the story and supporting details? (S2)

Activity Four

Grammar

In the story, Gwasu's brother caught a big fish. Gwasu wished for a bigger fish. The words **big** and **bigger** are used to compare the two fish. If there were three or more fish, Gwasu's would be the **biggest**.

'Bigger' is a comparative and 'biggest' is a superlative. Ask the children if they know the comparatives and superlatives of these words.

- | | |
|---------------------------|------------------------------|
| 1. old (older, oldest) | 2. good (better, best) |
| 3. long (longer, longest) | 4. happy (happier, happiest) |
| 5. fine (finer, finest) | 6. large (larger, largest) |

Write the following sentences on the blackboard. Ask the children to choose the correct word to fill in the space each time.

1. Gwasu saw the _____ snake he had ever seen. **hardest**
2. Gwasu wore the _____ clothes. **largest** **finest**
3. Gwasu's fish was _____ than his brother's. **bigger**
4. Gwasu became the _____ working boy in the garden.

Syllabus link
K8,K1



Can all the children use comparatives and superlatives correctly? (K8)

Activity Five

Grammar

Read Gwasu's Coin once again. In the story, food and sail fish appeared when Gwasu made a wish. Ask the children if they know the opposite of '**appeared**', (disappeared). Show the children that the prefix '**dis-**' is added to 'appeared' to make 'disappeared.' Ask the children to help you think of other words which have the prefix 'dis-'. Write them on the blackboard.

disagree	disallow	disbelieve
disapprove	disobey	disqualify

(Note. Words such as distance, display, dish and disturb should not be confused with words having the prefix 'dis-'.)

Write the following sentences on the blackboard. Ask the children to rewrite the sentences using the prefix 'dis-'.

For example: 1. **The team disagreed on the colour of their new uniform.**

1. The team could not agree on the colour of their new uniform.
2. The naughty player would not obey the referee.
3. The referee would not allow the goal.
4. The team did not approve of the referee's decision.

Syllabus link
S23,K1



Can all the children spell words with a prefix? (S23)

Activity Six

Speaking, listening and writing

Ask the children to imagine that Gwasu went to report his missing coin to the police. What questions might the police ask?

Copy a blank police report form (like the one below) onto the blackboard.

Ask the children to copy the report.

Next the children work in pairs. One child acts the role of the police officer, the other of Gwasu. The police officer asks Gwasu questions and fills out the report by writing down Gwasu's answers.

<u>POLICE REPORT (MISSING PROPERTY)</u>	
Police Station	<u>Lata</u>
Officer taking statement	<u>Philip Aneo</u>
Person making statement	<u>Gwasu</u>
Property lost	<u>one magic coin</u>
Description	<u>silver, with magic powers</u>
Place where the property was lost	<u>under Gwasu's sister's house</u>
Date	<u>28th September, 1999</u>
Details of incident	<u>Gwasu was holding the magic coin. A sailfish</u> <u>jumped and knocked the coin out of his hand. It rolled under</u> <u>his sister's hand and</u>

Let the children swap roles and repeat the activity.

Syllabus link
S7,S21,A2,A4



Can all the children answer a variety of question types quickly and precisely? (S7)

Activity Seven

Phonics

Teach the children the sound made by the letters 'oi' as in the word **coin**.

Check that the children can pronounce this word correctly.

Ask the children to help you make a list of other words containing the 'oi' sound, for example,

boil, coil, join, oil, point and spoil.

Ask the children to make up some sentences of their own containing some of these words, and to read them aloud to practise the sound.

Syllabus link
S4,S15



Can all the children pronounce clearly words containing the 'oi' vowel sound? (S4)

Activity Eight

Writing

Ask the children to make a list of the things they might wish for if they had a magic coin, for example:

a new canoe	a fast engine	a sharp knife	a new football
a red dress	a loud radio	a shiny bicycle	a lively puppy

Now ask the children to make their list into a poem by using a repeated first line, for example,

Magic coin, magic coin, give me a new canoe.
Magic coin, magic coin, give me a fishing line.
Magic coin, magic coin, give me a fish for tea.

The children could use other first lines, such as,
'Coin, coin, I wish I had ' or,
'Magic coin, give to me '

Ask the children to write a best copy of their poems using joined handwriting.

Syllabus link
S21,S19,A4



Can all the children write a short poem? (S21)

Activity Nine

Writing

Let the children make small diaries from card and paper.
Ask the children to write a diary based on Gwasu's Coin. The diary could start on Monday with Gwasu finding the coin. On Tuesday it could be about what Gwasu wished for and so on. For example:

<p>Monday.</p> <p><i>Today a strange thing happened to me. I was sleeping in the bush when I heard someone calling my name</i></p>	<p>Tuesday.</p> <p><i>Today I wished for some new clothes and a</i></p>
---	--

Let the children draw pictures to illustrate their diaries.
Put the diaries in the book corner for all the children to read.

Syllabus link
S21,S19,S20



Can all the children write and illustrate a diary? (S21)

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity.

Mautikitiki and the Coconut Crab

Suggested for term

Four

Activity One

Morning Talk

Use Mautikitiki and the Coconut Crab as a starting point for discussions in Morning Talk each day.

Talk about the coconut crab. Find out what the children know about coconut crabs? Ask questions such as,

"Why would a giant coconut crab be very dangerous?

What other giant animals would be dangerous? Why?

What giant animal would not be dangerous? Why not?"

Mautikitiki is the hero of the story. Ask the children what 'hero' means.

Ask the children to tell their own custom stories about heroes and monsters.

Show them how to use their voice to make the story more dramatic and exciting.

Encourage the children to listen to stories on the radio. Ask them to retell the stories they hear.

Syllabus link
S12,S5,S7



Can all the children use tone, rhythm and stress to convey meaning? (S12)

Activity Two

Shared reading

Use Mautikitiki and the Coconut Crab for shared reading.

Read the title and the names of the author and illustrator.

Read the story to the children. Use tone, rhythm and stress in your voice to make the story exciting.

Read the story again. Ask the children to use context clues (the other words in the sentence) and picture clues to help them tell the meanings of these words:

remote, seek, sobbed, platform, turmeric, patterns, spare, might
and **honour**.

Ask questions about each page of the story to check the children's understanding.

For example,

"Where was Mautikitiki going?

Why did Mautikitiki land his canoe?

Why did Mautikitiki search the village?

How did Mautikitiki find the girl?

What did the girl tell Mautikitiki?

What did Mautikitiki paint on his body?

What did the coconut crab ask Mautikitiki to do?

How did Mautikitiki trick the coconut crab?

Why did the village people come back to their village?

How did the people thank Mautikitiki for killing the coconut crab?"

Syllabus link
S2,S1,S15



Can all the children listen and identify the main points of the story and the supporting details?

Activity Three

Shared reading

Make a reading corner in your classroom.

Let the children sit together on mats in the reading corner so that they can all see the story book.

If you have a big class, divide them into two smaller groups for shared reading.

Ask the children to join in with some words as you read the story.

Write some of the more difficult words on flash cards, for example,

paddling, suddenly, remote, seek, shelter, turmeric and honour.

If you can, copy the story onto large sheets of paper to make a big book.

Read the story with the children two or three times. Discuss the vocabulary, punctuation and spelling.

Put the story in the book corner. Give time for the children to read the story silently by themselves and aloud to each other in small groups

Syllabus link
S17,S13,S14,S15



Can all the children read known stories aloud? (S17)

Activity Four

Question and answer

Ask the children some questions about the story, such as,

"How did Mautikitiki get to the island?

Why had all the people run away?

Why did the coconut crab step into the fire?"

Now ask the children to make up their own questions, especially those beginning with 'how' and 'why'.

Let the children ask their questions and all the class try to answer.

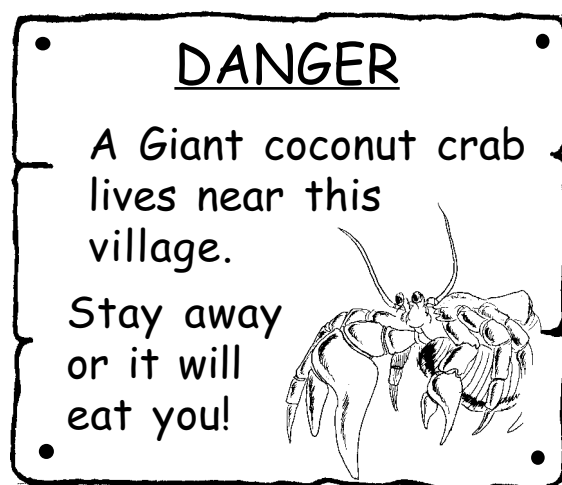
Syllabus link
S8,S7



Can all the children ask questions including those beginning *how* and *why*? (S8)

Activity Five

Writing



Ask the children to design a notice that could be placed near the village to warn people about the giant coconut crab.

Let them suggest words and phrases that could be used.

Write these on the blackboard.

Ask the children to write a draft copy of their notice and check their spellings in a dictionary.

Then give them pieces of paper to produce a best copy with illustrations.

Syllabus link
S21,S19,A4



Can all the children write and illustrate a notice based on the story? (S21)

Activity Six

Grammar

Nouns are the names of things.

The names of people and places are called 'proper nouns'.

Ask the children to find some nouns in the story. Write them on the blackboard.

storm, canoe, wind, beach, village, house, bowl, coconut crab.

Some nouns have a describing word or adjective in front of them, such as

'**great storm**' and '**remote beach**'. Talk about these adjectives.

Make a list of adjectives and a list of nouns on the blackboard.

remote	storm
great	pattern
nearby	wind
strong	beach
beautiful	village
wooden	house
small	bowl
huge	coconut crab

Ask the children to match each noun with the correct adjective.

Ask them to write a sentence using each noun and adjective. For example,

'Mautikitiki landed his canoe on a **remote beach**.'

Syllabus link
K1,S2

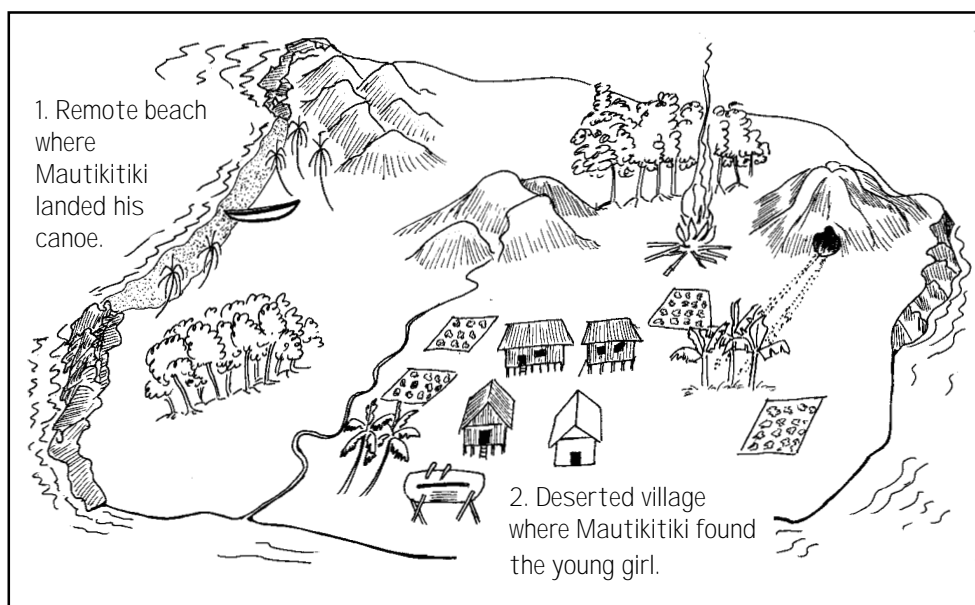


Can all the children understand and use complex vocabulary? (K1)

Activity Seven

Writing

Ask the children to draw an imaginary map of an island to show events from the story. Ask them to draw all the places from the story and write what happened there.



Syllabus link
S21,S2,S19



Can all the children draw a map and write about it? (S21)

Activity Eight

Speaking

Ask the children how the people knew it was safe to return to the village, i.e. when Mautikitiki beat the village drum. Let the children tell you other ways of sending messages. Write a list on the blackboard, for example,

conch shell, letter, radio, telephone, etc.

Ask the children to imagine they have to send a 'service message', like the ones broadcast on S.I.B.C., to tell the people of the village that it is safe to return.

Help the children with ideas for words and phrases to use.

Let them write out their message in their books, for example:

To:	the people of the deserted village on Bellona.
From:	Mautikitiki.
This is to tell you that the giant coconut crab is dead. It is now safe for you all to return to the village. Anyone hearing this message, please pass it on.	

Ask the children to read out their messages. Let them imagine that they are a radio announcer and speak in a loud clear voice.

Syllabus link
S12,S10,S21,A3



Can all the children use appropriate tone of voice to convey meaning? (S12)

Activity Nine

Writing

Ask the children to make a new story about Mautikitiki and another giant animal for the children in Standard One.

This could be about Mautikitiki and the giant shark, eagle, snake or spider.

Ask the children to think of a new way for Mautikitiki to kill the giant animals.

Discuss the children's ideas and let them write their stories.

Remind the children to use commas, full stops and other punctuation correctly and to check their spelling in a dictionary.

Read each finished story with each child.

Give advice on how to improve the story. Suggest using new vocabulary to make the story more interesting.

Syllabus link
S21,S22,S25



Can all the children write for an audience outside the classroom? (S25)

Activity Ten

Reading

Let the children finish their stories and draw pictures.

Arrange for the children to read their stories to the Standard One class.

First let them practise reading to a partner in their own class so that they can learn to read in a loud voice with confidence and expression.

Syllabus link
S17,S12



Can all the children read their stories aloud, with confidence and expression? (S17)

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity.

Zaleseko's Secret

Suggested for term

Four

Activity One

Morning Talk

Use Zaleseko's Secret to begin a discussion in Morning Talk each day. Explain the word 'secret' and ask the children what it means to have a secret. Talk about snakes, and the other animals that appear in the story, such as sharks, rays and eels. Ask questions such as,

"Who has seen a snake?

How did you feel when you saw it?

What did it look like?

How big was it?

Do you think snakes are dangerous? Why?" etc.

Encourage the children to ask questions of their own.

Help the children to speak clearly in English. Help them with their grammar and pronunciation by repeating their sentences correctly.

Syllabus link

S7,S9



Can all the children answer a variety of question types? (S7)

Activity Two

Shared reading

Use Zaleseko's Secret for shared reading each day.

Show the children the cover of the book. Read the title and the names of the author and illustrator. Ask the children what they can see in the cover picture.

Read the story to the children so that they can enjoy listening to it.

Ask the children to predict what might happen next in order to engage them in the story. For example, before turning to page 12, ask the children what they think Rorovo will see inside the house.

Show the pictures as you read.

Use expression in your voice to add interest and meaning to the story, and to give the children experience of tone, rhythm and stress.

Read the story again.

Ask questions about the first few pages, such as,

"What was Choiseul like in the past?

Who lived there?

How did the first people come to Choiseul?

What did they do there?" etc.

Let the children themselves ask questions about the later part of the story.

Put the story book in the reading corner. Give the children time to read the story aloud to each other in groups.

Syllabus link

S2,S7,S8,S17



Can all the children listen and identify the main points of the story and supporting details? (S2)

Activity Three

Shared reading

Read the story again.

Look at the vocabulary, grammar and punctuation.

Ask the children to explain the meaning of some new and unfamiliar words from the story, such as,

strange, creatures, coiled, crept, frightened, and horrified.

Write the words on flash cards and encourage the children to join in reading the words when you show the cards. Help the children to find words which mean almost the same as each new word, for example,

strange - unusual,	creatures - animals	coiled - twisted
frightened - scared	horrified - shocked	crept - sneaked.

Syllabus link
K1,S15



Do all the children know a more complex vocabulary? (K1)

Activity Four

Punctuation

Point to the apostrophe in the title of the story and ask the children to explain what it shows. (Zaleseko's - belonging to Zaleseko.)

Point to the apostrophes on page 5 (didn't) and page 10 (isn't). Ask the children what these show. (didn't - an abbreviation of did not; isn't - an abbreviation of 'is not'.) Ask the children to help you think of other examples of the use of the apostrophe, such as,

I'm (I am), **I'll** (I will), **we've** (we have), **we'll** (we will) **they've** (they have),
wouldn't (would not), **couldn't** (could not), **can't** (cannot), etc.

Write some sentences with the apostrophes missing, for example:

1. My fathers outboard engine wouldnt start.
2. I couldnt go to school when I was sick.
3. Next week Im going to my sisters wedding.
4. Tomorrow well borrow my brothers canoe.

Ask the children to copy the sentences and put in the missing apostrophes.

Syllabus link
S24,S26



Can all the children use apostrophes correctly in their writing? (S24)

Activity Five

Phonics

Teach the children the sound made by the letters '**sh-**' as in the word **shark**.

This is a sound which many children pronounce incorrectly as 'ss-'.

Emphasise the sound and use it in different sentences.

Ask the children to help you make a list of words beginning with 'sh-', such as,

should, shall, shell, shelf, shelter, shoulder, ship, shop, shut,
shame, shallow and show.

Pin the list up in the classroom and encourage the children to think of more 'sh-' words during the week. Ask them to make up sentences and say them, using the correct pronunciation of the '**sh-**' sound.

Syllabus link
S4,S15



Can all the children identify and pronounce clearly words beginning with the 'sh-' sound? (S4)

Activity Six

Drama

Let the children work in mixed groups of 6 or 7.

Ask each group to make a drama about Zaleseko's Secret.

Each group should have a reader to narrate the story and some actors to play the main characters in the story. Encourage the actors to think of words to say for example, when Zaleseko tells Rorovo that the snake was her mother.

Let the children prepare costumes, pictures and scenery. Ask the groups to rehearse their drama so that they can speak clearly and confidently.

Let them perform their drama for the other children at school assembly time or for parents at a class assembly or open day.

Syllabus link
S12,S10



Can all the children use tone of voice, rhythm and stress to convey meaning? (S12)

Activity Seven

Grammar

Talk to the children about some of the nouns and verbs used in the story.

Remind them that a **noun** is the name of a person, place or object and a **verb** is a 'doing word' - a word to describe an action.

Read the story again and emphasise some of the verbs used in the story.

Write this set of words on the blackboard and read them with the children.

found	built	island	saw
forests	canoe	chased	lived
sharks	village	snake	hide
girl	house	collect	crept
kumara	garden	threw	river

Ask the children to copy the words into two separate lists, one of nouns and one of verbs.

nouns	verbs
island	found
forests	built
canoe	saw
sharks	

Syllabus link
K1,S19



Can all the children use and understand some more complex vocabulary from the story? (K1)

Activity Eight

Poetry

Ask the children to think of words which describe the snake in the story, such as,

secret, coiled, fierce, slimy, giant, green, etc.

Pick some of the words to use to make a poem in the shape of a snake.

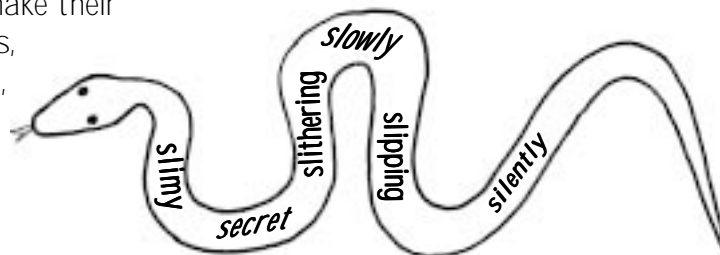
Ask the children to make their

own poems about eels,

sharks, snakes, trees,

canoes, the sea,

ivers, etc.



Syllabus link
S21,A4,K1



Can all the children write and illustrate a short poem? (S21)

Activity Nine

Writing

Look at page 2 of the story with the children. Read the words on the page and ask them to look for the 'strange magical creatures' in the picture. Let the children tell you what they can see.

Ask the children to imagine what the 'strange magical creatures' might be like.

Make a list of adjectives to describe them, for example,

tall, hairy, fierce, frightening, colourful, clever, magic, etc.

Ask the children to write about a creature they might meet in the dark forest.

Encourage the children to use interesting vocabulary to describe the creature.

Next, ask the children to write a draft story about the strange creature.

Read the children's stories and offer ideas for improvements.

Let the other children read the stories and offer advice as well.

Let the children rewrite their stories with improvements, in joined handwriting and using a dictionary to check their spelling.

Let the children draw pictures to illustrate their story .

Make a display of the children's work.

Syllabus link
S21,S22,S23,S19



Can all the children write a draft story and rewrite it with improvements? (S21)

Activity Ten

Bingo game

Write the following nouns from the story on the blackboard:

island, forest, creature, food, fish, sea, ray, eel, canoe, shark, village, snake, girl, house, baby, kumara, garden and river.

Ask the children to make a bingo card with six boxes and choose six of the words to write inside the boxes.

Read out clues or meanings for the words,

for example:

"An area of land surrounded by water." (island)

"A place to grow vegetables." (garden)

"A place where people live together." (village)

If the children have written the words **island, garden** and **village** on their bingo card they cross them. The first child to cross all their words shouts, 'Bingo!'

and wins the game.

kumara	village
island	shark
river	garden

Syllabus link
K1,S1



Can all the understand the vocabulary used in the story? (K1)

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity.

Granny Maria

Suggested for term

Four

Activity One

Morning Talk

Use Granny Maria to start of a discussion in Morning Talk each day.

Ask the children to tell the class about their grandparents.

What things do they like to do? What stories do they tell?

Talk about the older people who live in the village.

Talk about how the children laughed at Granny Maria when she made mistakes.

Ask the children what they think about this. Ask them how they think children should behave towards older people.

Let the children express their opinions and give reasons for what they say.

Talk about hospitals and clinics. Ask the children if any of them have been admitted to hospital or had treatment at a clinic. Ask them to tell the class what happened.

Encourage the children to speak clearly in English. Help them with their grammar and pronunciation.

Syllabus link
S9,S7,S11



Can all the children express an opinion? (S9)

Activity Two

Shared reading

Use Granny Maria for shared reading.

Begin by discussing the cover. Read the title and the name of the author and illustrator. Ask the children what they think the story will be about.

Read the story to the children without interruption. Let them enjoy listening to the story and looking at the pictures.

Read the story again.

Ask questions about the first few pages, for example,

"How old was Granny Maria?

What did she pick instead of lekona leaves?

Why couldn't Granny Maria collect water to drink?"

Encourage the children to ask the class questions about the later pages.

Point to parts of the eye as you read page 9.

Point to the blurred section of the picture on page 14. Ask the children what this shows (i.e what Granny Maria could see when she opened her eyes).

Put the story in the book corner. Allow time for the children to read the story together in small groups.

Syllabus link
S2,S1,S7,S17



Can all the children listen and identify the main point of a story and supporting details? (S2)

Activity Three

Shared reading

Read Granny Maria again and encourage the children to begin joining in with some words and phrases.

Help the children to understand the more unfamiliar words, such as,

important, announcement, specialist, eldest, ointment, cloudy, iris, lens, cataracts, operation, theatre, injected, anaesthetic, scalpel, damaged, plastic, bandage, gathered and blurred.

Write these words on flashcards. Read the story again. When you come to one of these words, show the card and ask the children to join in and read the word. Show the children how to use context clues to understand new and unfamiliar words. For example, on page 11 is the word **scalpel**. The other words in the sentence tell us that a 'scalpel' is sharp and it is used to cut, so a scalpel must be a type of knife.

Help the children in the same way with other words, such as **blurred** and **bandage**. Also use the pictures in the book to help the children.

Syllabus link
S15,K1



Can all the children identify new words using context clues (S15)

Activity Four

Vocabulary

Read the story again and look at the pictures on pages 10 and 11.

Ask the children to name some of the people and things they can see in the pictures. Ask them to make a list of 'hospital words', including some of the words from the story, for example:

nurse, doctor, operation, bandage, scalpel, medicine, bed and ward.

Hospital words	Eye words
nurse	cataracts
doctor	iris
operation	lens
bandage	pupil
.....
.....

Ask the children to write their list of words in their exercise book.

Help them to check their spellings.

Use page 9 of the story to help the children to make another list, this time of words relating to the eye.

Syllabus link
K1,S2,S22



Can all the children understand some vocabulary useful in the wider community? (K1)

Activity Five

Speaking and listening

Invite a nurse or health worker to come to the class and tell the children more about the parts of the eye, and about why some people need to wear glasses.

Before the talk, encourage the children to think of questions they would like to ask. Help the children to prepare their questions so that they can ask them clearly and with confidence.

Syllabus link
S8,S12,A3



Can all the children ask questions including those beginning *how* and *why*? (S8)

Activity Six

Grammar

Read Granny Maria once again.

Talk about the mistakes which Granny Maria made on pages 3, 4, and 5.

Copy these sentences on the blackboard:

Granny Maria went to find lekona leaves. She picked pawpaw leaves instead.

Granny Maria did not get any water. She couldn't find the tap.

Show how the sentences can be joined by using the word **but** or **because**.

Granny Maria went to find lekona leaves **but** she picked pawpaw leaves instead.

Granny Maria did not get any water **because** she couldn't find the tap.

Ask the children to join these sentences with **but** or **because** and copy them in their books.

Granny Maria could not see well. She had cataracts.

Granny Maria had many grandchildren. She could not see them.

The operation did not hurt. The doctor gave an anaesthetic.

Granny Maria was scared. The doctor told her not to be afraid.

Granny Maria felt dizzy. Later everything became clear.

Granny Maria was happy. She could see clearly again.

but

or

because

Syllabus link

K4,K7



Can all the children use the conjunctions *but* and *because*? (K4)

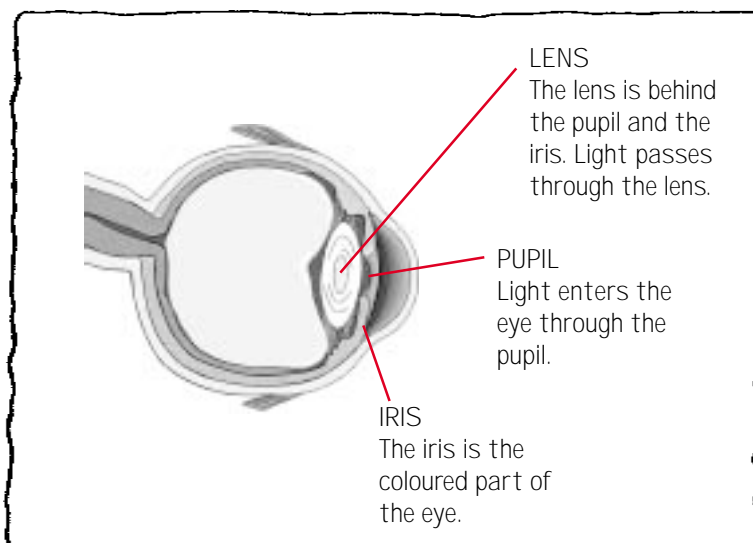
Activity Seven

Writing

On the blackboard, draw a diagram of the inside of the eye (see page 9).

Talk to the children about the different parts of the eye. Ask them to copy the diagram onto a sheet of paper and label the parts of the eye with short sentences. Ask the children to check their spelling in a dictionary.

Display the children's work in the classroom.



Syllabus link

S21,K1,S22



Can all the children write labels for a diagram? (S21)

Activity Eight

Drama

Read Granny Maria again and ask the children to work in groups to act out the story. Let them act the parts of the different characters, such as the children, Granny Maria, the village health worker and the eye doctor.

Let the children speak the words from the story and invent their own additional characters. Give them time to practise their drama.

Give each group time to act out their drama for the rest of the class.

Syllabus link
S12,S2



Can all the children use tone of voice, rhythm and stress to convey meaning? (S12)

Activity Nine

Handwriting

Begin the activity with some warm-up patterns for the letters 'c' and 'a'. Show the children how to join these letters correctly.

Let them practise the writing with some words beginning with the letters 'ca', such as,

cataracts, cabbage, catch, carry, candle, canoe and cassava.

Ask the children to write their own sentences using each 'ca' word.

Check that the children are joining the letters correctly.



Syllabus link
S19,S4



Can all the children join the letters 'c' and 'a' clearly and consistently? (S19)

Activity Nine

Story writing

Ask the children to write a new story about Granny Maria.

This could be a story about what happens when she comes home from the hospital. Let the children change some of the words and phrases in the story to show that Granny Maria can now see clearly, for example,

'Now Granny Maria could help her grandchildren. She could always find the right leaves for her smoking pipe and never came home with bushlimes instead of betel nuts. '

Ask the children to write a first draft of their story and check their spellings in a dictionary. Help them to make changes and improvements.

Let them draw pictures to illustrate their story and think of a title.

Allow the children to read their stories to the rest of the class.

Collect the finished stories together to make a book. Put it in the book corner so that the children can read it for themselves.

Syllabus link
S21,S17,S22



Can all the children write and illustrate a short story? (S21)

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity.

The Malauhu

Suggested for term

Four

Activity One

Morning Talk

Use The Malauhu to start a discussion about ceremonies and festivals in Morning Talk each day.

Ask the children to tell you about local ceremonies like the Malauhu or about local festivals, customs and traditions.

Talk about important ceremonies and events which are held in the village or local area.

Encourage the children to speak in English and help them with their grammar and pronunciation. If they make a mistake, just repeat what they said correctly.

Syllabus link

S7,S4



Can all the children answer a variety of questions quickly and with precision? (S7)

Activity Two

Shared reading

Use the Malauhu for shared reading.

Begin by discussing the cover picture.

Read the title and explain that the Malauhu is an important ceremony in Makira and Ulawa Province. Read the names of the author and illustrator.

Read the story slowly to the children, pronouncing new vocabulary clearly and using appropriate tone, rhythm and stress.

Let the children listen without interruption.

Read the story again.

Ask the children if they think the book is a made up story or fact. Ask what parts of the story tell us that it is a factual story.

Ask the children questions to check their understanding of the story. Ask questions about the first few pages of the book, such as,

"Why was the Malauhu ceremony held?

At what age were boys ready for the Malauhu?

Where was the Malauhu village built?" etc.

Encourage the children to ask the class their own questions about the story.

Put the story book in the book corner and give time for the children to read it silently by themselves.

Let the children read the story aloud in small groups.

Syllabus link

S2,S7



Can all the children listen and identify the main points of the story and supporting details? (S2)

Activity Three

Shared reading

Read the story again. Encourage the children to join in.

Help the children to attempt reading new vocabulary.

As you read with them each day, encourage the children to join with more of the story. Help them to read aloud clearly.

Help the children to understand new vocabulary and phrases using context clues, such as,

traditional, ceremony, childhood, strictly out of bounds, leaders and elders, kept a look out, costumes, school of bonito and adulthood.

Write these words and phrases on flash cards. Show the flash cards when you read and encourage the children to join in reading with you.

Syllabus link
K1,S15



Are all the children familiar with more complex vocabulary? (K1)

Activity Four

writing

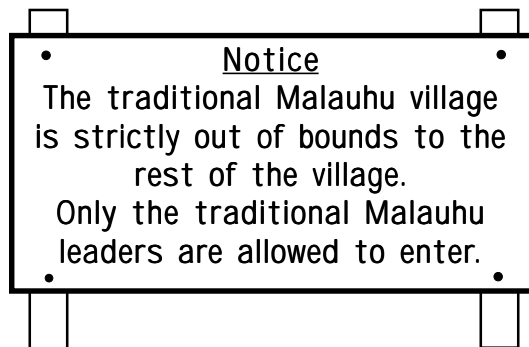
Talk about the phrase, '**out of bounds**'.

Ask the children what this means. Ask what local places are out of bounds.

Ask the children to pretend that they are the village chief or elder and they have to write a notice telling people to stay away from a certain place.

Ask them to write simple notices in neat, clear writing.

Display the notices in the classroom.



Syllabus link
S21,S19



Can all the children write messages in draft form and then rewrite with improvements? (S21)

Activity Five

Phonics

Read the story again.

Ask the children to list all the words with the vowel sound '**oo**':

soon, look, hook, school, childhood and adulthood.

Read the words in a sentence so that the children can hear the natural pronunciation of the sound.

Ask the children to think of other words with the '**oo**' sound.

Play the Rainbow Alphabet spelling game with these words. Remember to give each group two sets of cards as they need double letters for the '**oo**' words.

Syllabus link
S22,S4



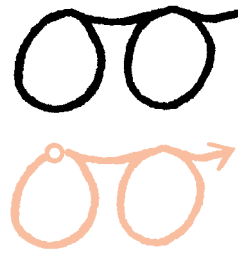
Can all the children spell a wider range of known words? (S22)

Activity Six

Handwriting

Begin the activity with some warm-up patterns suitable for the letter 'o'. Show the children how to join for 'double o' and give them time to practise writing words and sentences containing 'oo', such as,

**The boys celebrated the end of their childhood.
They had to catch fish using traditional hooks.
They kept a look out from the hill top.**



Syllabus link
S19,S4



Can all the children write all letters of the alphabet clearly and consistently in size and shape? (S19)

Activity Seven

Writing

Ask the children to imagine they are living in the Malauhu village. Ask them to write a story about their experiences, or a diary for one week. They should write about their fishing trips, their costumes and decorations and their return to the village as adults.

Let the children write a first draft. Read the draft with them and offer suggestions for improvements. Let the children rewrite their story or diary in joined writing.

Ask them to check their spelling in a dictionary and illustrate their writing with pictures

Display the writing in the classroom.

Syllabus link
S21,S22,S24



Can all the children write a story in draft form and rewrite it with improvements? (S21)

Activity Eight

Reading game

Let the children work in groups of 4 (see page 189).

Draw a copy of the Malauhu Game on the blackboard.

Explain to the children how to make and play the game. Give the children paper, card, rulers, coloured pencils, etc. Ask them to follow your directions to make the game.

Let the children play the game in their groups.

They take turns to throw a dice or spin a spinner.

They move their counter the number of times shown.

If a child lands on the box with a question, they have to answer the question correctly. If the answer is wrong they miss a turn.

The children continue playing until the first child reaches home.

Syllabus link
S1,S2,S7



Can all the children listen and respond to a sequence of instructions? (S1)

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity.

The Malauhu Reading game

	What was the signal for everyone to have a feast?		How many bonito did each boy have to catch?		Where was the Malauhu village usually built?	
9	10	11	12	13	14	15
What things can be found inside the Malauhu house?						What do the boys use to decorate themselves?
8						16
7						17
Spell Malauhu.						What happens during the feast?
6						18
At what age are boys ready for the Malauhu?						What was out of bounds to the rest of the village?
5						19
4						20
What is the traditional Malauhu canoe called?						How long do the boys live in the Malauhu house?
3						21
2						22
What were the fishing hooks made from?						Where was the canoe kept?
1						23
START			What did the boys and their leaders do when a school of bonito was sighted?		What is the Malauhu?	
			27	26	25	24

Kanaka Boy

Suggested for term

Four

Activity One

Morning Talk

Use Kanaka Boy to begin a discussion in Morning Talk each day.
Talk about the differences between living in a village and living in a town.
Ask questions such as,

"What things could you see in a town?

What would the houses be like?

How would you get there?

What would you do in the town?" etc.

If you are teaching in the Provinces, ask if any of the children have been to Honiara. Let them tell the class about the things they saw.

Encourage the children to speak clearly in English and help them to pronounce words correctly.

Syllabus link

S7,S4



Can all the children choose appropriate answers to a variety of question types? (S7)

Activity Two

Shared reading

Use Kanaka Boy for shared reading. Begin by discussing the cover.
Read the title and explain that a 'Kanaka boy' is someone from the village who doesn't know much about life in other places. Read the names of the author and illustrator. Ask the children to describe what they can see in the cover picture and tell you what they think the story will be about.

Read the story to the children, using expression in your voice to emphasise the voices of the different characters. After reading page 15, ask the children where they think Masi is going.

Syllabus link

S2,S7



Can all the children listen and identify the main points of the story and supporting details? (S2)

Activity Three

Shared reading

Read the story again with the children. As you read, encourage the children to begin joining in with familiar words and phrases. Explain new words such as,

interested, pretended, ashamed, horizon, sorrow and vanished.

Encourage the children to join in with more of the story each day, and to read aloud clearly and with confidence.

Check the children's understanding of the story by asking questions, such as,

"Why did Lomu and Mana laugh at Masi?

Why was Masi ashamed?

What would have happened to Mana if Masi hadn't helped him?

Why were Lomu and Mana sorry for teasing Masi?" etc.

Leave the story in the book corner and allow time for individual reading and reading aloud in small groups.

Syllabus link

S17,S2,S1,S15



Can all the children read known stories aloud, with confidence and expression? (S17)

Activity Four

Speaking and listening

Ask the children to work in twos to play a speaking and listening game. Let them imagine that they have been to town like Lomu and Mana and are telling the story of the things they have seen. The first two children might begin by saying,

'We went to town and we saw tall buildings. '

The next two children must repeat what the first two have said and add something else to the story, for example,

'We went to town and we saw tall buildings and noisy trucks. '

The third pair of children might say,

'We went to town and we saw tall buildings, noisy trucks and big ships. '

Continue in this way until all the children have had a chance to take part.

Syllabus link
S7,S1,S10



Can all the children organise their ideas quickly and choose appropriate language? (S7)

Activity Five

Grammar

Write the following pairs of sentences on the blackboard:

Masi started to feel out of place. He pretended that he was still very interested.
He just sat there looking over the horizon. Tears began to roll down his cheeks.
He had not walked very far. He heard someone crying.
He ran to the scene. To his surprise he saw Lomu and Mana.

Read the sentences with the children. Explain that we can often join two sentences using the word **and**. We can also use other words like **but**, **as** and **when**. Read the story again with the children. Ask them to identify these sentences and tell you which word has been used to join the two sentences each time. Ask the children to copy and join the sentences, using **but**, **as**, and **when**.

Syllabus link
K4,K7



Can all the children use conjunctions to join simple sentences? (K7)

Activity Six

Writing

Ask the children to tell you the things that Lomu and Mana saw when they went to town. Remind the children of their Morning Talk discussions about living in a town or in a village.

Ask the children to tell you where they would rather live and to give reasons for their choice.

Ask the children to work in twos and write lists of the different things you can do in a town and in a village. Let them check their spellings in a dictionary and illustrate their writing.

In a village you can:

Play in the bush,
swim in the river,
collect fruits from
the bush,
play on the beach,
.....

In a town you can:

Ride on the bus,
see big ships and
aeroplanes,
visit many stores,
go to the big market,
.....

Syllabus link
S21,S9,S11



Can all the children write and illustrate short sentences in the form of a list? (S21)

Activity Seven

Phonics

Teach the children the **'-own'** sound as in the word **town**. Help the children to pronounce the sound correctly and ask them if they can think of any other words ending with **'-own'** such as,

brown, crown, down and **frown**.

(Explain that the word **'own'** does not sound the same because the **'o'** is pronounced differently.)

Ask the children to write some short sentences of their own containing some of these words and to read them aloud to practise the sound.

Syllabus link
S4, S15



Can all the children listen to different vowel sounds and pronounce them clearly? (S4)

Activity Eight

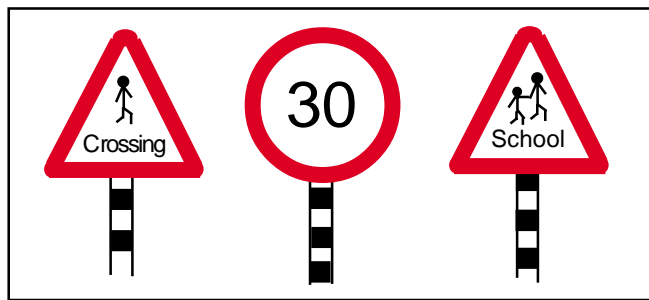
Writing

Ask the children about the different forms of transport that might be used in a town, such as cars, buses, trucks and bicycles.

On the blackboard, draw pictures of some of the different road signs that might be seen in a town like Honiara.

Talk about the meaning of each sign.

Ask the children to draw pictures of some road signs for themselves and label them neatly.



Syllabus link
A2, S7, S22



Can all the children understand some uses of writing in the local community and beyond? (A2)

Activity Nine

Writing

Begin a discussion about different ways of getting to school in the morning. Ask the children to tell you about walking to school and the places they pass on the way. Other children may describe travelling to school on a bus or truck.

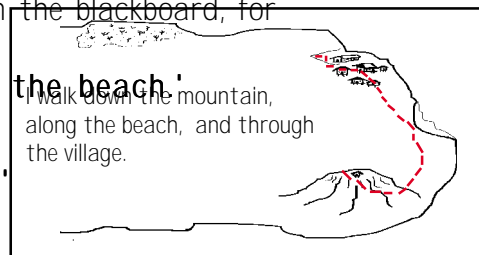
Write some of the sentences used by the children on the blackboard, for example,

'I leave my house and walk along the path by the beach.'

'I walk past the store and the church.'

'I wait for the bus on the road near my house.'

Help the children to use the words **left** and **right** to describe the directions they take.



Syllabus link
S6, S7, S21



Can all the children give a sequence of directions? (S6)

Activity Ten

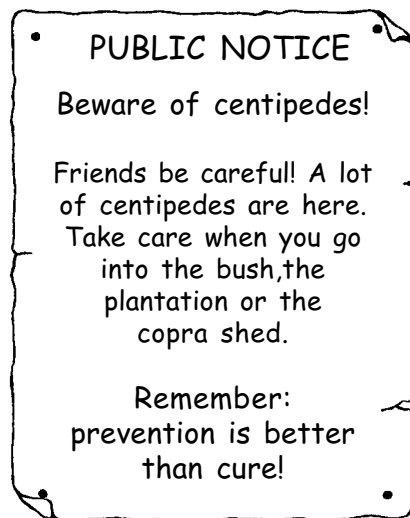
Writing

Discuss the story with the children and ask them how Mana could have avoided being bitten by the centipede. Talk about the places where centipedes live and ask the children if they can remember another story in which a boy is bitten by a centipede (i.e. A Painful Lesson).

Ask the children to write a notice that might have warned Lomu and Mana about centipedes. Talk about the type of words and phrases which could be used. Ask the children for examples and write them on the blackboard.

Help the children with their writing.

Encourage them to check spellings in a dictionary and to copy out their notice in neat, clear writing.



Syllabus link
S21,S25,A2



Can all the children write messages and redraft them following advice from the teacher? (S21)

Activity Eleven

Handwriting

Begin with some warm-up activities for the letters 'o', 'w' and 'n'. Show the children how to join these three letters and give them time to practise.

Ask the children to practise the join by writing some of the words from Activity Seven:

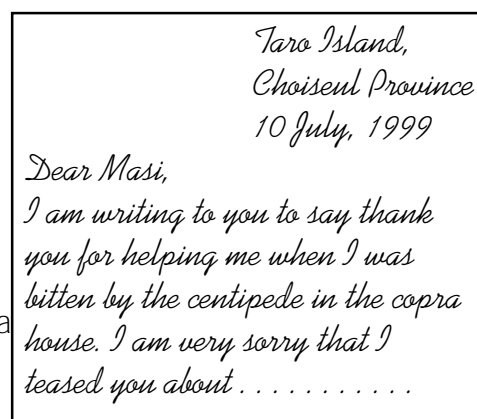
town, brown, crown, down and frown.

As an additional handwriting activity, ask the children to write a short letter. Let the children imagine that they are Mana, or perhaps Mana's sister, and they are writing a letter to Masi to thank

him for his help.

Show the children how to begin their letter and ask them to suggest words and phrases to use. Write these

on the blackboard for the children to see. When the children have written a draft of their letter, help them with improvements and changes and ask them to write out their letter in joined



Syllabus link
S19,S20,S21,A2



Can all the children join letters consistently in size, shape and spacing? (S19)

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity.

The Boe Boe Man

Suggested for term

Four

Activity One

Morning Talk

Use the Boe Boe Man as a starting point for Morning Talk.

Ask the children to discuss what they like or dislike about the story.

Ask them to give reasons for their likes and dislikes.

Ask if the children know any other custom stories about strange animals that live in the sea or in the bush.

Ask the children to tell their own custom stories to the class.

Ask the children what they would teach the Boe Boe Man.

For example, how to read, how to make a gun for spear fishing, etc. Why would they teach these things?

Encourage the children to speak clearly in English. Help them with their grammar and pronunciation.

Syllabus link

S11,S9



Can all the children give their reasons for making a choice? (S11)

Activity Two

Shared reading

Use the Boe Boe Man for shared reading.

Begin by looking at the cover. Read the title and the names of the author and illustrator.

Read the story and let the children enjoy listening to it without interruption.

Read the story again. Ask questions about each page of the story to make sure the children understand all the vocabulary. Ask,

"Where did the Boe Boe men live?

Can you describe the Boe Boe men?

What did they like to eat?

Why did a Boe Boe man come ashore at Busu Village?"

Syllabus link

S2,S1



Can all the children identify the main points of a story as well as supporting details? (S2)

Activity Three

Shared reading

The Boe Boe Man book is too small for shared reading with a large group.

Copy the story onto card or large sheets of paper for shared reading.

Each day, let the children join in with reading words, phrases and sentences.

By the end of the week the children should be able to join in with the whole story.

Talk about some of the words used to show the sequence of events in the story, such as, **just then, when** and **soon**. Ask the children what other words they could use to show sequence. (**Next, after that, then, finally, at last.**)

Syllabus link

K6,S15,S17,K1



Can all the children identify markers used to show sequence? (K6)

Activity Four

Drama

Divide the children into groups of 5 or 6. Ask them to prepare a drama of the story. One child must read the story, one must be the Boe Boe Man and the others must be villagers of Busu.

Carefully select your groups so that each group has one or two good readers who can confidently lead the others.

Let the children make costumes for the drama using coconut fibres, leaves, paper, card, etc.

Let each group rehearse their drama. Help those groups who find the activity difficult. Give the children plenty of time after school to rehearse.

Let the children perform their dramas for the class, for other classes and for the school at assembly.



Syllabus link
S17,S12



Can the children read aloud with confidence and expression? (S17)

Activity Five

Speaking and listening

Ask the children to imagine that a Boe Boe Man came to their village.

What things would be new, strange and unfamiliar to him?

Ask the children for suggestions such as,

a lamp, a canoe, a bicycle, how to get to the clinic, where the stores are, etc.

Ask the children to work in pairs. One pretends to be the Boe Boe Man.

The other must explain, in English, how something works or how to get somewhere.

Let the pairs swap roles.

Let the children change partners and repeat the activity.

Syllabus link
S6,S7,S8



Can all the children give a sequence of instructions and directions? (S6)

Activity Six

Speaking and listening

Ask the children to bring something to the classroom from home or from the local environment, such as a lamp, a pair of scissors, a newspaper, a paddle or a shell.

Ask them to prepare a short talk for the class.

In their talk they must explain what their object is, what it's made from, where it came from and how it is used.

Each child should talk for about one minute.

Encourage the other children to listen carefully and ask questions at the end of each talk.

Syllabus link
S10,S7,S8



Can all the children speak with confidence? (S10)

Activity Seven

Shared writing

Read The Boe Boe Man once again.

Ask the children to imagine they are the Boe Boe Man.

Ask them how they think the Boe Boe man would retell the story?

Write their sentences on large sheets of paper.

For example:

**'One day I was swimming with my friends in the sea looking for coconuts.
We could not see any, so I decided to go to the land and get one from a tree.**

**While I was in the tree, some humans came.
They started shouting and shaking their spears at me.
I was very frightened.**

**They tied me up and took me to the place where they lived.
They were all talking but I couldn't understand their language.'**

Continue writing the story on large sheets of paper.

Let the children illustrate each page of the story in groups.

Staple the sheets of paper together to make a big book.

Put the big book in the book corner for the children to read themselves.

Syllabus link
S7,S9,S11



Can all the children organise their ideas quickly and precisely? (S7)

Activity Eight

Writing

Ask the children to write their own story about the Boe Boe man.
Let them write it as if they are the Boe Boe man or one of the villagers.
First ask the children to write their story in their exercise books.
When they have finished, ask them to read their story to a friend and make any improvements they suggest.
Suggest some improvements yourself.

Ask the children to make their own folded 8 page story book called The Boe Boe Man.
Let the children rewrite the story in joined handwriting. (See Activity Nine)
Let them illustrate their story.

Syllabus link
S21,S24,A4



Can all the children write and illustrate their own story book? (S21)

Activity Nine

Handwriting

Encourage the children to practise their handwriting when they write their 8 page story book.
Give each child a piece of paper of the correct size.
If you don't have big paper, just use exercise book pages.
They can write directly onto the paper or they can write on small pages and glue them on.

Syllabus link
S19,S21



Can all the children write clearly and consistently? (S19)

Activity Ten

Reading

Let the children read their Boe Boe Man books to the class or arrange for them to read their books to Standard Two.
Let the children practise reading to a partner first.

Encourage them to read in a clear loud voice and to use tone, rhythm and stress to make the story sound exciting and interesting.

Syllabus link
S17,S12



Can all the children read known stories aloud with confidence and expression? (S17)

Write your own additional activities.
Link your activities to the syllabus and write assessment statements for each activity.

Christina goes to Lata

Suggested for term

Four

Activity One

Morning Talk

Use Christina goes to Lata as a topic in Morning Talk each day.
Ask the children to tell you about a journey they have made.
Encourage them to describe their preparations for the journey, how they felt before the journey, what happened on the journey and what happened when they arrived.
Make sure the other children listen carefully when someone is speaking.
Talk about the different forms of travel used in Solomon Islands, such as road, sea and air. Ask the children to say which they prefer and why.
Encourage the children to speak clearly in English.

Syllabus link
S7,S9,S11



Can all the children answer questions quickly and precisely? (S7)

Activity Two

Shared reading

Prepare all the cut-outs for the story book before you use it for shared reading.
Follow the instructions to carefully cut out and paste the tickets and Christmas card mentioned in the story.
Show the children the cover of the book. Read the title and ask the children what they think the story will be about.
Read the story and show all the pictures. Read the writing in the pictures as well.
Let the children enjoy listening to the story.
Read the story once again. Ask questions about the first four or five pages to check the children's understanding.
Encourage the children to ask questions about the other pages.

Syllabus link
S2,S1,S7,S8



Can all the children identify the main point and supporting details of the story? (S2)

Activity Three

Shared reading

Read Christina goes to Lata once again.
Ask the children to explain new or unfamiliar words such as,
diary, journey, tick, check, booking, computer screen, details, atlas, due, remembered, telephone directory, company, travelled and check-in counter.

Look at the punctuation and use of capital letters.
Ask the children to say when capital letters are used? (At the beginning of a sentence, for the name of a person or place and for the names of special holidays, months and days of the week.)

Syllabus link
K1,S2



Can all the children understand a range of new vocabulary from the story? (K1)

Activity Four

Punctuation

Copy the following sentences from the story which do not have the correct punctuation. Ask the children to copy and complete each sentence with the correct punctuation.

christina was excited about going to lata
christina wrote to julie on tuesday
on wednesday christina made a christmas card
christina got a solomon islands timetable in honiara
julie was waiting for christina at lata

Syllabus link
S20,S24



Can all the children use the appropriate upper and lower case letters? (S20)

Activity Five

Types of writing

Read Christina goes to Lata once again.
Talk about the different types of writing found in the story.
Ask the children to help you write a list of all the different types of writing:

1. notices on the plane
2. dates on the calendar
3. a letter to Julie
4. Christina's diary
5. Christina's christmas card
6. Christina's packing list, etc.

Discuss the different types of writing the children can see in their local environment at school and at home.

Syllabus link
A2,S2,A4



Can all the children recognise that there are many different uses of writing? (A2)

Activity Six

Uses of writing

Ask the children to read their lists from Activity Four.
Ask them to say what each example of writing is for.
Write the answers on the blackboard:

to warn of danger	to help people remember dates	to tell a story
to give instructions	to give information	to say how much something costs
	to keep a record	
	to tell how much is in a bottle or a packet	to give dates

Talk about the many different uses of writing and how important writing is.

Syllabus link
A2,S1



Are all the children aware of the many uses of writing in the local community? (A2)

Activity Seven

Writing

Read the page from Christina's diary on page 4 of the story book.

Talk about the style of writing.

Ask the children to say how this style of writing is different to the style of writing used in a story. (The language is informal and there are many abbreviations)

Ask the children to write their own diary for one week.

They should write their diary each morning.

Talk about the things they could write in the diary.

Syllabus link
S21,A4



Can all the children keep an informal diary for one week? (S21)

Activity Eight

Writing

Look at the letter Christina wrote to her cousin Julie.

Talk about how the letter is set out with the address and date.

It starts with the words, 'Dear Julie,' and ends, 'Your best friend'.

Explain that many letters are set out this way but that most formal letters start, 'Dear Sir,' or 'Dear Madam,' and end 'Yours sincerely'.

Ask the children to write a letter to a friend, cousin or other relative who lives on another island.

Talk about the sorts of things they could put in the letter, such as family news, village news, what they plan to do at Christmas, etc.

Let the children write a draft, using a dictionary to help with spelling.

Talk about the drafts and suggest improvements.

Let the children rewrite their letters in joined handwriting and post them.

Syllabus link
S25,S21,S22,A4



Can all the children write for an audience outside the classroom? (S25)

Activity Nine

Reading

Put Christina goes to Lata in the class book corner for the children to read by themselves.

Give time each week for the children to pick a story book from the book corner and read quietly.

Syllabus link
S13,S14



Can all the children read silently and with understanding? (S14)

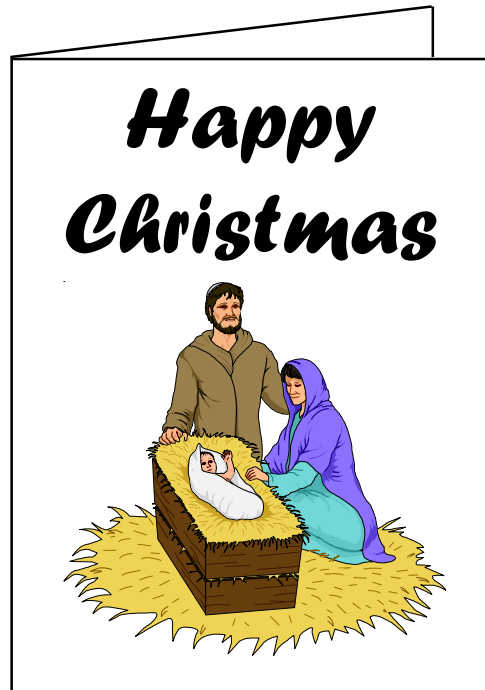
Activity Ten

Art and craft

Let the children design and make their own Christmas cards.

Use coloured paper, pictures from magazines, crayons, paints and markers to make the cards bright and attractive.

Help the children to write a message on their cards and send it to someone in their family.



Syllabus link
S25,S21,A4



Can all the children write for an audience outside the classroom? (S25)

Write your own additional activities.

Link your activities to the syllabus and write assessment statements for each activity.



Nguzu Nguzu English

Standard 3