

Nguzu Nguzu English

Teacher's Guide Book 2



Standard 4

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Foreword

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

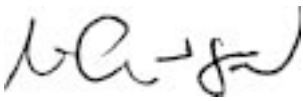
The activities in the Teacher's Guide reflect the principle that children learn any new language by hearing that language used in a natural way. Through exposure to the language in use, they learn its' vocabulary, its' grammatical rules and pronunciation. Fluency and understanding are developed by practice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

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

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

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

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



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

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The English Syllabus

The Rationale for Teaching English in the Curriculum

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

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

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

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

Why is English Important for Solomon Island Pupils?

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

Aims of English Language Education - Oracy and Literacy

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

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

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

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

Aims in Oracy

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

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

Aims in Literacy

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

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

Syllabus Objectives Tables Standard 4

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

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

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

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

Knowledge is what the pupils should know and understand;

Skills are things that the pupils should be able to.

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

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

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

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

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

Syllabus Objectives Tables

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

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

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

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

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

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

Linking Activities to Syllabus Objectives

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

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

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

Syllabus Link A3, K6, S1

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



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

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

The Layout of the Materials

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

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

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

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

The Structure of the Text Books

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

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

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

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

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

The Structure of Each Unit

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

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

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

Background Information

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

Method

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

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

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

Teacher Led Activities

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

Assessment Activities

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

Developing Literacy from Standards 4 - 6

The Roles of the Literate Person

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

Code Breaker

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

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

Meaning Maker

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

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

Text User

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

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

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

Critical Text Analyst

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

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

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

Developing Literacy

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

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

Adapted from Luke & Freebody 1992

A Generic Approach to Teaching Literacy

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Teaching Methods

Discussion and Oral Work

The Importance of Oral Activities

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

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

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

Specific Difficulties with Oral Work in the Classroom

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

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

The Range of Oral Activities

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

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

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

Leading Discussions

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

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

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

Language Development

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

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

Explicit teaching of these skills means that the teacher has to spend time explaining rules and giving examples of how to apply them. Both the 'Background Information' and the 'Method' section of the Teacher's Guide help teachers with this. The exercises in the Pupil's Book give pupils a chance to practise what they have learned.

It is expected that the teacher will prepare additional language study activities to ensure that the pupils have learned and fully understood the rules. These should be based on the reading texts so that they are meaningful for the pupils. Some children may also need additional work on areas suggested in the Teacher's Guide.

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

Teaching Reading

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

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

How Reading is Taught in the Standard 4 Materials

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

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

Daily Reading

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

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

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

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

Opportunities to Read

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

Some ideas...

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

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

Teaching Comprehension

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

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

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

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

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

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

Comprehension is to be Taught not Just Tested

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

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

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

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

Teaching Writing

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

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

Shared Writing

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

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

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

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

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

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

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

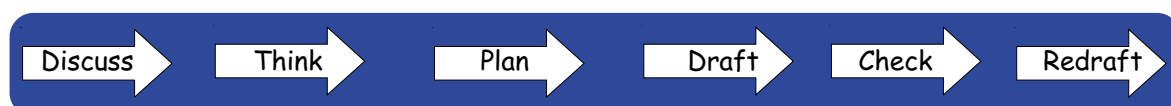
In **stage 4** the teacher and pupils look again at the text and talk about ways in which it can be improved. This may include adding descriptive language, including more details, making something clearer. In this stage the pupils also look at spelling and punctuation and at some grammatical features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

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

The Writing Process

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

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



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

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

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

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

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

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

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

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

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

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

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

Teaching Handwriting

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

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

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

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

Any written activity is an opportunity to practise good handwriting. Teachers should remind and encourage pupils to use correct, cursive script whenever they write.

The rules for joining

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

Bottom to middle

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



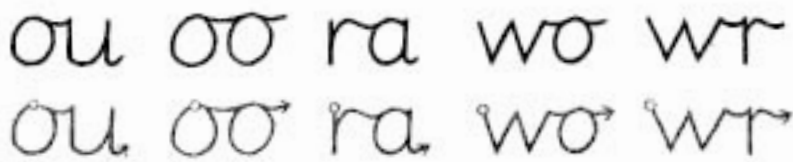
Bottom to top

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



Middle to middle

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



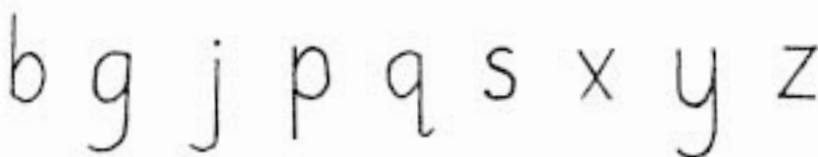
Middle to top

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



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.

Teaching Spelling

Pupils learn to spell in many different ways, including through experience with reading, through writing, by playing word games and by using tools and strategies that they have been taught.

Correct spelling, and strategies to achieve this in writing should take high priority each time the pupils are writing.

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

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

Strategies and Activities

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

Look ➡ Cover ➡ Remember ➡ Write ➡ Check

Spelling Strategy

1. Look

Look carefully at the word.

Say it to yourself several times.

See if it looks the way it sounds.

Trace it with your finger to help you remember what it looks like.

2. Cover

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

3. Remember

Say the word to yourself several times and try to **remember** how it is spelt.

Look again at the word. Did you **remember** it correctly?

If not try other ways to **remember** it.

Say it aloud to yourself.

Say certain parts of the word to make it sound the way it is spelt.

Cover it again and try to **remember** it again.

4. Write

Write the word from memory without looking at it.

Try to see the word in your head as you **write**.

5. Check

Check back to see if you wrote the word correctly.

If you made a mistake, try LCRWC again.

Later in the day, try to write the word again from memory.

Check again to make sure that you are correct.

Summary

Look

Cover

Remember

Write

Check

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

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

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

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

High Frequency Words

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

Assessment and Record Keeping

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

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

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

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

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

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

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

What Assessments should each Teacher Make?

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

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

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

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

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

Assessing Reading - Running Records

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

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

How to Conduct a Running Record

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

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

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

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

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

Example of a Completed Running Record.

At Last

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

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

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

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

At Last

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

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

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

Teacher's Analysis of the Results

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

Words omitted	x5
Self corrected	x1
Retains meaning	x1
Incorrect	x4

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

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

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

Suitable follow up activities to address this problem might include:

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

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

Suitable follow up activities would include:

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

Assessing Writing - Collecting Writing Samples

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

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

How to Conduct a Writing Assessment.

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

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

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

Content	<p>Is the meaning of the text clear?</p> <p>Does it contain appropriate information and detail?</p> <p>Does it contain anything which is irrelevant or too much detail?</p> <p>Is it interesting and informative?</p> <p>Is it appropriate for the intended audience?</p>
Structure	<p>Is the text well organised?</p> <p>Has the writer followed a suitable generic framework and used all the appropriate sections?</p> <p>Is there evidence of planning, drafting and redrafting?</p>
Skills	<p>Include comments on:</p> <ul style="list-style-type: none"> • Spelling • Punctuation • Handwriting • Editing
Language	<p>Include comments on:</p> <ul style="list-style-type: none"> • Use of adjectives, verbs, adverbs etc • Sentence structure • Appropriate vocabulary • Appropriate style
Evidence of Improvement	<p>Comment on areas of progress since the last writing assessment</p>
Teaching Needs	<p>Make a note of areas in which further work is needed. List teaching activities that you feel might be helpful to include in you planning.</p>

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

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

Assessing Oral Skills - Observation Records

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

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

How to Conduct an Oral Assessment

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

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

The Four-Term Arrangement

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

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

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

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

Themes and Topics

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

Timetable

The following is the suggested timetable for upper primary subjects:

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

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

Lesson Planning

Good lesson planning is the key to effective teaching.

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

Different teachers plan their lessons in different ways for example:

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

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

Good lesson plans include the following elements:

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

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

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

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

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

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

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

Ideas Into Practice gives more ideas on lesson planning.

Composite Class Applications

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

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

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

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

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

Classroom Strategies for Managing Composite Classes

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

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

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

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

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

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

School Based Strategies for Managing Composite Classes

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

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

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

References

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

Glossary of Terms

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

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

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

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

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

Term Three Units

Unit 9
Local Recipes

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Unit 10
Water and Health

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Unit 11
Village Games and Sports

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Unit 12
Forms of Transport

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◆ Reading and Discussion - Feeding Baby Joando

Background Information

A recipe is a set of instructions for making a food dish. It always has a title explaining what the recipe will instruct the reader to make. It usually includes a list of what is needed. These things are called the 'ingredients'. The recipe also includes a step-by-step set of instructions of what to do. These are sometimes called the 'method'.

Method

Have the pupils read the text aloud in small groups.

Now have a class discussion about recipes.

Build on pupils' knowledge of preparing food.

Teacher Led Activities

Introduce the word 'recipe'.

Start with a brainstorming session on 'What is a recipe?'.

Do the pupils know any recipes? Ask the pupils to tell you what they know. Write down their answers on the blackboard. Talk about what they say.

Look at 'Feeding Baby Joando' in the Reader. Go through the new words and phrases with the pupils. Can the pupils read all the words? Can they say them correctly? Do they know what all the words mean?

Ask the pupils to read 'Feeding Baby Joando' in small groups. They should read the text aloud. They can take turns to read. You could go around to the groups and listen to the pupils read. Remember to record who you hear. You should hear all the pupils read aloud at least once a week.

Read 'Feeding Baby Joando' aloud to the class. Let the pupils follow the words as you read.

Many of the pupils will have younger brothers and sisters at home. Talk about what these younger siblings eat. Build on the knowledge that the pupils already have.

Syllabus Link

A1, K1, S2



Can all the pupils use a range of skills to identify, and understand more complex new words? (S17)

◆ Comprehension

Background Information

Comprehension activities help pupils to understand the text and these activities should also try to take them beyond just understanding the facts in the text. Try to set questions and discussion points that will encourage pupils to think for themselves. You could sometimes ask pupils to retell part of the text in their own language.

Method

Making Baby Food

Bring some fruit into class. For example: bananas or some pawpaw.

Ask the pupils to prepare the food for a baby. You will also need to have a plate, knife, fork and spoon.

You could ask the pupils to think about what they would do.

They could talk about it in small groups. You could ask one group to come out to the front of the class and demonstrate what they would do. For example they could make 'mashed banana'.

Teacher Led Activities

Remind the pupils to wash their hands well before they begin any food preparation.

Pupil's Book Questions

You could check the pupils understanding of the text by asking them some questions. You could use questions like these.

- How many meals a day did Joando have?
- What does a 'hard boiled egg' look like inside?
- What was Joando's favourite drink?
- What is a chicken drumstick?

While one person is preparing the food another could be telling everyone else exactly what is being done. Their talk could begin like this:

- first peel the banana;
- cut the banana into pieces;
- put the pieces on a plate;
- take a fork and mash the banana until it is soft and there are no lumps.

There are questions in the Pupil's Book page 4 that you could use too.

These could be answered orally or the pupils could write the answers in their exercise books.

Syllabus Link
A3, S11, S15



Can all the pupils answer the questions in short simple answers or complex ones? (S23)

Language Study

Background Information

A prefix is added to the front of a word to change its meaning. For example; washed - unwashed
The prefix **un** changes the word to mean the opposite.

Method

There are two parts to this activity, using prefixes and changing sentences into the past tense.

Prefixes

Talk about what a prefix is, then show the pupils some examples of words with prefixes.

Use the Teacher Led Activities to help you.

Teacher Led Activities

Prefixes that form opposites

Build up a word bank on the blackboard. Ask the pupils to try to think of words that can have **un** put in front of them.

Here are some you will think of, but you will be able to think of others too:

- | | |
|-------------------------|-----------------------|
| • washed to unwashed; | • cover to uncover; |
| • changed to unchanged; | • usual to unusual; |
| • healthy to unhealthy; | • cooked to uncooked. |
| • ripe to unripe; | |

Talk about the meaning of these words with the pupils. Tell them to look at the exercise in the Pupil's Book. Ask them to write out each sentence and to put in the correct word from the brackets to complete each sentence as they write.

Past Tense

Remind the pupils that when something is written in the past tense it means it has happened already. Work through some examples on the blackboard. Write up examples and ask the pupils if they are in the present tense (happening now) or past tense (happened already). Here are some examples you could use:

- We are watering the plants.
- I washed the clothes.
- We cooked a meal.
- I am digging in the garden.

Ask the pupils to write out the sentences in the Pupil's Book in the past tense. They are written in the present tense.

Syllabus Link
K1, K9, S25



Do all the pupils understand the use of the prefix 'un-' in sentences? (K10)

Unit 9: Local Recipes

◆ Spelling

Here are the spelling words for this week. Remind the pupils that you will be checking if they have learnt how to spell the words at the end of the week.

want	chop
who	fix
well	mix
some	fry
see	cut

Go through the list with the pupils. Make sure that they can read all the words and that they can say them correctly. Do they know what all the words mean? Ask the pupils to copy the list into their exercise books. Check all the pupils' lists. Many pupils make mistakes when copying.

Remind the pupils to use the **Look, Cover, Remember, Write, Check** strategy to help them learn their words, as they copy them into their exercise books. Encourage the pupils to work in pairs to learn their words.

Ask the pupils to write five sentences using the words from the list. Remind them that in each sentence they will need to include two spelling words.

For example:

I will chop some potatoes.

◆ Oral ◆ Writing

Background Information

Reading poems or singing songs will help the pupils to build up a bank of words to use. It is a good idea to write up the words of poems or songs and pin them up onto the classroom wall so that the pupils can refer to the words when they need them.

Method

Read through the words of the song with the pupils.

Use the original tune of 'Frere Jacques'.

You may know it as 'Are You Sleeping, Are You Sleeping. Brother John, Brother John'.

Teacher Led Activities

Sing the first verse of the song to the pupils. If you can play the guitar you could use that too. Go through it several times so that the pupils become familiar with the tune and the words.

You can ask the pupils to sing in groups or you could tell one group to sing what the mother says (verses 2 & 4) then the other group to sing what the children say (verses 1 & 3).

This is also a good song to sing as a round.

Write a Song

After the pupils are really familiar with the song ask them to sit in groups of four and make up their own song similar to this one. They should use the same tune. There are 4 lines in each verse.

The last line can be the same, Yum, yum, yum. Yum, yum, yum.

Syllabus link
A6, S12, S25



Can all the pupils select vocabulary appropriate for their poem and song writing? (S26)

◆ Reading and Discussion - Potato Soup

Method

Go through the new words and phrases with the pupils.

They should be able to read all the words, say them correctly and know what they mean after reading the text.

The pupils should have the chance to read the text aloud.

They could work in small groups.

They should also listen and follow as you read the text to them.

Teacher Led Activities

Ask the pupils to use some of the new words in sentences.

Talk about the different kinds of soup they eat at home. Do they know how these soups are made? Read through 'Potato Soup' together.

Talk about Mr. Sulu's recipe, ingredients and the method.

You could use the questions below for your discussion.

- Have you ever tasted this type of soup at home?
- If you have, do you know if your soup is made in the same way? Is yours made differently from Mr. Sulu's? Explain how yours is different.
- Why is it called 'soup'? Is it different from 'stew'?
- How often do you eat soup at home?
- Who gets the most out of Mr. Sulu's soup? Why?

Can you give some examples of other ingredients you could use to make soup?

Syllabus Link
A4, S2



Can all the pupils use a wide range of skills to identify, understand and pronounce new words? (S10)

◆ Comprehension

Method

Read the text again. Explain the exercise in the Pupil's Book on page 7 to the class.

Teacher Led Activities

In the Pupil's Book the steps for preparing potato soup are not in the correct order.

Ask the pupils to write the steps in the correct order.

Tell them to look back at the text to help them with the activity.

Syllabus Link
A3, S18, S23



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

◆ Language Study

Method

Ask the pupils to read the text again.

Talk about the utensils that Mr. Sulu used to make his recipe.

Explain to the pupil's what the word 'utensils' means.

Build up a list of all the utensils he used on the blackboard.

Ask the pupils to look at the exercise in the Pupil's Book. Tell them to write a sentence using the name of each utensil. The first one has been done as an example. Read through this with the pupils.

Syllabus Link
K4, S7, S25



Can all the pupils select and use more complex vocabulary as used locally and nationally? (K1)

◆ Handwriting

The First Join

Revise the 'first join' with the pupils. This is used to join letters with tails or hooks to all the other letters except for b, h, k, l, t and z.

Write them up on the blackboard. Tell the pupils to copy them into their exercise books.

Here are some examples:

ea er cr ca dr da de nd na ne

Ask the pupils to look at the verse from the song in the Pupil's Book. It is written out in joined handwriting. Tell the pupils to copy the verse into their exercise books. Tell them to look carefully at their work when they have finished. Ask the pupils to think about how they can improve their handwriting.

◆ Oral ◆ Writing

Background Information

Interviewing each other is a good way for pupils to develop their speaking and listening skills. It gives them an opportunity to think of questions to ask and appropriate ways to answer.

Method

Read through the text again.

Show the class how the interview could be conducted.

Let the pupils interview each other.

Let them each take the part of the Interviewer as well as Mr. Sulu.

Teacher Led Activities

Interviewing

Ask the pupils to read the text again. They must then work with a partner. Tell them that one of them is to be Mr. Sulu and the other is to be the Interviewer.

The Interviewer asks Mr. Sulu some questions about his recipe.

Mr. Sulu answers the questions. There is an example of what they could say in the Pupil's Book. Go through this with the pupils. Tell them they must make up questions of their own also.

Write a Recipe for Potato Soup

Read the text with the pupils again. Tell the pupils to use the details in the text to write a recipe for Mr. Sulu's Potato Soup.

Remember to explain that when writing a recipe it is important to give the recipe a **title** - in this case it should be something like 'Potato Soup'.

The recipe also needs a list of **ingredients**, utensils and a section that gives step by step instructions, usually called the **method**.

Pupils who have finished first recipe quickly can go to the second activity. They should now be able to draft their own recipe independently because they know the structure to use.

Write a Recipe

Tell the pupils to work with a partner and to talk together about something they eat at home which they know how to make. Tell them to write out the recipe together. Remind them to give the recipe a title and to make a list of all the ingredients. Remind them to ensure the method is in the correct order and gives enough information. Tell them to draft their work first. When they have both worked on the draft and made improvements tell them to write out a good copy.

Collect all of the recipes and put them together. You could give your book a name. You could call it something like **'Our Class Recipe Book'**.

You could put this book in the Reading Corner.

Syllabus link
A5, S11, S24, S26



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

◆ Reading and Discussion - Cassava Snacks

Background Information

A **recipe** is a series of steps of how to cook a particular food dish. It is a set of instructions. It is a procedural text. Recipes are usually instructions given for cooking food.

Method

Remind the pupils that when we want to cook something we must follow a set of instructions, usually known as a recipe.

Go through the new words and the phrases with the pupils, on page 10 of the pupils book.

After reading the text the pupils should know what the words mean and they should be able to say them correctly.

Teacher Led Activities

Put the pupils into small groups. Tell them to read the text aloud. Go around to the groups and listen to the pupils read. Read the recipe aloud to the class. Make sure that the pupils understand all the steps. If you have a kitchen at your school you could make this recipe with the class.

Talk about the steps. Talk about other favourite snacks that the pupils like to eat. Do they know how to cook them?

Syllabus Link
A1, S2, S10



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

◆ Comprehension

Background Information

Comprehension activities not only help pupils to understand the text they should also take pupils beyond the text. You can sometimes ask pupils to retell parts of the text in pinyin or their own language.

Method

Arranging the steps in sequence challenges the pupils to read, think and then decide on which order the step should follow. sequencing skills are important if the pupils are going to be able to write good procedure text.

Before the lesson write out the 10 steps of the recipe and cut them into strips. Mix the strips up and ask the pupils to arrange them in the correct order.

Look through the recipe again with the pupils. Ask them to close their books. Put the pupils into groups of five. Give each group a set of 10 strips containing the steps. (One strip of card for each step)

Do not write numbers on the strips because the pupils will then arrange the cards by only looking at the numbers.

When a group finishes, check if they have ordered the steps correctly.

Questions

There are questions in the Pupil's Book. You could ask the pupils to answer these orally. They could write the answers in their exercise books.

Remind the pupils that the answers must be written in complete sentences.

Remember to choose what you think is necessary for your pupils. You may not have them complete the comprehension questions everyday if you are involving the pupils in other comprehension activities.

Syllabus Link
A6, S13, S25



Can all the pupils answer the questions in short simple sentences or longer complex ones? (S23)

◆ Language Study

Teacher Led Activities

Building up Vocabulary

Look at the exercise in the Pupil's Book. Words taken from the text are written with jumbled up letters. Let the pupils find these words by going back to the text. They should write a list of the correctly spelt words in their exercise books.

Syllabus Link
K1, S25



Can all the pupils use a range of skills to identify and understand more complex new words? (S17)

◆ Spelling

Tell the pupils to work with a partner to go through the words in the spelling list for the week. Tell them to test each other. How many can they spell correctly today?

There are some sentences in the Pupil's Book. These sentences have missing words. The words are from this week's spelling list. Tell the pupils to write out the sentences and put in the spelling word that will finish the sentence correctly.

◆ Oral ◆ Writing

Teacher Led Activities

Sorting 'The Right Order' game

Make some sorting games with short recipes. You will need to prepare these before the lesson. The pupils then have to try to work out the correct order of the steps. They do not need to have read the recipe before. They should be able to work out the order of the steps by reading through them and talking about the steps in their groups.

Here are two examples you could use.

You will be able to write some other recipes of your own.

Making a Cup of Tea	Breadfruit Bake
Boil some water.	Boil a whole breadfruit until it is soft.
Put some tea into a teapot.	After it has cooled peel the breadfruit.
Pour boiling water onto the tea.	Cut up the bread fruit and take out the seeds.
After a few minutes pour the tea into a cup.	Put the breadfruit in a bowl and add some chopped onion.
Put milk and sugar into your cup of tea.	Pour coconut cream over the breadfruit and onion.
Stir the tea with the milk and sugar.	Cover and bake in an oven or wrap in leaves and put in an earth oven.
Your tea is now ready to drink.	Your breadfruit bake is now ready to eat.

Write a Snack Recipe

Ask the pupils to sit in pairs and think and talk about a recipe for a snack. Try to encourage them to think about snacks made from local food.

With the whole class, talk about local snacks such as dried bananas, fried cassava or manioc chips, sun dried pawpaw and roasted nuts. You will be able to think of some more.

Tell the pupils to choose one snack and write out the recipe for preparing that snack. Remind them to write the ingredients and then the method.

Tell them to draft their work first and work with their partner in editing it. When they are ready, tell them to write out a good copy. They could draw pictures to go with their recipe.

Syllabus Link
A3, S18



Can all the pupils think of any local snacks and write simple recipes? (S26)

◆ Reading and Discussion - Taiyo Fry

Background Information

Remember that reading can be enjoyable especially when pupils understand the meaning of what they are reading.

Teacher Led Activities

Look at the new words and phrases with the pupils. Can the pupils read them? Can they say them correctly? Talk about the meanings with them. You could ask the pupils to look up some of these words in a dictionary. You could ask them to use the words in sentences of their own.

Let the pupils read the recipe 'Taiyo Fry'. You could do this in small groups or they could work with a partner and read the recipe to each other.

Read the recipe aloud to the pupils while they follow in their books.

Discuss the recipe with the class. Use questions like the ones listed below to start your discussion. Remember some of the answers for these questions cannot be found in the recipe. The pupils will need to think about the answers.

- What is the tablespoon of oil for?
- How much do you think a $\frac{1}{4}$ teaspoon is?
- Why do you think you have to drain the oil from the tin of tuna?
- Why does the recipe say, 'fry on a low heat'?
- What might happen if you didn't do this?

Syllabus Link
A4, K1, S18



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

◆ Comprehension

Background Information

It is a good idea to sometimes introduce a choice of activities for the pupils to be involved in.

Teacher Led Activities

Tell the pupils to choose one of the comprehension activities. The first one is called 'Information through Pictures' and you will need to explain this activity to the pupils. The second activity is to answer the questions that are printed in the Pupil's Book.

Information through Pictures

Tell the pupils to look at the recipe again in pairs. Tell them to illustrate each step. Can their pictures be used instead of words? Are the steps still clear? Could someone follow the recipe only from the pictures? Tell the pupils to discuss how best to show the steps in picture form.

Syllabus Link
A2, S13



Can all the pupils use a range of sentence types to answer the questions and do the right illustrations for each step? (S23)

◆ Language Study

Teacher Led Activities

Consonant Blends

Ask the pupils to think of words with 'nk' in them. Collate a list of these words on the blackboard. Make sure the pupils can say all these words correctly.

Here are some that you and the pupils will come up with.
You will be able to think of some more.

drink sink think bank trunk tank brink ink junk

Ask the pupils to choose 5 words from the list on the blackboard. They must then write a sentence using each word. The pupils could also copy the list of words from the blackboard into their exercise books.

Syllabus Link
A6, S10



Can all the pupils use a range of skills to identify words with the sound 'nk' in them and use these in sentences? (S10)

◆ Handwriting

The Second Join

Revise the 'second join' with the pupils. This is used to join letters with tails or hooks to b, h, k, l, and t.

Write them up on the blackboard. Tell the pupils to copy them into their exercise books.

Here are some examples:

ch cl ck ct th tl tt

Copy a Verse

Read through the poem in the Pupil's Book page 14 with the class. It has been written out in joined handwriting.

Ask the pupils to copy out the verse they like the most. Check the pupils' work. Take note of particular problems that pupils are still having. This will help you to plan handwriting exercises for them. Some pupils will need more help than others.

◆ Oral ◆ Writing

Method

Sunrise Game

The pupils can work with a partner. Tell the pupils to use the letters in the words 'recipe' and 'ingredients'. How many words can they make in a set amount of time. Here are some of the words. You will be able to think of many more.

pie	strip	creep	drip	rip
piece	stride	grin	dine	tin
print	sing	dice	net	sir
pride	string	riding	den	in
price	green	dining	need	ripe
ten	rein	ring	see	stripe

Ask the pupils to put their word list up on the classroom wall for others to see.

Our Own Tuna Recipe

Tell the pupils to plan a recipe with a partner. They have a tin of Taiyo to use. They can add any other ingredients they like. Remind them to write a list of the ingredients they choose. They must then write out the recipe step by step.

The pupils must draft their work first. After they have worked to improve their draft with their partner tell them to write out a good copy.

If you have a kitchen at your school, you might be able to arrange for the pupils to cook and share their recipe with each other.

Syllabus Link

A4, S26



Can all the pupils use a wide range of skills to identify and understand words used when making a recipe? (S10)

◆ Reading and Discussion - Keeping Cassava Fresh on Tikopia.

Background Information

Remember that reading can be enjoyable when pupils understand the meaning. This text is about a traditional way to preserve cassava, used on Tikopia. It is prepared differently on other islands.

Teacher Led Activities

Ask the pupils if they know about any traditional ways of preserving food in their local area. Let them explain how the food is preserved. Write what they tell the class on to the blackboard. Talk about their method. Ask them some questions. Encourage other pupils to ask questions too.

Ask the pupils to read the new words and phrases. Can they say the words correctly? Do they know what the words mean? They could use some of the words in sentences of their own.

Ask the pupils to work in small groups. Tell them to read the text aloud to each other. Tell them to read a paragraph at a time. Go around the groups and listen to the pupils read. Read the text to the class. Tell the pupils to follow in their books as you read. Talk about the text with the class. You could use questions like the ones below to start your discussion.

- For how many days do you think Faka left the basket of cassava in the pool?
- Why do you think Faka wanted to preserve the cassava?
- Do you think Faka likes to go to the garden every day?
- Do you think there is anything wrong with this way of preserving food?
- What does the word 'preserving' mean?
- What does the word 'ferment' mean?
- Have you ever cooked anything in an earth oven?
- How is an earth oven made?

Syllabus link
A2, S13



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

◆ Comprehension

Background Information

Comprehension activities help pupils to understand the text. They also help the pupils to think beyond the text. They often build on what the pupils already know.

Teacher Led Activities

Match the Words and Meanings

Look at the list of words in the Pupil's Book on page 15. They are all words found in the text. Ask the pupils to read the list of meanings. Tell them to match each word to the correct meaning.

Draw the Pictures

Ask the pupils to read the text again. Tell them to draw pictures showing what Faka did. Tell them to label their pictures.

They could start like this.

Picture 1 Put a basket of cassava into a pool of water.

Picture 2 Line a hole with woven coconut leaves and put cassava pieces on top

Tell the pupils to continue until they have gone through everything that Faka did in the text.

Syllabus Link
A2, S15,



Can all the pupils select and use vocabulary appropriate to the type of writing? (S25)

◆ Language Study

Background Information

Punctuation

Capital letters and full stops are very important when writing. If we try to read sentences where the full stops and capital letters have been left out, it is difficult to phrase the sentences correctly. It is difficult to read these sentences.

Method

Do some examples on the blackboard. Here are some you could use.

- john and james were good friends they always walked to school together
- i went with my mother to see dr tari I had been ill for a few days
- ellen sailed to auki on malaita on ramos 1 it was a very good trip
- she cooked a large cake it was for nelson's birthday party

Teacher Led Activities

Look at the exercise in the Pupil's Book.

Tell the pupils to write out the sentences with all the capital letters and full stops in the correct places.

Remind them that capital letters are used at the beginning of a new sentence as well as for the first letter of a name of something.

Syllabus Link

A3, S13, S21



Can all the pupils use capital letters and full stops appropriately in their writing? (S22)

◆ Spelling

Build up the pupils' word knowledge. Ask them to look at words in their spelling list and see how many other words they can make using the spelling words as base words.

In the Pupil's Book there is an example for each word. You might give other examples on the blackboard. You could use the first one from the Pupil's Book.

1. want - wants wanted wanting

Tell the pupils to go through the spelling list with a partner again.
Test the pupils.

Record how many words they are able to write correctly.

◆ Oral ◆ Writing

Background Information

Debating is when two groups discuss a statement or a motion, and take opposing sides of the argument. One group puts up arguments for the motion while the other group argues against the motion.

Teacher Led Activities

Put the pupils into two groups. Ask each group to choose a leader and the leader will write the groups points to be discussed in the debate.

Explain to the class that the motion to be debated is that: **Knowing How to Preserve Food is Important.**

Tell **Group One** that they will argue for the motion. This means they agree with the statement.

Tell **Group Two** they will argue against the motion. This means they will disagree with the statement.

Give the groups some time to come up with some good points. You will have to work with both groups to help them.

You and the pupils will be able to come up with many more discussion points, but here are some to start with:

Group One FOR	Group Two AGAINST
Do not have to go to the garden every day.	Preserved food does not taste as good as fresh food.
When there is not much food in the garden, the preserved food can be used.	Preserved food is not as healthy to eat as fresh food. Some of the vitamins are lost.
Quick and easy to make a meal.	Sometimes preserved food will go bad, and so you don't have as much food as you think you do.
Men and women share the meal preparation.	Sometimes the preserved food attracts rats to live in the place where it is buried.
Can grow a lot of one sort of food and keep it for a long time.	Animals often dig up the preserved food, like masi.

After the group discussions the two groups will sit facing each other. The leader for Group One will begin the debate. Group Two will then put forward their points and so on. All pupils should be given a chance to ask questions and to join in the debate.

At the end of the debate there should be a vote. You should ask the pupils to think about which arguments they think were the best. This is a chance for the pupils to vote for what they think. They do not have to vote for the group they were in. They can vote by putting up their hand and you can count how many 'for' and how many 'against'.

Explain to the pupils that someone who is good at debating should be able to put up a good argument either for or against a motion.

Syllabus Link
A3, K8, S2



Can all the pupils take part in the debate and disagree politely and appropriately? (S9)

◆ Reading and Discussion - Masi Masi from Western Province

Background Information

Reading is enjoyable only when pupils understand the meaning. This is another text about a traditional way to prepare cabbage and nuts used in Western Province. The recipe will be prepared differently on other islands.

Method

Build on the pupils' knowledge of local recipes.

Let the pupils read the text aloud.
Read the text to the pupils.

Talk about the text with the pupils.

Talk about the new words and phrases and their meaning.

Encourage the pupils to use the words in their own sentences.

You can also help the pupils to identify Islands and provinces of the Solomon Islands using a map.

Teacher Led Activities

Ask the pupils if they know of any traditional ways to preserve food on their islands. This is reviewing what they discussed last week.

Let them go through the methods again orally. Can they remember how masi was made on Tikopia without looking back in their books?

Ask the pupils to look at the new words and phrases.

Can they read all the words?

Do they know how to say the words correctly?

Can they put some of the words into sentences of their own?

Put the pupils into small groups and tell them to take turns to read aloud how to make masi masi in Western Province.

Go around the groups and listen to the pupils reading aloud. Remember to record who you hear read. You should try to hear each pupil read aloud at least once a week.

Read the text aloud to the pupils. Let them follow as you read. Go through the new words and phrases again. After reading the text through several times the pupils should now know the meanings of these words. Check that they do. Check by asking them again to put these words into sentences.

Have a map of Solomon Islands ready. Ask the pupils to find Western Province. This is where today's recipe is from.

Can they find Tikopia too?

Can they find where they are living on the map?

Talk about the different Provinces. Talk about where the pupils have been. Ask them to find Honiara. Tell them that Honiara is the capital of Solomon Islands and it is on Guadalcanal.

Syllabus link
A6, S6, S11



Can all the pupils explain their ideas in greater detail? (S13)

◆ Comprehension

Background Information

Nuts

There are many different types of nuts found in Solomon Islands. In each province, these nuts have their own names. Nuts are a useful food source for most people in the Solomon Islands. They can be used to produce different kinds of local foods and recipes.

A nut is an edible seed of a tree. Nuts usually have a hard outer shell and a soft inside part called the kernel. The kernel is the part we eat. Nuts contain protein and are part of the body building food group.

Method

Talk about different kinds of nuts in the Solomon Islands

Talk about the different recipes in using nuts.

Teacher Led Activities

Build up a list of all the different kinds of nuts that the pupils know. The names of the nuts could be in pijin and local language as well as in English. These names will be different in different parts of Solomon Islands. Ask the pupils to talk about what kind of plant they find the nut on. Ask them if they only find them at a particular time of the year. Do they know what a nut is? Talk about why plants grow nuts.

The recipe today uses roasted nuts. Do the pupils know of other ways that nuts are used? Peanuts are also grown in Solomon Islands. Peanut butter is sometimes made from peanuts. Have any of the pupils made peanut butter? There will also be other nut recipes that the pupils will know.

Use questions to check the pupils understanding of the text. Ask the pupils some oral questions first then follow up with the questions that are in the Pupil's Book. Here are some questions that you could use:

- What are the banana leaves used for?
- What is the motu covered with?
- How long are the nuts roasted for?
- Why do you need to wilt the banana leaves?
- What is good to eat with this masi masi?

Syllabus Link
A3, S2, S10



Can all the pupils read and identify sufficient detail to answer the questions? (S15)

◆ Language Study

Method

Tell the pupils to look at the words in the Pupil's Book. Read through the words with the pupils. They are all words that are often used in recipes.

Ask the pupils to write the meaning of each word. They could look up the word in a dictionary. After writing the meaning in their exercise books tell the pupils to put the word into a sentence.

The pupils can change the word ending when writing the sentence if they need to.

Syllabus Link
A2, S17



Can all the pupils find the right definition and write short simple sentences? (S23)

◆ Spelling

These are the spelling words for this week.

she	bowl
up	meal
will	cake
right	your
boil	bake

Tell the pupils to copy the words into their exercise books.

Tell them to use **Look, Cover, Remember, Write, Check** to help them learn how to spell the words. Encourage them to work with a partner. The pupils can help each other in this way. Remind the pupils that you will check how many of the words they can spell at the end of the week.

Ask the pupils to write complete sentences using the five words listed in the Pupil's Book on page 18.

◆ Oral ◆ Writing

Teacher Led Activities

Acting a Scene

Work in groups of three.

Ask the pupils to read the recipe of how to prepare masi masi again. Tell them that in their group they are going to act out the steps of making masi masi. Tell each group to collect some props like leaves for cabbage and the banana leaves, small stones for nuts and soil or sand for the salt. Water can be used. Each group will also need a cup or a bowl. Tell the pupils to work in their group and act out making masi masi. Tell them to talk through (narrate) the steps as one person does the actions. They can all take turns to narrate and to act.

Write a Traditional Recipe

Ask the pupils to write a traditional recipe. Discuss what 'traditional' means with the class. Let the pupils work in small groups. They must decide on a traditional dish first. Tell them to work out the steps of the recipe carefully. The pupils must write out a first draft. They must all work at improving it together. When they are ready tell them to write out a good copy. They can draw pictures to go with their recipe. You could ask the pupils to write their recipes on paper and then you could put all the recipes together. You could make a 'Class Recipe Book' and put it in the Book or Reading Corner.

Syllabus Link
A3, S16, S26



Can all the pupils write traditional recipes from their homes or islands? (S26)

◆ Reading and Discussion - The School Open Day

Background Information

The text today tells the reader about something that has already happened. It tells of what happened in order or in sequence. This type of text is known as a recount.

Method

Talk about competitions or special events that happen in villages or towns with the pupils.

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

Encourage the pupils to find out what these words mean. They could use a dictionary.

Let the pupils read the text aloud. Read the text aloud to the pupils.

Talk about the text with the pupils.

Teacher Led Activities

Before reading the text, ask the pupils to talk about different competitions they have entered or seen. These could be singing competitions, soccer or netball competitions, fishing competitions or cooking competitions. You and your pupils will probably be able to think of others. Talk about what a **competition** is.

Look at the new words and phrases with the pupils. Can the pupils read the words? Can they say them correctly? They may be able to work out some of the meanings of words they do not understand by reading the text. This is a way in which we often learn new words.

Put the pupils into small groups. Let them take turns to read aloud. Let them read the text through a few times. Go around the groups and listen to the pupils read. Read the text aloud to the class. Let the pupils follow in their books as you read.

Talk about the text with the class. You could use questions like these to start your discussion.

- How many different food competitions were there?
- What were they?
- What fish dish did Julia make?
- Where did the last School Open Day take place?
- Did Nicholas win the cake competition?
- Why do you think Griffin's Mother read the note silently?
- Why do you think not many people entered the cake competition?

Syllabus Link
A4, S2, S14



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

◆ Comprehension

Teacher Led Activity

After the pupils have read the text again silently, tell them to draw a picture to illustrate the text. There are guidelines in the Pupil's Book. Go through these with the pupils. Tell them to label their picture. They can look back in the text to choose some good words to use.

Syllabus Link
A2, S14



Can all the pupils read the text with understanding and make detailed drawings from the text? (S19)

◆ Language Study

Background Information

A preposition is a word that links two nouns, two pronouns or a noun and a pronoun. Here are some examples.

- I bought a tin of tuna **at** the store.
- I put the pot **on** the table.
- I walked with the girl **to** the river.
- I saw the horse jump **over** the fence.

Method

Build up a list of prepositions on the blackboard with the pupils.

Explain the exercise in the Pupil's Book to the pupils.

Teacher Led Activities

Talk about prepositions with the class. Build up a list on the blackboard. Can the pupils make up sentences using the words? Here are some prepositions you could use. You and the class will be able to think of others.

against	by	below	beside
in	on	from	between
into	onto	to	across
at	over	before	above

Ask the pupils to use some of these words in sentences. Look at the exercise in the Pupil's Book. Explain to the pupils that they do not need to write out all the sentences, but just to write a list of the missing words into their exercise books.

Syllabus Link
S23, S25



Can all the pupils use prepositions in sentences? (K4)

◆ Handwriting

Revise the 'third join' with the pupils.

This is used to join letters o, r, v and w to all the other letters except for b, h, k, l, t and z.

Write them up on the blackboard. Tell the pupils to copy them into their exercise books.

Here are some examples

ou oo oa va ve vi
wo wa wr vo ve vi

In the Pupil's Book page 21, there is a rhyme written out in cursive style handwriting. Read through the rhyme with the class. Ask the pupils to copy the rhyme into their exercise books. Remind them that they must try to make their writing look neat, well sloped and even.

◆ Oral ◆ Writing

Method

Pupils will work in small groups. They will discuss a special event they have been to.

The pupils will then write a recount about one of the events they have talked about.

Teacher Led Activities

Write a Recount

Put the pupils into small groups. Tell them to talk about a special event they have been to. This could be a school open day, a bazaar, a party or a wedding feast. There are questions in the Pupil's Book to guide their discussions.

Ask the pupils to choose one of the events they have discussed. Tell them to write a recount about it. Write a first draft and to then give it to a friend to read and check for mistakes. The pupils should look for errors in spelling, grammar, punctuation and style. Tell the pupils to write out a good copy when they have worked at improving their draft.

Syllabus Link
A5, S23



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

◆ Reading and Discussion - Preparing for the School Open Day

Background Information

This is the continuation of the text about the School Open Day.

Method

Go over what had happened in yesterday's text.

Explain that the text today tells us more about preparations for the open day.

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

Let the pupils read the text aloud. Read the text aloud to the class after they have read it.

Talk about the text with the pupils.

Teacher Led Activities

Ask pupils to take turns to retell what happened in the text that the pupils read yesterday. Ask the pupils to look at the new words and the phrases for today's text. Can they read the words? Do they know how to say all the words? If there are words there that they do not understand talk about the meanings after they have read the text. They could also use a dictionary to look up the meaning of some of the words.

Put the pupils into small groups. Let them take turns to read the text aloud. Listen to some of the pupils read. Remember to record who you hear. After the pupils have read the text, read it aloud to the class. Let the pupils follow as you read.

Talk about the text with the pupils. Here are some questions you could use to start your discussion.

- Why did the older girls go to the swampy area?
- Why were the men building small stalls?
- Why do you think Griffin wants to know his mother's recipe?
- Do you think a lot of people will come to the open day?
- Why do you think that?

Syllabus link
A3, S1, S16



Can all the pupils use a wide range of skills to identify and understand more complex words? (S17)

◆ Comprehension

Teacher Led Activities

Cloze Procedure

Write out one of the paragraphs from the text onto the blackboard. Miss out every 7th word. Tell the pupils to close the Pupil's Book. Work with them as a class to put in the missing words. Cloze procedure is a good way to assess if the pupils understand what they are reading.

Here is a paragraph you could use.

The School Open Day was just _____ week away. Everybody in the village _____ very busy getting ready. The men _____ small stalls where the food would _____ sold. The women collected firewood. Some older _____ went to the swampy area behind _____ village to collect some taro and _____ for baking. The older boys went _____ the chief's coconut plantation and collected _____ for cooking and drinking. The teachers _____ busy putting up pupils' work on _____ classroom walls.

It is not necessary that the pupils use the exact words from the text, but rather that the words they use make sense and sound right in the passage.

Questions

There are some questions about the text in the Pupil's Book. You could ask the pupils to answer these orally in class. You could ask them to write the answers to the questions in their exercise books.

Syllabus link
A4, S14



Can all the pupils read and identify sufficient detail to answer the questions ? (S15)

◆ Language Study

Background Information

Punctuation is a way of making written text easier to understand. Here are the most commonly used punctuation marks in English.

Full stop (.) Question mark (?) Speech marks (" ")
Comma (,) Exclamation mark (!) Apostrophe (')

Capital letters are also used as a form of punctuation.

Full stops are used to mark the end of sentences.

Commas are used to separate parts of a sentence or to separate items in a list.

- The old man, wearing a big hat, gave a good speech.
- She bought an apple, a melon and a mango.

Question marks are used at the end of questions.

- How are you?
- Do you come here often?

Speech marks are used to show the words that are actually spoken.

- "Come here," said Jim.
- Samson said, "I will dig your garden for you."

Exclamation marks are used to add emphasis.

- "Help!" shouted the man.

An **Apostrophe** is used when two words are shortened into one and a letter is missed out - this is called a contraction.

- did not becomes didn't
- can not becomes can't
- I am becomes I'm

An **Apostrophe** is also used to show possession.

- The cat's tail means the tail belongs to the cat.
- The boy's hat means the hat belongs to the boy.
- The pupils' classroom means the classroom belongs to all the pupils.
- The pupil's book means the book belongs to a pupil.

Teacher Led Activities

Go through some examples of using punctuation marks on the blackboard. Ask the pupils to look through the text and find some punctuation marks. How many different kinds can they find?

Look at the exercise in the Pupil's Book on page 24 with the class. Explain to them what they have to do.

The first one has been done as an example. Tell the pupils to complete the exercise in their exercise books.

Syllabus Link

S21



Can all the pupils use the correct punctuation in their sentences? (S22)

◆ Spelling

Read through the spelling words for this week with the pupils. Ask them to work with a partner and tell them to test each other. Are they improving? How many can they spell correctly?

Remind them to use **Look, Cover, Remember, Write and Check** to help them to learn the words.

Ask the pupils to look at the exercise in the Pupil's Book. They have to arrange the words in alphabetical order. The first two have been done for them. You may have to go over what alphabetical order means. You may have to remind the pupils of how words are put into alphabetical order when they start with the same letter. You could give them some examples on the blackboard.

◆ Oral ◆ Writing

Method**A Special Day**

Today the pupils will continue to write the recount that they started to write yesterday. Make sure that they are in the same groups. Remind them to draw their picture when they have written out a good copy of their recount.

All Our Own Work

You could put all the recounts together to make a book. You and the pupils could then give the book a name. Choose someone to design a cover for the book. When the book is finished put it in your Book or Reading Corner.

Syllabus Link

S27



Can all the pupils write recounts based on their experience? (A2)

Unit 9: Local Recipes

◆ Reading and Discussion - Chicken and Pumpkin Soup

Background Information

This text is another recipe. Remind the pupils that when we want to cook something we must follow a set of steps in order for the food to be cooked in the right way.

Method

Go through the new words and phrases with the pupils. Let the pupils read the recipe aloud. You could read the recipe to them after they have read it for themselves. Talk about the recipe with the class.

Teacher Led Activities

Can the pupils read the new words and phrases?

Make sure that they can say them correctly. Some of the meanings of the words will be easier to explain in the context of the recipe. You could explain some words that the pupils still don't understand when you read the recipe to them.

Talk about the ingredients and the method. Go through the steps one at a time. Keep asking the pupils questions to make sure they understand what each step means.

Talk about 'soup' with the class. They read about how to make a different soup last week. Can they remember what the name of that soup was? Can they remember how it was made?

Syllabus Link
A1, S2, S20



Can all the pupils use a wide range of skills to identify, understand and pronounce new words? (S17)

◆ Comprehension

Teacher Led Activities

Here are two comprehension activities. You could choose which one to do with your class. You could split the class into two and they could do both of the activities in turn.

Ingredients

Ask the pupils to make an ingredients chart. Tell them to draw each ingredient and label it. They could also write a note by each ingredient giving details of what is done with that ingredient in the recipe. Here are two examples:

coconut cream - added just before the soup is ready

pumpkin tips - washed and chopped first

Questions

There are some questions in the Pupil's Book on page 26. You could read through these questions and answer them orally before the pupils write the answers in their exercise books.

Syllabus Link
A2,A3,S15



Can all the pupils read and identify sufficient detail to answer the questions and understand the writer's purpose? (S14)

◆ Language Study

Background Information

Abbreviations are often used in recipes instead of writing the whole word. The letters used in the abbreviation are usually taken from the word or words that are being shortened.

Method

Prepare flash cards of abbreviations used in recipes. Write the abbreviation on one side of the card and the whole word on the back.

Here are some you could use		
g	l	tsp
gram	litre	teaspoon
kg	tbs	
kilogram	tablespoon	

Teacher Led Activities

Put up the flash cards on the blackboard and talk about them with the pupils. Do the pupils know what they all mean? Can the pupils tell you the abbreviation from the whole word too?

Look at the exercise in the Pupil's Book with the pupils. Ask them to choose 3 of the measuring words in the box. They must write some sentences using each of these words. They can use more than one sentence. There is an example in the Pupil's Book.

Syllabus link
A4



Do all pupils understand the common abbreviations used in recipes? (K2)

◆ Handwriting

The Fourth Join

Revise the 'fourth join' with the pupils.

This is used to join the letters o, r, v and w to the letters b, h, k, l, and t.

Write them up on the blackboard. Tell the pupils to copy them into their exercise books.

Here are some examples

ol ot rk rl rt wh

Read through the letter in the Pupil's Book. The letter is written out in joined handwriting. Ask the pupils some questions about it.

Here are some you could ask.

- Why did Miss Delwin write the letter?
- Who was the letter written to?
- Why did Miss Delwin want Silvia to come back to the class?
- Did Miss Delwin's father like the soup?
- How do you know?

Talk to the pupils about the layout of the letter.

- Where is the address?
- Is there a date?
- How does Miss Delwin sign off?

Ask the pupils to copy part of the letter into their exercise books. It will take too long for the pupils to write out the whole letter. Tell them to show their work to another pupil when they have finished. Tell them to talk about the handwriting. Let them discuss how it could be improved.

◆ Oral ◆ Writing

Background Information

This is a short passage taken from a book called 'The Good Cook' by Levys Belabapada. This is a book you may have in your school. If you have the book, bring it to the lesson. This passage tells how to prepare a recipe, but it was written as a description or explanation.

Method

The pupils will read the text aloud and then they will write a recipe giving the details of how to make the fish dish described in the text.

They will need to use two headings, ingredients and method.

They must also give the recipe a title

Teacher Led Activities

Put the pupils into pairs. Let them read the text out to each other. Go through the text with the pupils. Make sure they can read all the words and that they understand what they mean.

Write the Fish Recipe

Tell the pupils to continue working with their partner. Tell them to write out the recipe under two headings, **Ingredients** and **Method**. Under ingredients they must list all the foods used in the recipe. Under method they must write out the order in which things were done to make the dish. Tell them to make sure the steps are in the correct order. Tell the pupils to number the steps.

Let the pupils draft their work first. Tell them to check back with the text when they have finished their first draft. When they have made any corrections tell them to write out a good copy.

The recipe might look something like this:

Spicy Fish in Coconut Cream

Ingredients

- 1 big fish
- 1 tomato
- coconut cream
- beans
- salt
- 1 tbs of curry powder

Method

1. Chop the fish into small pieces.
2. Clean the fish and put it into a pot.
3. Chop the tomato and add to the pot.
4. Squeeze in some coconut cream.
5. Sprinkle in some salt.
6. Add curry powder.
7. Cook over fire until fish is tender.

Syllabus Link
A2, S15, S16, S24



Can all the pupils write a recipe? (S26)

◆ Reading and Discussion - Pawpaw and Bush Lime Juice

Background Information

This is a recipe for pawpaw and bush lime juice. It is good for the pupils to read and learn about nutritious types of food that are good for their health. At the same time they learn something that they can try at home.

Method

Go through the new words and phrases with the pupils.

The pupils will read the text aloud.

If you have the ingredients demonstrate the recipe step by step.

Teacher Led Activities

Practical

If you have lots of pawpaw and bush limes where you are you could bring these ingredients into the classroom. You could make the juice in front of the class and the pupils could try it. Read the recipe out as you prepare the juice. You could ask different pupils to read each step. You could also have pupils come to the front of the class to do the steps one at a time.

New Words and Phrases

Make sure that everyone can read the new words and phrases. Talk about what they mean. You could ask the pupils to look up some of the words in a dictionary.

Talk about the recipe as you ask pupils to read it aloud a step at a time. Ask pupils questions to help them find information in the text. This will help them understand more about the phrases, new words and the text itself.

Syllabus Link
A1, K1, S2



Can all the pupils use a wide range of skills to identify, understand and pronounce new words? (S10)

◆ Comprehension

Teacher Led Activities

Sentence Starters

In the Pupil's Book on page 29, there are sentence starters and one sentence ending. The pupils are asked to complete the sentences. This activity will check the pupils' understanding of the text.

Do some examples on the blackboard first.

Here are some sentence starters you could use.

- Scrape the pawpaw _____ .
Scrape the pawpaw pulp into a clean bowl with a spoon.
- Cut the bush limes in half and _____ .
Cut the bush limes in half and squeeze out the juice.

Here are some sentence endings you could use.

- _____ into the strainer.
Put the mashed pawpaw pulp into the strainer.
- _____ in a clean bowl.
Mash up the pawpaw pulp in a clean bowl.

Questions

There are some questions in the Pupil's Book. You could go through these orally with the class or you could ask the pupils to write the answers in their exercise books.

Syllabus Link
K4, S15



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

◆ Language Study

Teacher Led Activities

Odd One Out

Look at the exercise in the Pupil's Book. Tell the pupils to read the groups of words. Tell them that one word is the 'odd one out'. It does not fit in the group. Tell the pupils they must find the word and then write a sentence to say why they have chosen it. There is one example in the Pupil's Book. Do some more examples on the blackboard.

Here are some you could use.

You will be able to think of some more too.

- roast eat bake fry

eat - All the other words are ways of cooking.

- bowl cup salt plate

salt - All the other words are items of crockery.

- milk cabbage water juice

cabbage - Cabbage is the only word that is not a drink.

Ask the pupils to do the exercise in their exercise books.

Syllabus Link
S17



Can all the pupils select vocabulary appropriate for the type of writing and its' purpose? (S25)

◆ Spelling

Look at the exercise in the Pupil's Book on page 30. Read through the sentences with the pupils. The letters of the words underlined are jumbled up. These are all words from this week's spelling list. Tell the pupils to write out the sentences correctly. Tell them to underline the corrected word.

Ask the pupils to write the spelling words out again. Give the pupils a spelling test. How many words does each pupil know how to spell? Remember to record their scores. Are the pupils learning their words? Are some pupils finding the spelling words too difficult? Are some pupils finding the spelling words too easy? Are some pupils not spending enough time learning their words?

You should try to help all the pupils. Some pupils may need a shorter spelling list each week. Some pupils may need some harder words as well as their usual spelling list. You may need to spend some time helping those who are not learning their words but you feel they are not really too hard from them. You may need to help them by going through different activities that could help them to learn the words. Some pupils may find it useful to sound out the words for example.

◆ Oral ◆ Writing

Method

Pupils will work in pairs.

Talk about their favourite juice and how it is made.

They will then write out a juice recipe.

Teacher Led Activities

Quickly go through the 'Pawpaw and Bush Lime Juice' recipe again.

Ask the pupils to work in pairs. Tell them to think and talk about a juice that could be made from fresh fruit. This could be one they have made or one they make up. There are some questions in the Pupil's Book to guide them.

Your Juice Recipe

Tell the pupils to write out their juice recipe. Tell them to draft their work first. They should not need much guidance now on how to layout their work. They have written many recipes in this unit.

If you have fruit available you could ask the pupils to make their juice. This would be an excellent way to finish off the unit. You could bring a selection of fruit for the lesson and tell the pupils to look at what you have brought and then to write a recipe using some of these ingredients. You could choose one or two good recipes and those pupils could make their juice in front of the class. Everyone could try the juices.

Remind the pupils to think up a good name for their juice. You could think of some examples of good names with the class.

Here are some ideas. You will be able to think of some more.

Fruit Blaster	Pineapple Zing
Zesty Juice	Soursop Delight
Tooty Fruity	Orange Refresher

Syllabus link
A2, S13, S24



Can all the pupils write up a recipe of their own? (S26)

◆ Reading and Discussion - Clean and Healthy

Background Information

The text is written in the form of a conversation. It gives information on the health of Damo, and also tells the reader why a healthy environment is important. Some of the words and phrases in this text are difficult. It will be best to talk through these before you read the text with the pupils.

Method

Explain that the reader text is a conversation, presented as a cartoon.

Discuss some of the health issues raised in the text with the class e.g. good health habits, cleanliness in the home and surroundings. Use some examples from your local village or town.

Choose a good reader who can play the part of Damo. You could play the part of the Health Inspector. Read the text to the class.

When the pupils have become familiar with the text choose different pupils to read the parts out aloud to the rest of the class.

Teacher Led Activities

Give all the pupils a chance to read the conversation. You could put the pupils in pairs and tell them to take turns to be Damo and then the Health Inspector.

Go around the class and listen to the pupils as they read. Help them to say the words correctly. Give the pupils hints about emphasis especially when Damo replies and talks about his illness.

After reading the text you could take your pupils for a walk outside the classroom. Ask the pupils to point out places that might need tidying up or cleaning.

You could ask the pupils to draw some sketches to show the scene that the Health Inspector is complaining about.

Syllabus Link
A2, K1, S2



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

◆ Comprehension

Background Information

Summarising the main points helps the pupils understand the text. The pupils have to think carefully about what they have read. They have to say what the text is about in their own words.

Method

Ask the pupils to re-phrase what Health Inspector Lale said to Damo. This will lead the pupils into answering the questions in the Pupil's Book. Do the first one on the blackboard. If pupils are not used to answering in sentences then explain this and help them to write proper sentences.

Write up a question on the blackboard. e.g.

What does a Health Inspector do?

Discuss the question, accepting different pupil's ideas. Model how to answer using a complete sentence. Write the answer on the board as an example.

It is sometimes a good idea to complete the questions together as a class. This allows for discussion. The pupils do not always need to write the answers in their books.

Teacher Led Activities

Question 2 will encourage pupils to make a list. This can be done as a whole class, on a large sheet of paper and placed on the wall. This list could be left on the wall for the rest of the week while the pupils are learning about this topic.

Take the pupils outside the school grounds and look for examples of a poor environment and a good environment. You can make two lists. This is also an opportunity to use words of direction and place e.g. 'not far away', 'opposite the school gate' etc.

Draw on the pupil's own experiences. Talk about when they have been sick or when someone in their family has been sick. Were any of these sicknesses similar to Damo's sickness?

Syllabus Link
A3, K3, S21



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

◆ Language Study

Background Information

This is an extension of the comprehension activity and gives more practice in the use of the new words in different contexts.

Method

Always have the class dictionaries available for reference. Help the pupils to understand the use of a dictionary. Dictionaries often give a number of meanings for one word. Help pupils to choose the right meaning by looking back at the text.

In this case pupils are reading about health e.g. 'boiled' water.

The word 'boil' has two meanings, one related to the heating of water and the other related to a painful lump on the skin. Always be careful with the use of the dictionary and monitor how pupils use it for meanings.

Teacher Led Activities

Take the pupils through the activity in the Pupil's Book. You could add some more examples of your own.

Assist less able pupils.

Correct pupil's mistakes and help them to understand new words using the context in the reading.

Syllabus Link
A2, K1, S17



Can all pupils select vocabulary appropriate for the type of writing, purpose and audience? (S25)

◆ Spelling

Method

Use the spelling strategy **Look, Cover, Remember Write and Check** to encourage the pupils to learn the spelling words. Make sure you give the pupils some time during the week to learn these words. Remember to check at the end of the week if they can spell them. It is a good idea to keep a record of each pupil's results. You will be able to adjust the spelling list for those who are having difficulty as well as for those who find the words easy to learn. Remember it is important to monitor pupils' spelling in their writing as well as how they learn spelling list words.

This week's spelling list:

over	clear
other	dirty
blue	tidy
yellow	plenty
white	clean

You could have each week's spelling words up on a large chart in your classroom. Remember to change the list each week.

◆ Oral ◆ Writing

Background Information

This is an opportunity to encourage pupils to talk amongst themselves and to discuss the reasons why Damo was sick. This will lead to some writing. Pupils will be able to practise using the correct tense in their writing.

For example,

I will do this tomorrow. **future**

I am keeping my room clean. **present**

Last week I cleaned my mother's kitchen. **past**

Method

Divide the class into 4 groups and give each group questions to discuss.

There are some examples in the Pupil's Book on page 33. You can also use questions of your own.

Show the pupils how to organise themselves when they are in a group discussion. Sit with one group as an example and demonstrate this to the rest of the class.

Show the pupils how to keep notes so that they can make their own group list of the points that they have discussed.

One way you could do this is to set up two headings.

1. Things that we agreed about:
Keep the house clean
2. Things we disagreed about:
Boys and girls should help to do this

Teacher Led Activities

When they have finished their discussion ask the groups to report back to the whole class.

Did most of the groups come up with similar lists?

Writing

Ask the pupils to think about where they live.

You could go for a walk with the whole class and look around the school, the village or around your street if you are in a town.

Tell the pupils to take notes on their walk.

Ask the pupils to draw two pictures. One picture should show a unhealthy environment.

The second picture should show any improvements that could be made to make the environment healthier. The pictures might be labelled to demonstrate the pupils' understandings of the issue.

You could also ask them to write a few sentences underneath each picture. These pictures could make a good wall display in your classroom.

Syllabus link

A6, K9, S24



Can all pupils agree and disagree politely and appropriately? (S9)

◆ Assessment Activity - Running Record

Background Information

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

This is the third running record you will make this year. Compare the results of this assessment with the records you made on reading during Units 2 and 6.

Assess whether each pupil has improved and look for persistent difficulties they may be having. Make sure that you take these into account when planning teaching and learning activities for your pupils.

Method

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

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

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

Suggested Texts for Running Records**Easy Text: A Message from Water**

From 'Suddenly from the mountain...'
until '... dry up and die'
(106 words excluding title)

Medium Text: Water Sources in Solomon Islands

From 'We get water from....'
until '... and our cooking pots.'
(101 words excluding title)

Difficult Text: Diseases from the Water

From 'Malaria, yellow fever...'
Until '...kill these germs or bacteria.'
(101 words excluding title)

◆ Reading and Discussion - Water Rhymes

Background Information

A good way of encouraging interest in the lesson is through songs and rhymes. Some of these rhymes will be familiar to the pupils. Some of them you will know how to sing. Read or sing the rhymes with the pupils. Ask the pupils to learn some of them off by heart. There are some new words and phrases to learn too.

Syllabus Link
A2, K12, S15



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

◆ Comprehension

Method

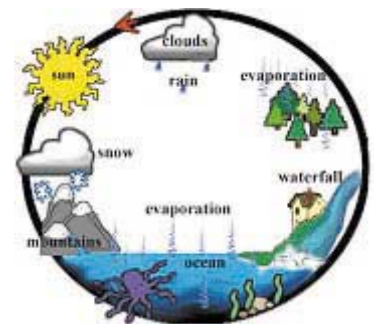
Talk about where rain comes from. You could build up a picture on the blackboard of a water cycle. Lead the pupils into helping to build it up together. Ask them some of these questions:

- Where does rain come from?
- If it rains in the hills what do you notice about the rivers?
- Where does all the water that is in the rivers flow to?
- What happens when the sun shines on water?
- The wind often blows from the sea onto the land. What happens when the wind blows the clouds?

Draw a simple line sketch on the blackboard. During your discussion with the pupils, build up the diagram and decide on some labels. You can use your own words.

Here are some examples for you.

- The rain falls on the hills from clouds.
- The water drains into streams.
- The streams flow into rivers.
- Rivers flow or run off into the sea.
- The sun shines on the sea.
- Some of the water changes to gas and floats into the air.
- This water vapour collects to make clouds. It turns back into water.
- The clouds are blown by the wind from over the sea to the hills.
- The rain falls.
- Then the cycle starts all over again.



Can the children use your diagram to talk about where rain comes from? They could copy a simple diagram into their exercise books.

You could also display the water cycle diagram on the classroom wall.

Syllabus Link
A4, K1, S10



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

◆ Language Study

Background Information

It is important to be able to understand the words 'singular' and 'plural'. Help the children to understand the difference. To make the plural form of some words it is necessary to simply add an 's'. Other words need the final 'y' changed to 'i' before 'es' is added to become plural. Other words are irregular in how they form the plural form. For example the word 'knife' becomes 'knives'.

Method

You can prepare a chart like the one in the Pupil's Book on page 35. You can use this chart to build up a set of plurals showing different endings. The pupils can make their own chart. Give them a list of words. Take as many words from the text as you can. You can add other words.

Teacher Led Activities

Play a group game called 'Plurals'.

Divide the pupils into two groups. Give group one a list of singular words.

The pupils take turns. One member from Group 1 has to make up a sentence using some of the singular words. A pupil from Group 2 has to make all the nouns in that sentence plural.

For example.

Group One - The woman bought a coconut and a pineapple.

Group Two - The women bought coconuts and pineapples
(Notice **woman** becomes **women**.)

Group One - The man caught a crab and a fish.

Group Two - The men caught crabs and fish.

(Notice **man** becomes **men**. The plural of **fish** is **fish**.)

This could be a knock-out competition depending on the number of pupils, or players could score a point for a correct answer, like scoring a goal.

There is an activity in the Pupil's Book that also focuses on changing singular nouns to the plural form.

Syllabus link

A1, S23



Can all pupils select vocabulary appropriate for the type of writing, its purpose and audience? (S25)

◆ Handwriting

Handwriting lessons should be regular. Pupils need many opportunities to write if their handwriting is to improve. They need to focus on how letters are formed and joined.

You can select various texts for this. Sometimes it is simply a case of copying a text neatly and in the pupil's best joined-up writing.

Ask them to do the exercise in the Pupil's Book on page 34. This is written in joined-up writing.

You should use the information on handwriting presented in the front of this guide to help you when planning handwriting lessons.

Another Idea

On other occasions you may wish to teach something special through the handwriting text.

For example here is a text where the pupils can also learn about 'countable' and 'uncountable' nouns.

Explain to the pupils that you are going to write a sentence on the blackboard. You must write this sentence using cursive handwriting. Tell them the word '**several**' is used with countable nouns. Here is a sentence using that word.

The pupils receive several lessons each day in English and mathematics.

Tell them the word **enough** is used with an uncountable noun. Here is a sentence using that word.

I have had enough food.

Ask the pupils to copy your sentences from the blackboard into their exercise books. This could be their handwriting lesson for the day, rather than the activity suggested in the Pupil's Book.

◆ Oral ◆ Writing

Background Information

This activity will build on the information found and discussed after the walk you took in the environment yesterday. The activity is to write a conversation. This style of writing will also give the pupils confidence in speaking.

It is also an opportunity to focus again on the use of countable and uncountable nouns.

Few, many, several or **some** are used with countable nouns.

Little or **much** can be used with nouns that are uncountable.

For example

- Few houses have running water.
- Many children use the school latrines.
- Several pupils were sick.
- Some children forgot to wash their hands.
- Try to waste as little water as possible.
- Try to drink as much water as possible.

Method

Have two pupils read the conversation between Jane and the nurse in front of the class.

Give the pupils advice in how to use their voice and how to use body movements to present the reading well.

Draw some empty speech bubbles on the board. Write a conversation with the class as a whole.

This is called shared writing. Make up two characters e.g. a doctor and a teacher or a parent and a health visitor.

Teacher Led Activities

This activity will lead to improved writing. Help the pupils to work in pairs and develop a message about good health by using a conversation.

They will have to decide on the two characters and decide on a good health message. Some examples of good messages can be found in the handwriting exercise.

You may need to give the pupils some time tomorrow to finish this activity. When they have finished writing out a good copy you could ask some pairs to read their conversations out to the class, taking on the different roles.

You could ask other pupils who watch to comment on the conversations. Encourage discussion about the issues raised.

You could ask the pupils to act out their conversation in their mother tongue or Pijin, as well as in English.

Syllabus link
A6, K12, S23



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

◆ Reading and Discussion - Food and Keeping Healthy

Background Information

There are more facts in this text. Remind pupils what they know about a factual report. It describes a true situation. It gives knowledge and information about a topic. In this text the reader finds out more about food and the relationship between food and good health.

Method

Read the text on page 37 of the Pupil's Book together aloud. Take your time with the reading.

Emphasise the facts and the role that food plays in keeping you healthy.

Make a list of the facts supplied by the text. This will give details of how to keep healthy and avoid illness or disease.

This will help pupils with their initial understanding of the text. Spend time explaining the facts as you read.

Teacher Led Activities

If possible you can provide examples of healthy food. Show these examples to the pupils before you read the text.

Make a list of good healthy foods. The pupils can make suggestions too. Ask the pupils what they like to eat. Put the food into lists depending upon whether they are unhealthy (fatty and sweet foods) or healthy foods. The list that has fatty and sweet foods in it should be balanced with a list that has fresh fruit and vegetables in it as well as fish and meat and eggs. Remind the pupils that to stay healthy everyone must eat some food from both lists. It is not good to only eat one type of food, or too much of the fatty and sweet foods.

Syllabus Link
A3, S3



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

◆ Comprehension

Background Information

You can use the text to encourage the children to ask each other questions, and give each other answers.

Method

You and a small group of pupils could demonstrate the activity.

You could start by asking, "Why do I need to eat food?" The pupil who is expected to answer should do so in his or her own words.

If a pupil is not sure of the answer they should discuss it with other pupils. When the answer is given the other pupils can decide whether the answer is right or not.

This may require some discussion. Remember to encourage pupils to listen to others points of view.

Teacher Led Activities

After you have shown the class how to ask questions and how others might arrive at an answer, organise the pupils into groups.

Allow the pupils time to ask questions and answer each other in their groups.

The exercise in the Pupil's Book can now be completed. You will need to move around the class checking on those who continue to have difficulty with the new words and phrases and who find the text difficult.

Syllabus Link
A4, S4



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

◆ Language Study

Background Information

Conjunctions are words that help text to hold together. They can do different work within text. For example:

adding more information: **and, also, furthermore, in addition to**
 giving details of time or sequence: **then, firstly, after that, next**
 giving a reason or cause for something: **because, therefore, so**
 presenting the opposite or perhaps unexpected: **however, but**

Method

Write some sentences on the blackboard with the conjunction missing. Here are some examples you could use.

- I was not able to play sport _____ I had hurt my foot.
I was not able to play sport because I had hurt my foot.
- He was not very ill _____ they kept him in hospital.
He was not very ill however they kept him in hospital.
- She took her mother _____ her aunt to town.
She took her mother and her aunt to town.
- Firstly I ate the meal _____ I fell asleep on the bed.
Firstly I ate the meal then I fell asleep on the bed.

Allow the pupils to also complete the activity in the Pupil's Book, if you feel that this is necessary.

Syllabus Link
K6, S25



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

◆ Spelling

Rhyming Words

The exercise in the Pupil's Book on page 38 will give practice in spelling by using other words that rhyme with four of this week's spelling words.

The words used are **blue, white, clean** and **yellow**.

You could make a list of words that rhyme with these words on the blackboard with the pupils before you start the exercise.

Some pupils will find this quite difficult. Some examples are given to help them as they complete the activity. Make sure you check all the pupils' lists when they have finished the exercise.

Ask them to read the words aloud if they have them in the wrong column.

Make sure that all the pupils can read all the words in the 'Rhyming Box'.

◆ Oral ◆ Writing

Background Information

This is a continuation of the activity using speech bubbles. This activity was started yesterday. The pupils should be given enough time to finish this activity well.

Method

Pupils should continue to work on the conversation that they are writing. They can practise their speeches quietly.

Ensure that they all make a draft of the conversation in their exercise books, using speech bubbles.

In the speech bubbles, encourage the pupils to use countable and uncountable nouns and to use sentences with different conjunctions.

Check their work carefully before you ask groups to perform their speech drama in front of the class.

Syllabus link
A5, K6, S22



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

◆ Reading and Discussion - Healthy Tips

Background Information

This text is a poster and is meant to persuade people. Many posters do this when they advertise an event or give the community information and facts.

Method

The poster should be read aloud by different people in the classroom.

You can also read part of the poster and demonstrate intonation and rhythm in each of the sentences.

Some sentences can be spoken boldly for emphasis.

Teacher Led Activities

Pupils could mime the instructions as one person reads. This will be both amusing and instructional. You may have to remind pupils what 'miming' involves.

Play the Game

Ask a pupil to choose one of the 'Healthy Tips'. Tell the pupil to mime it to the class. As soon as someone guesses what the mime artist is doing, tell them to put up their hands.

They must not call out or they will not be allowed to take part in the game.

Ask the pupils with hands up in turn what they think was mimed. As soon as the right answer is guessed, that pupil can take a turn to be in front of the class and mime another 'Healthy Tip'.

Syllabus Link
A6, S6



Can all pupils listen and differentiate between story and informative talk, news reporting, commands and warnings? (S2)

◆ Comprehension

Background Information

Ensure that the pupils discuss the issues brought up in the poster and in the comprehension questions that follow in the Pupil's Book. You should show them how to look back at the text to answer the questions fully. Once you have discussed the topic with the class, ask them to complete written answers to the questions in the Pupil's Book. Tell the pupils they must use complete sentences. Tell them to use their own words and not to simply copy parts of the text.

By looking at the poster you will see that the various 'Healthy Tips' can be put into groups.

- Clean bodies
- Clothes
- Cooking
- Drinking
- Other good health habits

Method

Work with the class. Put all the 'Healthy Tips' into one of the 5 groups.

Build up the groups on the blackboard, or on a piece of chart paper.

Teacher Led Activities

Ask the pupils to think about their hair, teeth and finger nails. Can they think of some 'Healthy Tips' for these?

You could do this orally with the class and then the pupils could complete the exercise in the Pupil's Book. They can put what they have talked about into words. Encourage them to think of reasons for the tips they have written.

Syllabus Link
A4, S15



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

◆ Language Study

Background Information

You will need to study spelling and reading words with 'silent' letters with your pupils e.g. knee, wrinkle, gnat and gnaw. These kinds of words often cause difficulty for readers and writers.

Method

Prepare pupils for the exercise in their book by listing a few words on the blackboard that have silent letters. Discuss the words and their meanings. Allow the pupils to use a dictionary and emphasise the spelling of each word.

Teacher Led Activities

Introduce words that have silent letters in different parts of the word e.g. write and limb.

Ask the pupils to look at the exercise in the Pupil's Book. Go through the exercise orally. Ask the pupils to put the words into a sentence to check if they understand what each word means.

Think of examples of 'silent' letters in some Solomon Island languages.

e.g. In the word Metablyi in Temotu, the 'y' is silent.

Mbokona is pronounced 'Bokona', so the 'm' is silent.

Ask the pupils to complete the activity in the Pupil's Book. Or you could ask the children to write each word in a sentence that will illustrate the meaning, instead of copying the meaning down.

You could start a '**Silent Letter**' chart in the classroom. Write down all the words you have used today which have a silent letter. Tell the pupils that the whole class will now look out for other words that have silent letters. Every time one is found it will be added to the list. This would be a good word resource in the classroom. The pupils can use words from this list when they are doing their own writing.

Syllabus Link
A6, K11



Can all the pupils listen and differentiate between the sounds of English and the sounds of Solomon Island languages? (S6)

◆ Handwriting

Continue to help the pupils to become better writers.

Remember there are four main joins used in joined-up writing.

1. Joining letters with tails to all other letters, other than b, h, k, l, t and z

e.g. cr ea nd

2. Joining letters with tails to the letters b, h, k, and t

e.g. ch ck th

3. Joining the letters o, r, v and w to all other letters, except b, h, l, t and z

e.g. au oo wr

4. Joining the letters o, r, v and w to the letters b, h, k, l, and t

e.g. ol rk wh

Focus on these joins as you teach the pupils to write.

Ask the pupils to copy the poster in the Pupil's Book on page 41. This is written out in cursive style. Encourage them to decorate their poster. The finished work could be displayed in the classroom.

◆ Oral ◆ Writing**Background Information**

This activity involves free writing. Group the pupils according to ability. The pictures on page 41-42 of the Pupil's Book should help the pupils to write with expression. You should talk about each picture with the pupils before expecting them to write.

Method

You can work with each group and guide them in the writing of a narrative.

Check spelling, punctuation, vocabulary and sentence structure.

Encourage the use of conjunctions to make the story more organised and well structured.

Tell the pupils they must use neat joined-up writing to write out their final copy.

Teacher Led Activities

Ask the pupils to draft and re-draft the text. Allow the children to check each other's work. They can give each other ideas. You will also need to help the pupils at the editing stage. Make sure you work with all the groups.

The pupils are given pictures and some words that they can use to help them with their writing. Tell them they can also use other words and ideas of their own.

The pupils may not have enough time to finish this activity in one lesson. You may need to give them time to come back to it in the days that follow. Make sure you give them enough time to write this well.

Syllabus link
A5, K11, K6



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

◆ Reading and Discussion - Diseases from the Water

Background Information

Many diseases are connected with water. Insects and animals that cause disease often spend part of their life cycle in or near water. Talk to your local nurse or health visitor about other water-borne diseases. They are quite common. You might be able to obtain some pamphlets or posters to show the pupils. You could also ask the local nurse or health visitor to come in and talk to your class.

There are a lot of difficult technical words in this text. You should not expect the pupils to know how to spell these words. You will need to explain many of these words to the children.

Part of this text is suggested as the difficult passage for the Running Record reading assessment that you will complete in this unit.

Use the paragraphs about Malaria and Diarrhoea, about 100 words in total.

Method

Read the text to the pupils, then read through the text again with the pupils.

Talk through the text as you read it. The children will need a lot of explanation from you. Then encourage the pupils to read this text silently.

Move around the class asking a few questions to ensure that the pupils are reading with understanding.

You may have to explain a point again as you go around the classroom. You should read the text aloud several times to and with the class.

Teacher Led Activities

Discuss the main points with the pupils. You could write up some key facts on the board about avoiding disease.

Your list could start like this:

Malaria, Yellow Fever, Dengue Fever

Sleep under a mosquito net.

Clear all plants from near the house.

Clean up still water.

Scabies

Wash with soap and clean water every day.

Wash clothes and bedding often with soap and water.

If someone has scabies boil all their bedding, towels and clothes.

If someone has scabies tell them to see the nurse to get some medicine. Do not share clothes and bedding with somebody who has scabies.

Syllabus Link
A3, K1, S3



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

◆ Comprehension

Background Information

You can improve the pupils' understanding of how mosquito-carried diseases are spread by acting out a scene that gives the factual information. You could also use leaflets about malaria and other water-borne diseases that you may be able to get from a health clinic. These can be used by the pupils to find out more about the diseases.

Method

Make up a play involving main characters such as two mosquitoes and two people that they could bite.

Have a place in the classroom where there is water and another place where there is land. Tell the pupils to use their imagination. You could have three children act as 'Malaria', 'Yellow Fever' and 'Dengue Fever'.

The play could show insects biting a person and one of the three diseases coming to that person.

You will have to encourage the pupils to use their imagination to create a good way to act this out.

Teacher Led Activities

Ask the pupils to answer the questions for the activity in the Pupil's Book after your discussion. You could answer the questions orally.

Form small groups of four. Ask the pupils to look for mosquito breeding grounds outside e.g. a tin can with some water in it, a coconut shell, or an old tyre where water is standing.

Tell the pupils to be careful that they do not get bitten. Tell each group to report back to the class to see what they have found. Discuss how their environment could be improved?

Syllabus Link
A2, S14



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

◆ Language Study

Background Information

Games can be developed to make Language Study more interesting and enjoyable. You could hold a competition between two halves of the class, Team 1 and Team 2. Team 1 is called 'Statement'. Team 2 is called 'Question'.

Method

Use the activity in the Pupil's Book on page 44 to introduce the idea of statements and how to change them into questions. Then play the game with the whole class.

Play the Game

The idea is that each pupil either makes a statement or asks a question. Tell Team 1 to begin. The first pupil makes a statement.
e.g. I am going on a canoe trip tomorrow.

The first pupil from Team 2 must quickly change the statement into a question and say for example: 'Are you going on a canoe trip tomorrow?'

If the pupil is able to provide the question they score a point for their team.

When all of the members Team 1 have had a turn at making a statement then it is time to swap roles. This time the members of Team 2 say the statements and the members of Team 1 must change each one to a question.

At the end of the competition, calculate which team scored the most points.

You could ask the pupils to complete the Pupil's Book activity in their exercise books if you have enough time.

Syllabus Link
K8, S5, S25



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

◆ Spelling

These are the spelling words for this week. Do the pupils know how to spell them?

over	other
blue	yellow
white	clear
clean	dirty
plenty	tidy

Ask the pupils to complete the exercise in the Pupil's Book page 43. Check that the pupils can do the exercise correctly.

◆ Oral ◆ Writing

Background Information

You will need to try to obtain leaflets and posters about clean water and keeping healthy. Perhaps a health visitor or inspector could come to the school and give a talk on health habits and the dangers of water-borne diseases.

Method

Divide your class into 3 groups and give each one a topic from the Pupil's Book. If the health visitor can stay then involve her/him in the activity with the pupils.

Explain to the pupils what you want them to do. They can refer back to previous texts and use the facts they now know to help them with the discussion.

Ask one person in each group to keep notes of their thoughts and opinions.

Show them how to make a list of points to remember. Explain that this is called note-taking. These notes do not necessarily need to be in complete sentences.

The pupils will probably need to use prepositions for place and time e.g. in, at, by, on, to, for. Revise the use of these sorts of words before the children begin the activity.

Teacher Led Activities

After the discussion and note-taking, give each group a chance to report back to the rest of the class.

They will have to choose a speaker, but all of the group should be involved in presenting their arguments.

[Syllabus link](#)

A4, K4



Can all pupils write brief concise messages? (S26)

◆ Reading and Discussion - A Message from Water

Background Information

This text is a narrative with a strong message about behaviour. It is like a legend. A legend is a story that contains a lesson to learn.

Part of this narrative is suggested as the easy level passage for your reading assessment in this unit.

Method

After the pupils have read the text silently, the teacher should read it aloud to them with great expression, to show all the different characters that go to war over the water.

Give the pupils a chance to read the parts where the water speaks. Encourage them to use expression when they reading the parts.

What would the story sound like if you were to read it in your mother tongue?
Could you make it more expressive?

Teacher Led Activities

Have a brief discussion about clean water and its' availability for the local community. Is it possible to share the water without disagreement? Discuss this.

Put the pupils into small groups. Tell them to take turns to read a few sentences each out aloud. Tell them to read the text through several times.

Go around to all the groups. Hear some of the pupils reading aloud. Record whom you have heard. Remember that you should hear each pupil in your class read out aloud at least once a week.

Syllabus Link
A2, K1, S2



Can all pupils listen and differentiate between the sounds of English and the sounds of Solomon Island languages? (S6)

◆ Comprehension

Background Information

This legendary story gives information about the way animals, humans and even plants behave when they are angry and how they all need water for survival. While the characters are animals and plants, the story is giving readers a message about how to behave with each other too. Make sure that you understand and know all this information as part of your preparation.

Method

Before you ask the pupils to do the exercise from the Pupil's Book make a list with the pupils on the blackboard of the frightening things that the animals and humans did as war broke out.

You could make two columns like this:

Kingdom

What They Did

Build this up with the pupils. Talk through the activity in the Pupil's Book on page 46.

Teacher Led Activities

The pupils can take information from the text to complete the exercise in the Pupil's Book.

Ask the pupils to add other things to their list that are not in the text.

Ask the pupils to use their own knowledge. If they are grouped together they will be able to share their ideas.

Syllabus link
A3, S15



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

◆ Language Study

Background Information

The text is primarily in the past tense. Most narrative texts are written in the past tense. Be ready to identify the past tense verbs. The regular ones are easy to identify because they usually end in 'ed', e.g. 'called' comes from the verb 'to call'.

Be ready to identify irregular verbs e.g. 'saw'. 'Saw' comes from the verb 'to see'.

Method

After you have explained a few examples from the text of regular verbs and one or two irregular verbs then ask the pupils to do the Pupil's Book activity, page 48 in their exercise books.

There is a mixture of regular and irregular verbs.

Teacher Led Activities

It is possible to put some irregular verbs into groups

e.g. those verbs that change 'ing' into 'ang'

ring changes to rang

sing changes to sang

spring changes to sprang

e.g. those verbs that change 'eep' to 'ept'

weep and wept

sleep and slept

creep and crept

keep and kept

You may be able to think of some more word groups to build up as word banks to help explain irregular past tenses to pupils.

Ask the pupils to do the second part of the activity in the Pupil's Book.

The last part of the exercise asks them to make up four sentences using four words from the irregular past tense list.

Syllabus Link
K1, K9, S23



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

◆ Spelling

There are five new words to learn taken from the high frequency list. There are also five other words taken from the texts for this week. They are shown in the second column.

out
red
green
black
brown

plant
loud
clever
share
uncle

Help the pupils to use the strategy LCRWC as they learn to spell this week's words.



◆ Oral ◆ Writing

Background Information

The theme for the oral and writing work is 'control'. The animals and the humans each had reasons to be in control of the water. Think about other examples from real life where people want to be in control. Are there some cases when someone needs to be in control? Your job as a teacher requires you to be in control of the class. Why?

Method

Discuss the idea of control with the pupils and try to obtain from them other examples of people being in control.

The captain of a sports team needs to have some control. There are many examples from the home and everyday life.

Teacher Led Activities

Organise the class into five groups. They are going to discuss the reasons for each kingdom wanting to be in control of the water. The groups should know how to hold their own discussions by now. They should know about keeping notes. You may need to remind them of these skills.

Give one kingdom to each group to think about. Ask each group to report back to the whole class.

An Extra Activity

You could ask the headteacher to give a short talk to the pupils about leadership and being in control for good reasons.

Ask the pupils to keep notes.

Encourage them to ask the headteacher some questions. They could write a few sentences about what the headteacher talked about in their exercise books. They could use their notes to help them.

Syllabus Link
A1, K9, S3



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

◆ Assessment Activity - Running Record

By today you should have completed your running records for most of the class. Make sure that by tomorrow you have heard all the pupils read and recorded their score in your record book or assessment file.

You should have a list of follow up activities that you need to do with individuals or groups of pupils. Begin to plan how you will give them practice to improve their skills.

Unit 10: Water and Health

◆ Reading and Discussion - Water Sources in Solomon Islands

Background Information

The text 'Water Sources in Solomon Islands' is a report. It discusses where water comes from. The facts are to be found in the text. Pupils should learn something new if they read and understand this text.

A section of this text can be used as the medium level passage for your running record in this unit's reading assessment.

Method

Introduce the text by talking about various water sources in your area.

Do the pupils have rivers, wells or springs in their area?

Are they near the sea?

Do they collect rainwater?

Have they got piped water?

Help pupils with the new words and phrases.

Can they read the words?

Can they say them correctly?

Do they know what they all mean?

You may find it easier to explain the meaning of some of the new words as you read the text.

Carry out the reading as a shared activity in groups. Encourage all pupils to read aloud in turn.

Teacher Led Activities

After you have read the text with the pupils, follow-up by asking the children about types of water sources in the local environment.

They may have more ideas now that they have read the text.

You could also revisit the work that you did earlier on the water cycle.

Syllabus Link
A2, S1, S14



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

◆ Comprehension

Background Information

You will draw a map of local water sources with the pupils on the blackboard. You will need to have prepared this before the lesson. Remind the pupils of the directions on the compass. Place a north-pointing compass arrow on the map.

Method

Pupils should draw a sketch map of the sources of water in the local environment. They should use symbols or labels to distinguish between rivers, springs, wells or other sources.

Include other well-known sites e.g. a logging camp nearby or a factory close to a river. The map will help pupils understand the problems related to keeping water sources clean and safe.

Label the key places on the map.

Teacher Led Activities

Ask the pupils to study the exercise in the Pupil's Book on page 50.

You could work through these questions orally with the pupils.

The answers are to be written as notes. This exercise encourages the pupils to gather information from the text and write it down in note form.

Syllabus Link
A2, K1, S26



Can all pupils give more detailed directions using points of the compass and a variety of words and phrases showing the relationship between places? (S7)

◆ Language Study

Background Information

Nouns, Verbs and Adjectives

Explain these grammatical terms to the pupils.

- A noun names something e.g. **school**
- A verb is a doing word, it names an action e.g. **run**
- An adjective is a word or phrase linked to a noun to describe it e.g. **sunny** day

Method

This activity can be done in a shared way using the blackboard.

Ask pupils to write their answers on the blackboard.

You could build up sets of nouns, verbs and adjectives taken from the texts of the previous days also.

Remember though that sometimes the same word can be a noun or a verb depending on the sentence it is being used in.

For example:

I **ride** my bike every day.
(ride is a verb)

Would you like to go for a boat **ride**?
(ride is a noun)

Teacher Led Activities

Ask the pupils to look at the list of words in the Pupil's Book. Tell them to organise the words under the correct heading of noun, verb or adjective.

Play a Game

The purpose of the game is to place three words in one sentence - a noun, a verb and an adjective.

Divide the class into three groups. Give each pupil a piece of paper. Tell the first group to write an adjective on their paper. Tell the second group to write a noun and tell the third group to write a verb.

Choose one pupil from each group to hold up their paper and read their word. The rest of the class must make up one sentence using all three words. They must put their hand up when they have thought of one.

This game can help the pupils make up some funny sentences. They will enjoy playing this game.

Here are some funny sentences that could be made.

colourful cat ride

We are going to watch the colourful cat ride the bicycle.

dusty pig jump

"I can jump!" yelled the dusty pig.

Syllabus link
A6, K9, S12



Can all pupils select vocabulary appropriate for the type of writing, its purpose and audience? (S25)

◆ Handwriting

Method

Revisit the joins practised on Day 4.

Tell the pupils to copy the handwriting paragraph. Ask the pupils to check to see if their writing looks similar to the writing in the Pupil's Book. Can they identify areas to improve?

Check that the pupils are sitting correctly when they are doing their handwriting. Have they got a sharp pencil? Are they holding the pencil correctly? Check that all the children can see the Pupil's Book they are copying from clearly.

◆ Oral ◆ Writing

Background Information

The activity is an extension of the water activity in the comprehension section. You should know where all the sources of water are in your area so that you can assist the pupils.

During the activity the pupils will ask other adults to answer their questions as well. The children will conduct a survey.

It will be useful to compare what they have learnt with what certain members of the public say. You will need to do this tomorrow when they have had time to survey those at home.

Method

The pupils will work together to prepare their interview sheets and questions. You should discuss what information would be helpful and interesting to find out. Model how to phrase the questions. The pupils will take these interview sheets home to ask people questions. This will allow them to collect information.

They must bring the interview sheets back to class tomorrow, and be ready for discussion.

Syllabus Link
A5, K3, S7



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

◆ Reading and Discussion - Smoking

Background Information

This is an important text because it gives important messages. Prepare for a general discussion about the dangers of smoking before you ask the pupils to read the text. This is a difficult text for the pupils to read. They will need a lot of help from you.

Method

Ask the pupils to read the text silently and to look for words that they do not understand. They should write these words in their exercise books.

At the end of the silent reading time collect all the 'difficult' words and write them on the board.

Go through these words with the class.
Can the pupils read them and say them correctly?

You will have to explain the meanings of these words. Look at how the words are used in the text to understand the meaning of the words.

Teacher Led Activities

Read the text again aloud to the pupils. Tell them to follow the words in the Pupil's Book, page 52 as you read.

You could try to collect a few pamphlets explaining the dangers of smoking from the local health visitor, hospital or nurse.

Someone from your clinic could be invited to come to your classroom and talk to the pupils about smoking.

Syllabus Link
A3, S1, S14



Can all pupils seek out opportunities to read alone by selecting material of interest? (S20)

◆ Comprehension

Background Information

This is an important message for the pupils to understand. You could give the pupils more information by showing them anti-smoking leaflets. You could use drama as a way of encouraging them to think about the topic. Groups could role-play a scene where a child is being encouraged to smoke by other children for example.

Method

Ask the pupils to act out a scene. You can decide upon the scene yourself.

One idea would be to have the pupils involved in the following role-play. The characters could be a boy who smokes, a girl who does not smoke, a parent, a teacher and a nurse.

Ask the pupils to make up a scene where the boy is being persuaded to give up smoking for the sake of his health.

Put the class into groups. Let them practise their scene. Let them perform it to the class. You will need to go around to the groups to help them to plan and perform their role-play.

Teacher Led Activities

There are questions in the Pupil's Book that will check the pupil's understanding of the text. You could go through these questions orally with the whole class.

Remember to ask the pupils what they think. Have they changed their minds about smoking after learning it is bad for their health? Have they learnt some new information from the text? Did they know all this information before?

After talking about smoking, you could extend the discussion by talking about the health dangers of chewing betel nut.

Syllabus Link
A1, K1, S2



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

◆ Language Study

Background Information

Words that sound the same but have different meanings are called 'homonyms'. They are usually spelt differently also.

Some examples are: 'read' and 'red' or 'write' and 'right'.

Method

Go through some examples of homonyms with the pupils.

Here are some that you could use.

sea	see	hour	our
ate	eight	knowsnose	
hole	whole	blew	blue
buy	by	stair	stare
road	rode	allowed	aloud
peace	piece	eye	I
be	bee	tail	tale
plain	plane	been	bean

Teacher Led Activities

Play a Game

Make up a card game called 'Homonyms'. Make a set of cards. Write one word on one side of the card, and its homonym pair on the other side.

You should make two sets of these cards to give to two groups of children. (You could make more sets if you can).

One member of the first group shows the card to the other group. One member from the other group must reply immediately by giving the correct homonym, spelling it and saying what it means. Someone will need to keep the score. The game continues until all the cards are used up.

Finish this part of the lesson by doing the exercise from the Pupil's Book on page 52 - 53.

Syllabus Link

K1, S10



Can all pupils listen and differentiate between the sounds of English and the sounds of Solomon Island languages? (S6)

◆ Spelling

The exercise in the Pupil's Book gives some sentences with missing words. Ask the pupils to write out these sentences. Tell them to complete each sentence as they write by including a word from this week's spelling list.

When the pupils have completed this activity tell them to work in pairs. They can test each other on this week's spelling words. Ask them how many they can spell. Ask them if they are improving. Remind them they will be tested on the words at the end of the week.

◆ Oral ◆ Writing

Follow up on the survey

The pupils should have brought their completed survey sheets after interviewing some people yesterday at home.

Allow the pupils time to discuss any interesting information that they were able to find out. On the blackboard collect all of the findings from the pupils' interviews.

Put all the information together. Work together as a whole class.
When all the information is on the blackboard, draw some conclusions from it.

Ask the pupils if the survey has given them any extra information.

Did most pupils have the same answers?
Were there some unusual, answers?
Did the pupils find out any new information?

*This note
reminds you of
the activity the
pupils did
yesterday*

Background Information

The activities here involve the pupils having to think about how to persuade people using both oral language and writing. Advertisements, notices and announcements often try to persuade people.

Try to bring some notices or warnings to the classroom as examples.

You could bring a church notice, a festival notice, a warning sign, or a poster perhaps.

Method**Smoking**

Discuss the dangers of smoking by using the warnings that are written on packets of cigarettes. Discuss how effective these warning signs are. Are they very persuasive? Why?

The children can try to write their own persuasive warnings for the dangers of smoking or the dangers of chewing tobacco or betel nut.

Ask the pupils to read out their warnings, and discuss as a class how persuasive the warning is.

or

Letter writing

Remind the pupils how to write a letter. You could go over the main points of writing a letter on the blackboard. There are some reminders in the Pupil's Book.

Tell the pupils they are going to write a letter to someone who smokes. Tell them they are trying to tell the person about the dangers of smoking. Tell them to draft their letter first. They must edit their work and then write out a good copy.

Syllabus Link
A5, K12, S4



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

◆ Reading and Discussion - The Importance of Water

Background Information

The text uses rhythm, rhyme and imagery. Poets use these techniques to create pictures and a mood or atmosphere. Prepare for this lesson by reading through the poem in order to help pupils with the meaning of the poem.

Method

Read the poem aloud to the pupils at least twice. Use expression to put over the images of water and the way that through water life goes on.

Give the pupils a chance to read the poem aloud too. You can vary how you do this. Pupils can read one verse at a time or even one line at a time.

Teacher Led Activities

While a pupil is reading the poem you could ask another pupil to mime some of the actions and meanings

e.g. pupils can be asked to think how they would mime a 'fountain of water'.

If you have some pupils who are good at music you could ask them to see if they could put the poem to music. Maybe they could sing it?

Syllabus Link

A4, K1, S1



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

◆ Comprehension

Background Information

This poem brings together information from other reading texts. You will need to talk through what the poem is about. Some of the pupils will find this poem difficult. You can help them by giving them a summary of each verse, and allowing them time to talk about the poem as they read it.

Method

Discuss the poem with the class. If you think your class could discuss the verses in small groups you could do this.

Because the poem is a difficult one you may decide that to lead the class in a whole class discussion will be the best method to use.

Teacher Led Activities

Explain to the pupils that writing a poem is a very special way of writing. Often words and phrases are used that would not usually be used in a story. When you talk through the words and phrases try to use simpler words. In this way the pupils will understand the poem more fully. Tell the pupils that the order of words may also be special in a poem. The poem is not written in regular sentences.

Ask the pupils to look at each verse. Each starts with a statement then the next four lines all start with similar words. Can the pupils tell you what they are? You will be discussing the structure of the poem.

There are four questions in the Pupil's Book on page 55. After your class discussion ask the pupils to write a few sentences to answer these questions in their exercise books.

Syllabus Link

A3, K1, S15



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

◆ Language Study

Background Information

Asking questions is an important skill in language. It often forms the basis of good understanding. Therefore it is important to know how to ask questions and which words to use.

Method

Introduce pupils to some words that are often used in questioning e.g. how, what, why, when, where.

There are also other ways of asking questions.

For example

'You will go to town.' is a statement.

'Will you go to town?' is a question.

You have changed the position of the verb in the statement to make a question.

Teacher Led Activities

Write up some examples of how to ask questions on the blackboard.

Use the examples in the Pupil's Book. Ask each pupil to work with a partner. Let them ask each other questions. Go around the pairs and check if they are doing this correctly.

Syllabus link
K8, S11



Can all pupils select vocabulary appropriate for the type of writing, its' purpose and audience? (S25)

◆ Handwriting

There will be particular joins in cursive writing which some of your pupils still have difficulty with. Choose some of these. Write them on the blackboard.

For example.

Water is the source of life.
From it, I receive my breath.
Through it, my body functions
well.
With it, I keep healthy and fit.
From it, I receive life.
by Ellen Wairiu

Ask the pupils to copy these from the blackboard into their exercise books.

Ask the pupils to copy out the verse from the poem that is written out in cursive style in the Pupil's Book.

Water is the source of life.
From it, I receive my breath.
Through it, my body functions well.
With it, I keep healthy and fit.
From it, I receive life.

Check through the work when they have finished. They could decorate their verse and you could make a good wall display with these.

◆ Oral ◆ Writing

Method

Ask the pupils to work in pairs.

They are going to write a water poem. You could build up a word bank of good water words for them to use. You could build this up together on the blackboard.

You might group the words as you build up the word bank. Here are some words to use as examples.

sparkling, glistening, clear, rushing, bubbling, singing, roaring, splashing, trickling, pouring, still, quiet, dirty, murky, smelly, lake, river, sea, ocean, stream, spring, pond, pool, puddle, well, rain, thunder, lightning, drizzle, hail, snow, ice, washing, cleaning, scrubbing, drinking, cooking, watering.

You and the class will be able to think of many more words. All these words will help the pupils to write their poems. Make sure that the words are written out and available for the pupils to use as a resource while they write.

Tell them to draft their work first. When the drafts have been checked and improved, tell the pupils to each write out a good copy. They should use their best joined-up handwriting.

You could put all the poems together and make them into a class book. You could call it 'Water Poems'. You could put this in the class Book Corner. Remind the pupils to write their name and their partner's name at the end of the poem.

Syllabus Link

A1, K4, S22



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

◆ Reading and Discussion - A Message from Water

Method

Ask the pupils to read the text silently and to look for words that they do not understand. They should write these words in their exercise books. At the end of the silent reading session you should go over these words, discussing the words' meanings. There should not be many words since this is part of the text read on Day 6 as part of this unit.

Syllabus Link
A4, S14



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

◆ Comprehension

Method

Revise the meaning of true and false.

Ask the pupils to complete the activity from the Pupil's Book on page 57 in their exercise books.

Syllabus Link
A5, K8, S5



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

◆ Language Study

Background Information

Words that are actually spoken are placed inside 'speech marks'. (Sometimes they are called 'quotation marks').

Remember that all punctuation in speech must be placed inside the speech marks.

For example "Shame on you!" said Water.

"Can I have some more water?" asked the animal.

Method

Write some examples on the blackboard.
Work through these with the class.

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

Discuss the rules with the pupils.

Notice these examples also:

"Hello!" said Jane. "How are you?"

Notice the full stop after Jane.

Jane said, "Hello! How are you?"

Notice the comma after Jane said and the capital letter after the speech marks.

Teacher Led Activities

Write some examples on the blackboard.

Here are some you could use.

"Have you washed my dress?" asked Mary.
"I want to wear it to school."

"Where is Tom?" said the teacher.

The man shouted, "Stop! I want to ask you question."

Syllabus Link
A2, S4



Can all pupils use correct punctuation (commas, full stops, apostrophe, question marks and speech marks) in their writing? (S22)

◆ Spelling

Before you test the pupils on this week's spelling words, let them complete the exercise in the Pupil's Book page 56. There are five sentences with some of the spelling words in them. However the spelling words are not spelt correctly. Tell the pupils to read the sentences and to write them out correctly. They must underline the words that they have changed. The first one is done for them as an example. You could do this one together on the blackboard.

out
red
green
black
brown

plant
loud
uncle
share
clever



Before the test you could ask the pupils to study them first using the LCRWC strategy.

Remember to keep a record of how many they get right.

You could also test some of the words from last week.

This would let you know if the pupils are remembering how to spell their spelling words from one week to the next.

◆ Oral ◆ Writing

Method

You might need to use this time to continue with the writing already started. It is important to allow pupils time to finish work that they start.

Check for example whether pupils have finished writing their poem from yesterday's lesson. Some pupils may need some extra time to finish their work.

Teacher Led Activities

Lead the class in a discussion to bring together the water and health information learnt during the last two weeks. It is good to revise in this way. Ask the pupils which work they found the most interesting. Ask them why they found it interesting. Ask the children if they can remember some of the new things they have learnt. Can they tell the class about them?

Writing a Summary

Tell the pupils to write a few sentences in their exercise books. These sentences will be a summary of the work they have done during the two weeks.

Explain to the pupils that a summary is an outline. It does not have to be a detailed account.

You could start the summary off with the whole class on the blackboard. Your first sentences could look something like this.

'Our topic for the last two weeks has been 'Water and Health'. We learnt that clean water is very important. We all need water to drink'.

You may brainstorm some of the new information and issues covered as a whole class before expecting the pupils to write. You could also allow them time to discuss in groups if you think this would be helpful.

Syllabus link
A5, K8, S12



Can all the pupils use redrafting as an opportunity to improve their writing? (S9)

◆ Assessment Activity for Reading - Running Record

Check that you have completed your Running Records for Reading.

- Have you heard every child read over the last two weeks and recorded their score?
- Have you made a note of follow up activities you need to do with the class and with individual pupils?
- Have you planned your follow up activities?

◆ Reading and Discussion - The Volleyball Match

Background Information

Some reading texts in this unit introduce rules or steps taken to show how things should be done. These are called procedures. The text in the reader is a narrative or a story but it includes some details of the procedure of serving in volleyball. Procedural texts are written in an order or sequence. They show ways of doing things step by step.

Method

Start the lesson by talking about the title of the story.

Look at the new words and phrases with the pupils.
You might encourage the pupils to use a dictionary to find the meaning of any words they do not understand.
You could use some of the new words in sentences to help the pupils to understand what they mean.

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

Read the story with the pupils. Stop and ask the children questions to check if they understand what they have read.

Can the pupils retell the story? After reading the story, use the questions in the teacher led activities to lead further discussion.

Teacher Led Activities

Discuss the topic of sport and games with the pupils.

What games do the pupils like to play?
Do they play them in a team, or with friends?

Allow the pupils time to discuss and ask questions of each other.

Syllabus Link
K1, K5, S18



Can all pupils read and identify the main idea behind the story? (S14)

◆ Comprehension

Background Information

Comprehension activities help pupils to understand the text. These activities will help them understand more about the story. Try to set questions and discussion points that will encourage pupils to think for themselves. You can ask pupils to retell part of the text in their own words.

Method

Talk about the story with the children. Talk about how and when the events took place.

Ask the children to retell the instructions that are given about serving the ball.

This story is quite long. There are also some difficult words in it.

Some children will need extra help from you to understand the story.

Work through the teacher led activities to introduce the activity in the Pupil's Book. This will help you check if the pupils understand the order in which things happened in the story.

Teacher Led Activities

Explain to the children what they are expected to do in the Pupil's Book activity on page 59.

Show them examples on the blackboard.

Here are some you could use.

Write up these sentences in a different order.

Ask the pupils to read them out to you in the correct order.

- Suka put on his football boots.
- He ran out onto the football field.
- He started to practise shooting at the goal.
- Bartholomew jumped into the water.
- He started to swim as fast as he could.
- Soon he had reached the other side of the river.

Ask the pupils to do the activity in the Pupil's Book. While they are working go around the classroom. Check to see that the pupils are re-writing the sentences in the correct order. Help them to look back at the story if they need help.

The correct order should be:

- One day at school, Tomlin and Leah found out that there was going to be a volleyball match against another school.
- Tomlin and Leah went and put their names down for the school team straight away.
- After school, the sports teacher held a volleyball training session.
- The teacher watched the pupils to see how well they played.
- He showed them the under arm serve.

Syllabus Link
A4, K1, S16



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

◆ Language Study

Background Information

It is important that pupils can recognise present and past tenses. They must be able to use them correctly in English language activities as well as in their daily lives.

The present tense means that something is happening now.

- I am looking for my friends.
- She is cooking our dinner.

The past tense refers to something that has happened already.

- Yesterday I was looking for my friends.
- She cooked our dinner.

It is important that the pupils can use both the present and past tense correctly in writing and speaking.

Method

Lead the pupils through the story 'The Volleyball Match' again.

Talk about the setting, characters and the events of the story.

Ask questions about who, what, when, where and why.

Discuss how the past tense is used in the story. See if the pupils can find the verbs (doing words) that are in the past tense.

Write down some of the sentences from the story onto the blackboard.

Use the examples in the teacher led activities to help you with this.

Point to verbs and discuss how they are in the past tense.

Can the pupils change the sentences into the present tense?

Teacher Led Activities

Write the sentences below in the present tense, onto the blackboard. This example uses one of the paragraphs. You can use other paragraphs.

Past tense

The game was tough. Both teams played very hard.

Three minutes before the end of the game the score was thirteen to twelve. The visiting team was winning by one point. It was Tomlin's turn to serve the ball.

Present tense

The game is tough. Both teams play very hard. Three minutes before the end of the game the score is thirteen to twelve. The visiting team is winning by one point. It is Tomlin's turn to serve the ball.

Ask the pupils to complete the exercise in the Pupil's Book. Make sure you check the pupil's work.

Syllabus Link
A1, S1, S10



Can all pupils write present and past tenses? (K9)

◆ Spelling

Here are the spelling words that the pupils will learn this week. You could write them on a large piece of paper and put them up on your classroom wall. Remember to change the list next week.

three	eight
five	again
four	point
six	bean
seven	coach

Ask the pupils to use the spelling strategy - **Look, Cover, Remember, Write, Check** to help them learn the words. Go through the spelling strategy. Do the pupils understand how to use it?

Tell the pupils to copy the words into their exercise books. Check their words. Make sure they are copied correctly.

Encourage the pupils to read the poem in the Pupil's Book. Can they learn this poem by heart? Tell the pupils you are going to ask them to write out the poem from memory at the end of the week. Remember to read the poem in class a few times this week.

◆ Oral ◆ Writing

Teacher Led Activities

Look at the instructions for serving a volleyball. If possible do this activity outside.

Use a ball. Ask the pupils to follow the instructions. Let them serve a volleyball.

Let them work with a partner and help each other follow the instructions.

This activity is called '**Follow the Steps**' in the Pupil's Book, page 60.

Ask the pupils to talk about the rules of a game they know.

Tell pupils to ask each other questions about the rules.

A Different Serve

Put the pupils in pairs. Tell them to write down the steps of how to serve a volleyball.

This must be a different serve to the one in the story.

Most pupils will know a different serve.

Instructions are a form of procedural text - they tell the reader how to do something.

When they have written down the steps tell them to give their instructions to another pair.

Can they follow the steps?

Tell the pupils to redraft their work until the instructions are clear, and give enough detail for other pupils to follow.

Tell the pupils they must write out a good copy of their instructions, into their exercise books.

Syllabus link
A5, S7, S27



Can all pupils re-write the steps briefly and precisely? (S26)

◆ Reading and Discussion - How to Pass the Ball in Volleyball

Background Information

The text in the reading activity is a procedure. The text gives the steps to follow in order to pass the ball accurately in volleyball. It gives details of two different ways to pass the ball.

Method

Before reading the text talk about the title of the text.

What do the pupils think the text is about?
 What kind of text do they think it could be?
 Do they think it will be a story?
 Do they think it will be a poem?
 Do they think it will be a report?
 Do they think it will give them some information?
 What sort of information?

Look at the new words and phrases.

Can the pupils read the words?
 Can the pupils say the words correctly?
 Do the pupils know what the new words and phrases mean?

Encourage pupils to use a dictionary to find the meaning of some of the words, if you think this is appropriate.

Teacher Led Activities

Read the text with the pupils. You might read it together, or have the pupils take turns to read out loud, or perhaps ask pupils to read it silently to themselves.

When the class has read it through once read it to the pupils again. This time stop after each step. Talk about each step. You should demonstrate these steps if possible. Use a ball. Perhaps do the activity outside.

Talk about other games with the pupils.

Ask the children questions to help them talk about these games.

Why are rules important when you play games?

What games have you played at home?

What were the rules in your game?

Can you tell us the rules step by step?

How does someone become a winner in your game?

Syllabus Link
A2, S1, S14



Can all the pupils read and identify a range of spoken and written English such as stories, reports and procedures? (A3)

◆ Comprehension

Teacher Led Activities**Rules of the Game**

Tell the pupils they are going to work in pairs.

Tell them to choose a game they know how to play.

This could be basketball, netball, football, rugby or softball.

Tell them to write a set of rules for the game they have chosen. After they have written the rules, ask them to compare the rules they have written with their partner's set.

Tell the pupils to compare the two sets of rules.

- Are they the same?
- How are they different?

The questions in the Pupil's Book ask the pupils to compare two sets of instructions. This is a difficult exercise. You could discuss the questions before you ask the pupils to write the answers. Some pupils will need extra help.

Remember to check the pupils' work. If the pupils have made a mistake talk to them about it. Suggest they write the answer again. How do you help the pupils to know how to correct their work?

Syllabus Link
A3, S15, S25



Can all the pupils read and understand directions and instructions? (S18)

◆ Handwriting

Teacher Led Activities

Do some joins on the blackboard so that the pupils can see a good model.

Have the pupils copy several of the letter combinations into their exercise books.

Here are some examples that you might use.

or ea dr
cl th
ra wo wr

Today the pupils will copy an advertisement as their handwriting exercise.

The advertisement is written in cursive handwriting in the Pupil's Book.



◆ Language Study

Background Information

Prepositions are words that link nouns to other words in the sentence, as in:

The dog was eating **on** the table.

on is a preposition.

Here are some examples of prepositions:

over	behind	above	beside	on	in	to	between
until	at	for	by	after	before		

Teacher Led Activities

Work through some examples with the pupils on the blackboard.

Write some sentences that have prepositions in them.

Ask the pupils to come out to the blackboard.

Tell them to underline the word that is a preposition.

Here are some sentences you could use.

He passed the ball over the net.

The boy was behind the goal post.

He threw the ball above our heads.

The defender stayed beside me all through the game.

He put the bat on the table.

We put the uniforms in a bag.

The bus took the team to the stadium.

We played until it started to rain.

She ran the race at two o'clock.

He played for the church team.

The game was over by half past three.

I will train after school today.

I will ask my mother before I sign up for the team.

You could write some sentences and leave out the preposition.

Ask the pupils to think of a word to complete the sentence.

You could also write a few prepositions on the blackboard, and ask the pupils to think of a sentence using each word.

Tell the pupils to complete the exercise in the Pupil's Book, page 62.

After your blackboard examples they should be able to do this well.

Syllabus Link
A2, S10



Can all pupils use prepositions for writing and speaking activities? (K4)

◆ Oral ◆ Writing

Background Information

Pupils need to be given many opportunities to write procedural texts.

Today the pupils will build on the work that they began after reading the text earlier. It is important that pupils are given time to talk about the structure of the text before asking them to write.

Procedural Texts

Remember that:

- the purpose of a procedural text or a set of instructions is to give general information about how to do something;
- a procedure needs to include a sequence of what needs to be done, and how it needs to be done.

Teacher Led Activities*Play the Game*

Ask the children to follow the plan in the Pupil's Book. Work with the pupils to write their first draft. Discuss the instructions with the group. Ask them to suggest which instruction should come first.

Encourage the pupils to re-draft their work to improve it. Then ask the children to copy their instructions on to a large sheet of paper. Encourage them to draw illustrations that suit their instructions.

Syllabus link
A5, S6, S22



Can all pupils use drafting and re-drafting to improve their writing? (S24)

◆ **Assessment Activity - Oral Observation****Background Information**

During this unit, over the next two weeks, you will make an assessment of each pupil's oral, or speaking and listening skills. You will do this by carefully observing each pupil as they take part in oral and discussion activities in their English lessons.

This is the third oral observation you have conducted this year. Compare the results of this assessment with the notes you made during Unit 7. Assess whether each pupil has improved and look for persistent difficulties they may be having with speaking and listening.

Method

Page 31 of the Teacher's Guide explains how to conduct your oral assessment. Read these instructions again carefully before planning your assessment.

Before observing each pupil, reread the notes you made at their last oral assessment as a reminder of how they were performing then. This will help you to see progress and persistent difficulties.

The box on the right suggests some of the activities from this unit that you might use for your observations.

Suggested Activities for Oral Assessments

- 11.1 Retelling the instructions for serving the ball in volleyball in their own words.
- 11.3 Group discussion about 'Why people write letters'.
- 11.4 Asking and answering questions about their favourite sport.
- 11.5 Class discussion 'Advantages and Disadvantages of Sport'.
- 11.6 Discussion about the pictures in the Pupil's Book, 'Preparing for the School Bazaar'.

◆ Reading and Discussion - A Letter to Ben

Method

Before reading the letter tell the pupils to look at the new words and phrases.

Can the pupils read these words?

Can the pupils say these words correctly?

Practice saying the words and phrases with the children.

Help pupils to understand them. You may need to explain the meanings.

Read the letter with the pupils.

Teacher Led Activities

Use questions to guide your discussion. Here are some questions you could use.

1. Why do people write letters?
2. Who do people usually write letters to?
3. What do people write about?
4. Have you ever written a letter? Why?
5. Have you ever received a letter? From who?

Read the letter with the pupils. Tell the pupils you will read the letter aloud. Ask the pupils to follow in their books as you read.

Then read the letter again. Ask pupils to read the letter out aloud. Choose a different pupil to read each paragraph. During the week make sure all pupils have a turn to read aloud.

Keep a record of who has read aloud each week. Do not just rely on your memory.

Make a record.

Discuss the letter with the pupils. Ask questions to make sure they understand what is in the letter. Talk about the way the letter is set out.

Syllabus Link
A3, K2, S16



Can all pupils read from a variety of text types? (S19)

◆ Comprehension

Background Information

Pupils improve their understanding of English by building up the number of words they know how to use. They need to be able to put things into their own words. To do this they need to know words that have the same or similar meanings to other words. If two words have the same or a similar meaning they are called synonyms.

Teacher Led Activities

Lead the pupils through the text again.

Ask the pupils if they can retell the details given in Tomlin's letter, in their own words.

Ask the pupils to suggest their own words for some of the new words.

Look at the table to give you some ideas. You could do this with other words found in the letter.

Now ask the pupils to do the activity in the Pupil's Book on pages 64 - 65. The pupils are asked to look carefully at the letter again. They have to find the missing words.

They have to write the missing words into their exercise books.

Check their work. Have they chosen the correct word?

Have they copied the word correctly?

New word	Another word (synonym)
event	happening occurrence
arrange	place put together display organise
interesting	exciting fascinating remarkable

Syllabus Link
K1, S15, S25



Do all pupils understand the text and use the key words and phrases correctly in the activity? (S17)

◆ Language Study

Background Information

Abbreviations are shortened versions of words. Look at the examples on the right.

Examples

eg stands for the words **for example**.
Dr. stands for the word **doctor**.
Mr. stands for the word **mister**.
St. stands for **Street**

Teacher Led Activities

Spend a few minutes talking about initial letters and abbreviations with the pupils.
 Begin by talking about the ones that the pupils know.

Write the initial letters **SI** on the blackboard. Ask the pupils if they can tell you what words these two letters might stand for. Write the words and explain initial letters. For example: **SI** stands for **Solomon Islands**.

Make up some initial letters from the pupils' names. For example **Abudah Bule** would be **A.B.** **Lionel Damu** would be **L.D.**

Ask the pupils to work out the initial letters of the pupils in their class. Are any of them the same? Ask them to think of names of companies, stores and organisations. Can they work out what the initial letters would be? Write these initials and words on the blackboard.

Tell the pupils to look at the exercise in the Pupil's Book. The meanings of the abbreviations have been mixed up.

Tell the pupils they must write out the abbreviation followed by its correct meaning.

Check the pupils' answers. Check that they have not made any spelling mistakes.

Talk about what each of the abbreviations means.

Using an Apostrophe

Explain to the pupils that sometimes we shorten two words into one word when we are speaking English. These new words are called contractions. When we write contractions, we show where letters were left out by putting in an **apostrophe**.

For example:

- **I am** is shortened to **I'm**;
- **They will** is shortened to **they'll**.

There are some more examples in the Pupil's Book. Talk about these examples with the pupils. Use the examples in sentences. Tell the pupils to do the exercise. Are all the apostrophes in the right place?

Remember that an apostrophe is also used to show that something belongs to someone. The pupils may remember using an apostrophe in this way before.

Syllabus Link
S22, S26



Can all pupils read, write and understand common acronyms and abbreviations? (K2)

◆ Spelling

Method

Ask the pupils to look at this week's spelling list. Give them time to look, read and spell the words. Ask them to complete the activity in the Pupil's Book. Collect all the 'ai' words together on a chart for later reference.

Discuss other letter combinations that can make a long 'a' sound. For example;

- 'a_e' as in cane, mate or sale
- 'ay' as in play and say
- 'eigh' as in neigh and weigh

It is a good idea to collect word banks of words that follow patterns onto charts for the pupils to use as reference material when they are writing and reading.

◆ Oral ◆ Writing

Background Information

In Standard Four there should be regular time to write. This will help pupils to improve their writing skills. They need the opportunity to write many different types of text.

You could use this discussion as one of the activities for your Oral Observation assessment in this unit.

Teacher Led Activities

Look at Tomlin's letter.

Use some of the following suggestions to lead the discussion.

Talk about the layout of the letter.

Look at:

- the address;
- the date;
- how the letter starts - the greeting;
- the body of the letter;
- how the letter finishes - the sign off or farewell;
- how Tomlin signs his name.

Ask questions like these.

- Why did Tomlin write the letter to his friend Ben?
- Does he want some information from Ben?
- What do you think Ben's reply will be?
- What do you think Ben would write?

Tell the pupils to write a letter from Ben to reply to Tomlin's letter.

Tell them to use the information in the Pupil's Book to help them with this activity.

Syllabus link
S22, S26, S27



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

◆ Reading and Discussion - Suri Comes To School

Method

Before reading the text look at the new words and phrases with the pupils.

Can the pupils read the new words and phrases?
Can they say them correctly?

You might tell the pupils to use the dictionary to look up some of the new words.

Talk about famous sportsmen or sportswomen that the pupils know.

Use some of the questions in the **Teacher Led Activities** to help you.

Next ask the children to listen and follow the text while you read it out aloud.

When you come to the words that were actually spoken read them with feeling.

Make the text interesting for the pupils to listen to.

Teacher Led Activities

Use these questions to introduce the topic. Here are some you could use.

- Why are people interested in sports?
- Are there any good sports people in your village or where you live?
- Tell us about them.
- Would you like to be a good sportsperson?
- What games would you like to play when you grow up? Why?

Read the recount while the pupils listen and follow in their books. Use intonation and tone in your voice as you come across statements and questions in the story. After you have read the text ask pupils questions such as who, when, what, where and why. This will help them to think about what they have heard. Put the pupils into small groups. Ask them to take turns in reading the recount out aloud. Go around to the groups. Listen to some pupils reading aloud.

Syllabus Link
A6, S5, S12



Can all pupils read and understand vocabulary used locally and nationally? (K1)

◆ **Comprehension****Background Information**

In this comprehension activity, the pupils will be answering questions. They will answer questions beginning with what, when, who, why and where. These types of questions will help the pupils in their writing too. They will be able to write about different events.

Teacher Led Activities

Here is a good game to help the pupils read the words in the text. There are some difficult words in this text. This game will encourage the pupils to read them.

You will need to prepare this game before the lesson.

You can play this game using the words from other texts at other times too.

Visitor's Bingo Game

This is a game using words from **Suri Comes to School**.

The pupils will need to play in pairs.

You will need a playing card for each pair.

You will also need a teacher's card. This card will have a list of all the words that you are going to use.

All the words are from today's text.

Materials

a teacher's card,
a playing card
for each pair.

Teacher's Card

famous	many	for	score	must
last	met	exciting	team	as
principal	asked	soccer	talked	also
radio	star	dream	and	one
next	visitor	year	job	school
talk	sport	day	be	the

Playing cards

Here are eight cards. You will need to make enough for your class to have at least one between two. Make sure that all the pupil cards are different.

radio	for	school
soccer	team	famous
the	asked	many

school	the	met
last	and	also
for	talk	year

star	exciting	talked
job	day	must
visitor	for	met

talked	the	star
exciting	principal	for
one	sport	many

school	also	year
next	and	the
exciting	principal	score

dream	the	one
job	score	famous
talk	for	exciting

radio	as	team
must	last	for
job	exciting	asked

dream	visitor	soccer
be	next	must
day	one	sport

How to Play

Give out the cards. Give out six counters with each card.

If you do not have any counters you could use small pieces of card or small stones.

They should be small enough to cover one word at a time on the cards.

You will need some for yourself too.

Tell the pupils you are going to read out a word. Tell them you are going to say it clearly.

Tell them you are going to say it three times.

They must look on their card.

If they have the word you are reading out they need to cover it with a counter. Then they need to listen for the next word and so on.

When a pupil has covered three words in a line they can shout out, "Bingo".

You will need to check the words on their card have been called out by checking the words that you have covered on your card.

To get 'Bingo' a player can have three in a line going across, down or even diagonally.

When there is a winner collect all the cards.

Mix them up. Give them out again. Play the game again.

Pupil's Book Exercise, page 68

Have the pupils read the text again. This time tell them to read it quietly to themselves. Now ask the pupils to retell the events in the story in their own words.

Guide the pupils with these questions:

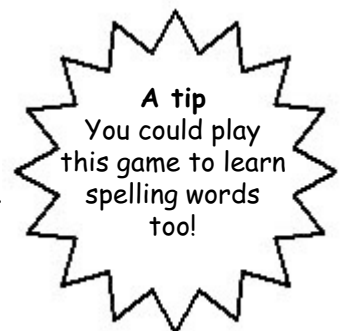
- What? • When? • Who? • Why? • Where?

Talk through the activity in the Pupil's Book. They must match the answers to the questions. Make sure that the pupils understand what they have to do.

You could do this activity orally or all together on the blackboard.

You might choose to not ask pupils to write the whole activity into their exercise books.

Make this decision depending on the class and what you know about them.



◆ Language Study

Background Information

The pupils have used question marks before. They have learnt about speech marks before too. The reader today has question marks and speech marks in it.

Build on what the pupils know. Begin by asking the pupils when question marks are used. Ask the pupils when they would use speech marks. Remind them that sometimes speech marks are called quotation marks.

Teacher Led Activities.

Write some examples on the blackboard.

Ask the pupils to decide which examples are questions.

Choose pupils to come up to the blackboard and put in the question marks at the correct place.

Ask the pupils which words are actually spoken. Ask them to put in the speech marks into the correct place in the sentence.

Here are some examples you could use.

"Can I borrow one of your pencils?" asked the teacher.

"Yes," replied the little girl.

"When will the boat arrive?" asked the old woman.

"How old are you?" asked the doctor.

"I'm nine years old," replied the sick boy.

There are some sentences in the Pupil's Book. They have been taken from the text.

You could ask the pupils to write out the sentences and put in the question marks and the speech marks. The pupils could then look back in the text to check if they have put them in the correct place. Some pupils will need extra help to do this activity well.

Syllabus link
S11, S23



Can all pupils use question and speech marks correctly in sentences? (S22)

◆ Handwriting

Teacher Led Activities

Talk about the poem in the Pupil's Book on page 69. This is a poem written about Batram Suri.

Can the pupils guess whom the poem is about? The poem is written out in cursive handwriting. Tell the pupils to copy it into their exercise book. Tell them to look carefully at the joins. Tell them to look at the size of the letters. Pupils need to know how important neat, accurate writing is.

When they have finished tell them to compare their writing to the writing in the Pupil's Book. Is it the same? What needs to improve?

◆ Spelling

Background Information

Homonyms are words that sound the same but have different meanings and are often spelt differently.

Meat is a homonym with **meet**.

To, **too** and **two** are also homonyms.

In this week's spelling list, four, eight and bean are all homonyms. They have other words that sound the same as they do but have different meanings.

four - for
eight - ate
bean - been

Help the pupils to complete the activity in the Pupil's Book.

◆ Oral ◆ Writing

Background Information

Listening and speaking should be part of the daily interaction between teachers and pupils in any activity. The more that pupils use English the quicker they will improve. Encourage them to speak to each other in English, as well as to you.

Method

In this activity the pupils will be asking and answering questions. They will use words such as; will, do, is, why, what, when and how to form questions.

This is a good activity to use for your Oral Observation assessment.

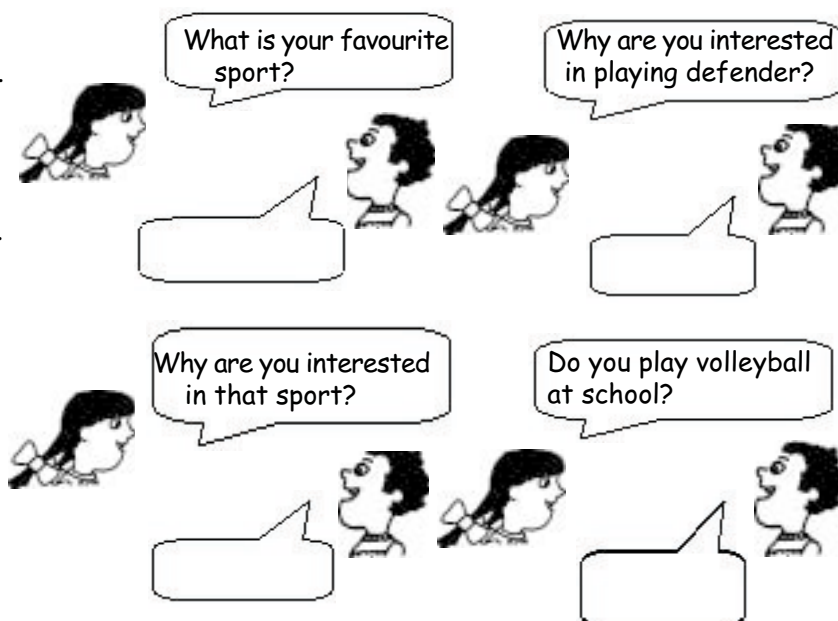
Teacher Led Activities

Organise the pupils to work in pairs.

Let the children ask and answer questions about a favourite sport or a game that they have been to watch. Use the oral activity in the Pupil's Book to begin with.

Encourage them to ask questions and answer questions in turn.

Ask them to make up some more of their own questions beginning with **what, why, who, when** or **where**.



Sports Poem

Ask the pupils to read the poem from the handwriting exercise again.

Tell them to think about a famous sports person who they know. They are going to write a poem about that person. But first make a word bank of words they might use. This word bank will help pupils as they are writing.

Here are some words that you might use to build up the word bank.

running	sprinting	racing	dashing	galloping	passing	hurrying
speedily	swiftly	quickly	hastily	fast	throwing	tossing
hurling	kicking	dribbling	winning	scoring	leaping	jumping

To model how to write the poem, you could write one all together on the blackboard.

Then ask the pupils to write their own poem. Tell the pupils to draft the poem first. They could keep the name of the person it is about a secret. Once they have written a draft, they could ask a partner to read the poem and guess who the poem is about.

Allow the pupils time to redraft and improve their poem after someone else has read it.

Then the pupils should write out a good copy of the poem and illustrate it as well.

The pupils' poems would make a good display to put up on your classroom wall.

Syllabus Link
K8, S12, S24



Can all pupils ask and answer a wider range of questions using why, what, who? (S11)

Unit 11: Village Games and Sports

◆ Reading and Discussion - The Importance of Sport

Method

Before reading the text with the pupils, talk about the importance of playing sport in general.

Build this discussion around the pupils' experiences. Encourage individual pupils to talk about their own experiences of playing sport at school and in the village or town.

Use some questions in the teacher led activities to help you with the discussion.

Introduce the new words and phrases at the beginning of the text.

Can the pupils read the words?

Can the pupils say the words?

Do they know what the words mean?

Ask the pupils to use a dictionary to look up some of the new words.

Read the story with the pupils. Stop and ask several questions about each paragraph to help the pupils understand what they have read.

Teacher Led Activities

Use questions to guide a discussion. Tell the class about playing sport yourself. Here are some questions you could use.

You will be able to think of some other questions too.

- Is it important to play sport? Why?
- How do you feel about playing sport? Why?
- What do other people feel and think about playing sport?
- Is it a good idea to encourage people to be involved in sports activities? Why?

Read the story together with the pupils.

Ask the children to read the text again. They could work in small groups, or read the text silently to themselves.

As the pupils read, go around and listen and read with different pupils.

Syllabus Link
A2, K1, S11



Can all pupils listen and identify main points of the stories, short informative talks and news reports of local events? (S1)

◆ Comprehension

Background Information

Pupils will have heard of different countries particularly through sport. They will have heard of different teams. Studying a map of the world will help them to know where these countries are located.

Method

The children will be asked to work on two separate activities.

By the end of the lesson all the pupils will have completed both activities.

One group of pupils will work on the comprehension exercise in the Pupil's Book.

They will be able to work on their own.

You will be able to work with the group looking at the map of the world.

Explain to the class what they are going to do. Look at the Pupil's Book and make sure the pupils can read the questions. You could talk through some of these questions with the whole class.

Teacher Led Activities

Organise the class into two groups.

Pupil's Book Activity

Tell one group to answer the questions from the Pupil's Book on page 71 in their exercise books. Remind them that they must answer in complete sentences.

Map Activity

Work with the other group on the map activity in the Pupil's Book.

This should include the continents Africa, Europe, North America, South America, Asia, Australasia / Oceania, Antarctica.

This map should also include SI, Australia, NZ

Ask the group of pupils that you are working with, to look at the map in their book.

Can they read the names on the map?

Tell them the names of continents on the map. Tell them that countries can be grouped into continents. Point out the continents to them and allow them time to discuss. Perhaps some pupils may have visited one of the continents, or know someone who has.

See if the pupils can find these places on the map.

- Africa
- Europe
- North America
- South America
- Asia
- Australasia / Oceania region
- Antarctica

Can they find Solomon Islands on the map?

Which region is Solomon Islands in?

Discuss which places and areas different pupils have heard or read about.

Are the pupils able to find that country or continent on the map?

You will be able to think of more things to discuss. You should build on what the pupils already know. Also this is a good chance to discuss current events, and to give pupils an understanding of where things are happening around the world.

When the groups have finished the activity they have been working on, you might ask them to swap activities so that all pupils complete both comprehension activities.

Remember to mark the pupils' answers to the comprehension questions so that you know how they have been working.

Syllabus link
A2, K3, S7



Can all pupils read and identify supporting information required for the activity? (S14)

◆ Language Study

Background Information

Conjunctions are words used to join words, phrases or sentences. They are sometimes called linking words.

The words '**and**' and '**but**' are conjunctions which are often used.

And is a conjunction that is used to add something.

But is a conjunction that is used to express how two things are opposed or contrast with each other. A comma is usually used before the word 'but'.

Teacher Led Activities

Write down some sentences on the blackboard.

Ask the pupils to join the sentences using '**and**' or '**but**'.

Here are some examples you could use.

- John went to school.
- Maria went to school. John and Maria went to school.
- John and Maria went to school.
- Crystal stayed at home. John and Maria went to school, but Crystal stayed at home.

Discuss how conjunctions are used within the sentences.

Look at the exercise in the Pupil's Book. Tell the pupils what they have to do.

Ask them to write out the sentences into their exercise books.

Syllabus link
S17, S22



Can all pupils use conjunctions (linking words) correctly in sentences? (K6)

◆ Spelling

Background Information

Check that the pupils have learnt their spelling words for this week.

If you have been reading the poem from Day 1 of this unit with the class, ask the pupils to write it from memory. Can they remember the poem? Did they spell the words correctly?

There is a word puzzle in the Pupil's Book. Ask the pupils to do this without looking back at their word list. How many of the words can they spell correctly?

After the pupils have completed their exercise, encourage them to go back to this week's spelling list. Ask them to work with a friend. Let them test each other on the words in the spelling list. Encourage them to practise writing words that they get wrong.

You should keep a record of how well the pupils learn their words. You could check this each Friday by giving the pupils a short spelling test. You could ask the pupils to write down the words as you say them. After marking their words you could keep a record of how many each pupil spelt correctly.

◆ Oral ◆ Writing

This discussion would be a good activity in which to observe pupils to your Oral Observation assessment in this unit.

Teacher Led Activities

Put the pupils into smaller groups.

Lead a discussion about some good and bad things about playing sport. Try to get the pupils to tell you what they think. Ask for their opinion. Ask the pupils what they think of the views of other pupils as well.

Give each group a large sheet of paper, or they could use their exercise books.

Tell them to make two columns. In one they will write good things about local sports.

In the other they will write bad things about local sports.

The chart has been started in the Pupil's Book on page 72. Tell the pupils to write down their ideas.

Their chart could look something like this. The class will be able to think of some more points to add.

Sports	
Good things	Bad things
meet with friends enjoy watching games can raise money for the community keeps people healthy gives young people something to do	not everyone is good at sports sometimes young people behave badly some people would rather be doing something else some people do not like sports some people think it is too noisy

After the groups have made their charts tell them to write a few sentences in their exercise books, explaining the good and bad points about playing sport. They should use some ideas from their chart. Encourage the pupils to write their own sentences. The children should draft and redraft their work. They could use a dictionary to check for correct spelling. While they are working make sure you go around to the groups and help pupils with their work.

Syllabus Link
A5, S12, S26



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

◆ Reading and Discussion - The School Bazaar

Method

Talk with the pupils about a local bazaar or a fundraising activity they have been to.

Talk about how the event was organised.
Talk about who got things ready and about what happened during the event.

Encourage the pupils to talk about their own experiences.

Discuss the new words and phrases at the beginning of the passage.

Make sure the pupils can read the words. Make sure the pupils can say the words correctly.

Use the dictionary to help the children understand the meaning of some of the new words.

Check that the pupils can use a dictionary.
Some pupils may need some help.

Read 'The School Bazaar' with the pupils.

Teacher Led Activities

Talk about the text to make sure the pupils understand what the text is about.

Ask some questions to guide your discussion.

Here are some questions that you could use.

- Why do villages or schools organise and plan bazaars or fundraising activities?
- When did the last bazaar or fundraising activity take place in your area?
- Where was the event held?
- Can you tell the class about some of the things that needed to be done before, during and after the event?

Ask the pupils to listen while you read the report to them. Tell them to follow the words carefully in their books while you read.

Read through the report again. This time choose pupils to read paragraphs out aloud. Make sure that during the week all pupils have a turn to read aloud.

Syllabus Link
K1, S1, S14



Do all pupils know the words used to explain a period of time? (K5)

◆ Comprehension

Teacher Led Activities

Play 'I Spy'.

Tell the children they are going to play a game. Tell them to imagine they are at a school bazaar like the one in the report.

You can start the game. Think of something that you might see at a bazaar. For example you could think of a 'band'. Then say, "I spy with my little eye something beginning with 'b'."

The pupils then put up their hand and try and guess the word you are thinking of.

Keep reminding them that the word describes something that you would see at a bazaar.

Make sure that the class plays the game without being disruptive. Tell them not to call out their answers. The pupil who guesses the word 'band' then takes a turn to give another 'I spy' clue.

If pupils find the game difficult, you could write up a word bank on the blackboard.

Tell the pupils when they are playing 'I spy' they can either use a word from the blackboard or they can think of their own word.

Pupil's Book Activity on page 73 - 74

Look at the exercise in the Pupil's Book with the class. Tell them that they have to complete the sentences. They are given different words to choose from. They must read the sentences carefully and put in the words that are correct. This exercise will check if they understand the text that they have read.

Syllabus Link
K8, K11, S11



Can all the pupils use a range of skills to identify, understand and pronounce new words? (S10)

◆ Language Study

Background Information

Regular practice will make sure that pupils use the past tense correctly in speaking and writing activities. Regular short exercises both written and oral will enable the pupils to become more confident in using the tenses correctly.

Teacher Led Activities

Read the text with the pupils again.

Use some examples from the text of the past tense. Write them up on the blackboard.

Here are some sentences that you could use.

- Some boys and girls painted pictures.
- The crafts were put out on another stall.

Ask the pupils to say which words are in the past tense. Explain to them that it is the verb that determines the tense of a sentence.

Ask the pupils to change the sentences into the present tense by changing the verbs.

Write up the sentences in the present tense on the blackboard.

This is what you would write.

- Some boys and girls paint pictures.
- The crafts are put out on another stall.

There is an exercise on the past tense in the Pupil's Book. Make sure the pupils can read the sentences. Tell them to write the sentences in the past tense into their exercise books. Check the pupils' work. Some of these sentences are difficult. Some pupils may need extra help.

Syllabus Link
K1, S23



Do all pupils understand past and present tenses and use them correctly? (K 9)

◆ Spelling

Look at the new spelling words for this week with the pupils.

nine	sum
ten	score
after	game
break	arms
rain	goal

Point out to the pupils that there are some more homonyms in this week's list.

For example: sum - some, rain - reign, break - brake

If you made a chart of 'ai' words last week you could check to see that **rain** is on the chart.

It is important to keep working with the pupils to look for patterns and strategies that they know as they learn new words.

Remind the pupils of the spelling strategy. Talk them through the different steps, **Look**, **Cover**, **Remember**, **Write** and **Check**. Tell the pupils to work with a partner. Ask them to work through the spelling strategy together.

Write some sentences using the words on the blackboard. Ask the pupils to make up sentences of their own using the words. This will check if the pupils understand the meaning of the words.

Tell the pupils to copy the words into their exercise books. Make sure that you check all the pupils' word lists. Pupils often make mistakes in copying. If they know that you are going to check their list they will take extra care. This is the list the pupils will use to learn the words, so they must copy the words correctly.

◆ Oral ◆ Writing

Background Information

Before the children write some sentences relating to a particular picture, it is a good idea to give them time to talk about the pictures. This discussion would be a good activity for you to also use for your Oral Observation assessment in this unit.

Teacher Led Activities

Talk about the events that your pupils have been to which are similar to the school bazaar in the text. Talk about preparations for this event or for a school bazaar.

There are some ideas to talk about in the Pupil's Book on page 75.

Talk about the events in the pictures in the Pupil's Book. Tell the pupils to write their own sentences to describe what is happening in each picture. They could draw some pictures too.

Syllabus Link
A5, S9, S12



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

◆ Assessment Activity - Oral Observation

By today you should have almost completed your observations of oral and discussion activities. Spend some time looking at your notes on each pupil. Using the checklist on page 31, write your observations in your record book or assessment file. Make a note of areas in which each pupil needs to improve.

Between now and the end of this unit you should sit down with each pupil and explain what you have observed about his or her oral skills.

Make sure each pupil is clear about his or her strengths and weaknesses and discuss ways in which they can improve their speaking and listening.

Unit 11: Village Games and Sports

◆ Reading and Discussion - Moonlight Game

Method

Before reading the poem on page 76 of the Pupil's Book, look at the new words and phrases.

Make sure the pupils can read the words. Make sure they can say the words correctly. Ask the pupils to use a dictionary to look up words they do not understand. Ask the pupils to use some of the words in a sentence of their own. This will check if they understand the words.

Tell the pupils to listen while you read the poem. Tell them to follow the words in their book while you read. Talk about the meaning of the poem with the pupils. Put the pupils in small groups. Tell them to take turns in reading out verses in the poem. Encourage them to read fluently and with expression.

Ask the children to talk about games that they play at home.

Use the questions in the teacher led activities to start the discussion.

Teacher Led Activities

Explain to the pupils that this poem has three verses.

After reading the poem talk about it with them. Compare the use of English with the way Pijin is used in poems and songs.

Here are some questions you could use to start your discussion.

- What was the poem about?
- Who are the people in this poem?
- Do you play games at home?
- Tell the class about the games you usually play at home.

Tell the class how to play one of your games.

Syllabus Link
A6, S2, S16



Can all pupils read the poem aloud with confidence, understanding and expression? (S19)

◆ Comprehension

Method

Lead the pupils through some sentences in the poem that use words such as, slowly and lazily, to describe a scene or picture.

Talk about the phrases and words with them so that they can work out what they mean.

Ask the pupils to tell you in their own words what the scene described was like.

Allow the pupils time to draw their impressions of the scene described in the poem.

If you have paints, you might let the pupils paint rather than draw.

As a class, work through the questions from the Pupil's Book. You might not have the pupils answer the questions in their exercise books.

Perhaps you think that discussing the questions is enough.

Now help the pupils to complete the second activity in the Pupil's Book, page 77.

Teacher Led Activities

Write these sentences on the blackboard.

- The shadow of the evening **slowly** draws near.
- The moon soon appears and **lazily** drifts across the sky like a golden ball.

Explain how the adverbs in the sentences such as, **slowly** and **lazily** describe the mood or scene in the picture. They tell us more. They make the poem more interesting. Ask pupils to talk about and explain the words and phrases. Ask them to talk about the scene. Ask them to think about using adverbs to make their scenes more interesting when they are writing.

Show the pupils how the adverb can be taken out leaving the sentence or line in the poem still making sense.

- The shadow of the evening **slowly** draws near.
The shadow of the evening draws near.
- The moon soon appears and **lazily** drifts across the sky like a golden ball.

The moon soon appears and drifts across the sky like a golden ball.

The adverbs make it more interesting. They give more information.
In this poem they paint a better picture.

The Same or Nearly the Same

A good way to check if pupils understand what they are reading is to ask them to use their own words to retell part of what they have read. Another way to check if they understand particular words is to ask them to change that word for another that means the same or nearly the same.

Write some examples up on the blackboard. Ask the pupils to change the word that is underlined without changing the meaning of the sentence. They can put in more than one word if they want to.

- There was a breeze blowing across the beach.
You could change the word to light wind or gentle wind.
- There was a gentle breeze blowing across the beach.
You could change the word to light.
- The smoke drifts across the valley.
You could change the word to floats or flows.

Pupil's Book Activity

The exercise in the Pupil's Book on page 77, looks at adverbs that mean the same or nearly the same. These words are difficult. Spend some time going over these with the pupils. Make sure they can read them. You could do the first one as an example on the blackboard.

- The shadow of the evening slowly draws near.
The shadow of the evening gradually draws near.

Ask the pupils to write each sentence, using one of the words from the brackets, so that the meaning of the sentence is not changed.

Syllabus Link
A3, S17



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

◆ Language Study

Background Information

Adverbs

In the poem 'The Moonlight Game' many adverbs are used. Adverbs tell us more about the verbs. Adverbs are words that describe verbs (or doing words). **Adverbs** tell us how something is done.

- The old man walked slowly up the ladder.
The word **slowly** explains how the old man walked.

Some adverbs end in 'ly'.

To make an adverb, 'ly' is often added to a word.

If that word ends in 'y' the 'y' is changed to 'i' and then 'ly' is added.

Teacher Led Activities

Talk about the words that end in 'ly' in the poem.

Ask the children if they can tell you which word the 'ly' word was built up from.

Write these words on to the blackboard. Your examples could look like this.

slowly slow
noisily noisy

Read the poem again. Read and write some sentences with adverbs in them. Explain that these words are often formed by adding 'ly' at the end. For example:

slow - slowly swift - swiftly lazy - lazily noisy - noisily

You could think of some other examples. Here are some that you could use. You will be able to think of some more.

quiet - quietly hungry - hungrily angry - angrily happy - happily

Let the pupils try the following words. Ask the pupils to change these into adverbs by adding 'ly'.

quick, naughty

Ask the children to identify the difference and explain why some words have 'ily' and others have 'ly' at the end.

Pupil's Book Activity

Read through the exercise in the Pupil's Book with the pupils.

Ask them to complete the exercise. Make sure they can read all the sentences.

Make sure you help the pupils. Some pupils will need extra help.

Mark the pupils' sentences when they have finished.

Make sure they understand any mistakes they have made.

Syllabus Link
S10, S25



Do all pupils understand suffixes and do they use them correctly in sentences? (K10)

◆ Handwriting

Background Information

The first verse of the poem is written out in cursive script in the Pupil's Book.

Before you ask the pupils to copy this give the pupils some practice with joins they are having difficulty with.

Choose one or two examples and write them on the blackboard.

Ask the pupils to copy them into their books.

Use your Joined-up Handwriting on pages 22 - 23 of this Teacher's Guide to help you.

◆ Oral ◆ Writing

Teacher Led Activities

Talk about the pictures in the Pupil's Book on page 78 with the whole class.

Ask the pupils to talk about a storm. You could lead the discussion by asking some questions. Here are some questions you could use.

- Have you ever been in a storm?
- Can you tell the class what happened?
- Did you have any warning that the storm was coming?
- Can you describe what the sky looked like?
- How did you feel during the storm?
- What happened after the storm?
- Did the storm do any damage?
- Do you like storms?
- Have you ever been in a storm at night?
- Tell the class about how you feel when there is thunder and lightning.

Encourage the pupils to use adverbs to describe the mood of how a storm moves. You could write up the adverbs on the blackboard. These will make a word bank. The word bank will be useful when the pupils are doing their writing activity.

The Storm

You might ask the pupils to copy the pictures into their exercise books. Tell them they must write a sentence that relates to each picture. The first one has been done. They can copy this, or choose to write their own version. Some of the other sentences have parts supplied. The pupils could do this writing activity on a piece of paper. It would make a good classroom display.

Syllabus Link
S12, S25, S23



Can all pupils use appropriate vocabulary to explain and describe a picture in detail? (S13)

◆ Reading and Discussion - Roviana Cup Success

Method

Talk about some local sports news.

The pupils may have heard some sports news on the radio.

They may have read some sports news in the local newspaper.

Look at the new words and phrases from the Roviana Cup Success report.

Make sure the pupils can read the words.

Make sure they can say them correctly.

Read and discuss the news report with the children. Discuss what a tournament is.

Teacher Led Activities

If you have a copy of the local newspaper you can show the pupils the sports pages.

They can look at the photographs and headlines.

You can read a few paragraphs from the newspaper to them.

Read the Roviana Cup Success report with the class. Read the passage through twice.

Choose pupils to read aloud. Ask them to take turns to read a paragraph. Remember to record who has read. Talk about the news report with the pupils. Can they tell you what it is about? You could start the discussion by asking some questions.

Here are some questions you could use.

- Has anyone got any local sports news?
- Can someone tell the class about a sports activity that has happened recently?
- What was the sport?
- Who played?
- What happened?
- Who won?
- What was the score?

Syllabus Link
A3, K1



Do all pupils seek opportunities to read alone by selecting materials of interest? (S20)

◆ Comprehension

Method

Put the pupils into groups.

Some groups will work on the comprehension exercise in the Pupil's Book, page 79. The other groups will look at sports articles you have found in the local paper. The groups working from the Pupil's Book will be able to work on their own after you have read through the instructions with them. You will be able to work with the other groups working on the newspaper reports. The groups will change over during the lesson. All pupils will complete both activities.

Pupil's Book Activity

Talk about the activity in the Pupil's Book with the whole class.

Tell them that they are going to read some sentences about the report. Some of the sentences are true and some are false.

Give them some examples. Work through the examples on the blackboard. Here are some examples you could use.

- Nusa Rovina Rangers won the netball competition. TRUE
- A total of nine prizes were given to the winners. FALSE

Tell the pupils to complete the exercise in their exercise books.

Tell them to copy the sentences that are true into their exercise books.

Tell the pupils that they will work on their own. You will be working with other groups.

Ask the pupils to work quietly and quickly.

Tell them the groups will change over activities during the lesson.

Newspaper Reports

Have some newspaper sports reports ready. Choose ones that are not too difficult to read.
Do not expect pupils to read long reports.

Give each group a piece of paper. Tell them to work together.

Ask them to find out as much information as they can from the newspaper report.

They can get information from headlines and pictures as well as from the main text.

Tell them to write down some short notes together on their paper. Work with each group.

Let them tell you what the report they were looking at was about in their own words.

Syllabus Link
S9, S19, S26



Can all pupils read silently and identify sufficient details for understanding? (S14)

◆ Language Study

Teacher Led Activities

Write some sentences on to the blackboard. Leave some of the words out. Use the same missing words that the pupils will work with in their exercise in the Pupil's Book. See if the pupils can tell you which word to use in order to complete the sentence. Make a list of these words on the blackboard.

Here are some examples you could use:

The boys ____ girls played netball. (by, and)

Mary came _____. (too, to)

We always play soccer _____ (by, on) Tuesday.

_____ next week we will play soccer on Wednesday. (However, At)

Past Tense

Give pupils further practice with simple past tenses.

Write a few examples on the blackboard.

Tell the pupils that it is necessary to add 'ed' to these words to make them into the past tense.

If the word ends in 'e' then only 'd' is added.

Remember that this is not the only way that verbs are made into the past tense.

Here are some examples you could use.

jump walk skip move laugh shout

Ask the pupils to copy and complete the table from the Pupil's Book.

Syllabus Link
K6, K9



Can all the pupils use prepositions correctly in sentences? (K4)

◆ Spelling

In the exercise in the Pupil's Book, page 80, the letters of the spelling words have been mixed up.

Tell the pupils to number 1 to 10 in their exercise books.

Tell the pupils they must work out what each mixed up word is and write it into their exercise books.

Encourage them not to look back at their spelling list.

How many pupils can get all of the words correct without looking back? Check the pupils' answers.

◆ Oral ◆ Writing

Teacher Led Activities

Ask the children to work with a partner.

Let them talk about a game or tournament that they have attended in the town or village. Ask them to remember some of the things about the event.

These questions could help them.

- When did the game take place?
- Where did it happen?
- Who took part in the game?
- What are some interesting things that happened at the game or the tournament?
- How did it end? Did everyone enjoy the game?

Ask the children to describe these things to their partner.

Sports Report

Tell the pupils that they are going to imagine they are a Sports Reporter.

They are going to write a report about an exciting event. Tell them they must draft their report first. They will need to think of a good headline. They will need to plan a picture to be part of their report too.

Tell the pupils that they can write about an event that actually happened or they can make one up. The pupils may need some extra time to complete this activity.

These reports would make a good wall display in your classroom.

Syllabus link

A5, S24, S27



Can all pupils explain an event giving appropriate details? (S13)

◆ Reading and Discussion - Tomlin and Leah Play for the School Team

Background Information

It is a good idea for the children to revisit some parts of the text from the Reader during the week. This lets them go over some of the interesting parts of the text. It also allows them to go over the new words and phrases again. By going over them the pupils are more likely to learn them.

Teacher Led Activities

Ask one or two children in the class to retell what happened in 'The Volleyball Match'.

Now look at the section of text printed in the Pupil's Book. It is entitled 'Tomlin and Leah Play for the School Team'. Ask pupils to read the text out aloud. They could read a paragraph at a time.

Syllabus Link
A3, S16, S19



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

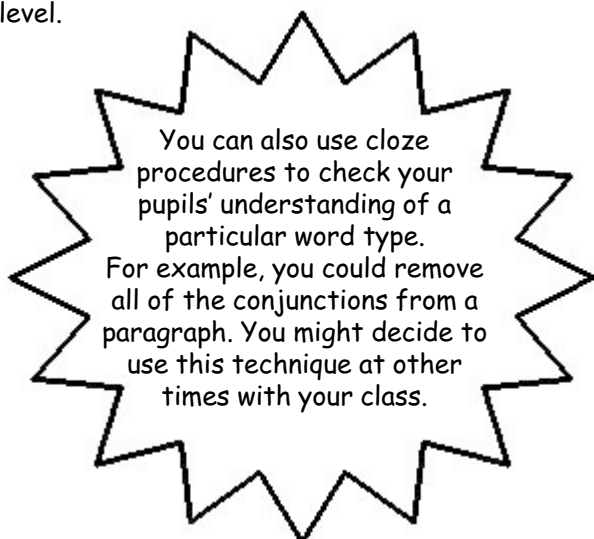
◆ Comprehension

Background Information

A Cloze Procedure

Cloze procedures are a good way to check if your pupils understand what they are reading. Remember that in this exercise the pupils must not use the Pupil's Book to copy the answers. The word that is actually in the text may not be the only right answer. You will have to go around the groups and listen to the words that the pupils have decided to use in the cloze. This exercise can be done orally, or written. Let the pupils discuss the correct answer. Do not use the time for them to write out all the sentences. In this way you can swap the cards and the pupils can have the chance to read and complete more than one card. When preparing this cloze procedure take out every seventh word.

If you use this type of exercise with your pupils remember to choose a text at the right reading level.



Teacher Led Activities

You will need to prepare this activity before the lesson. Use the text from today.

There are 5 paragraphs. You can use all or part of each paragraph for each cloze procedure card.

The number of cards you will need to make will depend on how many children you have in your class. The pupils will work in small groups of 3 or 4.

When preparing the cards, miss out every seventh word.

The first card will look like this.

The next day was the day _____ the match.
The team from the _____ school came to Tomlin and Leah's _____ for the volleyball game. The two _____ put on their sports uniforms. They _____ to the volleyball court.

Because you are reading this text for at least a second time, the pupils should be able to do this activity well. They will have read the new words and phrases more than once. Make sure you help those who find this activity difficult. Remember that if the word that the pupils put in is different to the word used in the original text, it may still be an acceptable answer. Check the word, it may be correct.

Unit 11: Village Games and Sports

For example, look at the second sentence.

The team from the _____ school came to Tomlin and Leah's _____ for the volleyball game.

In the text the first word that is missed out is **nearby**, but there are other words that could be used here e.g.
boys' girls' secondary primary neighbouring Catholic

The second word that is missed out is **school**. Again there are other words that could be used here e.g.
playground school field village town

Ask the pupils to read out their sentences using the words they have put in. Tell the others in the group to listen. Do the sentences make sense? Is there a better word that could have been used?

Pupil's Book Exercise

In the Pupil's Book there are some questions about the text read today on page 82. You could do this activity orally. You could ask the pupils to write the answers in their exercise books. You will need to decide what is best for your class - or for groups of pupils within the class.

Syllabus Link
A4, S14, S25



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

Language Study

Background Information

The meaning of some words is changed when prefixes are added to them. A prefix is something that is added to the beginning of a word. Prefixes such as, 'dis', 'un' and 're' are used to change the meaning of a word. Sometimes by adding a prefix the meaning of the word is changed to have the opposite meaning.

Method

Write these words on the blackboard.
Discuss the meaning of the words with the pupils.

untidy disagree replay

Use the examples in the **Teacher Led Activities** to introduce the use of prefixes to the pupils.

Work through the language study activity in the Pupil's Book with the pupils.

Teacher Led Activities

Explain to the children that adding 'un' to the front of the word 'kind' forms the word *unkind*. Adding this prefix changes the word's meaning. The prefixes 'un' and 'dis' usually make a word that means the opposite to the original word. Here are some examples:

kind - **unkind**; tidy - **untidy**; agree - **disagree**;
happy - **unhappy**; sure - **unsure**; like - **dislike**

The prefix 're' usually means **do it again**. Here are some examples:

count - **recount**; tell - **retell**; visit - **revisit**;

Opposites

There is an extra activity in the Pupil's Book, page 83.

This activity looks at the prefixes dis- and un-.

If these prefixes are added to words they change the word to mean the opposite.

Tell the pupils to look at the list of words in the Pupil's Book. Some examples have been done for them. Can they copy out the words and fill in the spaces correctly?

Syllabus Link
K1, S25



Do all pupils understand prefixes and use them correctly in sentences? (K10)

◆ Handwriting

Ask the children to copy the handwriting exercise into their exercise books. Remind them to use the right punctuation marks in the sentences. Tell them to look carefully at the joins. Some letters do not join onto the next letter. Are there some letters like this in the exercise? Ask the children to find out by looking closely.

When the pupils have finished their writing tell them to compare their work with the handwriting in the Pupil's Book. Can they say what they need to do to improve their handwriting? Can they see any differences between their writing and the passage in the Pupil's Book?

◆ Oral ◆ Writing

Background Information

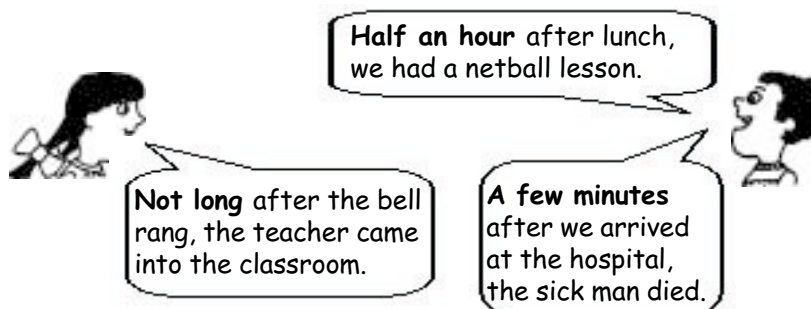
It is important that the children are given enough time and opportunity to practise speaking and listening using English in pairs and in groups. These conversations will help them to improve their speaking and listening skills.

Teacher Led Activities

Write these phrases on the blackboard. Explain that the phrases or words are used to describe a period of time.

A few minutes later
Not long after
Half an hour

Make up some of your own sentences using the phrases and let the pupils hear you saying them. Here are some you could use.



Put the class into pairs. Tell them to make up sentences using the words and then to say them to their partners. Go around the class. Make sure all pupils are taking part in the activity.

Ask the pupils to write out some of their sentences. They could put them in speech bubbles as in the examples. They could write them on a piece of paper. These would make a very good wall display in your classroom. Remember to change your wall display often.

The book **Ideas into Practice** will give you some ideas about displaying pupils' work in the classroom.

Syllabus Link
A1, S6, S12



Can all pupils make up their own sentences using relevant language to describe time? (S8)

◆ Assessment Activity - Oral Observation

Check that you have completed your Oral Assessment for this unit.

- Have you observed all the pupils during discussion and oral activities?
- Have you made a record of your observation in your assessment book for each pupil?
- Have you discussed the observation with each pupil individually?

◆ Reading and Discussion - Tony's Diary

Background Information

In this activity, the pupils are introduced to a different kind of text. This text is a diary or journal entry.

Method

Before reading the text, use the questions in the 'Teacher Led Activities' as an introduction.

Talk about the title. Talk about the new words and phrases at the top of the text.

Use some of the new words in sentences to help the children understand what they mean.

Encourage the children to make up their own sentences using some of the new words.

Read the diary with the pupils.
Stop and ask questions to check whether the pupils understand what they have read.

Teacher Led Activities

Use these questions to guide the discussion.

Has anyone been on a trip to take part in a sports competition at a nearby school or village?

Tell us something about the trip.

When was it?

What happened during your trip?

Was it enjoyable? Why?

Look at the new words and phrases. Use them in a sentence. Here are examples you could use.

The ship **departed** from Honiara at 7 o'clock.

'Departed' means the same as 'left'.

The ship **left** Honiara at 7 o'clock.

The **journey** to Seghe takes 14 hours on the Iuminao.

'Journey' means the same as 'trip'

The trip to Seghe takes 14 hours.

We **boarded** the ship.

'Boarded' means the same as 'got on'.

We **got on** the ship.

When you read through the diary ask the pupils what they notice about the way in which the facts are recorded. Notice they are not written in complete sentences. The diary is written in note form. It gives the facts as briefly as possible.

Syllabus link

K2, S2



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

◆ Comprehension

Background Information

Pupils will not learn to understand text just by answering questions. Putting pictures of an event in the correct order (sequencing) is another way to help to develop pupils' comprehension of text.

Method

Talk about the diary.

Talk about how the text in the diary is written.

Point out that only the important events of the trip are entered into the diary.

Point out that brief and short sentences are used. Ask the pupils to retell some parts of the diary.

Teacher Led Activities

Look at the comprehension activities in the Pupil's Book.

Work Out the Order

Talk about the pictures with the pupils.

Ask them to tell you what is happening in each picture.

Ask the pupils to put the pictures in the same order as they occur in Tony's Diary.

Can You Remember

There are also some questions in the Pupil's Book on page 86. You could work through these orally with the class. Then the pupils could answer the questions in their exercise books. To do this exercise you may need to revise telling time with the pupils. Check that all the pupils understand the meaning of a.m., p.m. and noon.

Syllabus Link
K2, S23



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

◆ Language Study

Background Information

One way to introduce pupils to more vocabulary is to learn about the roots of words.

Teacher Led Activities

Write the word **painter** on the blackboard. Put the word into a sentence.

The **painter** painted the new church hall.

Ask the pupils if they can see another word in 'painter'. They should be able to say that 'painter' comes from the word 'paint'. Ask the pupils if they can make more words from the word paint.

Here are some that they could come up with.

paint painter painting painted paints

Use some other examples with the pupils. You could use some of these words.

clean,,,
jump,,,
work,,,
act,,
write,,

Ask the pupils to complete the exercise in the Pupil's Book page 84.

Syllabus Link
K1



Do all pupils understand about the roots of words and are they able to write them correctly? (K10)

◆ Spelling

Background Information

Checking for spelling mistakes or mistakes in punctuation and grammar is called proofreading. Pupils need to be given time to read their work closely, looking for errors in punctuation, spelling, grammar and expression.

Teacher Led Activities

Talk about the process of proofreading with the pupils. Ask them why it is important for them to draft their work first. When they read their writing through what do they look for?

Here are some proofreading suggestions. You could write them out on a large piece of paper and put them up in your classroom. Talk through all the points with the class.

This is what your chart could look like.

Proof Reading Suggestions

- Use a piece of paper as a guide and read one line at a time. Read one line then move the paper down another line.
- Try to look at each word. Think about each word.
- Try to look at each sentence. Think about each sentence.
- Ask a friend to proofread the piece for you too.

Pupils should ask themselves these questions to help them in their proofreading.

- Are there any words that don't look as if they are spelt correctly? If so underline them. Check your dictionary or ask your teacher.
- Have you left any words out?
- Do your sentences all begin with capital letters?
- Do names of people and places all begin with capital letters?
- Do all sentences end with a full stop?
- Have an extra look at speech marks - are they placed correctly?
- Are all the sentences complete?
- Check for words that are spelled correctly but are wrong words, e.g 'you' and 'your'

Remind the pupils that they will have other prompts to use on their chart. Think about what the pupils can and can't do in writing when deciding what to include on their chart.

In the Pupil's Book there are sentences that have this week's spelling words in them. The words are not spelt correctly. Ask the pupils to find the words spelt incorrectly. Ask them to write the words out in the order they appear in the sentences. It will take too long for them to write out all the sentences.

Their answers should look like this.

- | | | | | |
|--------------|----------|-----------------|----------------|--------|
| 1. ten, nine | 2. after | 3. scored, goal | 4. game, score | 5. sum |
| 6. rain | 7. arms | 8. rain | | |

◆ Oral ◆ Writing

Background Information

Pupils should be given time to use **proofreading strategies** in their writing to improve their writing skills. They should proofread after drafting their work. They also need to check their final copy for simple errors.

Teacher Led Activities

Talk about Tony's trip. Talk about keeping a diary.

Ask the pupils to tell you what they did yesterday. Build it up together on the blackboard as a diary. Can they remember which lessons they did? Can they remember at what time they did them? Do they know when the breaks in the day were? What time did school finish? What did they do when they got home?

Diary for a Day

Tell the pupils they are going to keep a diary.

They are going to keep a diary for today.

They will write down what has happened already. They have to remember when they got up. What they did before they came to school. What did they have to eat? What lessons have they had so far today? Have they had any breaks? If the pupils do not know the exact times tell them to put things in the correct order.

They will need to carry on writing this diary throughout the day. Tell them the diary will finish when they go to bed tonight. Tell them to draft their work, before proofreading. They can illustrate their diary with pictures also.

Syllabus Link
A5, S17, S24



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

◆ Reading and Discussion - My First Trip in a Dugout Canoe

Background Information

This text is a recount. The purpose of a recount is to tell what happened at another time or place. It is about events that took place in a sequence or in a particular order. It is usually told in the past tense.

Method

Tell the pupils that this text is a recount. Tell them that things happen in this text in a particular order. Tell them to see if they can think about the order as you are reading the text to them and remember the order in which things happened.

Talk about the new words and phrases after you have read the text. They will understand some of the words by hearing them used in the text.

They will be able to understand what they mean. The pupils can use a dictionary to find the meanings of some of the words.

Remember also to have the pupils read the text.

Teacher Led Activities

Read the text aloud to the pupils.

You could ask pupils in turn to read sentences aloud to the whole class or read the passage aloud with a partner.

This is a long text. The pupils need to read it several times. Go round the class and listen to the pupils as they are reading aloud.

Check that the pupils know what the text is about by asking them questions. This could start a discussion.

Here are some questions you could use to guide your discussion. You will be able to think of some more.

How old was Ellen in 1990?

What is the difference between a dugout canoe and an outrigger canoe?

Why did the girls want to go to the other side of the creek?

Why do you think the canoe turned over?

Can you tell the class what you did during your last school holidays? etc.

Syllabus Link
A6, K1, S12



Are all the pupils aware of how listening and speaking in English will help them in a range of local and national contexts? (A1)

◆ Comprehension

Teacher Led Activities

There are two comprehension activities in the Pupil's Book on page 88. Activity A and Activity B. You could decide which activity you want your pupils to do. They could do them both. They could choose which they would like to do.

Activity A

Ask the pupils to answer the questions after you have had the whole class discussion. Let them write the answers in complete sentences in their exercise books.

Answers

1. In 1990 Ellen was 20 years old.
2. During the school holidays Ellen usually stayed at home and did the housework.
3. Mr. Sika was Annette's father.
4. Ellen did this because she was afraid. The canoe was turning around because everyone was paddling on the same side of the canoe.
5. Ellen was late cooking the rice because she had been out with her friends for a long time.

Activity B

Tell the pupils to read through the recount.

As they do this, tell them to list all the events that happened to Ellen.

The events must be in order. Show the pupils that this is how the list could start.

1. Ellen did the housework.
2. Ellen planned a trip with friends.

Syllabus Link
A2, K1, S26



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

◆ Language Study

Background Information

When reading, people often come across new words. The meaning can often be worked out by understanding the rest of the text. This is a good way to learn new words.

Sometimes the pupils will need to use a dictionary to find out the meanings of words. You should make sure they know how to use a dictionary well. They should be able to find the right letter and then the word quickly. You could teach these skills and organise activities that will reinforce this teaching.

Remember to revise the alphabet often to help pupils with dictionary skills.

Method

Go over how to use a dictionary with the pupils. Talk about the meaning of each new word used in the recount. Also discuss any words that pupils have identified as being difficult.

You may still need to explain some of the meanings to the pupils.

As the pupils are working move around the class and help those who need help.

Teacher Led Activities

Look at the exercise in the Pupil's Book with your class. Ask the pupils to write sentences using each word in their exercise books.

Tell the pupils that all the words are verbs or doing words. They are all in the past tense. Use the first word as an example.

Build up some sentences with the pupils on the blackboard. Here are sentences you could write.

We planned our school football match.

My mother planned to go to the market.

I planned to finish the housework before my mother came home.

My family planned a surprise for my grandfather.

Syllabus Link
A2, A6, S25



Can all the pupils use more complex vocabulary in their writing? (K1)

◆ Spelling

Method

This is the spelling list for this week. Look at the list of spelling words with the pupils.

parents	Monday
holiday	Wednesday
dinner	Friday
lunch	Sunday
yes	land

Tell them that these are their spelling words for the week.

Tell them you will be checking if they know how to spell the words at the end of the week.

Remind them to use **Look, Cover, Remember, Write** and **Check** to help them to learn the words.

Tell them to copy the words into their exercise book.

You must check all the pupils' lists. Many pupils make mistakes when copying.

Teacher Led Activities

Tell the pupils to work with a partner.

They can help each other learn how to spell the words.

Make sure the pupils know how to read all the words. Make sure they understand what all the words mean.

Look at the activity in the Pupil's Book, page 89.

Tell the pupils to write the numbers 1 - 5 into their exercise books and to write the completed words beside the appropriate number.

◆ Oral ◆ Writing

Background Information

The pupils will plan a recount in groups of four. This is called shared writing. They will then use this planning to write their own recounts. You could collect these as your writing sample for this unit's writing assessment.

Method

Put the class into groups of four.

Look through the instructions in the Pupil's Book. Tell the pupils what they will do.

Tell them that when they have planned their recount they will tell the whole class what they have planned and discussed.

Teacher Led Activities

Organise the pupils into groups of four. Do not choose a group leader to talk to the whole class until the end of the session. This will make sure that all the group members are involved.

The pupils should read the short section of text reprinted in the Pupil's Book. Tell the pupils to think about what the girls' next adventure could be.

Use the blackboard to look at some ideas as examples.

These are some things that the girls could have planned:

- making a tree house;
- fishing from a canoe;
- playing games in the mud;
- going on a picnic.

You and the pupils will be able to think of other ideas.

Tell each group that they must plan what happens together. Tell them to write a list of what happens in the right order. From this list they will be able to write their recount.

When you think the pupils have had enough time choose one pupil from each group to tell the rest of the class what their plan is.

What Happens Next?

Tell the pupils to write a short recount. They can use the plan from their group. They can use another group's plan. They can use an idea of their own. Tell them to draft their work first.

When they have checked for improvements, redrafted and checked for grammar, punctuation and spelling mistakes, tell them to write out a good copy.

They could draw a picture to go with their written work if they have time.

Syllabus link
A5, S24, S25



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

◆ Reading and Discussion - Lunch Time at Home

Background Information

The reading passage today extends the recount from the Reader. The pupils will have to remember what happened in the Reader. They are asked to build on work done in Day 1. The text today begins where Ellen's parents come home for lunch. The recount finishes at the end of that day.

Method

Go back to the recount in the Reader.

Discuss what happened to Ellen and her friends. Introduce the pupils to the passage in the Pupil's Book.

Look at the new words and phrases with the pupils.

The pupils should have some understanding of these already.

Ask the pupils some questions about the text to check their understanding.

Teacher Led Activities

Read through the new words and phrases with the pupils. See how many of the words they know. Tell them to check some of the meanings in a dictionary.

Ask the pupils to make up some sentences of their own using some of the new words. Do this orally with the whole class.

Read the passage in the Pupil's Book. Tell the pupils to follow the text as you read it aloud.

Put the pupils into small groups. Tell them to take turns in reading the text aloud. They could read a paragraph each. Go around the groups and listen to the pupils read.

Remember you should hear each pupil read aloud at least once a week. Record the pupils who you have listened to.

Check at the end of the week that you have listened to everyone.

Syllabus Link

A1, K1, S18



Are all the pupils aware of the different ways in which we alter our reading skills according to the type of reading activity and our reasons for reading? (A4)

◆ Comprehension

Method

Talk about the text with the class.

Ask them questions to see if they understand what they have read.

When they are doing the group activities and the exercise from the Pupil's Book move around the class and help pupils who are having difficulties.

Teacher Led Activities

Look at the new words and phrases. Ask the pupils if they can read them. Can they say them correctly? Let them say the words after you. You can ask the pupils to use some of the words in their own sentences. They could say them aloud to the class.

What Happened Next?

Ask the pupils to read the passage aloud again in small groups.

Tell them to make a list of what happens in the text. Tell them to write it in the correct order.

When each group has finished bring the whole class together.

Go through the text and build up a list of what happened on the blackboard. Encourage discussion as you do this.

Your blackboard list could look like this:

- parents come home;
- lunch;
- Mother tells Ellen what to do;
- Ellen meets with friends;
- Ellen and friends go back to their homes;
- Ellen prepares coconuts, cabbage, potatoes and finishes cleaning;
- parents come home;
- Mother cooks cabbage;
- They eat the evening meal;
- Ellen plays game with friends.

This Morning

Ask the pupils to think about what they have done today.

Build up a list on the blackboard. Make sure it is in the order that the events happened.

The list on the blackboard could look something like this.

- woke up
- got out of bed
- washed and brushed teeth
- got dressed
- helped my sister to get dressed
- ate bread and drank a cup of tea
- finished homework
- walked to school
- played with friends
- had assembly

Words and Meanings

Look at the exercise in the Pupil's Book on page 92. Explain to the pupils what they need to do. They should be able to match the words to their meanings and write the correct answers into their exercise books.

Syllabus Link
K1, S15, S16



Are all the pupils aware of the ways in which reading and writing in English will help them in a range of local and national contexts, at the present time and in their adult lives? (A2)

Language Study

Teacher Led Activities

Tell the pupils to look at the exercise in the Pupil's Book. You could go through the sentences orally with the whole class. Ask the pupils to read out the sentences. Can all the pupils read all these sentences? Some of them are quite difficult.

Tell the pupils that they have to choose the best word from the brackets to complete each sentence. You could work through some examples on the blackboard. Here are some that you could use.

- | | |
|---------------------------------------------------|----------------------------------------------|
| • Mother was (please, pleased) with Ellen's work. | Answers for the Pupil's Book exercise |
| Mother was <u>pleased</u> with Ellen's work. | 1. scraped |
| • Esther (washing, washed, wash) the clothes. | 2. put |
| Esther <u>washed</u> the clothes. | 3. was, saw |
| | 4. hadn't, finished |
| | 5. slept |
| | 6. use |

Syllabus Link
K9, S15, S23



Can all the pupils select vocabulary appropriate for the type of writing, its purpose and audience? (S25)

Handwriting

The handwriting exercise is a paragraph taken from the passage.

Check each pupil's work. If any of the writing is above or below lines point this out to the pupil. The pupils will improve as their fine motor skills develop.

Method

Read through the handwriting exercise with the pupils.

Talk about how some letters are joined and some are not. As the pupils are working go around the class. Make sure the pupils are sitting correctly. Make sure their pencils are sharp and that they are holding their pencils correctly. All these things will help them to improve their writing.

◆ Oral ◆ Writing

Background Information

This recount would be a good choice of writing sample for your writing assessment in this unit.

Method

Divide the class into groups of five.

Ask them to talk about any travel adventures they have had.

Tell the pupils that each of them must have a turn to tell their group about what happened to them.

They can talk about an adventure that happened to someone else in their family or to someone that they know if they cannot think of something that has happened to them.

Teacher Led Activities

Adventure Story

After the pupils have talked in their groups ask them to write a short recount of the adventure. Tell them to set the scene by discussing details of 'who', 'where' and 'when'. Remind the pupils to write about the adventure by describing the 'sequence of events' that occurred. Remind them to finish the recount by including a concluding statement that might describe their feelings or opinions.

They can go back to the Reader to help them with some ideas.

When they have finished their first draft, ask them to give it to another pupil to read and check. Tell them to talk about how they could make their recount more interesting, while working with their partner. When they have made improvements tell them to write out a final copy.

Explain to the pupils that 'draft' means 'to prepare or write a first or rough outline plan of a text'.

Remind the pupils of the importance of proof reading.

Syllabus link
A2, S6, S25



Are all the pupils aware of the value of talking about writing in English before writing a first draft and again before writing an improved final draft? (A5)

◆ Assessment Activity - Writing Samples

Background Information

During this unit, over the next two weeks, you will collect a writing sample for each pupil and keep it as a record of his or her writing ability at this point in time.

This is the third writing sample you will have collected this year. Compare the results of this assessment with the notes you made during Unit 8. Assess whether each pupil has improved and look for persistent difficulties they may be having with writing.

Try to choose a different type of writing for this assessment so that your writing samples include a range of text types over the year.

Method

Pages 29 - 30 of the Teacher's Guide explain how to do this. Read these instructions again carefully before conducting your assessment. The box on the right suggests suitable activities from this unit to use for writing samples.

Suggested Activities for Writing Samples:

12:1 Recount about exploring in a dugout canoe.

12:2 Recount about a travel experience.

12.3 Procedure text; Instructions on how to make a Dugout canoe.

12.5 'My Favourite form of Transport'

◆ Reading and Discussion - Making a Raft

Background Information

This is a procedural text. It gives instructions on how to make a raft. It follows a series of steps. Some questions in the 'Teacher Led Activities' are open-ended questions. Their answers cannot be found in the text. There is not one correct answer. The questions aim to make the pupils think.

Method

Go through the new words and phrases with the pupils.

Can the pupils read the words?
Can they say the words correctly?

Let the pupils try to work out the meanings of the new words and phrases after reading the text.

Read the text with the pupils. You could ask some pupils to read aloud to the whole class. Talk about the text with the pupils.

Look at the pictures with the pupils. Ask them to talk about what they can see in each picture. Ask the pupils some questions to check if they understand how the raft is made.

Encourage discussion.

Teacher Led Activities

You could use questions to see if the pupils can think beyond the text.

These questions ask the pupils to think for themselves.

- Why do you think the logs are moved down to the river or the sea?
- Why do you think the bark is taken off the logs?
- How do you think the raft moves?
- How do you think the raft is steered?
- Do you think a raft travels faster than a canoe? Why?

How many people do you think could travel on the raft in the picture? Is it dangerous?

Syllabus Link
A1, A4, K5



Can all the pupils read and understand instructions of how to make a raft? (S18)

◆ Comprehension

Background Information

This is a practical session. The pupils are going to follow the instructions in the text and make a small raft. They will use different materials. Tell the pupils to collect some sticks about 20 cm long or they could use some pencils. They will also need some thin rope or string to be the loya cane rope, and bamboo or sticks to place across the raft. They will need a knife too. This activity is to give the pupils a chance to follow and understand instructions. Be conscious of safety issues when pupils are using a knife.

Teacher Led Activities

Put the pupils into groups of three or four.

They will need to read the text again to help them to build their own small raft.

Make sure they understand what they have to do. Go around and help the groups to make a raft. They will look at the raft they have made again in the Oral and Writing Activities today.

Syllabus Link
A4, S15



Can all the pupils read and understand instructions of how to build a raft? (S18)

◆ Language Study

Teacher Led Activities

Ask the pupils to make a list of words that end in 'ft'.

Build up a list on the blackboard. Here are some you and the pupils may think of. You will also be able to think of some more.

gift draft soft raft loft left drift lift sift

You might display your list as a word bank on the walls of the classroom.

Tell the pupils to look at the exercise in the Pupil's Book. There are six 'ft' words here that need to be matched to the right meaning.

Answers: 1. soft 2. raft 3. lift 4. left 5. aircraft 6. draft

Syllabus Link
A2, S25



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

◆ Spelling

Method

Go through the spelling words for the week with the pupils.

Look at the spelling exercise in the Pupil's Book on page 95 with the pupils.

Teacher Led Activities

Ask the pupils to tell you what the spelling words are for this week.

See how many they can remember without looking them up in their books.

Check that they can say the words correctly.

Ask individual pupils to spell out one of the words without looking at the word in their book.

Ask other pupils to help if the pupil cannot spell the word correctly.

Go through the meaning of some of the words with the pupils.

Ask the pupils to make up some sentences with the words in them. This is often a good way for the pupils to work out what the words mean.

Ask the pupils to complete the sentences in the exercise in the Pupil's Book. This exercise uses some spelling words from this week's list.

Answers: 1. parents 2. Monday 3. holiday 4. lunch/dinner 5. land

Note that question 4 can have either answer. Both answers are correct.

◆ Oral ◆ Writing

Background Information

The discussion part of this activity is a follow up from the comprehension activity. Make sure that the pupils are working in the same groups of three or four. You could choose this procedure text as your writing sample for this unit.

Method

Tell each group to talk about the advantages and disadvantages of rafts as compared to other forms of transport.

Go around the groups and listen to the pupils talking.

Try to make sure that all pupils take part. Tell the pupils to look at the raft they made.

Is it a good raft?

Could they follow the instructions easily?

Does their raft float?

Can they think of ways to make it better?

Tell each group to show their raft to the class.

Tell them to talk about their raft.

Teacher Led Activities

After the group discussions ask some of the pupils to tell the class about the steps involved in either making a dugout canoe or something traditional such as a wooden bowl, a bow and arrow, or a basket. It should be something that people used long ago and still make and use today. Choose one item discussed and build up a set of instructions to make the item on the blackboard as an example. Write all the steps needed to make the item. Re-read the text with the pupils and discuss whether the instructions are clear enough for readers to follow.

How Is It Made?

Tell the pupils to choose either a dugout canoe or something else they know people made in the past. Tell them they have to write the instructions to make this item step by step.

Ask them to draw pictures to show the steps. They can look back at today's text as an example. The pupils could do this activity in pairs, in a small group or individually.

Syllabus link
A1, K1, S25



Are all the pupils aware of the value of talking about writing in English before writing an improved draft? (A5)

◆ Reading and Discussion - Sea Transport

Background Information

This text is a report. The purpose of a report is to organise, record and give factual information. This report tells the reader about traditional forms of sea transport and forms of sea transport used today.

Method

Read the new words and the phrases with the pupils.

Tell them that you will talk about what each of these words means again after they have read the report.

Tell them that they will be able to work out some of the meanings of the words they do not know by reading the report.

Have the pupils read the report silently to themselves first. Then read the report aloud telling the pupils to follow in their books as you read.

Put the pupils into small groups. Let them take turns to read a paragraph to the rest of the group.

Go around the class while the pupils are reading and listen to the pupils read.

Teacher Led Activities

After the report has been read several times, talk about it with the pupils. You could prepare some questions to start your discussion. You could then go on to a brainstorming session. This means that you ask the pupils to tell everyone what they know about different types of traditional and modern sea transport used where they live. You can build up some key facts on the blackboard. Write up what the pupils tell you.

Remember to go back to the new words and phrases. Make sure all the pupils know what they mean and that they can say the words correctly.

Teacher's Tip

In the classroom it is a good idea to have groups already organised so that you do not have to do this at the start of every group activity. In order that pupils work with different partners and with others in small groups make a group chart on your classroom wall. For example you could group the pupils in small groups of three or four and give that set of groups a name. They could be the Frog Groups for example.

Then you could make another set of small groups and these could be called the Fish Groups. At the start of your sessions it would then be easy to say, "**Today we are going to work in our Frog Groups**". The pupils would then quickly move into these groups.

You can do the same and prepare larger groups. For example you could make groups of 5 and call that set of groups the Bird Groups.

Organisation and routine helps the class to run smoothly.

Syllabus Link
A2, K1, S6



Are all the pupils aware of the ways in which listening, speaking and reading in English will help them in a range of local and national contexts at the present time and in their adult lives? (A1)

◆ Comprehension

Method

Build on the pupils' background knowledge of canoes and sea travel.

Let them discuss with each other what they already know.

Teacher Led Activities

Go For a Walk

If there are canoes, boats or ships near to your school a good activity could be to go and see them. The pupils could then talk about what they see. For example if the pupils are looking at a boat you could ask the pupils to think about some of these questions.

- What is the boat made of? Who made it?
- What is the boat used for?
- Is it a safe boat? Give reasons for the answer here.
- Is it a safe boat for going out on the sea?
- Is it used in a lagoon or on a river?

Do You Remember?

Put the pupils into small groups. Tell them not to look at today's report. Tell them to talk in their group about the report. Ask them to write notes about what they can remember. When they have finished tell them to look at the report again. Tell them to check their notes against the report. How much did they remember? What had they forgotten to write down?

Questions

In the Pupil's Book there are some questions about the report on page 98. You could do these orally with the pupils. You could choose some of the questions for the pupils to answer in their exercise books.

Syllabus Link
A2, A6, K1



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

◆ Language Study

Background Information

Pupils will be learning about plural nouns in this exercise. Plural means more than one. Singular means one.

Teacher Led Activities

First, write some 'singular nouns' on the board and ask the pupils to tell you their plural forms. Remind them of these two important rules.

- | | |
|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • some nouns form their plurals by adding the letter 's' at the end of the word. | <ul style="list-style-type: none"> • if the word ends with the letter 'y', then the 'y' changes to 'i' and 'es' is added. |
| canoe canoes | butterfly butterflyes lady ladies |
| boat boats | family families |
| ship ships | |

This does not happen if the word ends in 'ey'. For example monkey changes to monkeys.

Ask the pupils to complete the exercise in the Pupil's Book. They must copy out the sentences and choose the right word from the brackets.

Syllabus link
A2, S15, S25



Can all the pupils use a range of sentences? (S23)

◆ Handwriting

The poem is written in cursive style or joined-up handwriting. Read through the poem with the pupils. Talk about the poem with them. Tell them that this poem has five verses. Tell them to choose the verse they like the best. This is the verse they will copy into their exercise books.

Teacher's Tip

You could ask the pupils to write their verse on a piece of paper. You could ask them to work in groups of five and each pupil in the group writes out a different verse. Then you could put up the whole poem written by each group on the classroom wall. This would make a good display.

Remind the pupils to sharpen their pencils before they start writing. While the pupils are writing go around the classroom and check they are sitting correctly. Check they are holding their pencils correctly. They should remember these points every time they write.

◆ Oral ◆ Writing

Background Information

Two activities are given in the Pupil's Book. You could choose one for your class to do or you could let the pupils choose for themselves. One activity could lead on from the other. You could do the first one altogether on the blackboard and then ask the pupils to do the second one as a written exercise.

You need to make these decisions, because you know the class.

Teacher Led Activities

Ask the pupils to talk about the advantages (good things) and disadvantages (things that are not so good) of traditional forms of transport in Solomon Islands. Ask the pupils to write these under the correct headings in their exercise books, or you could complete the activity on the blackboard as a whole group.

Go through some examples with the pupils. Here are some ideas to help you. This is what the list you build up could look like. Explain to the pupils what the words, 'advantage' and 'disadvantage' mean.

Advantages: (good things)
cheap to make
materials easy to find
can make it yourself
no fuel needed
keeping tradition alive
paddling is good exercise

Disadvantages: (things that are not so good)
the materials won't last long
can be hard work to use
not safe out at sea
no cover if it rains
have to put it on land when not in use
not very fast

What Would I Choose?

This is a shared writing activity. The pupils will talk together in their own groups and their group leaders will jot down their points and present it to the whole class.

In small groups, the pupils talk about traditional canoes and fibreglass canoes with outboard motors.

Tell them to choose which they like the best. Think of reasons for their choice. Choose a leader to write down their points to present to the whole class.

After the groups have reported back to the whole class tell the pupils to read the sentences written by Standard Four pupils in the Pupil's Book.

Have the pupils write a short passage in their exercise books that explains their opinions about the issue.

◆ Reading and Discussion - Traditional Transport

Background Information

This is another report. It is primarily about sea transport. The forms of transport mentioned in the passage are dugout canoes, rafts, outrigger canoes, Tepukes, Tomokos, and Binabinas. The uses of each are also mentioned.

Method

Explain to the class what is meant by 'traditional transport'.

Brainstorm to make a list of traditional sea transport used in Solomon Islands before the pupils read the text.

They should remember some from Standard 3 work.

Teacher Led Activities

Read through the new words and phrases with the pupils. Check that they can say them correctly.

After you have read through the text go back to the new words and check that the pupils understand what they all mean.

You could ask them to make up their own sentences using some of the words to check their understanding.

Read the text aloud to the pupils.

Put the pupils into small groups. Tell them to take turns in reading paragraphs aloud to each other. This is a good chance for you to go around to each of the groups and hear the pupils read. Make sure you record who you have listened to. You can also record anything special you notice.

For example the text might be too difficult for some pupils. You could make a note to give them extra help or arrange some easier reading material.

Some pupils could be making the same mistake over and over again. This may require some extra teaching for this pupil or group of pupils.

Some pupils might not be using the punctuation marks as they read. This is something you could note and use as a teaching point in your lessons soon. All of this information will help you to help pupils as they continue to learn to read and write English.

After the pupils have read through the text ask some questions about it. See how much they have understood.

Syllabus Link
A2, S12, S16



Are all the pupils aware of the ways in which listening and speaking in English will help them in a range of local and national contexts at the present time and in their adult lives? (A1)

◆ Comprehension

Method

After reading the text the pupils could retell what they have read in their own words.

You could lead this activity with questions.

Teacher Led Activities

Ask the pupils to read the passage silently again.

Tell them to close their books and retell some of the information that they read. How much can they remember? Retelling in this way is a good check of what the pupils understand.

Make a list of what the pupils say on the blackboard. You could then ask the pupils to look at the text again and see what they have remembered and what they have not mentioned.

Look at the questions in the Pupil's Book on page 101. You could go through these orally with the pupils. Then the pupils could answer the questions in complete sentences in their exercise books. Remind them of the punctuation marks such as capital letters at the beginning of the sentences as well as the beginning of names of people and places. Their sentences should also end with a full stop.

Syllabus Link
A4, K1, S15



Are all the pupils aware of the ways in which reading and writing in English will help them in a range of local and national contexts, at the present time and in their adult lives? (A2)

◆ Language Study

Background Information

Singular means one. Plural means more than one.

Method

Work through some examples in the Teacher's Led Activities with the pupils. Write the examples on the blackboard.

Teacher Led Activities

Ask the pupils to look at some singular nouns.

Here are some you could use.

sail truck plane motorbike fish fly

Explain to the pupils how these words are changed to mean more than one. Many words require you to add 's' to make the plural form. However other words are irregular in the way in which their plural forms are formed. For example 'fish' is the same in the singular and in the plural form. Words like 'fly' change to 'flies'. The word 'man' changes to 'men'.

Read through the words in the Pupil's Book with the pupils. Tell them that the words are written in the plural. Tell them to copy the words into their exercise books and write the singular form next to them.

Syllabus Link
K1, S25



Can all the pupils develop a wider range of skills to identify and understand more complex new words? (S17)

◆ Spelling

Go through the spelling words again for the week. Let the pupils do the exercise in the Pupil's Book page 101. Test the pupils so that you know how many of the spelling words they can spell correctly.

Ask the pupils to read the spelling words aloud. Make sure they say the words correctly. Read through the exercise in the Pupil's Book. A letter is written out with some of the words spelt incorrectly. These are words from this week's spelling list. Can the pupils correct the words? Read through the letter with the pupils. Ask some of the pupils to read it aloud to the whole class. You could do this as a whole class exercise by asking some of the pupils to come to the blackboard and correct the words one at a time, or the pupils could complete the activity individually and then check each other's work.

Remember to test the pupils. You must find out if the pupils have learnt their words this week. Check their attempts to spell the words after the test. Record how many words each pupil spelt correctly. Are some of the spelling words too easy for some pupils? Are some of the words too difficult for others? You will have to think of a way to help the pupils who are having difficulties.

◆ Oral ◆ Writing

Background Information

What Am I?

This is a game. It helps the pupils to read and think about what has been described. They have to think of a correct answer and use facts they have learnt from the text as well as facts talked about during this week.

Method

Prepare some cards. On one side describe a form of transport. On the other side write the answer. There is an example in the Pupil's Book.

You could write short riddles for other types of transport. Here are some ideas. You will be able to think of some of your own.

I am a traditional type of sea transport from Central Island Province. I am a large war canoe. What am I?	Binabina
I am a traditional type of sea transport from Temotu Province. I am an outrigger sailing canoe. What am I?	Tepuke
I am like a dugout canoe but I have a "pikinini canoe" at the side. This stops me turning over. What am I?	outrigger canoe
I am made from one large tree trunk. I move by being paddled in the water. What am I?	dugout canoe
I am a modern canoe and very fast in the water. What am I?	fibreglass canoe with outboard motor
I take people from one island to another. Sometimes cars are put on me too. What am I?	ferry
I carry people and goods from one island to another. What am I?	island boat or ship
I am small. I have sails. Tourists often arrive on me from other countries. What am I?	yacht
I am large. I travel across oceans. I carry large metal boxes full of cargo. What am I?	container ship

You will need to make enough cards for each pupil to have one. It doesn't matter if some of them are the same. Shuffle the cards and give them out.

How to Play the Game

Put the pupils into two teams.

Make sure there is the same number of pupils in each team. Or the pupils could play the game in smaller groups.

Give one card to each pupil. The teams take turns in reading out their riddles one at a time to the other team. Tell the team who is guessing to put up their hands if they know the answer. If they call out they lose a point. Let the pupil who has read the riddle choose a pupil who has his/her hand up. If the pupil gives the correct answer then the team scores a point. If they are wrong the team who has read the riddle scores a point. Each team only has one chance at guessing. They must only put up their hand if they are sure of the answer.

You could keep the score. You could do this on the blackboard so the pupils can see how each team is getting on. This game makes sure that each pupil reads to the class.

Writing Activities

A. Make a Game

Put the class into small groups. Tell each group to make a game. Tell them to write riddles for other forms of transport. Give them some examples they could use. Some are listed in the Pupil's Book.

Tell the pupils to make some cards. When they have finished their cards they could read out their riddles to the rest of the class. Can the other pupils guess the answers?

B. My Favourite

Tell the pupils to draw a picture of a form of transport. There are some questions provided in the Pupil's Book to encourage the pupils to think about the form of transport that they have chosen. Under the picture they should write a short description of the form of transport that they have drawn.

You may choose this piece of work as your writing sample for your writing assessment in this unit.

Syllabus link
A1, A5, S21



Can all the pupils select and write vocabulary appropriate for the type of writing, its purpose and audience? (S25)

◆ Reading and Discussion - The Explorer - Mendana

Background Information

The text in the Pupil's Book on page 103 is a report. Below is more information about the explorer Alvaro de Mendana. This could be useful in your discussions with the class. Alvaro de Mendana was Spanish. He was born in 1542. He set out from Peru to discover our islands in the 16th century about 450 years ago. This is part of the history of Solomon Islands.

Alvaro de Mendana

The first European explorers arrived in Solomon Islands during the 16th century. In Spanish-occupied Peru, a legend was told of a sea journey and two islands. Gold and silver as well as black slaves were to be found on these islands according to the legend. From this legend other stories were told about these wonderful rich islands, situated somewhere in the South Seas.

In 1567 an expedition led by Alvaro de Mendana set off to find these islands. Alvaro de Mendana and his ships were almost shipwrecked near Luaniua now known as Ontong Java. They were then driven south by bad weather for six days.

On 7 February 1568 they reached the island of Santa Isabel. The sailors gave the name 'Santa Isabel' to the island after the patron saint of the voyage. They spent about six months exploring and naming other islands in the group to the southeast.

The Spanish had requested Mendana set up a Spanish colony, but he returned to Peru without having established this. Apparently, Mendana planned to come back some years later to settle. He would have made himself Governor of the new colony.

On 5 April 1595 he set sail again from Peru to come back to the Isles de Solomon. This time he took with him four ships and 450 people. The chief pilot was Pedro de Quiros. However Mendana failed to follow his earlier route. Eventually the ships reached Graciosa Bay on Santa Cruz Island on 21 September 1595. Just before they were about to land, the ship known as the Almiranta, but later renamed Santa Isabel, went missing with between 130 to 182 people aboard.

It was believed that the Almiranta had sunk off Tinakula volcano because at that time the volcano was erupting. It is now believed that the Almiranta did not sink however, but sailed on to San Cristobal, Ugi and Ulawa Islands. These were the islands that Mendana had first explored in 1568.

At Graciosa Bay on Santa Cruz, Mendana fell ill with a severe illness. He died on 18 October 1595. The island's inhabitants had fought with the visitors and eventually sickness, deaths, and disputes forced Mendana's men to abandon the settlement.

On 18 November 1595 the Spaniards set sail for Manila in the Philippines. They lost one more ship on the way.

Teacher Led Activities

Ask the pupils to read the text in the Pupil's Book carefully. Talk through the facts with them. Explain that the 16th century was from 1500 to 1599. Let the pupils read the text aloud in small groups.

Talk through the new words and phrases with the pupils. You may want to do this again after the pupils have read the text. They may have worked out the meanings of the new words and phrases through reading the text.

Read the passage aloud to the pupils. Tell them to follow in the Pupil's Book. Talk about the information in the passage with them. Put the pupils into small groups. Tell them to take turns in reading the text to each other. Go around to the groups and listen to the pupils read. Record which pupils you have heard read.

Ask the pupils some questions about the passage. This will check how much the pupils understand. Here are some questions you could use.

- In what year did Mendana reach Graciosa Bay on Santa Cruz Island?
- What is a Governor?
- Who was Pedro de Quiros?
- Why were the Isles de Solomon thought to be rich?

Syllabus link
K3, S16, S18



Can all the pupils use more complex vocabulary? (K1)

◆ Comprehension

Method

Ask the pupils to read the passage quietly to themselves. They could read it through again in pairs. Look at the order in which events happened with the pupils.

Teacher Led Activities

Make a Timeline

Draw a timeline on the blackboard. Start it in 1542 when Mendana was born. Ask the pupils to help to build up the timeline from the dates given in the text. You could add extra dates from the 'Background Information'. Next to each date write brief notes to show what happened. Ask some pupils to talk through the timeline in their own words.

Go through the questions in the Pupil's Book orally with the pupils.

Then, ask the pupils to answer the questions in complete sentences in their exercise books.

Remind them of capital letters and full stops.

Syllabus Link
A2, K5, S25



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

◆ Language Study

Background Information

This is an activity that asks the pupils to make questions from sentences or statements.

Teacher Led Activities

Write up some sentences on the blackboard. Ask the pupils to change them into questions. Here are some ideas you could use. Remember there is often more than one correct answer.

Sentence

The boys sailed to Honiara.

The sentence can be changed into three different questions.

The canoe was easy to paddle. What was easy to paddle?

The boys took bananas and pawpaw on their trip.

Questions

Where did the boys sail to?

Who sailed to Honiara?

How did the boys get to Honiara?

Was it easy to paddle the canoe?

How did the canoe move along?

What did the boys take on their trip?

Who took bananas and pawpaw on their trip?

Where did the boys take banana and pawpaw?

Tell the pupils to complete the exercise in the Pupil's Book on page 104. They should be able to do this after you have worked through some examples. Tell the pupils they need only write one question for each sentence. Mark the pupils' work. There will be many different answers that are correct.

Syllabus Link
A4, A6, S25



Can all the pupils use words to form questions? (K8)

◆ Spelling

Here are the new spelling words for this week.

Tuesday	travel
Thursday	tomorrow
Saturday	yesterday
play	journey
of	transport

Make sure all the pupils can read the words. Make sure everyone can say the words correctly. Can they use them in a sentence? Do they know what each word means? Tell the pupils to copy the list into their exercise books.

Check all the copied lists. Pupils often make mistakes when copying. This list must be correct. The pupils will use it during the week to learn their spellings.

Tell the pupils to use the **Look, Cover, Remember, Write** and **Check** strategy to help them learn their words.

In the Pupil's Book there are five words with jumbled letters. The pupils can try to unscramble these words. They are all words from this week's spelling list.

◆ Oral ◆ Writing

Teacher Led Activities

Making a Group Timeline

Talk through the timeline again. Put the pupils into groups of three. Tell each group they are going to make a timeline. Tell them they are going to draw a picture to illustrate each event that they list on the timeline. Tell them to start the year that Mendana was born and to finish it the day he died. Ask the pupils to calculate how old Mendana was when he died.

Tell the pupils that in their groups they must first plan the information they are going to put on their timeline. When they have agreed they must decide who is going to complete each part. The group will make one timeline between them. They must work together. They must organise their work. They should all do some writing as well as some drawing. Tell the class that the timelines are going to be displayed on the classroom wall.

Syllabus Link
A1, A2, S15



Can all the pupils select vocabulary appropriate for the type of writing, its' purpose and audience? (S25)

◆ Assessment Activity - Writing Sample

The class should by now have almost completed their written work for this unit's writing sample. If they have finished, collect their work making sure that it is dated and has their name on it.

Over the next few days you need to assess the samples using the checklist on page 30 and make a record of your judgement about the pupil's strengths and weaknesses.

You must also meet with each pupil to discuss his or her writing sample. Make sure they are clear about what they have done well and which areas they need to work on to improve.

◆ Reading and Discussion - Navigating the Sea

Background Information

This is a report. This passage gives information about navigation methods. The report tells the reader about the ways in which sailors found their way in the past.

Method

Write the new words and phrases on the blackboard.

Read through the report with the pupils. Talk about the report with the pupils. Let the pupils read the report for themselves.

Teacher Led Activities

Ask the pupils to look at the new words and phrases. Ask the pupils to use these words in sentences of their own. Use the report to talk about the meaning of the new words. Ask the pupils what the words mean in the text. Talk about the report, and discuss the new information included in it.

Syllabus Link

A4, S3



Are all the pupils aware of the ways in which listening, speaking and reading in English will help them in a range of local and national contexts at the present time and in their adult lives? (A1)

◆ Comprehension

Teacher Led Activities

Ask the pupils to complete sentences using their own words.

Here is an example you could write up on the blackboard.

It is the first one in the Pupil's Book on page 106.

How many different sentences can you make with the pupils?

1. Navigation

- Navigation is the way people find their way.
- Navigation can be done using the stars.
- Navigation can be done using the sun.

Many good sentences can be made. You and your pupils will probably think of many more. There are many correct answers.

Tell the pupils to complete the exercise in the Pupil's Book.

You will need to mark their work carefully.

Syllabus Link

A2, K3, S25



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

◆ Handwriting

Read the poem, 'Sun' with the pupils. Look at the way the poem is written with them.

Explain to the pupils that the poem is written in joined-up handwriting. Tell them that their writing must look the same.

Tell the pupils to choose 5 lines that they like the best. Tell them to write these out carefully. Make sure the pupils have sharpened their pencils before they start.

Make sure they are sitting correctly. Make sure they are holding their pencil correctly. Make sure their exercise book is well placed on their table. It should be at a slight angle.

◆ Language Study

Teacher Led Activities

Ask the pupils to sound out the blend, 'st' in several words. For example, 'stone'.

Let them practise the sound several times. Make sure they are saying the sound correctly.

Ask the pupils to think of more words that have the two letters coming together and have the sound 'st' in them. Write the words on the board as the pupils tell you the words. Ask the pupils to make a sentence using a 'st' word. You could write their sentences on the board.

Here are some words they might think of.

stamp string stand last past list lost most cost fast

Look at the exercise in the Pupil's Book with the class. Ask them to choose five words and then put each word into a sentence. Remind them that their sentence must start with a capital letter and end with a full stop.

Syllabus Link
K1, S12, S22



Can all the pupils select vocabulary appropriate for the type of writing, its' purpose and audience? (S25)

◆ Oral ◆ Writing

Background Information

Bingo Game

The pupils will play a game using words that have appeared in the text and that are related to the topic. This game is called 'Bingo'. This is another way to help the pupils recognise words. You will have to help pupils to make their 'Bingo Cards'.

Method

Put the pupils in groups of five. You could write up the words from the box in the Pupil's Book onto the blackboard.

star	big	ball	hot	sea	sky	gas
picture	sun	earth	light	shine	sailor	night

Make sure the pupils know how to read the words. Make sure they can say them correctly. Check that the pupils understand the meanings of all the words.

Give the pupils some paper.

Show them how to fold the paper to make 4 squares. Tell them to write one word from the list in each square. Their Bingo Card will look something like this.

Bingo Card

sun	gas
night	sky

Go through the instructions in the Pupil's Book that tell the pupils how to play the game. Let them play the game a few times. Let everyone in the group have a turn at being the caller.

Syllabus link
A1, K1, S10



Can all the pupils use a range of skills to recognise new words? (S17)

Unit 12: Forms of Transport

◆ Reading and Discussion - Modern Transport Can Save Lives

Background Information

This text is a narrative. The purpose of a narrative is to entertain the reader, or to explain or teach a lesson or value. The passage explains how modern transport can save lives.

Method

Introduce the pupils to the text by explaining that this text is a story.

Tell them to listen for **who** the characters are. They should notice **where** the story takes place.

They should find out **what** happens in the story and **how** the story ends.

Teacher Led Activities

Read through the new words and phrases with the pupils.

They could use a dictionary to find the meaning of some of the words. They could do this after they have read the story if there are still words they do not understand.

Read the story aloud to the pupils. Let the pupils read the story aloud too. They could do this in small groups. Talk about the story with the pupils. Talk about the order in which things happen in the story. This is called the sequence of events. You could use some questions like these to start your discussion.

- How long had Mark lived in the village of Loma?
- Which type of transport was Mark used to?
- What kind of transport did Mark use when he wanted to go fishing?
- What is an outboard motor?
- Why didn't Mark like outboard motor engines?
- Who was Mark's grandson?
- Why did Tom fall off the coconut tree?
- Who took Tom to Lata?
- What was waiting at Lata to take Tom to Honiara?
- Why did Tom go to Honiara?
- Do you think Mark had changed his mind about planes by the end of the story?

Do not just ask these questions of the pupils. Use them to work as the foundation of a discussion with the class.

Syllabus Link
A1, K1, S15



Are all the pupils aware of the ways in which English differs from the languages of the Solomon Islands including Pijin, in terms of word order, pronunciation, intonation, rhythm and stress? (A6)

◆ Comprehension

Background Information

Comprehension activities help pupils to understand more about the text they have read. Answering questions is one kind of comprehension activity. There are many other ways of helping pupils to understand more about what they read.

Teacher Led Activities

Cloze Procedure

Tell the pupils to close their Pupil's Book. Write up this paragraph from the story onto the blackboard. Miss out every seventh word. Your paragraph will look like this.

One day, Mark and his grandson _____, were working in their garden. It _____ a hot day and they were _____ thirsty.

"Let me get us some _____ coconuts," Tom said. He climbed a _____ tree near the garden. When Tom _____ close to the top, a dead _____ leaf crashed onto Tom's head and _____ him off the coconut trunk. Mark _____ to where Tom had fallen. He _____ Tom up and ran quickly to _____ village clinic.

Work with the class to fill in the spaces. Remember there is not just one correct answer. There may be several words that work to make the passage sensible.

This is a good activity to check if the pupils understand what they are reading. In a cloze procedure you can take out words in different ways. This will depend on what you are trying to teach the pupils. For example you could take out the verbs. You could take out the adjectives or the nouns. You could take out the prepositions. Or as in this case, you can take out words at equal intervals to check reading comprehension.

Questions

Work through the questions in the Pupil's Book with the class. You could do the whole exercise orally or the pupils could write their answers in their exercise books. The last question should make the pupils think more about what they have read.

Syllabus Link
A2, A4, S25



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

◆ Language Study

Background Information

Verbs are 'doing' words. Verbs may be in different tenses: past (I ate), present (I am eating, I eat, I do eat) and future (I will eat, I will be eating). Verbs can relate to the first person (I eat, we eat) second person (you eat) or third person (she, he, it eats, they eat)

Teacher Led Activities

You could use a passage like the cloze passage you have just completed on the blackboard to talk about verbs with the pupils. Explain to them what a verb is. Go through the paragraph with the pupils and ask them to come out to the blackboard one at a time and underline a verb. This is what the paragraph will look like when all the verbs have been underlined.

Mark and his grandson Tom worked in their garden all day long. On one day it was a hot day and they were very thirsty.

"Let me get us some green coconuts," Tom said.

He climbed a tall tree near the garden. When Tom was close to the top, a dead coconut leaf crashed onto Tom's head and knocked him off the coconut trunk. Mark ran to Tom. He picked Tom up and ran quickly to the village clinic.

Ask the pupils to complete the exercise in the Pupil's Book on page 109. The pupils are asked to copy the sentences and underline the verb. The first one has been done for them.

Syllabus Link
A1, K1, S25



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

◆ Spelling

Method

Read through the spelling words for this week with the pupils.

Go through the meanings of the words again.

Teacher Led Activities

Ask the pupils to read the words. Ask pupils to make up sentences using the spelling words. Do this orally with the class. This will allow you to check if they understand the meaning of the words.

Look at the exercise in the Pupil's Book with the class. Tell them they have to match the word with the right meaning. They should copy the spelling words into their exercise books and then copy the correct definition beside each word.

◆ Oral ◆ Writing

Background Information**Mouse and Cheese**

This is a version of a game called 'Hangman'. It helps the pupils to think and reason out what action is shown. It builds up their vocabulary. This game is played using verbs. This builds on the work the pupils have done in the 'Language Study' activity today.

Teacher Led Activities**How to Play the Game.**

You will need to prepare a set of cards.

Each card should have one action on it.

This action word is a verb.

Ask a pupil to come out to the front of the class.

Give the pupil a card. Tell the pupil to mime the action on the card.

The other pupils have to guess the action that is being mimed. They should put up their hands if they have the answer. They should not call out.

You can ask a pupil who has a hand up what their answer is. If they are right it is their turn to come and mime at the front of the class. If the answer is wrong, draw the first part of the mouse. Add sections of the mouse and cheese each time an incorrect answer is given.



If the mouse and cheese is completed this means that the pupil who has mimed has won. This pupil can have another card and have another turn at miming.

What Happened in the Story?

Talk about what happened in the narrative with the pupils. Talk about the order in which things happened.

Ask the pupils to work with a partner. Tell them to write a list of the events in the order in which things happened in the story. Tell them they can look back at the story to check that their order is correct. Tell them to draw a picture to show one of the things that happened. This will be a simple story map of the text read today.

Here are some actions you could use.

skip	jump	cook	eat	swim
read	hop	dig	sleep	run
weave	climb	cry	drink	
fish	plant	laugh	play	

Syllabus Link

A1, K9, S17



Can all the pupils select vocabulary appropriate for the type of writing, its' purpose and audience? (S25)

◆ Reading and Discussion - Modern Transport

Background Information

This is an illustrative text where the information is given simply in the form of pictures. The pupils are given a set of pictures. The pictures are of different types of transport. Different forms of land, water and air transport are shown.

Teacher Led Activities

Talk about the pictures with the pupils.

Name the different modes of transport.

Do all the pupils know all the names? Write up a list on the blackboard. How many of these forms of transport have the pupils seen? Talk about what each one is used for. Can they think of some other forms of transport that are not in the picture?

Land Transport	Air Transport	Sea Transport
car	aeroplane	ship
truck	helicopter	speedboat
lorry/pick up		
tractor		
motorbike		
bicycle		

Ask the pupils to think about land, sea, and air transport. Write up these three headings on the blackboard. Ask the pupils to put the different modes of transport under the right heading. Your chart will look like this.

Syllabus Link
A1, S16, S25



Can all the pupils use more complex vocabulary as used locally and nationally? (K1)

◆ Comprehension

Background Information

This activity will help the pupils to think about different types of transport.

Teacher Led Activities

Talk about what each mode of transport is used for with the pupils. Ask the pupils to think about where they would expect to see each one. How many have the pupils seen? Look at the activity in the Pupil's Book on page 111. Help the pupils to build up the three-column list.

Name the Parts

Draw a ship on the blackboard. Ask the pupils to name different parts of the ship. You could label them on the blackboard or on a large sheet of paper for display on the classroom wall. Here are some labels you could use.

deck engine porthole funnel cabin gangplank mast flag

You could do this for the other modes of transport too.

You could make this into a group project for the class. Display all the different forms of transport on the wall. Label all the parts. This is a good way for the pupils to learn new words.

Syllabus Link
A1, K1, S25



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

◆ Language Study

Method

Talk about the past and present tense with the pupils.

Tell them that the past tense means that something has already happened.

Tell them that the present tense means that something is happening now.

Teacher Led Activities

Write up some sentences in the present tense on the blackboard.

Ask the pupils to change them into the past. Do this activity orally.

Here are some sentences you could use.

- We are running to the river. We run to the river.
- I am jumping off the bridge. I jump off the bridge.
- He is steering the canoe. He steers the canoe.

Tell the pupils to notice that there is more than one way to write the present tense.

Ask the pupils to complete the activity in the Pupil's Book. They have to read the sentences that are written in the past tense and change them into the present tense.

Tell the pupils that they only need to write one sentence. You will need to mark their work carefully. Have they written in the present tense?

Syllabus link
A1, K1, S25



Can all the pupils change past tense to the correct present tense form? (K9)

◆ Handwriting

Remind pupils that letters that join should be written without taking the pencil off the paper. Look at the handwriting exercise for today.

Capital letters never join on to the next letter. Look at the lists of transport forms. Can any words be written completely without the pencil being taken off the paper?

Can the pupils find an example?

The word 'car' is such a word. Ask the pupils to write the word 'car' several times without taking their pencil off the paper. This will be a good warm-up exercise before they copy the chart.

Tell the pupils to copy the chart that is in the Pupil's Book.

This has been written out in cursive style handwriting.

Tell the pupils they can add to the lists. Tell them to make sure their new words are written in joined-up handwriting too.

◆ Oral ◆ Writing**Background Information****Writing a Poem**

Poetry can be a magical experience for everyone. Pupils should be given a chance not only to read poems but also to write their own poems.

Tell the pupils that songs are good examples of poems. Poems are often not written in complete sentences.

Teacher Led Activities

Tell the pupils to listen while you read the poem 'Ships' aloud.

Ask the pupils to picture the scenes in each verse. Talk about each verse with the pupils.

Can they tell you what they think each verse is about?

Use the questions in the Pupil's Book on page 112 to start your discussion. The pupils can answer these questions orally. They do not need to write the answers.

Put the pupils in pairs. Tell them to write a poem of their own. Tell them to choose one of the topics from the Pupil's Book.

Remind the pupils to draft their work first. They must edit it together and then each write out a good copy. They could draw a picture to go with their poem.

After completing the poems ask the pupils to read them to the class.

Syllabus Link
A6, K1, S25



Are all the pupils aware of the ways in which reading and writing in English will help them in a range of local and national contexts, at the present time and in their adult lives? (A2)

◆ Assessment Activity - Writing Samples

Check that you have completed your writing assessment for this unit:

- Have you collected a writing sample for every pupil in the class?
- Have you analysed the writing samples to identify strengths and areas of difficulty and made a record of your analysis in your assessment file?
- Have you had time to meet with each pupil to discuss his or her writing sample? Is each pupil clear about what they need to work on to improve their writing?

◆ Reading and Discussion - Transport Advertisements

Background Information

This is an advertisement from a shipping company. The name of the company is the Malaita Shipping Company Limited. It tries to persuade people to travel on its' ships. The Malaita Shipping Company Limited advertises its services.

Teacher Led Activities

Talk about the new words and phrases with the pupils. It may be easier to talk about their meanings as you discuss the advertisement. Ask the pupils to look at the advertisement in the Pupil's Book. Talk about the advertisement with the pupils. Ask the pupils some questions about the advertisement to start your discussion.

You could ask the pupils questions like these:

- What is this advertisement about?
- Why are there pictures of ships on it?
- Are these real ships?
- Why is there a map on the advertisement?
- Why is there a telephone number on the advertisement?

Syllabus Link
A1, K1, K2



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

◆ Comprehension

Background Information

Comprehension activities will help the pupils understand the text. These activities should also build on the information they have read in the text.

Method

Talk with the pupils about why advertisements are written.

Study the advertisement in the Pupil's Book on page 113 with the pupils.

Explain the abbreviations that are used in the advertisement.

Teacher Led Activities

Abbreviations

Look at the abbreviations that are in the advertisement. Do the pupils know what they mean?

MV means **Marine Vessel**

Tel means **telephone**

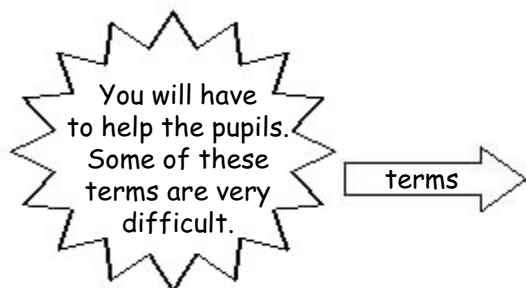
Facsimile is written in full on this advertisement. Often it is written as an abbreviation - **fax**. Explain to the pupils what a fax or facsimile is. There are many fax machines in towns. Provincial Offices often have fax machines too.

On the Ship

Look at the advertisement with the pupils and talk about the list of services in the bottom left hand corner. Make sure the pupils understand what the terms mean. Write up the terms on the blackboard. Ask the pupils to tell you what each one means. Build up the list on the blackboard. Your list will look like this.

Spacious
Air conditioned
Video machine
Ice water
Full canteen
Games deck

On the Ship
there is a lot of room.
there is cool fresh air below deck.
video programmes are shown.
there is cold water for everyone.
there is food to buy.
there is a special place to play games.



Ask the pupils questions about the advertisement to check their understanding.

There are some questions in the Pupil's Book. You could do these orally.

The pupils could write the answers to some of them in their exercise books.

Syllabus Link
K1, K2, S15



Are all the pupils able to select vocabulary appropriate for the type of writing, its purpose and audience? (S25)

◆ Language Study

Teacher Led Activities

Learning New Words

Look at the exercise in the Pupil's Book. Go through the words in the box. Check that the pupils can read them. Check that they know what the words mean. Check that they can say them correctly.

Ask the pupils to choose the best word to complete each sentence. The first one is done for them as an example. Ask the pupils to copy that sentence and to underline the word used from the box. Tell them to complete the exercise in their exercise books.

Mark all the pupils' work. Check that they have used the right word from the box. Check that they have copied all the other words correctly.

Have they put capital letters and full stops in the right places?

Syllabus Link
A2, K1, S15



Can all the pupils select vocabulary appropriate for the type of writing, its' purpose and audience? (S25)

◆ Spelling

Method

Revise the spelling list for this week by completing the exercise in the Pupil's Book page 114. Test the pupils. Ask the pupils to read the words. Tell them to close their books. Ask pupils in turn to spell a word by saying the letters aloud. Record the number of words they spell correctly. Record any problems that pupils are having with their spelling words for the week.

You should test the pupils on their spelling today. You could use some words from this week's list and some from last week's. Remember to keep a record of how many words the pupils get right. These records will help you in planning your work for the pupils. If the words are too difficult for some pupils you must plan to either give them fewer words to learn each week or give them some easier words. If pupils are getting all their spelling words correct each week, you might decide to give them extra words or more difficult words to learn as well as their usual spelling list next week.

◆ Oral ◆ Writing

Teacher Led Activities

My Advertisement

Look at the advertisement in the Pupil's Book again. You will have talked about what is in the advertisement already. Now look at how the advertisement is put together. There are not many words in it. The words are quite large and clear. The advertisement is colourful. It is 'eye catching'. Explain to the pupils what this means and why it is important?

Let the pupils work with a partner. Tell them to make their own shipping company advertisement. There are some ideas in the Pupil's Book for them to follow. Go through these with the class. Encourage the pupils to talk through their ideas with their partner. They must plan and draft their advertisement before they write out the final copy. They must think carefully about why the advertisement is being written.

They must think about what information must be put in their advertisement and why?

While the pupils are working, move around the class and help those pupils who are having difficulties. This is also a good chance for you to talk with small groups of pupils. You should encourage them with their planning, drafting, editing and give advice on their final copy.

When the advertisements are finished these would make a good classroom display. Encourage the pupils to look at each other's work.

They should be able to evaluate each other's advertisements.

Syllabus link
A2, K1



Can all the pupils select vocabulary appropriate for the type of writing, its purpose and audience? (S25)

Term Four Units

Unit 13
Finding Your Way Around pages 162 - 192

Unit 14
Local Feasts pages 193 - 221

Unit 15
Food in our Region pages 222 - 251

Unit 16
Christmas pages 252 - 174

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Unit 13: Finding Your Way Around

◆ Reading and Discussion - Making a Living

Background Information

Introduce the students to the main reader for the week. This text is a recount. The recount:

- has a setting;
- has a sequence of events written in the order in which they occurred;
- is written in past tense.

Method

Introduce the pupils to the topic.

Discuss the title of the story. Ask questions to find out what the pupils already know about the topic.

Look at the new words and phrases at the top of the reader.

Write the new words and phrases on the blackboard. With your help, the pupils should practise pronouncing each of the new words.

Read the text 'Making a Living' out loud to the class.

Select some of the new words and ask the pupils to use these words in sentences.

Ask the pupils to use the dictionary to find the meanings of some of the words.

Allow the pupils to re-read the text silently.

Teacher Led Activities

Discuss the information given in the recount. This recount is about a man called Barry and his trip to Honiara. Barry decided to make the trip to Honiara because he wanted to sell his woodcarvings. In Honiara he met an old friend who led him to believe that she might be able to help him. Barry needed to follow a set of directions in order to find his friend's office.

Use these questions to guide the class discussion

- When do we need to use directions?
- What can people use to help find their way around whilst in a new place?
- What are some forms of transport people can use to move from place to place?
- Discuss the directions used on a compass: north, south, east and west.
- Ask the pupils to indicate each of these directions in relation to their school.
- Talk about the location of places, islands or countries in relation to Solomon Islands. For example: In what direction is New Guinea from Solomon Islands?
- Why is it helpful to have names for roads and streets?

Syllabus Link
A3, S1, S14



Can all the pupils read and identify sufficient detail to understand the writer's purpose? (S15)

◆ Comprehension

Method

Read the text out loud again. Read one paragraph at a time. After each paragraph discuss what has been read.

Read the comprehension questions in the Pupil's Book, out loud to the class. Answer the first question with the class. Ask a pupil to read the question out loud. Ask another pupil to answer the question using a sentence. Write the answer on the blackboard. Explain to the class that when answering the question it is helpful to use words from the question.

For example:	Question	Answer
	Where does Barry live?	Barry lives...

Follow the same procedure for the second question.

The second answer should begin, '**When Barry was young he enjoyed...**

Ask the pupils to complete the remaining questions. Tell them to write their answers using complete sentences.

Syllabus Link
A2, K1, K3



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

◆ Language Study

Background Information

'Was' and 'were' are verbs. They are used to indicate past tense. Verbs are action words. Verbs must agree in number with the subject of the sentence. The subject of a sentence is usually the thing, object or person listed first in the sentence. For example in the following sentence the **boy** is the subject.

The boy was at school this morning.

Notice that because boy is singular, '**was**' is used and not '**were**'.

'**Was**' is used when the subject is singular. For example: The boy **was** at school. ('boy' is a singular subject)

'**Were**' is used when the subject is plural. For example: The boys **were** at school. ('boys' is a plural subject)

Method

Using the explanation above, explain to the class the correct way to use the words, '**was**' and '**were**'.

Write these sentences on the blackboard and use them as examples.

Ask the pupils to use the words '**was**' or '**were**' in the spaces to complete the sentences.

1. The boy _____ at school this morning.
2. The sailors _____ happy to arrive home.
3. The men _____ going fishing.
4. Barry _____ going to Honiara.
5. The storms _____ heading our way.
6. The child _____ happy to attend school.

Teacher Led Activities

Discuss the difference between the words with the pupils. Talk about how the words are used in the English language. Get the pupils to look at the examples on the board. Ask a pupil to choose the correct word for each of the sentences.

The pupils can complete the exercise in the Pupil's Book on page 4.

Encourage the pupils to practise using the words '**was**' and '**were**' correctly in their own sentences and when they are talking.

Syllabus Link
K9, S23



Can all the pupils select vocabulary appropriate for the type of writing, its' purpose and audience? (S25)

◆ Spelling

Introduce the spelling words to the pupils. Make sure all of the pupils can pronounce the words correctly. Discuss the meanings of the words with the class. Encourage the pupils to use the words in sentences. Check for understanding. Tell the pupils that they will need to learn how to spell the words during the week. Demonstrate the following spelling strategy: LOOK, COVER, REMEMBER, WRITE and CHECK.

ball	trip
mother	model
boy	lively
sister	friendly
mum	answer

Ask the pupils to complete the spelling activity in the Pupil's Book. Use the first sentence as an example.

◆ Oral ◆ Writing

Background Information

The recount 'Making a Living' is about actual events that occurred in the life of Barry. Barry did not finish his recount. He described events that had happened to him, but he did not provide a conclusion. Allow the pupils to discuss possible endings for the recount.

Method

As a whole class activity, discuss the sequence of events in the recount. Write the events on the blackboard.

For example:

- As a small boy Barry enjoyed carving models.
- As he grew older he became more skilled at his craft.
- One day he decided to travel to Honiara to sell his models.
- He met an old friend when he was in Honiara.
- Ellen led Barry to believe that she could help him.

Ask the class to think of ways in which Ellen may have been able to help Barry. Give the pupils some ideas as examples.

Ellen may have wanted Barry to design a logo for the company 'Solbrew', perhaps she wanted him to make some furniture for the company.

Working in pairs, ask the pupils to discuss their ideas with their partners. Each pair will have to agree on the best conclusion to the recount.

How did Ellen help Barry?
Was Ellen able to help Barry?

Ask one pupil from each pair to tell the rest of the class the conclusion they have chosen.

Teacher Led Activities

When all the groups have presented their ideas, help the pupils to write their own conclusion to the recount.

Tell the pupils that they need to assume the role of Barry.

They will write a short paragraph recounting how Ellen was able to help.

Put a few sentences on the board to help the pupils make a start.

For example:

- When I met with Ellen...
- After I found Ellen's Office...
- Ellen was a great help...
- I was very glad I met with Ellen because...

Make sure that the pupils include some personal expressions about the writer's feelings.

For example, was he pleased or disappointed with the outcome of his meeting with Ellen.



◆ Reading and Discussion - Christina's Diary

Background Information

This text is another recount written in the form of a diary. A personal diary is a record of events, feelings and reactions that occur over a certain time. Entries in personal diaries use the first person, 'I' and normally use reflective writing.

Professional people use diaries to record important dates or future events which they need to remember. Keeping a record in the form of a diary is an effective way to record what has already taken place or what is still to be done in the near future.

Method

Discuss the new words and the phrases with the whole class.

Encourage the pupils to find the meanings of the new words using a dictionary.

Help them to pronounce the words correctly.

Make up some sentences using the new words. Encourage the pupils to do the same.

Check for understanding.
Encourage the pupils to use the words in their writing.

Tell the pupils to think about how the new words and phrases are used in the passage.

If you have your own diary, show the pupils how you use it.

Teacher Led Activities

Use these questions to guide the discussion about diaries.

- What might be some reasons for people to use diaries?
- What are some benefits of keeping a diary?
- What types of information is Christina recording in her diary?
- Do you think it is appropriate to read other people's diaries? Why/why not?
- Discuss the difference between personal diaries and diaries kept for work purposes.
- Ask the pupils if they have ever kept a diary?
- How often would people write in their diaries?
- Tourists visiting new places often keep travel diaries. Why?

After a discussion about the use of a diary, ask the pupils to follow the passage while you read it aloud.

Discuss the sequence of events in the diary and the passage of time between certain events.

Show the pupils how Christina has also included information about her feelings and emotions.

Ask the pupils to read the text silently and at the same time, pay close attention to how the new words and phrases are used.

Syllabus Link
A2, K1, K5



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

◆ Comprehension

Teacher Led Activities

Ask the pupils to read the passage again silently. Ask the pupils to draw a picture of an event recorded in Christina's diary.

For example: Christina and her mum arriving at the SolAir office.

Christina travelling on the aeroplane.

Tell the pupils to write a title for their drawing and write a few sentences under the picture to explain what is occurring. Encourage the pupils to share their drawings with the class.

Refer to the Pupil's Book page 7. Read the incomplete sentences out loud to the class. Use the first sentence as an example. Ask the pupils to suggest which word from the passage should be used to make the sentence complete. Tell the pupils that the answers are provided in the text itself.

Syllabus Link
A3, K1, K5



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

◆ Language Study

Background Information

The teacher needs to explain the following information clearly to the pupils before asking them to do the exercises in the pupils book,

Opposites - Antonyms

Words that are opposite have different meanings. These are referred to as **opposites** or **antonyms**

Synonyms - Same Meaning

Words with similar meanings are referred to as **synonyms**.

Future tense

Explain that, '**future tense**' refers to something that has not yet happened. It is yet to take place some time in the future.

Method

Explain **opposites**, **synonyms** and **future tenses** to the pupils. Write the three groups of words on the blackboard and use them as an example to explain what they mean.

1. Ask the pupils to think of some other words that are opposite in meaning. Let them share these words with the class. Talk about why these words are opposite.
2. Ask the pupils to think of some more synonyms and to share their words with the class.
3. Tell the class that when referring to something that has already happened we are using **past tense**. Demonstrate to the class the method used when changing from one tense to another.

That is finding the verb (action word) in the sentence and change the tense.

Sometimes other words need to be changed as well so the sentence makes sense.

Talk about the examples on the blackboard. Discuss each example, explaining that the verbs (action words) need to be changed from the past tense to the future tense. Give the pupils some sentences with verbs in the past tense and ask them to change them to future tense. Ask the pupils to share their answers with the class.

Using the words yesterday (past) and tomorrow (future) may help. For example:

Go through the activities in the Pupil's Book page 7 with the pupils. Use the examples given for each set of activity to explain how the task is to be completed.

Assist the pupils with their work.

Opposites - Antonyms

late - early	hate - love	hot - cold
back - front	bright - dull	fat - thin
night - day	new - old	

Synonyms - Same Meaning

begin - start	end - finish	big - huge
little - small	join - unite	wealthy - rich

Past Tense

The boy **caught** some fish.

Future Tense

The boy **will catch** some fish.

Past Tense

We **drank** our tea and **went** to bed.

Future Tense

We **will drink** our tea and **go** to bed.

Past Tense

The coconut **fell** from the

Future Tense

The coconut **will fall** tree. from the tree.

Verb: (eat)

Past tense:

Yesterday I **ate** some fish.

Future tense:

Tomorrow I **will eat** some fish.



◆ Handwriting

The pupils will improve their handwriting skills if you teach handwriting lessons regularly. Allow the pupils to write small amounts of text often. This handwriting activity is a short poem about an aeroplane taking off. Discuss any joins that you have noticed pupils having difficulty writing, before setting the pupils to write the poem.

Read the poem out loud to the class. Ask the pupils to read the poem together. Discuss the poem with the class. Talk to the class about travelling on an aeroplane. Ask the pupils to imagine what it would feel like to be flying in an aeroplane. Tell the pupils to think of some words to describe how they might feel if they were to take an aeroplane trip. For example: excited, nervous, scared, happy, frightened or worried.

Ask the pupils to copy the poem into their exercise book in their best joined-up handwriting.

◆ Oral ◆ Writing

Teacher Led Activities

Discussion

Guide the pupils through an oral discussion. Help them to create a list of items they would need to take with them on an imaginary holiday to Australia. Try to give as many pupils as possible an opportunity to offer their suggestions. Encourage the pupils to explain why they have included a particular item.

Encourage the class to talk about reasons why people may keep records or make lists. For example: shopping lists, things to do, birthdays, important events, recipes.

Ask the pupils:

- Why do people keep records of their bank savings?
- What are some advantages about keeping records?
- What are some of the things you record?
- What are some of the purposes for which you would make a list?

Make up other questions to further the discussion. Ask the pupils to make their own lists, and then share some of the lists during class discussion.

Diary Writing

Tell the pupils that they are to imagine that they are on a holiday at a place of their choice. Each pupil will be required to keep a diary of the events that occur over a period of three days.

Remind the class that the diary is usually written in past tense and encourage each pupil to be as imaginative as possible. Tell the pupils that they can write one paragraph for each of three days.

Ask them to write their diaries under the three headings:

Day One

Day Two

Day Three

Remind the class to refer to Christina's diary as a guide.

When finished, ask the pupils to read their diary to a partner.

Encourage pupils to read their work out loud to the class.

You may need to give the pupils time to continue this activity over the next few days.

Syllabus link

A3, K5



Can all the pupils write brief and concise messages that will be used as a reminder? (S26)

Unit 13: Finding Your Way Around

◆ Assessment Activity - Running Record

Background Information

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

This is the fourth and final running record you will make this year. Compare the results of this assessment with the records you made on reading during Unit 10. Assess whether each pupil has improved and look for persistent difficulties they may be having. Make sure that you take these into account when planning teaching and learning activities for your pupils.

Method

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

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

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

Suggested Texts for Running Records

Easy Text: **Christina's Diary (Day 2)**

From 'Monday 4th December...'
until '... more excited every day.'
(100 words excluding title)

Medium Text: **Plans and Maps (Day 9)**

From 'A map helps people....'
until '....located away from houses.'
(105 words excluding title)

Difficult Text: **More Road Signs Needed (Day 4)**

From 'Late on Thursday Afternoon...'
Until '.....have not been injured.'
(101 words excluding title)

◆ Reading and Discussion - Leaving From Queensland (Poem)

Background Information

Poetry or song writing is another type of writing that pupils can be encouraged to develop. Poems are written in a special way. Poems can be written in verses and some poems have lines that finish with rhyming words. However, it is not necessary that poems include words that rhyme. Poems can often express many ideas and emotions. People who compose songs are sometimes very good poetry writers.

Method

Before reading the poem 'Leaving From Queensland', introduce the class to the new words and phrases on page 9 of the Pupil's Book.

Ask the pupils to practise pronouncing the words correctly.

Ask the pupils to use the dictionary to find the meanings of the new words.

Encourage the pupils to use the words in sentences and to share their sentences with the class.

Check for understanding and make sure the pupils are using the words correctly in their sentences.

Teacher Led Activities

Discuss the meanings of the new words. Talk about how the words are used in the song.

Ask them to follow the text while you read it aloud to the whole class.

After reading the lyrics of the song with the class, ask the pupils some questions to generate discussion. For example:

- Where is Queensland?
- Do you know what the Solomon Islanders were doing in Queensland?
- In what type of ship were they travelling?
- How long do you think it would take to travel from Queensland to Solomon Islands in a sailing ship?
- What types of ships are people more likely to travel in today?

Ask the pupils to write the words to a well-known poem or song from their home place. Tell the pupils to write the poem/song in their own language if possible.

Ask them to read or sing their poems or songs out loud to the class.

Syllabus Link
A2, S1, S12



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

◆ Comprehension

Method

Help the pupils to understand the writer's main idea.

Teacher Led Activities

Read the comprehension questions in the Pupil's Book, out loud to the class.

Use question one as an example. Read the question to the class and ask a pupil to answer it.

Write the answer on the board. Remind the pupils to write their answers in complete sentences.

Syllabus Link
A4, K9



Can all the pupils answer the questions using a range of sentence types? (S23)

◆ Language Study

Background Information

Suffixes

Suffixes are added to the ends of words. Some suffixes change the meaning of a word when they are added to the end. Some pairs of suffixes when added to the same word can form opposite meanings.

If the suffix '**less**' is added to the word '**care**' the word becomes '**careless**', which means without care.

When the suffix, '**ful**' is added to the same word it forms the word '**careful**'. **Careful** means with care. **Careful** is opposite in meaning to **careless**.

Plurals - (More than one)

Singular refers to words that are about one person or one thing. **Plural** refer to words that are about more than one person or thing.

Nouns (naming words) and verbs (action words) can be in singular form or plural form. All verbs need to agree in number with the subject (a noun) of the sentence.

For example, the verb '**is**' is a singular verb and it is used when we talk about one person or thing. The verb '**are**' is a plural verb and it is used when we talk about more than one person or thing.

The word '**has**' is a singular verb and it is used when we refer to one person or one thing. The word '**have**' is a plural verb and it is used when we refer to more than one person or thing.

Method

Talk about suffixes and plurals with the pupils first before asking them to do the activities in the Pupil's Book.

Suffixes

Put a list of words with suffixes on the blackboard and explain how suffixes can be used. For example:

(ness)	happy + ness	-	happiness
(ment)	enjoy + ment	-	enjoyment
(ion)	act + ion	-	action

Use these examples to show how suffixes can form opposites. Write these examples on the blackboard

1. **care** with the suffix '**less**' **careless**
2. **care** with the suffix '**ful**' **careful**

Encourage the pupils to find other words that use the suffixes '**less**' and '**ful**'. Write these words on the blackboard. Use these words to further consolidate understanding.

Explain that some English words do not follow this pattern. For example, the word **breath** can have the suffix '**less**' added.

The new word formed is '**breathless**'. However, the suffix '**ful**' cannot be added to the word because it will not form a word that makes sense.

Plural

Write the following words on the blackboard. Ask the pupils to make the words plural. Write the correct words on the board.

girl	foot	tree	baby	child	woman
lady	canoe	island	house	man	fly

Discuss the rules used when changing words from singular to plural.

Plural Rules

- add '**es**';
- add '**s**';
- change the '**y**' to '**i**' and add '**es**';
- irregular plural forms that change completely.

Write the example from the Pupil's Book page 10 on the blackboard. Explain that this sentence is in singular form - one boy and one dog.

The boy is playing with his dog.

Ask a pupil how we could change the sentence from singular form to plural form. Write the answer on the blackboard.

The boys are playing with their dogs.

Tell the class that the nouns (naming words) **boy** and **dog** have become plural. Explain how other words in the sentence such as '**is**' need to be changed so the sentence makes sense.

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

◆ Spelling

Word sorts

Sorting words into categories is a good way to learn about them. Have the pupils work in small groups. Either write each of the week's spelling words onto a slip of paper before the lesson – or have the pupils do this as part of the lesson. If you prepare the cards you will need a set for each group of pupils.

Ask the pupils to sort the words into alphabetical order. Remind the pupils that if two words begin with the same letter it is necessary to use the second letter to decide in which order to place the words. Ask the pupils to check their decisions. Check that all the groups have placed the words in the correct order.

Demonstrate to the class how to sort the words into two or three groups. You could put nouns in one group, adjectives in another and verbs in another group. Or you could sort according to the number of letters in the word, or the initial letter of the word. There are many different criteria that you can use to sort the words. There is one example in the Pupil's Book.

Now have the pupils take it in turns to sort the words into two or three groups. The other members of their group should guess what each group of words stands for.

Make sure everyone gets a turn to sort the words.

During this activity the pupils will be looking closely at the words and thinking about their spelling.

◆ Oral ◆ Writing

Background Information

Discussion

A song or poem is a good way to express feelings. The passengers sang the song 'Leaving From Queensland' to pass the time. They sang about not wanting their sailing ship to be damaged by the gale. They were hoping that the strong anchor would keep the ship steady.

Method

Discuss with the pupils the sorts of things that people may hope will occur.

In this song, the passengers were hoping that their ship would not sink.

Whilst working in groups help the pupils to share their experiences.

Encourage the pupils to talk about the types of things they may have hoped or wished for in the past.

Did they receive what they wanted?

Are there things they hope will occur in the future?

Is it likely that they will receive the things for which they are still hoping?

Teacher Led Activities

Ask the pupils to compose a poem or a song about hoping or wishing for something in particular. Provide some ideas. For example:

Hoping that the canoe reaches the shore before the storm arrives.

Hoping to visit relatives on another island.

Hoping for peace in the community.

Move around the class and help the pupils with their writing. When you can see that some of them have composed their own song or poem allow them to read or sing their songs out loud to the class.

You may have to allow the pupils to carry on with this activity over the next few days.

Diary writing

The pupils may still require time to finish the writing activity that was started yesterday. Remember that if pupils are going to learn to write well, they need time to think, draft and redraft. Writing is a process and pupils need time to write and improve.

Syllabus Link
A6, K4, S23



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

◆ Reading and Discussion - Road Accident

Background Information

The texts that the pupils are about to read are newspaper reports. Newspaper reports should:

- inform
- describe
- explain
- contain a record of the main facts
- state the facts in a logical sequence
- state information about what has already occurred
- tell, who, what, where, why and how?

The two newspaper reports are about the same traffic accident. Both reports tell about a young boy who has been hit by a truck. Although the reports are about the same event, they have different titles and they are written in ways that focus on different details.

Method

Introduce the pupils to the new words and phrases. Discuss the meanings of the words and practise pronouncing them.

Encourage the pupils to find the meanings of the words using a dictionary.

Use the words in sentences to further clarify their meaning. Ask the pupils to use the words in sentences.

Introduce the pupils to the reading with an introductory discussion.

Bring in some copies of newspapers so that pupils can look at how they are set out.

Discuss:

- The purpose of newspapers.
- The types of information found in the newspaper.
- Who reads the newspaper?
- Why does the same incident sometimes reported in different ways.
- The different titles that can be used for the same report.
- What are headlines?
- What types of articles are found on the front page of the newspaper?
- What types of articles are found at the back of the newspaper?

The first of these newspaper reports is one of the suggested texts for you to use for your running record in this unit.

Teacher Led Activities

Give the pupils some different newspapers to read. Ask the pupils to find some interesting news reports and tell the class about an interesting report they have found.

Encourage the pupils to discuss the news reports. You can guide the discussion by asking questions. For example:

- Does the report title help you to understand the text?
- Does the report tell, who, what, where, why and how?
- Is the report written in paragraphs?
- How long is the report?
- Does the report just include facts?
- Who wrote the report?
- Is the report interesting?

Read the two news reports, in the Pupil's Book page 12, out loud to the class. Tell the pupils to follow while you read and pay close attention to how the new words are used in the reports.

Ask the pupils to read the reports aloud as a whole class or in smaller groups.

Encourage them to read individually, imitating the way a news reporter would read a piece of news.

Syllabus Link
A2, K1



Can all the pupils read alone by selecting materials of interest? (S20)

◆ Comprehension

Teacher Led Activities

Ask the pupils to re-read the newspaper reports silently.
Choose some pupils to retell the news report using their own words.
Compare the two reports.
In what ways are they different?
In what ways are they similar?

Remind them that a news report should tell, WHO, WHAT, WHEN, WHERE, WHY & HOW?
Work through the comprehension activity in the Pupil's Book, with the pupils. This activity will take time if the pupils are going to do it well. Use discussion with groups and as a whole class to support the pupils as they complete the activity.

Syllabus Link
A4, K1



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

◆ Language Study

Background Information

People often have difficulty when they are asked to change verbs that end in a 'y' into the past tense. It is important to make the pupils aware of the rule.

When changing verbs that end in 'y' into the past tense, it is necessary to change the 'y' to an 'i' and then add 'ed'. Below are some examples.

marry	married	fry	fried
carry	carried	study	studied
worry	worried	try	tried

Method

Explain to the pupils that if there is a vowel before the, 'y' then to make the verb into the past tense you just add 'ed'.

The vowels are: **a e i o u**

Write these words on the blackboard to explain this rule.

'o' and 'e' are vowels. **enjoy - enjoyed obey - obeyed**

Ask the pupils to complete the activity in the Pupil's Book.

Syllabus Link
A2, K1



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

◆ Handwriting

Pupils should be encouraged to improve their handwriting skills.

Make the handwriting activity a meaningful learning experience. This handwriting task requires that the pupils complete a 'School Enrolment Form'. Discuss the form with the class.

Why is this form necessary?

Where is it kept?

Why is it important to fill this form out neatly and correctly?

Discuss other types of forms that people may be required to complete.

Before the pupils are asked to complete the handwriting activity, explain to them that when using cursive handwriting, there are some letters that do not join to other letters. Write these letters on the blackboard.

b, g, j, p, q, s, x, z

Write some words containing these letters.

Demonstrate how these letters are not joined to others. Use the handwriting curriculum in the front of this book to help you when teaching handwriting.

Ask the pupils to copy and complete the information on the 'School Enrolment Form' in the Pupil's Book into their exercise books.

◆ Oral ◆ Writing

Background Information

Discussion

If it is appropriate, take the pupils to look at a nearby road where there are some road signs. If this is not possible, draw some signs on the board. There is an example in the pupil's book. Explain what the signs mean. You might be able to find pictures of signs in an old magazine. Discuss the importance of signs, especially road signs. For example:

- A sign can alert people to drive with care, as there may be a sharp turn ahead.
- A sign can warn a motorist to slow down as there are children crossing ahead.
- A sign may warn people not to swim in a certain area due to sharks or crocodiles.

Help pupils to understand the difference between the two newspaper reports. One report is about the lack of signs. The other report states that the police need to warn drivers to be careful.

Teacher Led Activities

Role Play

Help the pupils to prepare a small drama about the incident. This will involve further discussions and the preparation of a dialogue for the drama. Ask the pupils to work in small groups. The characters in the drama could include:

James Pego,	Several witnesses,
The Truck Driver,	Another driver,
One or two policemen,	

Try to find time to present the dramas before the end of the week.

Preparing Road Signs

In this activity the pupils should be encouraged to work in small groups of three or four.

Select a leader for each group. Explain to each group that they are to create some road signs.

After they have made the road signs they are to write a small paragraph to explain the purpose of their road sign.

Encourage each group to present their work to the class.

It is important to prepare the materials needed for the activity beforehand. The materials for the activity are:

cardboard, paper, marker, pencil, glue

Remind the pupils to refer to the example in the Pupil's Book on page 14 as a guide to the activity.

If you do not have these materials, the pupils could draw their road signs on paper.

Writing

For the writing activity, the pupils will be required to write their own newspaper report. Model the writing of a report as a whole class lesson. Tell the class that a newspaper report should:

- tell the reader, who, what, where, when, why and how;
- provide a record of the main facts;
- tell about an event that has occurred;
- be written in the past tense;
- include a title or headline;
- be written in paragraphs.

Tell the pupils that they can write reports about any newsworthy topic. Their report does not have to be about real events. Encourage the pupils to be creative and use their imaginations. The photograph in the Pupil's Book may be used as a springboard for ideas. Other photographs may be used to help students to write their reports also.

The pupils may require some help writing the reports. When the reports are complete ask the pupils to read their work out loud to the class.

Syllabus link

A3, S1



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

◆ Reading and Discussion - Advertisement

Background Information

Advertising is an effective way of informing the public of something you would like them to know. Business houses have been using this method as an effective way of informing customers about their products. This helps them to sell their products and services. It is important to explain to the pupils that advertising is used to persuade people to buy certain products or to use certain services.

People can advertise in papers, on radio, in magazines and on television. Advertisements can sometimes exaggerate things. The whole idea is to attract customers. As a customer, you have the right to choose what you think is best for you and provides the best value for your money.

Today's text is an exposition. The purpose of an exposition is to persuade the reader. The text gives facts in the present tense and tries to coax the reader and give advice and say why people should pay attention to its content.

Method

Introduce the pupils to the text by looking at the new words on page 16 of the pupils book.

Talk about the meaning of the words and get the pupils to pronounce the words correctly.

Encourage them to find the meaning of the words using a dictionary.

Use some of the new words in sentences and encourage the pupils to use the words in their own sentences.

Check for understanding.

Teacher Led Activities

Ask some questions to generate a discussion about advertising.

- Why do people advertise their products?
- Where do people advertise?
- What are some words that may be used to persuade?

Ask the pupils to study the advertisement about 'Budget Hire Cars' displayed in the Pupil's Book.

Read the advertisement aloud to the class. Display it on the board. Talk about the content of the advertisement. Is it an exaggeration or is it close to the truth?

Ask the pupils to identify the persuasive sections of text used. What are some of the words used to encourage people to use this service?

Syllabus Link
A4, K1, S15



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

◆ Comprehension

Teacher Led Activities

Read the comprehension questions in the Pupil's Book out loud to the class.

Use the first question as an example.

Ask a pupil to answer the question. Encourage the pupil to answer in a sentence.

Write the answer to the question on the blackboard.

Remind the class to write their answers in complete sentences.

Ask the pupils to answer the remaining questions.

Syllabus Link
A3, S2, K9



Can all the pupils read and understand sufficient details in the passage and be able to answer the questions? (S15)

◆ Language Study

Background Information

It is important to provide the pupils with information about using correct punctuation. Discuss the basic rules for punctuation:

- Capital letters at the beginning of sentences.
- Capital letters for the names of people and places.
- Full stop is placed at the end of a sentence.
- Question marks are placed at the end of a sentence that asks a question.
- Speech marks are used to indicate that someone is speaking. They are placed at the beginning and end of spoken text. All punctuation should be placed inside the speech marks.

Method

Write the following incorrect sentences on the blackboard. Ask the pupils to help to correct each sentence using the correct punctuation. Discuss the punctuation rules as you work through the examples.

Incorrect

jack is at school today
where is my bike asked tina
i live in solomon islands
where is honiara asked the tourist

Correct

Jack is at school today.
"Where is my bike?" asked Tina.
I live in Solomon Islands.
"Where is Honiara?" asked the tourist.

Working in pairs, encourage the pupils to create sentences without using punctuation. Ask each pupil to try to correct their partner's sentences.

Ask the pupils to complete the punctuation activity in the Pupil's Book, page 17.

Syllabus Link
S21, S25



Can all the pupils use punctuation in all their free writing such as stories, letters and news reports? (S22)

◆ Spelling

Background Information

The spelling activity today requires that the pupils arrange the words in alphabetical order. Knowing the order of the letters in the alphabet helps pupils to use the dictionary.

Teacher Led Activities

Write the letters of the alphabet on the blackboard. Ask the pupils to say the letters together out loud.

Ask some questions about the letters.

For example:

- Which letter comes after 'd' in the alphabet?
- Which letter comes before 'o' in the alphabet?
- What is the first letter of the alphabet?
- What letter comes between 'e' and 'g'?
- What letter comes between 'u' and 'w'?

Having a chart of the alphabet displayed on your classroom wall will be helpful for pupils.

Play the Alphabet Game

Tell the pupils to stand in a circle. This game requires that the pupils recall the letters of the alphabet in correct sequence. They will need to say a letter of the alphabet out loud when it is their turn. Choose a child to begin. The first child says "A", the second child says "B", the third child says "C" and so on until the alphabet is complete.

If a pupil makes a mistake or cannot remember the next letter, he or she is out of the game and must sit down. The winners are those pupils standing when the alphabet has been completed.

This game can be played several times. You can start at different points of the alphabet if you feel the game needs to be more challenging for the players.

Give the pupils some groups of words and ask them to arrange the words into alphabetical order. For example:

canoe boat ship aeroplane

The pupils should study the spelling words. Help them to pronounce each word correctly. Ask the pupils to use some of the words in sentences. Help the pupils understand the meaning of each word.

You might decide to test the pupils on the spelling words also. Are all the pupils able to spell this week's words?

Bingo Game

This game is a fun way to use spelling words. It will help the students with word recognition and spelling. Before playing this game the pupils will need to create some bingo cards. Give each pupil a piece of cardboard. Tell them to divide their card into 6 squares / rectangles. See example below.

Ask the pupils to choose 6 words from their spelling list. Tell them to write their words in the boxes on the card.

father	answer	dad
trip	mother	ball

Method

Check to make sure that the pupils have copied their words correctly onto the cards.

Explain the game to the class.

- The teacher will call out words from the spelling list slowly.
- If a pupil has one of the words called out they are to put a cross through the word.
- The first pupil to cross out all 6 words on their card must call out the word, 'BINGO'.

This pupil is the winner of the game.

This game can be played several times. The pupils can swap bingo cards with each other.

This game can also be played using spelling words from previous weeks, or words from reading texts or new topics.

Oral Writing

Teacher Led Activities

Designing Advertisements.

Tell the pupils that they will be designing their own advertisement.

The pupils are to create an advertisement that describes a form of transport for sale or for hire in their village or local area.

Make a list of the types of transport that could be for sale or hire.

Write the list on the blackboard.

For example:

canoe, car, truck, boat, bicycle, out-board motor.

Tell the class that an advertisement:

- provides information - (describe the form of transport, its condition, age, if it is reliable, how much it will cost, and where it is located);
- uses persuasive text- it tries to convince people of things;
- is short;
- can include a picture or a diagram.

Encourage the pupils to use descriptive words and statements. Tell them to include an illustration of the item for sale.

When finished, encourage the pupils to present their work to the class.

Display the finished advertisements on the walls of the classroom.

Remember to allow time in your program for pupils to return to writing activities from previous days to complete the tasks.

Syllabus link
A5, K4, S26



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

◆ Reading and Discussion - Maps

Background Information

Maps are used to help people find their way around.

A map should show the position of certain places. A map should indicate direction. (north, south, east, west)

A map should include a key. A key is a set of symbols used on maps to depict certain things. For example: it could indicate a village or town on the pupils' maps.

A map should have a title.

Method

Discuss the importance of maps with the class.

Talk about such things as:

- Who would use a map?
- Why would these people use maps?
- Have you used a map? Why?
- What are the directions on a compass?
- Where are, north, south, east and west from our classroom?
- What is a key?
- Why do some maps need a key?

Try to provide the class with some examples of maps.

Show the class a map of the world if you can. Point out Solomon Islands.

Discuss the direction and position of other countries, oceans and seas in relation to Solomon Islands.

For example you could use the following examples to investigate the map and its uses:

What ocean is east of Solomon Islands?

In what direction is Australia from Solomon Islands?

What country is north of Solomon Islands?

Teacher Led Activities

Look at the new words and phrases. Write the words on the blackboard and discuss them with the pupils. Encourage them to use the words in sentences. Use the dictionary to find the meanings of any words that pupils are not sure of. Help the pupils to pronounce the words correctly.

Discuss the map on page 19 of the Pupil's Book.

Ask the pupils to study the map. It is a map of a section of a town.

Use these questions as a guide to the discussion.

- What building is situated west of the clinic?
- What building is south of the school office?
- Which direction is the clinic from the soccer field?
- Does this map have a key?
- Does the map show direction?
- Does the map have a title?

Syllabus Link
S13, K3



Can all the pupils give detailed directions showing the relationship between places? (S7)

◆ Comprehension

Teacher Led Activities

Before the pupils are asked to answer the questions in the Pupil's Book, remind them to refer to the map for reference.

Use question 1 as an example. Read the question aloud to the rest of the class. Ask a pupil to answer the question orally.

Write the answer on the blackboard using a complete sentence.

Ask the pupils to answer the remaining comprehension questions in the Pupil's Book.

Remind the pupils to use complete sentences.

Syllabus Link
A3, S1, S12



Can all the pupils read silently and identify main points and supporting details? (S14)

◆ Language Study

Method

Plurals

Use the example in the Pupil's Book to explain how to change singular sentences to plural.

Write the following sentence on the blackboard:

The dog is chasing the boy.

Explain that plural means more than one person or thing. Demonstrate how this sentence can be changed to the plural form. Explain that it is necessary to change the naming words for example: dog **becomes** dogs and boy **becomes** boys.

To make the sentence make sense other words need to change also.

Remind the class that the verb 'is' is singular.

When changing to plural form 'is' becomes 'are'.

'are' is a verb that is used with plural nouns.

The new sentence will be:

The dogs are chasing the boys.

Remind the class that other verbs change when singular becomes plural also.

For example:

has becomes **have**

was becomes **were**

Write these examples on the blackboard. Ask the pupils to help you change the sentences from the singular form to the plural form.

Singular

The girl is sick.
The boy has many pencils.
The fisherman caught a fish.
The teacher bought a new book.
The canoe is damaged.
The taxi is here.
The visitor was late.

Plural

The girls are sick.
The boys have many pencils.
The fishermen caught many fish.
The teachers bought some new books.
The canoes are damaged.
The taxis are here.
The visitors were late.

Ask the pupils to complete the exercise in the Pupil's Book.

Syllabus Link

A1, K9, S19



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

◆ Spelling

Introduce the spelling words to the pupils. Make sure all of the pupils can pronounce the words correctly. Discuss the meanings of the words with the class. Encourage the pupils to use the words in sentences. Check for understanding. Tell the pupils that they will need to learn how to spell the words during the week. Demonstrate the spelling strategy: LOOK, COVER, REMEMBER, WRITE and CHECK.

because
father
dad
local
slowly

brother
girl
map
quickly
easily

Ask the pupils to write the words again – this time putting them into alphabetical order.

◆ Oral ◆ Writing**Teacher Led Activities**

Working in groups, the pupils should draw a map or a sketch of their village or local area. Encourage them to discuss the details of their map as a whole group and come to some decisions about what should be included. Ask the pupils to think about ways in which the design of their village or local area could be improved.

Each pupil should then write a paragraph explaining their ideas about possible improvements to their village or town.

When all pupils have finished, each group should present their map to the class. Each pupil in the group should read their paragraph on improvements to the rest of the class.

Encourage discussion about the pupil's ideas.

Syllabus Link

A5, K4, S26



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

◆ Assessment Activity - Running Record

By today you should have completed your running records for most of the class. Make sure that by tomorrow you have heard all the pupils read and recorded their score in your record book or assessment file.

You should have a list of follow up activities that you need to do with individuals or groups of pupils. Begin to plan how you will give them practice to improve their skills.

◆ Reading and Discussion - Travelling Throughout Solomon Islands

Method

Introduce the pupils to the passage by asking them to pronounce the new words.

Discuss the meanings of the words. Use the words in sentences and encourage the pupils to try to use the words in their own sentences.

Discuss the meaning of the phrases. Briefly discuss the location of Solomon Islands, using a world map if you have one.

Talk about the different islands that make up the country.

Teacher Led Activities

Use a world map (if possible).

Ask a pupil to find Solomon Islands on the map.

Ask each pupil the following questions:

- Which of the islands in the Solomon Islands have you visited?
- How did you get there?
- How far is your home island from Honiara? (estimate) How long does it take to travel to Honiara from your local area?

Using the map in the Pupil's Book, ask the class the following questions:

- Which is the largest island in Solomon Islands?
- What ocean lies to the south of Solomon Islands?
- In what direction is Papua New Guinea from Solomon Islands?

Syllabus Link
A3, K3, S16



Can all the pupils develop a wider range of skills to identify and understand complex new words? (S17)

◆ Comprehension

Teacher Led Activities

Ask the pupils to map their island. Ask the pupils to make a list of the different types of transport used on their island. Discuss why some islands differ in the types of transport available.

Ask the pupils to read the text 'Travelling Throughout Solomon Islands' silently. Now read the text out loud to the class. Refer to the questions in the Pupil's Book.

Using the first question as an example, model the correct procedure used when answering.

Remind the class that the answers must be written in complete sentences.

Write the correct answer on the blackboard.

Ask the pupils to complete the comprehension activity in their exercise books.

Syllabus Link
A3, K9



Can all the pupils read silently and understand the main points in the passage? (S14)

◆ Handwriting

Explain to the class that this piece of text is a **limerick**.

A limerick is a nonsense poem. It does not necessarily have to make sense. It has five lines.

The first, second and fifth lines rhyme with each other.

The third and fourth lines also rhyme with each other.

Read the limerick out loud to the class. Ask the class to read the limerick out loud together. Ask the pupils to think about what the limerick means.

Tell the pupils to copy the limerick into their exercise books. Remind the pupils to pay special attention to the letters that join from the bottom, up to other letters either in the middle or the top.

◆ Language Study

Method

Discuss the meanings of the words listed in the Pupil's Book.

Ask the pupils to think of other words that can be used when we talk or write about travelling.

For example:

tourist, aeroplane, timetable, map, tour guide, travel agent, airport, taxi, bus, outboard motor, road, street, canoe.

Explain the exercise in the Pupil's Book. Tell the class that they are to use the words listed to fill in the spaces. The sentences must make sense. Read each sentence out loud. Use the first sentence as an example. Write the sentence on the blackboard and ask a pupil to choose the correct word to write in the space.

You may wish to tell the pupils that they need only write the answer in their exercise books. There is no need to write the entire sentence if you do not think they need to.

Syllabus link
A2, K1, S10



Can all the pupils read and write English that might help them in local and national contexts? (A2)

◆ Oral ◆ Writing

Method

Prepare the pupils for a quick thinking activity that requires them to listen very carefully and act quickly. This is a game that involves following instructions.

Before playing the game make sure the pupils know the directions **north, south, east and west** in relation to the classroom.

Give the students practice in turning to face these directions.
Arrange the class into small groups.

Tell the class that a series of instructions will be called out. The instructions may include such things as, sitting, kneeling or lying down. Others may require that the pupils face or move in a particular direction. Keep the instructions simple, but varied.

For example:

Kneel on the floor and face south.
Lie on the floor so your feet are facing east.
Point your left hand to the west.

Each member of the group must follow the instruction. If any member of the group does not follow the required instruction, the whole group is out of the game. The winning group is the group with all members still remaining at the end of the game.

This game can be played individually as well as a group game.
Encourage individual pupils to have a turn at issuing the instructions.

The writing activity provides the pupils with a choice.

The first writing activity requires the pupils to write a paragraph describing the improvements they would make to transport in Solomon Islands. Ask the pupils to imagine that they are in charge of transport in Solomon Islands. It is their job to decide what improvements need to be made. Using the notes they made earlier, ask the pupils to write a paragraph outlining their proposals. They will be expected to read their paragraph out loud to the class.

Some examples of improvements might be:

build more roads;	make sure that boats and ships travel to certain islands more often;
maintain the roads;	make the airfares cheaper;
make the roads wider;	build landing strips on more of the islands;
provide more buses;	build some new bridges and fix the old ones;
build more wharfs;	provide bikes to all school pupils.

The second activity requires the pupils to write a paragraph to explain how they would travel from their local area to Honiara.

They will need to include all types of transport used.

For example:

walk, canoe, plane, bus, or taxi.

They may choose to draw a map to help to illustrate their explanation.

Encourage the pupils to share their work with a partner.

Syllabus Link
A5, S24, S26



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

Unit 13: Finding Your Way Around

◆ Reading and Discussion - Solomon Airlines

Method

Before reading the passage, look at the new words and phrases.

Encourage the pupils to practise pronouncing the words correctly. Ask the pupils to find the meanings of the words using the dictionary.

Discuss the phrases. Ask the pupils to use the words in sentences.

Study the diagram in the Pupil's Book on page 24. Explain the words, 'Domestic' and 'International'.

Explain to the class that the lines on the diagram are used to indicate the routes used by Solomon Airlines. These lines connect the places to which Solomon Airlines flies.

Ask the pupils to read the text with a partner.

Teacher Led Activities

Before answering the comprehension questions, have a class discussion.

Use the following questions to guide the discussion.

- Has anyone travelled in one of the Solomon Airlines' aircrafts?
- Does Solomon Airlines travel to all of the islands in the country? Why? / Why not?
- Why would Solomon Airlines need to use a bigger plane to travel to Australia?
- Why do people choose to travel by plane?
- What are the advantages and disadvantages of travelling by plane?

Ask the class other questions to promote understanding and interest.

Syllabus Link
A1, S10



Can all the pupils read and understand the main points in the passage? (S14)

◆ Comprehension

Teacher Led Activities

Read the passage, 'Solomon Airlines' out loud to the class. Ask the students to follow the passage as you read.

Ask the pupils to read the passage silently again.

Read the comprehension questions in the Pupil's Book out loud to the class. Use the first question as an example. Ask a pupil to provide an answer to the question. Write the answer on the blackboard in a complete sentence.

Ask the pupils to complete the comprehension questions.

Syllabus Link
A3, K3, S23



Can all the pupils read and identify sufficient details to answer the questions? (S15)

◆ Language Study

Background Information

Abbreviations and Acronyms

Abbreviations are shortened forms of words.

For example:

- Rd. - Road
- Dr. - Doctor

Acronyms are letters that are used to replace a number of words.

For example:

QANTAS - Queensland and Northern Territory Air Service
SINTA - Solomon Islands National Teachers Association

Method

Write some abbreviations and acronyms on the blackboard and explain how these are shortened forms of words. Write the full form of the words beside the abbreviation or acronym.

Here are some examples:

OHMS	On Her Majesty's Service
VIP	Very Important Person
COD	Cash on Delivery
No.	Number
UN	United Nations
USA	United States of America
GPO	General Post Office
Rd.	Road
St.	Street
Tue.	Tuesday
Aug.	August

Ask pupils if they know any other abbreviations or acronyms.

Ask the pupils to study the Solomon Airlines Timetable. Discuss the timetable and help the pupils to interpret the information. Ask the class questions to help with understanding. For example:

- What does 'departure' and 'arrival' mean?
- How is the time recorded?
- Does 0700 mean 7 o'clock in the morning or 7 o'clock in the evening?
- What is a flight number?
- How many days a week does Solomon Airlines operate?
- At what time does the plane arrive in Rennell on Tuesday?
- At what time does the plane leave Honiara on Saturday?
- What is the flight number for the trip from Gizo to Mono on Wednesday?
- On which day of the week are there no flights?
- Are there any flights to or from Afutura?

Teacher Led Activities**Abbreviations**

Ask the pupils to complete the abbreviation exercise in their books.

Assist those who might have difficulties with the activity.

Playing cards

Explain the card game to the class.

It is necessary to make the cards before playing the game.

Make some cards using cardboard. Write the full names of the Solomon Airlines destinations on some cards. On other cards write the abbreviated forms of these places.

The pupils can play this game in pairs or small groups.

Give each group a set of cards with the full names of the Solomon Airlines destinations as well as a set of cards with the corresponding abbreviated names.

Place each card face down.

Each member of the group takes a turn at selecting two cards. The idea is to try to select a matching pair. That is, one card with the full word and one card with the abbreviation.

For example:

GZO	GIZO	MNY	MONO	FRE	FERA
-----	------	-----	------	-----	------

Every time a correct match is made the pupil keeps that pair and has another turn. If a match is not made, each pupil needs to place the cards back in the same position face down. The next pupil then has a turn.

The pupils should use the details provided in the Pupil's Book to help them play the game.

The players will need to try to remember where certain cards are positioned so they can have a go at selecting a matching pair.

The winner of the game is the pupil in each group who has the most pairs when all the cards have been paired.

Syllabus Link
K2, K3, S7



Can all the pupils write common acronyms and abbreviations of familiar words? (K2)

Handwriting**Method**

Demonstrate the correct way to write the following letters. Using the blackboard, show how these letters do not join to other letters. Write some sentences using words with these letters.

b, g, j, p, q, s, x, z.

Read the poem, 'Up in the Air' out loud to the class. Encourage the pupils to read it out loud together. Ask the pupils to think about what it means.

Tell the pupils to imagine what it would be like to be in the pilot's seat, flying a plane.

Ask the pupils to copy the handwriting exercise into their book, paying special attention to letters that are joined from the top of one letter to the next.

ol, ra, vi, wh

◆ Spelling

Crosswords

Explain 'crosswords' to the pupils. They should write as many of the spelling words in one 'crossword' set as they can. Every word used in the 'crossword' set must share at least one letter with another word in the set. No nonsense words can be made as a result of words being added.

There are many different ways to make a 'crossword' set with the same words. Below is one 'crossword' set that has been started for you to use as an example. Allow the pupils time to create their own.

Remember to ensure that the pupils are spelling the words correctly.

```

      f
    b e c a u s e
      t
    b r o t h e r
      e
      r
  
```

◆ Oral ◆ Writing

Background Information

This oral activity is a debate.

A debate is an organised argument. A debate is about arguing points for and against a topic.

The group that is in favour of the statement is referred to as the '**affirmative team**'.

The group who are arguing against the topic are referred to as the '**negative team**'.

Method

Divide the class into two groups. Select a leader for each group. Tell the class that they will be debating the topic:

'Flying is the best way to travel.'

Give one group the task of agreeing with this statement (**affirmative team**).

Give the other group the task of disagreeing with the statement (**negative team**).

The affirmative team needs to find reasons why they agree with the statement. Why do they think this statement is correct?

The negative team needs to find reasons why the statement is not true. Why do they disagree with the statement?

Give each group enough time to discuss the topic and to plan their argument.

Tell the group leader to write down some points relevant to their argument.

The following notes may help you to guide each group during their preparation.

Some points in favour of air travel:

- it is a fast method of transport (faster than by land and sea);
- it is a comfortable way to travel;
- some people find it relaxing;
- you can take a lot of luggage with you;
- many people can be transported at the same time.

Some points against air travel:

- it is expensive;
- not everyone can afford to use this form of transport;
- not all islands are big enough for landing strips;
- some people have a fear of flying (they fear an accident);
- it can be difficult travelling with small children;
- on long journeys it can be very uncomfortable;
- some people get sick when flying.

Move around the room and assist the pupils. Help them to think of their own ideas and encourage them to think about what the other team may say. Remind the class that a debate is an argument and it will be necessary to argue against the other team. This is called '**rebuttal**'.

Give each group the opportunity to present their points to the whole class. After each group has presented their argument, allow each team to argue against the other side.

Encourage the pupils to speak clearly, loudly and confidently.

Remind the pupils to respect the views of others. Tell the pupils not to speak when someone else is speaking. At the end of the debate ask the pupils to decide which team had the stronger argument.

Syllabus Link

A6, S3, S9



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

◆ Reading and Discussion - Plans and Maps

Background Information

Introduce the pupils to the passage 'Plans and Maps'. Talk about the idea of planning. Ask some questions to promote understanding. For example:

- What is a plan?
- Who uses plans?
- Why do people need plans to build a house?
- Why is it important to follow a plan when a new village or town is built?
- What problems could arise if plans aren't used when a new road is constructed?
- What is the difference between a plan and a map?

Make up other questions to further the discussion about plans for houses, villages and towns. Think about the way the school may have been planned. Consider the village or town in which you live. Do you think it was planned carefully? This could lead to a classroom discussion about the need for careful planning.

Part of this text is suggested as one of the Running Record passages for your reading assessment in this unit.

Method

Introduce the new words and phrases. Make sure the pupils can pronounce the words correctly.

Help them to understand the meanings of the words. Give the pupils time to find the words in the dictionary.

Encourage them to use the words in sentences. Check for understanding.

Teacher Led Activities

Help pupils to make a sketch of the school grounds and buildings.

Do this as a shared activity on the blackboard.

For further interest, some pupils might like to draw a sketch of the village or town showing the main locations.

Ask the pupils to read the text silently.

Syllabus Link
K2, S2, S10



Can all the pupils read and understand the main points in the passage? (S14)

◆ Comprehension

Teacher Led Activities

Read the passage, 'Plans and Maps' out loud to the class again. Show the pupils how the new words and phrases are used in the passage. Ask the pupils to re-read the text silently or with a partner.

Read the comprehension questions in the Pupil's Book aloud to the class. Use the first question as an example. Ask a pupil to suggest an answer to the question. Write the answer on the blackboard. Demonstrate how to write the answer in a complete sentence.

Ask the pupils to complete the comprehension exercise.

Syllabus Link
K1, S1, S23



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

◆ Assessment Activity - Running Record

Check that you have completed your Running Records for Reading.

- Have you heard every child read over the last two weeks and recorded their score?
- Have you made a note of follow up activities you need to do with the class and with individual pupils?
- Have you planned your follow up activities?

You should pass on your assessment file on to the Standard 5 teacher at the end of the year so that he or she can read about each pupil's progress in Standard 4 and learn about his or her strengths and weaknesses.

◆ Language Study

Background Information

Conjunctions

The purpose of this exercise is to give the pupils practice in joining pairs of sentences to form a single sentence, using conjunctions. Conjunctions are words such as:

so after because and but

Plurals

A plural word refers to more than one. When singular words become plural, they change their spelling slightly to show the difference in their meaning. The way the words are changed can depend on what letter they end with in their singular form.

Method

conjunctions

Use the words in the Pupil's Book.

Explain to the pupils how these words can be used to link two simple sentences. Help the pupils understand the correct way to join sentences by providing appropriate examples.

Use the examples in the teacher led activities to help you explain how these words are used in sentences.

Plural

Talk about the correct way to form plurals. We can add 'es' or 's' to a noun to form plural. Use this simple rule to explain.

Words ending in 's' and other hissing sounds such as: 'sh', 'tch', and 'x' take 'es' to form the plural.

dress	dresses	dish	dishes
match	matches	box	boxes

Go through the information in the Teacher Led Activities to give the pupils further practice using conjunctions and plurals.

Teacher Led Activities

Ask the pupils to look at the joining words in the Pupil's Book. Write these words on the blackboard. Write two separate sentences. Demonstrate how these sentences can become one sentence by using one of the joining words. Use the following sentences as examples. Write them on the blackboard and show the class how the joining words are used.

He could write well. He could not do his maths.
He could write well **but** he could not do his maths.

I was on my way home. I saw a car accident.
I was on my way home **and** I saw a car accident.

The lady went to the hospital. She was very sick.
The lady went to the hospital **because** she was very sick.

Make up other sentences to provide further examples. Read the sentences from the Pupil's Book out loud.

Ask the pupils to copy and complete the activities about conjunctions and plural in the Pupil's Book page 29.

Remember to mention those words that end in a 'y'. In those words you change the 'y' to an 'i' before adding 'es'. The exception for this rule is (not if a vowel goes before the 'y'). Some examples of this are:

lady to ladies;

lolly to lollies.

Syllabus link
A3, K6, S10



Can all the pupils use appropriate suffixes to form plural words? (K10)

◆ Handwriting

Method

Refer to the Pupil's Book.

Ask a pupil to read the poem, 'I Went Walking' out loud to the class.

Talk to the class about the poem.

Ask the pupils to copy one verse of the poem into their books paying special attention to joins. If pupils would like to change the third line to make their own verse you should allow them to do this.

◆ Oral ◆ Writing

Teacher Led Activities

Divide the class into small groups. Ask the pupils to nominate a leader for their group. Explain that they will have to imagine that they are town planners. It is their job to design a plan for a new village or town. They will need to have a group discussion before the plan is drawn. Explain that they will need to consider such things as the location of:

- roads;
- schools;
- hospitals;
- houses;
- airports or landing strips;
- markets and shops;
- ports.

Provide each group with a large piece of paper and some pens. Tell the pupils to draw or sketch a plan for an imaginary village or town. Remind them to label all of the items on the plan, or provide a key. When the plans are complete, ask each group to share their finished product with the rest of the class. They will need to explain why they have located the buildings, roads etc. in certain positions.

Syllabus Link
A5, S9, S24



Can all the pupils select vocabulary appropriate for the type of writing, its purpose and audience? (S25)

◆ Reading and Discussion - Biko's School

Background Information

The purpose of this reading exercise is to give the pupils experience interpreting what they have read. This text is an explanation. The author of the text is trying to give the reader a mental picture of a school. Help the pupils to imagine what this school would look like as they read the text.

Method

Begin this activity by discussing the new words and phrases. Ask the pupils if they know the meanings of any of the new words. Help them to find the meanings of the new words using their dictionaries. Use the new words in sentences and encourage the pupils to do the same.

Read the passage 'Biko's School' out loud to the class. Tell the pupils to follow as you read. Help them understand the content of the passage by asking related questions. Here are some examples.

- What sports facilities are available at the school?
- How many classrooms are there?
- Where is Biko's classroom?
- What building is to the left of the school office?
- What would you find on the main school ground?
- How are the classrooms connected?
- Are the classrooms on the left or right side of the corridor?
- Where is the school toilet block?
- What links the front gate to the school office?
- Do you think Biko's school is a big school?

Ask the pupils to imagine what the school looks like. Tell them to picture the buildings in their mind. Tell them to visualise where the buildings and sports fields are located in relation to one another. Ask the pupils to read the text silently.

Syllabus Link
A1, S7, S14



Can all the pupils listen and identify the main points of stories, short informative talks, news reports and local events? (S1)

◆ Comprehension

Background Information

Some pupils may find this activity difficult. Some people find it hard to visualise this type of information. Being able to think abstractly helps pupils with other subjects, such as mathematics and science. But even if pupils have difficulty drawing the plan, they will learn from reading and planning what they will draw. This is a good way to see how much information pupils comprehend when they read.

Method

This task can be undertaken as a group or as an individual activity.

It is important to encourage the pupils to re-read the passage very carefully, in order to understand the information.

You should have a completed sketch already prepared so that eventually you can show it to the class.

Re-read the passage slowly to the pupils. Make sure the pupils can follow and understand the information.

Ask the pupils to read the passage again silently.

Explain that they are required to draw a sketch or plan of Biko's school.

Provide the pupils with a starting point. For example, the front gate might be a good place to start.

Draw the front gate on the blackboard and instruct the class to do the same. Ask the pupils to continue sketching the school as each new piece of information is read.

Ask the pupils to share their sketches with a partner when they have finished. Encourage the pupils to discuss the ways in which their plans are different or similar. Discuss the reasons for any differences.

After the pupils have completed their discussion, show them your pre-prepared plan. Allow the pupils to talk about whether or not their plans look similar. Discuss reasons for the differences and talk about the ways in which the information was interpreted.

Syllabus Link
K3, S7, S17



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

◆ Language Study

Background Information

The words, 'much' and 'many' can sometimes be used incorrectly. It is helpful to remember that we use the word 'many' when we speak about things we can count. That is, when there is a specific number of items.

For example:

- How many pupils are in the class?
- How many chickens do you have?
- How many books are on the desk?

We use 'much' when we speak about things we cannot count.

For example:

- How much reading does that girl do?
- How much rain fell last night?
- How much flour do you need?

Method

Write these examples on the board.

Use the examples to explain the difference between the use of the words, '*many*' and '*much*'.

- How _____ coconuts are on the tree?
- I don't know how _____ water we need for the garden.

Make up other sentences that use the two words and explain the correct usage of the words.

Refer to the exercise in the Pupil's Book. Ask the pupils to complete the activity. Remind them that they need only write the answer. They do not need to write the complete sentence.

Syllabus Link
A2, S21, S22



Can all the pupils understand countable and uncountable nouns? (K12)

◆ Spelling

Background Information

This spelling activity is designed for the pupils to practise their spelling skills. It is fun and it adds variety to the spelling lesson. The pupils will need to re-arrange the letters in words to form the correctly spelt words.

Method

Before the pupils complete the activity in the Pupil's Book, demonstrate using some other examples. Write some jumbled words on the blackboard. These can be from the spelling list. Ask the pupils to help you re-arrange the letters to form words that are spelt correctly. Write the correct words on the blackboard. For example:

irgl - girl

clola - local

thfaer - father

The jumbled words in the Pupil's Book are taken from the text 'Biko's School'. Ask the pupils to un-jumble the words and write the answers in their exercise books. Tell the class that they can refer to the text 'Biko's School' if they need some help.

Give the pupils some time during this period to check their spelling words for the week and try to complete any unfinished work.

◆ Oral ◆ Writing

Method

Before completing the activities in the Pupil's Book ask the pupils to give some simple directions to help find certain places.

For example, ask the pupils to tell you how to get to:

- the door of the classroom from their desk;
- the school office from the classroom;
- a particular building in the village or town from the school;
- the nearest hospital;
- the nearest landing strip;
- the nearest port.

Choose some pupils to give their directions out loud to the rest of the class. Tell the pupils to speak clearly and loudly.

The pupils have a choice of two activities.

Activity 1, Writing instructions

Ask the pupils to write a set of instructions or directions to help someone find their house from the school. They can allow a partner to read their instructions. They should draw a map if this is helpful.

Activity 2, Writing lists

This writing activity requires that the pupils write an itinerary (a list of places to visit).

Tell them to imagine that they are tour guides. It is their job to guide tourists around Solomon Islands, showing them as many places as possible.

Discuss this with the class. Tell the pupils to think about the following:

- What places or sights may be of interest to a tourist?
- What are the types of activities that a tourist may wish to do whilst in Solomon Islands?
- What types of transport will the tourists need to move around the islands?
- Where will the tourists stay while they are here?
- The tour will only be three days, so decisions about what to take the visitors to see will be important.

Ask the pupils to write an itinerary for the tourists. The tour can begin at the airport. Tell the pupils to include all of the necessary transport needed to transfer the tourists around the islands.

When the pupils have finished ask them to display their itinerary on paper. They should use illustrations to make the tour seem more interesting.

You might be able to bring some tour itineraries, magazines or pamphlets into the classroom for the pupils to use as examples.

Syllabus link
A3, S7



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

◆ Reading and Discussion - Important Visitors

Background Information

This text is a report. It gives information about what happens when important people visit communities. It reports on:

- the traditional warrior welcome;
- panpipes and the music played;
- dancing and singing;
- the women's role in welcoming important people.

Method

Before reading the text, talk with the pupils about what happens when an important person visits their community.

Encourage all the pupils to take part and to speak out in front of the class.

If you do this type of activity often the pupils will become more confident in speaking in front of others.

Go through the new words and phrases at the beginning of the text.

Put the pupils into small groups. Tell them to take turns to read the text aloud.

Read the text aloud to the pupils.

Ask questions to check that the pupils have understood the text.

Assessment

You could use this oral recount as one of the activities for the oral assessment you will complete in this unit.

Teacher Led Activities

Ask the pupils to talk about some of the things that happen when important people visit their community or village.

You could ask them to talk about:

- the kind of visit;
- why visitors come;
- who the visitors might be;
- how the visitors are welcomed;
- the activities that take place;
- how the villagers behave during the visit;
- the kind of farewell that takes place;
- how they feel about visitors coming.

This is a good way to begin the lesson since it builds on the pupils' own experiences.

New Words and Phrases

Can the pupils read all the words? Can they say the words correctly? Do they know what the words mean? Ask the pupils to put some of the words into sentences of their own. Talk about their sentences. Have the pupils used the words correctly?

Reading the Text

Put the pupils into small groups. Tell them to take turns in reading parts of the text. While they are reading go around to the groups and hear some pupils read. Remember you should hear each pupil read aloud at least once a week. Record which pupils you hear. Ask the pupils some questions about the text to check that they understand what it is about.

- What do the warriors look like?
- What do the warriors shout?
- Who would welcome the visitors in the village?
- What are panpipes made from?
- Who plays the panpipes?
- What do the women traditionally do to welcome the visitors?

Read the text aloud to the pupils. Tell them to follow the words in their books while you read.

Syllabus Link
K1, S10, S15



Are all the pupils aware of the ways in which listening and speaking in English will assist them in a range of local and national contexts at the present time and in their adult lives? (A1)

◆ Comprehension

Background Information

This exercise is about deciding whether statements are 'true' or 'false'.

Making a decision whether something is true or false means that the pupils have to fully understand the text. The exercise gets the pupils to read and re-read the text to make sure of the correct answer.

Method

Ask the pupils to read a particular paragraph from the text. Tell them to close their books. Choose a pupil to retell what the paragraph is about. Tell them to speak in English. If they have difficulty, tell them to speak in Pijin. If they retell it in Pijin, repeat what they say in English or ask another pupil to repeat it in English. Try to encourage the use of English as much as possible. It is only through practising the use of English that the pupils' English will improve.

'True' or 'False'

Read through the activity in the Pupil's Book together.

Explain to the pupils what they have to do. You could do the first one together on the blackboard as an example. Ask them to do the activity in their exercise books. Remind them that if they find difficulty in agreeing or disagreeing with the statement they should look back at the text.

Syllabus Link
A2, S12, S14



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

◆ Language Study

Teacher Led Activities

Present and Past Tenses - Regular and Irregular Verbs

Talk about past and present tense with the pupils. Remind them that if something is written in the present it means it is happening now. Remind them that if something is written in the past it means that it has already happened. Show them some examples on the blackboard. Ask the pupils if each sentence is in the past or in the present. If the sentence is in the past tell them to change it into the present. If the sentence is in the present tell them to change it to the past. There are some examples below. You will be able to think of some more.

- I am dancing at the feast.
- He danced on Christmas Day.
- The visitor gave a speech.
- She is giving him a flower garland.

Verb Chart

You could build up a word bank of verbs. You could use verbs from the text read today. Write the present and past of each verb. Remind the pupils that some verbs are regular. This means they follow the same rule. For example they add **ed** to make a past tense. Other verbs do not follow a rule. You could put the list on a chart in your classroom. You could add to this list as you read different verbs in different texts.

Your word bank could begin like this.

verb	present	past
to give	I am giving I give	I gave
to dance	I am dancing I dance	I danced
to write	I am writing I write	I wrote
to come	I am coming I come	I came

Syllabus Link
A2, S23



Can all the pupils change verbs from present to the past tense? (K9)

◆ Spelling

The spelling words for this week are listed below.

door	house
woman	school
name	Easter
Christmas	feast
highest	lowest

Tell the pupils to copy the list. Check every pupil's list to ensure that they have copied the words correctly. Pupils often make mistakes when copying words. Remind the pupils that you will check how many words they have learnt at the end of the week.

Tell them to work with a partner. Tell the pupils to use **Look, Cover, Remember, Write, Check** to help them to learn the words.

There is an extra activity in the Pupil's Book. Sentences are written with words missing. All the missing words are from this week's spelling list. Filling in the sentences will check that the pupils understand the meaning of the words, and give them another chance to write the words.

◆ Oral ◆ Writing

Background Information

Letter writing has a number of rules that everyone should follow. The following things are usually included in letters:

- the writer's address;
- the date;
- an introduction, like 'Dear Sam';
- the main part of the letter;
- a conclusion;
- a farewell, like 'Love from Jacob'.

The language used in a letter will depend on who the letter is to, what the letter is about and who the writer is. In today's activity the pupils are asked to write a letter to a friend in another school to tell them about a visit by important people to their village or community. In this case the language can be quite informal.

Method

Read through the report text again with the pupils.
Go over the information in each paragraph.

Check that the pupils understand all the information. Tell the pupils to work in pairs.

Tell them to discuss a visit to their community.
Read the letter from Sister Naomi to Karen.

The pupils will write a letter to a friend about a visit that happened where they live.

Teacher Led Activities

After going through the text put the pupils in pairs. Tell them to think about a visit to their community. There are some questions in the Pupil's Book that will help them. Ask the pupils to tell the class about their experiences.

Tell the pupils to read the letter from Sister Naomi to Karen. Talk about what the letter is about. Talk about how the letter is laid out. Tell the pupils to write a letter to a friend about a special visit to their community. This could be an actual visit or it could be one they have made up or talked about with their partner. Tell them to draft their letter first. Tell them to work with a partner to check and improve their draft. When they are ready tell them to write out a good copy.

Syllabus link
A5, K1, S27



Can all the pupils select vocabulary appropriate for the type of writing, its' purpose and audience? (S25)

◆ Reading and Discussion - Christian Feasts

Background Information

This is a report about 'Christian Feasts'. The report is about the two major Christian feasts, Christmas and Easter. These two Christian Feasts remember Christ's birth and his rising from the dead. These two major feasts are the centre points of a series of holy days or feasts throughout the year.

Method

Talk with the pupils about Christmas and Easter and why they are celebrated in the Christian religion.

Discuss the meaning of the new words and phrases in the passage after reading the text.

Teacher Led Activities

Ask the pupils to tell you what they know about Christmas and Easter.

Write a list on the blackboard. Write down what the pupils say. Your lists could start something like this.

Christmas	Easter
1. feast	1. feast
2. church	2. church
3. choir	3. public holiday
4. presents	4. play football
5. December	

Choose pupils to read today's text aloud. Tell them to read a paragraph each. Talk about the new words and phrases with the pupils.

Read the text again and tell the pupils to follow in their books. Ask the pupils some questions about the text to check their understanding. There are some examples of questions below.

- Why is Christmas Day a special day?
- What date is Christmas Eve?
- Why do Christians celebrate Easter?
- What happened on Easter Sunday?
- What are Easter Eggs?

Syllabus Link
A1, S2, S15



Can all the pupils read more complex vocabulary as used locally and nationally? (K1).

◆ Comprehension

Method

Look at the dates in the text with the pupils. Study the calendar in the Pupil's Book on page 36.

Look for special dates on the calendar.

Teacher Led Activities

Look at the calendar with the pupils. Ask the pupils how many months there are in a year. Help the pupils to read all the months and say the months in order.

Look at the list of dates printed in the Pupil's Book. Work with the class to find all the dates. The pupils could make a list in their exercise books of the dates that are special to them.

Questions

There are some questions about the text in the Pupil's Book. You could work through these orally. You could ask the pupils to write the answers to some of these in their exercise books. Question 4 would be a good one to choose.

Syllabus Link
S8, S14, S16



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

◆ Language Study

Background Information

Prepositions

A preposition is a word that is placed before a noun to indicate the noun's relationship to other words. You do not need to give the pupils this technical information.

Method

Show examples of prepositions in sentences on the blackboard.

Ask the pupils to look through the text and find the prepositions.

Teacher Led Activities

Write a list of prepositions on the blackboard.

There are some examples in the list below.

in	at	by	on
to	under	for	after
before	of	with	near
from	between	during	

Ask the pupils to make up some sentences using prepositions. Write their sentences on the blackboard.

Here are some examples.

- The Christmas tree stood in the garden near the house.
- Christmas is celebrated on the 25th of December.

Ask the pupils to look through today's text. How many prepositions can they find?

There are two activities in the Pupil's Book. Both have a list of prepositions and sentences to complete.

Choose which activity you would like your pupils to do. You could do one orally and ask them to write the answers to the other one in their exercise books perhaps.

Syllabus Link
S15, S17, S23



Can all the pupils use prepositions correctly in sentences? (K4)

◆ Handwriting

Background Information

Good joined handwriting should be encouraged in all writing activities in the classroom. You should be a good model. You should use joined handwriting when you write on the blackboard.

Before the pupils do the handwriting exercise, remind them about sharpening their pencil. Make sure they are sitting correctly at their tables and that they are holding their pencil correctly.

Read the short rhyme in the Pupil's Book. Look at the handwriting with the pupils. Point out that the capital letters do not join onto the next letter.

Look at the size of the letters. Tell the pupils that they must copy the rhyme carefully. They must copy every join. When they have finished tell them to check each other's work.

They must decide how their writing needs to be improved.

◆ Oral ◆ Writing

Background Information

People write lists to remind themselves of what they need to do or buy.

Method

Look at Dagi's party list in the Pupil's Book on page 38.

Talk about it with the class.

In groups tell the pupils to plan a Christmas Feast.

When they have talked about it they must write a list.

Teacher Led Activities

Talk through Dagi's birthday party list with the class. You could build up another example on the blackboard. Let the pupils give you some of their ideas for food to eat as well as activities. Talk with the pupils about the types of food they might need to prepare before the feast and list the kind of food that would need to be bought.

Our Family Christmas Feast

Put the pupils into small groups. Tell them to plan a Christmas Feast. Tell them that when they have talked about this they must come up with lists like Dagi's lists. Tell them their lists must have headings. Their lists could be numbered in order of priority or importance. Show the pupils how to number a list. Remind the pupils that a list does not have to be written in sentences. Key words or phrases are written as reminders. Read through the instructions in the Pupil's Book with the class.

Syllabus link
A5, S6, S25



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

◆ Assessment Activity - Oral Observation

Background Information

During this unit, over the next two weeks, you will make an assessment of each pupil's oral, or speaking and listening skills. You will do this by carefully observing each pupil as they take part in oral and discussion activities in their English lessons.

This is the fourth and final oral observation you will conduct this year. Compare the results of this assessment with the notes you made during Unit 11. Assess whether each pupil has improved and look for persistent difficulties they may be having with speaking and listening.

At the end of the year you should hand your assessment file on to the Standard 5 teacher so that they can read about each pupil's progress over the year develop an idea of each pupil's needs and abilities.

Method

Page 31 of the Teacher's Guide explains how to conduct your oral assessment. Read these instructions again carefully before planning your assessment.

Before observing each pupil, reread the notes you made at their last oral assessment as a reminder of how they were performing then. This will help you to see progress and persistent difficulties.

The box below suggests some of the activities from this unit that you might use for your observations.

Suggested Activities for Oral Assessments

14.1 Oral recount about visitors to their community.

14.3 Group discussion about 'Landmarks in the Place Where I Live'.

14.5 Class Discussion about feasts and 'The Prime Minister's Tour'.

14.7 Small group discussion about 'Feelings'.

◆ Reading and Discussion - Land Marking

Background Information

Explain to the pupils that a 'landmark' is an object that is easily seen and recognised from a distance to show the boundaries of land belonging to each clan, tribe or family in Solomon Islands. Clans or tribes and families use different objects as landmarks. Heaps of piled rocks and newly planted trees can be used to show landmarks. Natural landmarks like streams, rivers, valleys and ridges are used too. Land marking ceremonies are often followed by a feast.

Method

Ask each of the pupils some questions about landmarks before you read the text.

Here are some you could use.

- What does your tribe or family use as landmarks?
- Do you know why landmarks are important?
- What would happen if there were no landmarks?

Discuss the meaning of the new words and phrases in the passage with the pupils. Read the text together.

Teacher Led Activities

Choose pupils to read the text aloud.

You could do this in small groups and listen to some of the pupils read as you go around the groups.

Talk about each paragraph in turn. Ask questions to check that the pupils understand what the text is about.

Ask them to retell what is in a paragraph in their own words.

Read the text aloud to the pupils while they follow in their books. Do this after they have had a chance to read aloud themselves.

Syllabus Link
A2, K1, S14



Can all the pupils read the text aloud with understanding, confidence and expression? (S19)

◆ Comprehension

Background Information

Comprehension activities should help the pupils to understand the text but should also take them beyond simply understanding facts.

Teacher Led Activities

Sketch Map

Tell the pupils to work in pairs. Let them draw a sketch of an island. Let them mark on it some natural features like rivers, streams and hills. Tell the pupils to divide up the land. If you have coloured crayons they could use different colours, or they could use different shading with a lead pencil. For example they could use lines, crosses, dots and block shading. Tell them to draw on other landmarks like trees, piles of rocks and huge rocks. Tell them to label all the landmarks. They could give their island a name. They could make a key that would give the names of the tribe that owns each different shaded piece of land.

Questions

Read through the comprehension questions in the Pupil's Book page 39 with the pupils. You could answer the first question together and write the answer on the blackboard. This would remind the pupils to answer the questions in complete sentences. You could go through all the questions orally. Ask the pupils to check back in the text as they answer the questions in their exercise books.

Syllabus Link
A3, S14, S25



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

◆ Language Study

Background Information

Irregular Verbs

A verb is a doing word. It tells what people, animals or things do.

Look at these examples. They are all in forms of the present tense. They tell us about things that are happening now.

1. Solomon Islanders use land marking to show who owns the land.
2. We are marking the boundary.
3. Land transfer takes place for many reasons.

We looked at verbs yesterday and we reminded the pupils that most verbs form their past tense by adding **ed** or **d** if the word ends in an **e**. For example:

1. Solomon Islanders used land marking to show who owned the land.
2. We marked the boundary.
3. Land transfer took place for many reasons.

Verbs, which end in **ed** in the past tense are called **regular past tense verbs**.

Verbs which form their past tense differently, such as; 'is' to 'was' or 'take' to 'took' are called **irregular past tense verbs**. Here are some more examples of irregular past tense verbs:

Present tense	Past tense
I am	I was
You are	You were
He is	He was
I do	I did
She does	She did
I have	I had
She has	She had
I take	I took
He takes	He took
I hold	I held
I come	I came

Method

Talk about irregular verbs, which form their past tense differently.

Discuss the pupil's activity together.

Teacher Led Activities

Use the blackboard to build up a list of irregular verbs and show how they form their past tense.

Ask the pupils to give some examples of verbs that form their past tense differently.

Go through a few examples. You could go over the examples that the pupils did yesterday and add a few new ones.

Go through the activity in the Pupil's Book with the pupils.

Can they change the present tense to the correct past tense?

Can they spell these words correctly?

Tell them to write out the sentences in the past tense in their exercise books.

Syllabus Link
A2, S13, S25



Can all the pupils understand and use the correct irregular past tense of some verbs? (K9)

◆ Reading and Discussion - Anniversaries

Background Information

An anniversary is a date when something special is remembered. It could be exactly one year or a number of years after an event. Sometimes anniversaries are remembered with special celebrations. An anniversary could be a birthday or a special national day like Independence Day in Solomon Islands.

Method

Explain to the pupils what an anniversary is and give examples.

Talk with the pupils about different anniversary celebrations.

The pupils will take turns to read the text aloud.

Teacher Led Activities

Ask the pupils to tell you any anniversary celebrations they know about.

Build up a list on the blackboard.

Anniversary Celebrations
Independence Day
Birthday
World War 2
Wedding Anniversary
Christmas Day

Put the pupils into groups. Tell them to take turns to read the text aloud. Listen to some of the pupils read. Remember to record their names and any comments about their reading. Ask the pupils to look at the new words and phrases. Can the pupils read them? Can they say them correctly? Check that they understand what the new words and phrases mean.

Syllabus Link
A1, K1, S19



Can all the pupils use a range of skills to identify, understand and pronounce new words? (S10)

◆ Comprehension

Method

Talk about birthdays. Every pupil should know when his or her birthday is.

You could get a list before the lesson. There should be a record in the school office of everyone's birth date.

There are some questions in the Pupil's Book about the text that the pupils could answer.

Teacher Led Activities

Birthday Survey

Organise a birthday survey in your class. Write all the months on the blackboard and go around the class marking in which month each pupil has their birthday and how old they are. Talk about what you find out with the class. Here are some things you could ask.

- How old are most people in the class?
- Who is the oldest?
- Who is the youngest?
- Which month has the most birthdays in it?
- Is there a month with no birthdays in it?
- Is there anyone who has the same birthday?
- Who will have the next birthday in the class?

You could ask the pupils to write a few sentences about what they found out in the birthday survey.

Questions

Read through the questions in the Pupil's Book on page 41 with the pupils. Go through the questions together orally and ask the pupils to write some of the answers into their exercise books.

Syllabus Link
A2, S14, S19



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

◆ Language Study

Background Information

Countable nouns with 'a', 'an' and 'some'. Countable nouns are things we can count. Study these explanations.

1. In the plural form they can be written like these examples:
three islands;
some apples;
many onions;
ten engines.
2. In a singular form, you can use **a** or **an** before a singular countable noun.
For examples:
That's **a** good engine.
Are you eating **an** apple?
3. If the noun begins with a vowel (a, e, i, o, u) **an** is used.
If the noun begins with a consonant then **a** is used.
The exception to this rule is **h** in some instances such as:
an hour
an honour
4. You cannot use singular countable nouns alone (without **a / the / my** etc).
I'm looking for **a** cat. (not 'I'm looking for cat.')
Be careful of **the** dog. (not 'Be careful of dog.')

Teacher Led Activities

Tell the pupils that **some** is used when we mean more than one but we do not say exactly how many.

Ask the pupils to write out the sentences in the Pupil's Book. Tell them to fill in the spaces with the correct word.

Syllabus Link
A6, S6, S23



Do all the pupils know, understand and use 'a' 'an' and 'some' correctly in sentences? (K12).

◆ Handwriting

Look at the rhyme with the pupils. It is written out in cursive style.

The pupils will know this rhyme. They may choose to use it later when they are writing greeting card messages.

Ask them to look at how the letters sit on the line. Tell them to tell you which letters go below the line. When they have written out the rhyme tell them to check that their writing is as neat as the example in the Pupil's Book.

◆ Oral ◆ Writing

Method

Talk about greeting cards with the pupils.

In small groups they will think and talk about different cards.

They will talk about how greeting cards are made. After reporting back to the class each pupil will design and make a greeting card.

If possible try to bring in some examples of greeting cards to the classroom.

Teacher Led Activities

Put the pupils into small groups. Tell them to think about greeting cards.

If you have brought some into the classroom let them look at these. Some pupils may not have seen a card so you will have to describe a greeting card to them.

- When do people send greeting cards?
- What is usually on the front of a greeting card?
- What is usually inside?
- What is a postcard?
- Think of all the different anniversaries and occasions when greeting cards could be sent.

Making Greeting Cards

First of all tell the pupils to choose what kind of card they will make. There are some ideas in the Pupil's Book. You will be able to think of others.

Tell them to think about these things:

- folding the paper;
- the picture on the front;
- the words on the front (if any);
- the rhyme, poem or message inside;
- who it is to be sent to;
- signing who it is from;
- making an envelope.

Tell the pupils to draft their card first. They could use the handwriting rhyme if they wanted too. Tell them to talk about their draft with a partner. The pupils will need some extra time to complete this activity well.

[Syllabus link](#)

A2, S15, S25



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

◆ Reading and Discussion - The Prime Minister's Tour

Background Information

Feasts are seen as happy occasions. People enjoy getting ready for a feast too. Feasts take place for many reasons. Feasts are held to celebrate a religious festival or the visit of church or government leaders. Sometimes traditional feast days are held. The text today is a recount. It tells of the Prime Minister's tour to Choiseul Province in February 2001.

Method

Find out what the pupils know about feasts and why they are held.

Read the text with the pupils.

Encourage them to read it aloud first.

Ask the pupils some questions based on the text.

Teacher Led Activities

Ask the pupils about feasts. You could use the ideas below to guide your discussion.

Write up key words on the blackboard as the pupils talk about feasts.

- Why are feasts held?
- What kind of food is prepared for feasts?
- What kind of entertainment is usually performed?
- Why do you think church or government leaders visit our communities?

Put the pupils into small groups. Ask them to take turns to read the text aloud.

Go around to the groups and listen to some of the pupils read.

Bring the class together and talk about the new words and phrases. Do the pupils understand them now after reading the text? Check that the pupils know how to say these words correctly.

Ask the pupils some questions to revise what they have read.

Here are some questions you could use.

- Where did the Prime Minister visit?
- When did this visit take place?
- How did the Prime Minister get there?
- Where did he go first?
- What happened at the wharf?
- What entertainment was there?
- How long did the visit last?

You could round off this part of the lesson by reading the text aloud to the class again. Tell the pupils to follow the words of the text as you read.

Syllabus Link
A1, A6, S14



Can all the pupils read more complex words as used locally and nationally? (K1)

◆ Comprehension

Teacher Led Activities

What Happened Next?

Put the pupils into small groups. Tell them to make a list of the order in which things happened in the recount. Tell them not to look back in their books. What can they remember? When all the groups have finished their lists, draw up a list together on the blackboard. Let the groups help each other. Check back to the text. Is the blackboard list complete?

Is everything in the correct order?

New Words

Look at the activity in the Pupil's Book. Tell the pupils to complete the sentences. Can the pupils work out the correct answers? You should not need to go through the sentences orally first. If some pupils are having difficulty you could help them individually.

Syllabus Link
A1, S15, S22



Can all the pupils select vocabulary appropriate for their writing its' purpose and audience? (S25)

◆ Language Study

Background Information

Much and many, was and were. Study these explanations.

1. **Much** is used with nouns that we cannot count.

- I don't have much money with me.
- How much water do you need?

3. **Was** is used with one person or thing (singular) in the past tense.

- Charles was in grade 4 last year.
- There was a gun shot early this morning.

2. **Many** is used with nouns we can count.

- I don't have many coins with me.
- Many people went to work this morning.
- Aileen made many mistakes in her maths activity.

4. **Were** is used with more than one person or thing (plural) in the past tense.

- There were ten girls paddling in the canoe yesterday afternoon.
- The dogs were happy to see their owner.

Teacher Led Activities

Tell the pupils that the activity in the Pupil's Book on page 45 has two parts.

Explain the correct use of the words **much** and **many**, and also **was** and **were** in sentences. Go through some examples on the blackboard. You can use some of the examples from the Background Information section.

You could ask the pupils to make up their own sentences using these words. Tell them to say them aloud to the class. Write the pupils' sentences on the blackboard and talk about them together. Let the pupils decide if the word has been used correctly.

Ask the pupils to complete the exercises in the Pupil's Book.

Syllabus Link
A1, S6, S25



Do all the pupils know, understand and use 'much', 'many' correctly in sentences? (K12).

◆ Spelling

Knowing the meaning of a word helps pupils to remember how to spell it, and they can then also use it in their own writing. In the Pupil's Book today's spelling activity matches words with their meanings. Tell the pupils to write out the meanings and then write the correct word after each one.

Remember that you must check if the pupils have learnt their spelling words today. Keep a record of how many words each pupil can spell correctly. Are the pupils learning their spelling words? Do some pupils need more help?

Maybe some pupils need easier words, or some may need some harder words added to their list each week.

◆ Oral ◆ Writing

Background Information

The small group discussion about the Prime Minister's Tour would be a good activity for you to use as part of the oral observation assessment for this unit.

Teacher Led Activities

In small groups tell the pupils to talk about the officers who would be in the Prime Minister's touring team. There are some names to guide them in the Pupil's Book.

On official visits police officers usually go with the Government officers. Did any group think of police officers? Let all the groups report back.

Put a list together on the blackboard.

My Feast

Tell the pupils that they are going to write a short recount about a feast that they have attended or one they have heard about from their family.

Tell them to talk about this first in their group. There are ideas to guide their discussion in the Pupil's Book. You could read through these with the pupils before they start. You could build up a word bank on the blackboard of words that they might use in their writing.

After they have written a first draft remind them to work with a partner to check their work. When they have improved their draft they can write out a good copy and draw a picture of the feast too.

Greeting Card

Remember that some pupils may need some extra time to finish off the greeting card that they started in the last lesson.

Syllabus link
S21, S22, S24



Can all the pupils use more complex vocabulary as used locally and nationally in their speaking and listening? (K1).

◆ Reading and Discussion - Margie's Birthday Party

Background Information

A birthday is the anniversary of the day of a person's birth. In Solomon Islands, it is not common for parents to organise birthday parties for their children. However some families do celebrate birthdays with a feast or a party. Today's text is about Margie and her birthday celebration.

Method

Lead the pupils in a discussion about birthday celebrations. Build on what they know.

The pupils will then read the text aloud.

Check their understanding of the text by asking questions about it.

Read the text aloud to the class.

Teacher Led Activities

Ask the pupils if they know the date of their own birthday. They should remember this from when you did the birthday survey on Day 4. Have any of them ever had a birthday celebration. If so, ask them to tell the class about it.

- Who came to the celebration?
- Did they have presents?
- What was there to eat?
- Did they play any games?
- Where did the party take place?

Put the pupils into small groups. Ask them to take turns to read the text aloud. You could then bring the class together and choose pupils to read the text aloud one paragraph at a time. Read through the new words and phrases. Can the pupils say all the words correctly? Do they know what all the words mean? Are there any other words in the text they do not understand?

Talk about Margie's birthday party with the pupils. Ask them to tell you what happened in the text in their own words. Can they remember what happened in the correct order?

Syllabus Link
A2, S10, S15



Are all the pupils aware that listening, speaking, and reading in English will help them in a range of local and national contexts in the present time and in their adult lives? (A1)

◆ Comprehension

Background Information

A good way to develop the pupils understanding of a text is to build on the pupils' own experiences. Pupils will be able to relate more to a text if they can link what they have read to something that has happened to them in real life.

Teacher Led Activities

Role Play

Put the pupils into groups of 3. Tell them to imagine that they are Margie's parents and the chief of the village. Tell them to think about when Margie's parents went to see the chief to ask permission for the party. Remember no one in the village had ever had a birthday party before. Margie's parents would have to tell the chief all about it. They would need to give him all the details so that he could decide whether to have the party in his village. He would ask Margie's parents some questions too.

Tell the groups to work together on their scene. Go around to the groups and listen as they are practising. Choose one or two groups to show their scene to the rest of the class.

Questions

There are some questions about Margie's birthday party in the Pupil's Book. You could go through some of these orally. You could choose some for the pupils to answer in their exercise books.

Syllabus link
A1, A2, S25



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

◆ Language Study

Background Information

Apostrophes

An apostrophe (') is a punctuation mark used to show possession or ownership. An apostrophe is used with an s to indicate that a thing or person belongs to something or somebody.

Here are some examples;

- my sister's dress;
- the teacher's book;
- the headmaster's house;
- my brother's desk.

Teacher Led Activities

Talk about possessive apostrophes with the class. Write up some examples on the blackboard. You could use the examples in the 'Background Information' section. You will be able to think of others. Ask the pupils to make up some sentences too. Write up their sentences. Call them out to the blackboard to put the apostrophe in the correct place.

Tell the pupils to copy out the sentences in the Pupil's Book. Tell them to put in the apostrophes. While the pupils are writing go around the class and mark their work as they write. In this way you will see who needs extra help. You will know who understands how to use apostrophes correctly.

Syllabus Link
A1, A2, S6



Can all the pupils use the punctuation mark 'apostrophe' correctly in sentences? (S22)

◆ Spelling

Different activities help pupils to remember how to spell words. Some pupils can learn to spell words by sounding out the letters. Some pupils can learn to spell words by writing the word down. Each pupil is different in his or her speed of learning and the way in which they learn. Pupils will know which activity helps them the most.

Teacher Led Activities

These are the new words for this week.

home	man
people	water
bed	strong
start	party
invite	stand

Tell the pupils to work with a partner during the week to learn these words. Remind them to use **Look, Cover, Remember, Write, Check** to help them learn the words. Tell them to copy the list of words into their exercise books. You must check every pupil's list. They often make mistakes when copying.

Ask the pupils to say each of the words aloud. Can they read all the words? Can they say them correctly? Help the pupils to explain the meaning of the words. Ask some of the pupils to make up sentences using the words one at a time. Are they using the words correctly?

There are some sentences in the Pupil's Book. Ask the pupils to use words from the spelling list to fill in the spaces. They could write these sentences out in their exercise books.

◆ Oral ◆ Writing

Teacher Led Activities**Wanita's Birthday Party**

The pupils can work in pairs. Tell them to look at the information and plan for Wanita's party. Read through this as a class. You could then ask the pupils some questions like the ones below.

- When is Wanita's birthday?
- When did she start to plan her birthday party?
- How long will the preparations for the party take?
- What things are to be done on the first day?
- Who is going to help with the preparations?
- When will the birthday party take place?

Write a Plan for Your Own Birthday Party

Tell the pupils to work with their partner and draft a plan for a birthday party of their own. Tell them to use the same headings as Wanita had used. On what day is the birthday party to be? The pupils can write the correct days of the week in their plan.

You could ask some of the pupils to talk about their party plan to the rest of the class.

Syllabus Link
S14, S15, S26



Are all the pupils aware of the value of talking about writing in English before writing? (A5)

◆ **Assessment Activity - Oral Observation**

By today you should have almost completed your observations of oral and discussion activities. Spend some time looking at your notes on each pupil. Using the checklist on page 31, write your observations in your record book or assessment file. Make a note of areas in which each pupil needs to improve.

Between now and the end of this unit you should sit down with each pupil and explain what you have observed about his or her oral skills.

Make sure each pupil is clear about his or her strengths and weaknesses and discuss ways in which they can improve their speaking and listening.

◆ Reading and Discussion - A Memorial Service

Background Information

This text is a recount. It is about a memorial service for Tai's father who died when Tai was a baby. The service is Tai's idea. It is organised by Tai, her mother and her grandfather.

Method

Before reading the text talk with the pupils about what happens in their village when someone dies.

Teacher Led Activities

Ask the pupils what happens if someone dies in their community.

Tell the pupils to read the text silently then choose pupils in turn to read the text aloud. Each pupil could read a few sentences. The pupils could read the text through a couple of times.

Talk about each paragraph with the pupils. Ask the pupils to tell you in their own words what each paragraph is about.

Check that the pupils can read and say the new words and phrases correctly. You could read the text aloud to the class.

Do this only after the pupils have read it aloud and you have discussed it.

Syllabus Link
A1, S15, S20



Can all the pupils read silently and identify main details about the memorial service? (S14)

◆ Comprehension

Teacher Led Activities

Cloze Procedure

Write up a paragraph from today's reading on the blackboard. Miss out every seventh word. You should have this ready before the lesson starts. Tell the pupils to close their Pupil's Book.

Here is a paragraph you could use.

The day before the memorial service _____. Men went fishing and diving while _____ boys collected firewood and leaves. The _____ collected food from the gardens while _____ girls collected stones from Kwaibala River. _____ went to the see the priest _____ talk about the order of the _____.

Work with the whole class to fill in the gaps. Remember some words that the pupils suggest may be correct even if they are not the ones used in the text.

Questions

There are some questions about the text in the Pupil's Book on page 51. Go through these orally or ask the pupils to write the answers in their exercise books.

Syllabus Link
S14, S19



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

◆ Language Study

Background Information

Capital letters are used:

- at the beginning of the first word in a sentence;
- at the beginning of a proper noun. A proper noun is the name of something or someone.

Teacher Led Activities

Write some sentences on the blackboard. Miss out the capital letters. Ask pupils to come up to the blackboard and put in the capital letters.

There are some more examples in the Pupil's Book for you to read through with the class. Ask the pupils to write out the sentences in the exercise and put in all the capital letters. Let them check their work when they have finished.

Here are some sentences you could use.

why are you crying?

"help! help!" the drowning man shouted.

mary and lawrence will leave honiara on friday.

they are going to travel to australia.

i go to lata primary school.

Syllabus link
A2, S21



Can all the pupils use punctuation marks correctly in their sentences? (S22)

◆ Handwriting

Read and Write

There is more reading here for the pupils. Read through the information with them. It is about filling in a Record Card. A Record Card for Donne Smith is filled in as an example. The card is written out in cursive script.

Ask the pupils to write out a card for Grace Tai. They will need to use the information in the text and put it in the correct places in the form. Check all the pupils work as they are writing. Some of them may need extra help. Some pupils may not remember all the joins.

◆ Oral ◆ Writing

Teacher Led Activities

Put the pupils into small groups. Tell them to talk about feelings.

Can they make a list of feelings?

What makes them feel happy or sad?

What is a feeling?

What makes them feel angry, annoyed or lonely?

Ask each group to make some notes. Ask each group to choose someone to report back to the whole class. Tell them to tell the class what their group has talked about.

A Poem about Feelings

Look at the writing activity in the Pupil's Book. There is a template here for writing a poem about feelings. Pupils can think about what they talked about in their group or what other groups reported. They should have a lot of good ideas to use. The second line of each verse links the pupil's feelings to something an animal might do. There is an example in the Pupil's Book. You could think of some more examples also.

- | | |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| • When I burst my ball,
I was as sad as a snail without a shell. | • When I was pushed out of the canoe,
I was as angry as cat on a hot tin roof. |
| • When I was left at home on my own,
I was as lonely as fish in a bucket. | • When I won the prize,
I was as surprised as a cow on the moon. |

Tell the pupils to write out their poems when they have checked through their first draft. They could draw a picture to go with each verse. These would make a good display in your classroom.

Syllabus Link
A5, S21, S24



Can all the pupils explain their feelings in greater detail by writing poems? (S13).

◆ Reading and Discussion - Parrot Party

Background Information

Today's reading is a poem. Poetry is a good way to encourage pupils to read. This poem is about a celebration that twenty parrots were involved in.

Teacher Led Activities

Before the pupils read the poem ask them to think about parrots. All the pupils will have seen parrots. Build up a word bank on the blackboard. Here are some of the things the pupils might think of.

They will think of other things too.

- bright coloured feathers
- fast flying
- fly in groups
- build nests in trees
- lay eggs
- noisy
- screech
- squawk

Choose pupils to read each verse of the poem aloud. Read the poem through a few times. Talk about each verse. Let the pupils tell you in their own words what the verses are about. Make sure that they understand the meaning of all the words. Go through the new words and phrases with them.

Put the pupils into small groups. Let them read verses aloud in turn. They will enjoy reading this poem. Some pupils will be able to learn the poem and say it off by heart.

Syllabus Link
K1, S10, S16



Are all the pupils aware of the ways in which reading and writing in English will help them in a range of local and national contexts both now and in the future? (A2)

◆ Comprehension

Teacher Led Activities

Draw the Picture

Tell the pupils to work with a partner and draw a picture showing all the images that are in the poem. They could label everything they put in their picture. They could talk through their picture with another pair of pupils.

Ask them to use their own words to talk about what the parrots are doing?

Questions

Tell the pupils to read the poem quietly again.

Go through the questions in the Pupil's Book. Can the pupils answer the questions in complete sentences?

Choose some of the questions for the pupils to answer in their exercise books.

Syllabus Link
A1, S25



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

◆ Language Study

Background Information

A describing word is an adjective. This word tells us more about a noun. Encouraging pupils to use adjectives will make their writing more interesting. They can often add adjectives to their written work when they are checking their drafts.

Teacher Led Activities

Describing Words

Work with the class a whole. Give them a noun and tell them to give you as many words as possible that they could put with the noun to tell you more about it.

Build up a word bank of 'describing words' on the blackboard.

ship

old ship rusty ship sunken ship sailing ship

cat

black cat fat cat small cat hungry cat

cake

birthday cake fruit cake chocolate cake large cake

Go through the examples in the Pupil's Book. Tell the pupils to write out the sentences and tell them to fill each gap with a describing word.

You could ask some of the pupils to read their sentences to the class.

Syllabus Link
A3, K1



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

◆ Spelling

Background Information

Pupils need to know the order of the alphabet and also to understand where to find words beginning with that letter in a dictionary. For instance to find words beginning with the letter **f**, some pupils are not sure whether to turn to the front or the back of the dictionary. Most pupils will start at the front of the dictionary and will flip slowly through the pages until they come to the letter they need.

Teacher Led Activities

Talk about the alphabet with the pupils. Talk about how to look up words in a dictionary. Talk about alphabetical order. Look at words that begin with the same letter and remind the pupils how these are put in alphabetical order.

Write some examples on the blackboard.

branch **brush** **broom** **bath**

This is the correct alphabetical order the list of words above:

bath **branch** **broom** **brush**

All the words start with **b**.

Explain to the pupils that **bath** comes first because **a** comes before **r**. Then the order of the letters after **r** is **a**, **o**, **u**, so the order of the words is **branch**, **broom** and finally **brush**.

Now try these words with the pupils.

cabbage **carrot** **cucumber** **cassava**
pumpkin **pineapple** **pawpaw** **passion fruit**

Tell the pupils to look at their spelling list for this week. Can they write the words in alphabetical order? Help the pupils with the first word.

Here is the correct order:

bed, home, invite, man, party, people, stand, start, strong, water

◆ Oral ◆ Writing

Teacher Led Activities

Put the pupils into small groups. Show them the example in the Pupil's Book on page 54. Tell them to think of an animal and then write a list of the things that the animal could do if it was happy. You could tell the pupils to look back at the list of animals that they used to write their poem on Day 7.

Write an Animal Poem

Writing poems is a good way of getting pupils to use their imagination. Today they are going to write a funny poem about an animal party.

It is a nonsense poem.

Go through the example in the Pupil's Book. Show the pupils how the list is used to make a sensible line and then a nonsense line is added to make a funny poem. Let the pupils work alone or with a partner. Tell them to draft their poem. Let them check their draft with a partner. When they have improved their work tell them to write out a good copy.

They could draw a funny picture to go with their funny poem.

Syllabus Link
A3, S25



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

◆ Reading and Discussion - A New Chief for the Village

Background Information

Many communities in Solomon Islands have chiefs. The way a new chief is sworn in varies from one community to another. The text here is a report. It tells how people on Ulawa Island swear in a new chief to mark the beginning of his rule or work.

Method

Talk about chiefs with the pupils.

Let the pupils take turns to read the text aloud.

Talk about the text with the pupils.

Teacher Led Activities

Ask the pupils to tell the class what chiefs do in their village or communities.

Ask the pupils to talk about how chiefs are appointed in their community. Maybe they have been to a ceremony where a new chief was sworn in.

Are chiefs important people in their community?

Ask the pupils to explain why.

Put the pupils into small groups. Tell them to take turns to read the paragraphs out to their classmates. The text is written under different headings.

Pupils could take turns to read the information under each heading.

Go around the groups and listen to some of the pupils read. Remember to record who you have listened to.

Work with the whole class. What can the pupils remember? Give them a heading. Ask them what they have found out.

Ask them to compare what happens on Ulawa Island to what happens in their own communities.

Is it the same?

Is it different?

Talk about the new words. They are action words. You could ask the pupils to act out each one. You could finish off this session by choosing pupils one at a time to read the text aloud to the whole class.

They could read a paragraph at a time. You could read a paragraph out too.

Syllabus Link

A2, K1, S14



Can all the pupils develop a wider range of skills to identify, understand and pronounce new words? (S10)

◆ Comprehension

Method

Talk about the order or sequence in the text.

Build up a list with the class on the blackboard.

Ask the pupils to answer the questions in the Pupil's Book.

Teacher Led Activities

Order

Talk about the order in which things happen in the text. Build up a list on the blackboard with the class. The pupils could do this from memory first. How much have they remembered? Then let the pupils look back in the text to make sure they have not left anything out. Talk about the time scale of the list. If vegetables are to be grown how far ahead does the planning need to start? Many pupils will know about growing vegetables.

Invite a Chief

Invite a chief from your community to come to talk to your class. You could ask the pupils to think about what they would like to find out from the chief. They could prepare some questions. Tell the chief the class wants to find out about how he became a chief. Was there a special day? What happened? Was there a feast?

Questions

In the Pupil's Book there are some questions about the text. You could go through these orally with the pupils. You could ask them to write the answers to some of the questions in their exercise books.

Syllabus Link
S13, S15



Do all the pupils understand that reading and writing in English will help them in a range of local and national contexts at the present time and in their adult lives? (A2)

◆ Language Study

Teacher Led Activities

Opposites

Talk about pairs of words that are opposite in meaning. Build up a list on the blackboard with the class.

Look at the exercise in the Pupil's Book with the class.

Tell them they have to choose a word that means the opposite to the word that is underlined. Tell them to take care. The other words will make good sentences too, but they will not be the opposite. Tell them to write out the underlined word and its opposite into their exercise books.

Extra Activity

a and an

If some of your pupils need to do more work on using **a** and **an** correctly, there is an extra exercise in the Pupil's Book on page 56.

Here is an example. You will be able to think of others.

up	down	sweet	sour	girl	boy
good	bad	fat	thin	loud	quiet
high	low	over	under	stop	start
pull	push	tall	short	top	bottom

Syllabus link
A1, A2, S25



Do all the pupils know, understand and use 'a' and 'an' with countable nouns correctly in sentences? (K12)

◆ Handwriting

Method

Look at the invitation from Paramount Chief Obulou with the class. It is written out in cursive script.

Read through the invitation with the pupils.

Ask the pupils to copy this invitation into their exercise books. Tell them that their invitation should look the same.

Tell them to copy carefully and make sure that their:

- slope lines run the same way;
- letters are equal in size;
- spaces between letters and words are equal.

When they have finished tell the pupils to look at each other's work.

Is their invitation neatly written?

How could their writing be improved?

◆ Oral ◆ Writing

Method

Pupils will talk about feasts they have been to.

They will read the letter from Margie about a feast.

They will look at the layout of the letter.

They will write a letter to a friend telling them about a feast.

Teacher Led Activities**My Feast**

Put the pupils into small groups. Tell them to talk about feasts they have been to. There are some questions to guide their discussion in the Pupil's Book. Read through these with the whole class before they work in their groups.

Write a Letter

Tell the pupils they are going to write a short letter to a friend to tell them about a feast they have been to. Tell them to think about what they have talked about in their group.

Read through the letter from Margie to Wanita. You could choose some pupils to read it out to the class. Go through the layout of the letter with the pupils. You may need to help them with your school address. Tell them to draft their letter first. They can work on redrafting it with a partner. When the pupils have written out a good copy of the letter they could draw a picture of their feast. The pupils may need some extra time to complete this activity well.

Syllabus Link

S21, S22, S27



Do all the pupils know and understand the value of talking about writing in English before writing a first draft and again before writing an improved final draft? (A5).

◆ Assessment Activity - Oral Observation

Check that you have completed your Oral Assessment for this unit.

- Have you observed all the pupils during discussion and oral activities?
- Have you made a record of your observation in your assessment book for each pupil?
- Have you discussed the observation with each pupil individually?

◆ Reading and Discussion - Froggie Went A-Courting

Background Information

This is a song. You may know the tune and you can teach your pupils to sing it. If you do not know the tune you can read it as a poem. It is about a wedding.

Method

Talk about weddings with the pupils.

Tell the pupils about a wedding feast you have been to.

Read the poem with the class. This is a funny poem. They have looked at other funny poems in this unit.

Teacher Led Activities

Begin the lesson by building on the pupil's knowledge. Ask them if they know what a wedding is. Ask them to tell you what happens at a wedding.

If some of them have been to a wedding let them tell the class about it. Tell them about a wedding you have been to.

If you have any photographs or pictures of a wedding put these up in your classroom. These photos would be a good way to encourage the pupils to talk about weddings.

Ask the pupils to read the poem. Ask them to read it out to the class taking turns to read sections or verses.

If you can sing it, the pupils will enjoy learning this song. Talk about what each verse is about.

Syllabus Link
A1, S10, S14



Can all the pupils learn and use more complex vocabulary as used locally and nationally? (K1)

◆ Comprehension

Method

Make a wall picture strip of the poem.

Let the pupils use the pictures to talk about what happens in the poem in their own words.

Answer the questions in the Pupil's Book on page 60.

Teacher Led Activities

Wall Picture Strip

Put the pupils into seven groups.

Give each group one verse of the poem.

Give each group a large piece of paper. Tell them they have to draw a picture for their verse.

When the pictures are done, put them all together in a strip. You could put them up on a long piece of string across your classroom.

Choose pupils to talk through the pictures. Tell them to talk about each one in turn.

Questions

There are questions in the Pupil's Book about the poem. Ask the pupils to answer these orally. They could write the answers in their exercise books too.

Syllabus Link
A2, K1, S25



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

◆ Language Study

Background Information

Plurals

Singular means only one. **Plural** means more than one. Study these explanations about plurals.

- Most plurals are made by adding an **s**.
book to books table to tables
window to windows
- Some words that end in **f** become plural by changing the **f** to **v** and adding **es**.
half to halves shelf to shelves
loaf to loaves
- Some words that end in **f** though, just add an **s** to become plural.
reef to reefs chief to chiefs
- To make words that end in **y** plural, you must change the **y** to **i** and add **es**.
family to families army to armies
baby to babies
- Some words that end in **y** change to the plural by just adding an **s**. These words have a vowel before the final **y**.
boy to boys day to days
toy to toys

Method

Talk about plurals with the class. Build up a list of examples on the blackboard.

The pupils will complete the exercise in the Pupil's Book.

Teacher Led Activities

Use the examples from the Background Information to build up a list of examples of plurals on the blackboard.

Talk through the activity in the Pupil's Book. Do not give the pupils too many new words to remember.

Some of these plurals you will have done before. The pupils will be revising these.

Some pupils will need more help than others in completing this exercise.

Syllabus Link
A2, K1, S15



Can all the pupils use a wide range of skills to identify and understand the plurals of some nouns? (S10)

◆ Spelling

Use the exercise in the Pupil's Book to go through this week's spelling words again.

This will give the pupils a chance to write the words again before you assess how many of the words they can now spell.

The ten words are written with their letters mixed up. Give the pupils some time to work out the correct spelling. You could mark these together as a class.

Test the pupils. Make sure you record how many spelling words each pupil has correct.

Do you need to change the spelling list for any pupils for next week?

Do some pupils need some more difficult words?

Do some pupils need some easier words?

Perhaps some pupils need fewer words.

◆ Oral ◆ Writing

Teacher Led Activities**A Wedding Feast**

Put the pupils into small groups. Tell them to talk about a wedding feast they have been to. There are some questions in the Pupil's Book to guide their discussion. You could read through these first with the whole class.

- Who was getting married?
- Was there a special service?
- What happened during the ceremony?
- Who came to the wedding?
- Was there a lot of preparation before?
- What had to be done?
- Who did what?
- Was there a feast?
- Was there special food at the feast?
- Describe the feast.

Writing Your Letter

Let the pupils finish writing the letter that was started yesterday. Remind them to redraft their work with a partner. Let them write out a good copy of their letter and draw a picture of the celebration. These letters and pictures could make a good wall display.

Syllabus link
A1, S22, S25



All the pupils aware of the importance of talking about what they write in English before writing a first draft and again before writing an improved final draft? (A5)

◆ Reading and Discussion - Doctor Lale Talks About Food

Background Information

Introduce the pupils to the main reader for the week. This text is a recount.

The recount: has a setting, has events written in the order in which they happened and is written in the past tense.

Method

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

Introduce the pupils to the topic. Use questions and answers to see what they know about the topic before you turn to the reader.

Look at the new words and phrases at the top of the reader.

Use the blackboard to write up the words. These new words are difficult.

Discuss them and ask the pupils to try to use some of the words in sentences.

Do not try and explain all the meanings before the pupils read the text.

Read the text to the pupils. Then as a class talk about the meaning of the words and phrases at the top of the text.

Encourage the pupils to use a dictionary to look up some of the words.

Encourage the pupils to read the text out aloud. Encourage the pupils to read the text silently too.

Teacher Led Activities

Discuss the information given in the recount.

The recount tells of what happened at Lata Town Hall. It tells of Dr Lale's talk about food. The talk gave information to parents about different types of food.

This information would help parents to feed their children well. A balanced diet helps children to grow well and be healthy.

Use these questions to guide your discussion.

Ask the pupils to explain what they understand and know about food.

- Why do people eat food?
- What would happen if we went without food?
- What did the pupils eat before they came to school?

Discuss what the different types of food do for our bodies.

Discuss their typical daily diet. Discuss, what is meant by a 'balanced diet'.

Syllabus Link
A3, K1, S1



Can all the pupils develop a wider range of skills to identify and understand more complex words? (S17)

◆ Language Study

Method

Explain to the pupils that prepositions are words that describe the relationship between two objects. For example:

The stone fell on the mat.
He threw the ball over the fence.

Give the pupils practice in using the prepositions; **for of in under**.

Ask the pupils to make up sentences of their own. Write up their sentences on the blackboard.

Read through the activity in the Pupil's Book with the pupils. Explain what they must do in the activity. Explain that some of the prepositions are used more than once in the activity.

Syllabus Link
A5, S18, S23



Can all the pupils choose the best preposition for a specific sentence? (K4)

◆ Comprehension

Background Information

The recount is a difficult one. There is a lot of technical information in the recount. Some pupils may have difficulty understanding all the information. It is important to talk through the information and not just answer the comprehension questions.

Method

Read through the questions in the Pupil's Book. Questions 1 to 4 can be covered well orally.

The answers can be written up on the blackboard by the pupils. This will give other children a chance to edit the answers. In this way correct answers in complete sentences can be written together.

Question 5 is particularly important. After discussion the pupils should each write their own answers for question 5. The answers given for question 5 will show you if the pupils have understood the information given in the recount. The answers will also encourage the pupils to use new words that they have learnt from the text.

Use the balanced diet table to increase pupil's understanding of the concepts presented in the text.

A Balanced Diet		
<p>Foods that are high in Energy allow us to run, walk think and work</p> <p>include: fats - butter cream and nuts meat fat</p> <p>taro yam kumara rice biscuits cakes breads sugars sweets</p> <p>Extra energy not used is stored as fat under our skin</p>	<p>Foods that build our bodies makes us grow and repairs our bodies</p> <p>include: meat fish seafood eggs</p>	<p>Foods that help us to stay healthy contain vitamins and minerals protect us from getting sick</p> <p>include: fruits and vegetables</p> <p>cooking can spoil vitamins</p>

Syllabus Link
S15, S17



Are all the pupils aware of the ways in which reading and writing in English will help them in a range of local and national contexts? (A2)

◆ Spelling

planted talk row visit women
good today don't got help

Method

Introduce the words to the pupils. Make sure all pupils can say the words correctly.

Make sure all pupils understand the meaning of each word. Ask the pupils to put each word into a sentence so you can check that they have understood.

Use the spelling strategy (Look, Cover, Remember, Write, Check) to encourage pupils to learn how to spell these words during the week.

Teacher Led Activities

Ask the pupils to look up each word in a dictionary.

You can arrange this like a competition.

If you have 5 dictionaries in your classroom then ask 5 children to stand at the front of the classroom. You choose one of the words from the spelling list and ask the 5 pupils to find the word as quickly as they can. The pupil who finds the word first is the winner.

Do this again with 5 other pupils until everyone in the classroom has had a turn. Then you could have a knock out competition with the winners to find the Dictionary Champion.

Remember to make sure that all pupils know how to look up words in a dictionary.

Have you got the alphabet up on your wall to help the pupils who have difficulty remembering the order of letters?

Do some extra alphabet order work with pupils who are having difficulty.

◆ Oral ◆ Writing

Background Information

This oral activity is a discussion or a debate. You must divide the class into two groups. You must choose a leader for each group. Tell the pupils they are going to use the information they have learnt from the text. The statement to be discussed or debated is **'Eating a balanced diet is important'**.

One group is going to think of the reasons why that statement is true. The other group is going to think of reasons why that statement may not be true. One group will present arguments 'for' and another group will present arguments 'against'.

Here are some notes that will help you.

One group will present arguments 'for' or in favour of the statement **'Eating a balanced diet is important'**.

For example:

- Improves health
- Keeps one free of illness and disease
- Gives energy
- Grows strong bones

The other group will present arguments 'against' or not in favour of the statement- **'Eating a balanced diet is important'**

For example:

- Food is not available. We have to eat what we have.
- Food has no effect on whether we get sick or not.
- It is against some cultures to eat meat or fish that are body building foods.
- It is important that the man in the family has all the meat and fish to eat.

Method

Divide the pupils into two groups and assign one group to discuss and write down good points about 'eating a balanced diet is important'.

The other group will discuss and write down points for why they think 'eating a balanced diet is not important'.

Explain what the pupils are to do in the activity. Then set them to discuss this in their groups.

Give them enough time to have a good discussion and write down the responses that they come up with.

Each group leader will present their points to the whole class.

After the presentations other pupils can ask questions.

Teacher Led Activities

After the debate the pupils should have a good understanding of what a balanced diet is.

Ask the pupils to keep a record or diary of everything they eat and drink in one day.

They could put this on a chart.

Here is an example. You could draw one on the blackboard.

Breakfast	Lunch	Dinner	Snacks	Drinks
bread	bread	fish	banana	water
peanut butter		cabbage		
tea		taro		
sugar				

For those pupils who finish this work quickly give them this list.

- A woman digging her garden all day
- A man sitting by the river fishing all day
- A man playing a game of football
- A woman who has a small baby she is feeding
- A five year old child

Ask the pupils to write down a balanced diet for one day for each of the people above.

Syllabus link
S11, S24, S25



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

◆ Reading and Discussion - Making Nambo

Background Information

Remember reading can be enjoyable and interesting if children are motivated. This means they want to do the tasks you ask them to do.

Method

Introduce the pupils to the text by telling them that the text they are about to read gives details about the 'procedure' of making Nambo (i.e. about how to make Nambo). Remind the pupils that the purpose of a procedural text is to instruct or to give information on how something is done. This procedural text tells us how to make Nambo.

Lead the pupils into reading the text on page 64 of the Pupil's Book.

First, read through the new words and phrases loudly and clearly so the pupils can hear the correct pronunciation of the words.

Make sure the pupils understand what all the words mean.

Teacher Led Activities

Ask the pupils to read the text silently. After reading it alone, let the pupils read the text aloud in groups or as individuals to the class.

You can listen to make sure that all the words are read correctly.

1. Ask some revision questions about the text.
2. Talk about the types of food that your island community prepares and eats especially foods that are a speciality of your area.
3. Ask the pupils to explain to the class the steps involved in the preparation of special dishes.

Syllabus Link
A3, S6, S13



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

◆ Comprehension

Method

Ask the pupils to explain the steps to making Nambo in their own words.

In groups have the pupils use the text to help them to make a chart listing the steps in making Nambo.

Make sure that the steps are listed in the order presented in the text.

Teacher Led Activities

1. Read through the activity in the Pupil's Book. Involve the pupils and ask them to answer the questions.
2. Answer two of the questions together on the blackboard so that the pupils can see that an answer must be written as a complete sentence.

If you want the pupils to complete more comprehension activities, ask them to read the text silently again and to answer the comprehension questions in their exercise books. They can copy the first two answers from the blackboard first.

Syllabus Link
A4, K1, S17



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

◆ Language Study

Background Information

Quotation marks (" ") are used to indicate the actual words spoken.

Quotation marks are also called speech marks.

For example:

"Why did you go to school?" asked my uncle.

Notice that all the words spoken and the question mark are enclosed in the speech marks.

Teacher Led Activities

Read through the instructions for the activity in the Pupil's Book.

Do some examples together on the blackboard. Write up some sentences and ask pupils to come out and put in the speech marks. Ask other pupils to decide if the speech marks are in the right place.

Use examples like:

- Have you drunk your tea? asked Grandma.
- Mary said Can you cut that pawpaw into small pieces?
- Please help me to collect coconuts, shouted Siale.
- Eat all you can, said James.

Remember the speech marks go after the punctuation marks (? and ,)

Syllabus Link
A5, S23



Do all the pupils understand when and where to put quotation marks in sentences? (S22)

◆ Handwriting

We learn to improve our handwriting by practising. We must have a good example to copy. The pupils will become better at handwriting if they practise regularly. The pupils need only to write a few sentences each time. Writing a little but often will help them improve.

This handwriting activity will also ask the pupils to do a simple task.

The pupils can look back to the text if they need to. Remind the pupils that the first two sentences are in the correct order.

Introduce the pupils to their handwriting activity. Emphasise to the pupils that writing involves thinking. Explain how they will do the task. They can discuss the order of the sentences with a partner. Each pupil must write all six sentences in their exercise books.

◆ Assessment Activity - Writing Samples

Background Information

During this unit, over the next two weeks, you will collect a writing sample for each pupil and keep it as a record of his or her writing ability at this point in time.

This is the fourth and final writing sample you will collect this year. Compare the results of this assessment with the notes you made during Unit 12. Assess whether each pupil has improved and look for persistent difficulties they may be having with writing.

Try to choose a different type of writing for this assessment so that your writing samples include a range of text types over the year.

Method

Pages 29 - 30 of this Teacher's Guide explain how to do this. Read these instructions again carefully before conducting your assessment. The box on the right suggests suitable activities from this unit to use for writing samples.

Suggested Activities for Writing Samples:

- 15:2 Procedure text: writing a local recipe.
- 15.3 Seafood Diary
- 15:6 Recount Hunting, Gathering or Fishing.
- 15.8 Report about ways of storing food.
- 15.5 'My Favourite form of Transport'

◆ Oral ◆ Writing

Background Information

Recipes are good examples of instructional or 'procedural' writing. They must be clear, accurate and easy to follow. A recipe contains a list of what is needed. These are the ingredients. Then step-by-step instructions are given. A recipe is a form of 'procedural' text. Spoken and written procedural texts are important. They tell us how things are done.

This would be a good writing sample to choose for your writing assessment in this unit.

Method

Play the game, 'Where does it come from?'. Prepare some cards. Write the name of a special food on one side. On the other side write the island community that prepares and eats that kind of food.

For example: **Nambo** on one side and **Reef Islands** on the other.

Keep the cards in a basket or a container and put it in front of the class. Choose a pupil to begin the activity. The pupil comes up and picks a card from the basket. The pupil shows the class the side of the card which has the kind of food written on it.

The pupil asks,

"In which island community is this food prepared and eaten?"

The rest of the class will make guesses. Ask the pupils to put up their hands if they want to make a guess. The pupil who guesses correctly will be the next person to pick a card and ask the question again. The game will continue until all the cards are used up.

Teacher Led Activities

Explain the words **recipe**, **dish**, **ingredients** and **utensils** to your pupils.

Remember that the word 'dish' has two meanings. It can mean a pot or it can mean different food ingredients cooked together.

Give examples of each by remembering the Nambo recipe.

Tell the pupils to complete the work on their balanced diet first. If they were keeping a diary yesterday they will not have finished their account.

When they have finished they can start on their recipe activity.

Ask the children to write out a local recipe.

Show them the guidelines in the Pupil's Book.

Ask them to take special care in the presentation of their work.

Ask them to draft their recipe. Ask them to work with a partner.

Tell them to read through each other's recipes.

Ask them to check that the guidelines have been followed.

Ask them to check the spelling in their writing.

When the draft has been edited and you have checked their work too, ask them to write out a good copy.

Tell them to draw pictures or borders to make their recipe look good.

This activity may need to be finished tomorrow.

Put all the recipes together in a **Class Recipe Book**.

Make the book and put it in the Class Book Corner.

Make sure each pupil has put their name on their recipe.

Guidelines for writing a recipe:

Provide details of the:

1. **name** of your recipe;
 2. the **ingredients** needed;
 3. the **utensils** needed;
 4. the **procedure** that you will need to follow.
- Write all that you have to do. Make sure the steps are in the right order.

Encourage the pupils to use headings (**ingredients**, **utensils**, **procedure**) to help them with their writing. You can draw pictures to show what you do or you can decorate your recipe with a border.

Syllabus link
K8



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

◆ Reading and Discussion - Sea Food

Background Information

This is a report about seafood. The purpose behind a report is to record and report factual information. In the text, 'seafood' refers to anything that we can eat that comes from the sea.

Method

Lead the pupils into reading the text by introducing the new words and phrases.

Make sure they understand what the words mean. They may need to use a dictionary.

Make sure the pupils can pronounce the words correctly.

Read the text aloud to the pupils while they follow it in their books.

Ask them to read the text in small groups while you listen carefully to make sure they say the words correctly.

Ask a few questions about the text. This will tell you if the pupils understand the text.

Teacher Led Activities

Write the following words on the blackboard.

tasty special different collected easy traps

Write the meaning of the words on the blackboard.

Let the pupils read each meaning and match it with the right word.

Meanings

- gathered together
- not difficult
- nice to eat
- something to catch an animal
- not the same
- important

Syllabus Link
A5, S2, S17



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

◆ Comprehension

Background Information

We read because we want to find out something.

In this text, we find out about different types of seafood.

The pupils should find this text enjoyable and interesting. The sea is familiar to most of them. They will build on information they already have.

Method

Ask pupils to recall some of the information that was included in the text.

Ask them to use their own words. This will tell you if the pupils understand the text. If they only read out sentences you cannot tell if they understand the meaning of the text. You could ask them to close their books after they have read the text through. Then you could ask them questions. In this way they have to remember the information. Then you could read the text aloud again. Ask the class if the pupils who recalled the information missed anything out. This activity will be easier if you have recorded the information given by pupils in some way.

Lead them into their activity in the Pupil's Book. The questions can be answered orally or written into their exercise book.

Teacher Led Activities

Ask the class if they can add more information to the text.

Most pupils will be familiar with collecting food from the sea.

Ask them to tell the class some of that information.

When they have completed their written activity ask them to choose one thing which is found in the sea and which is good to eat.

Tell them to make a drawing of what they have chosen.

Tell them to label their drawing. Build up a big picture called **Food Under The Sea**. You will need to prepare a big piece of paper so all the pupil's pictures can be stuck on. A good idea is to use sheets of newspaper and paint them blue.

The pupils can carry on with this activity throughout the week.

Check that pupils have completed work they did not finish on Day 1 and Day 2.

Syllabus Link
A4, S13



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

◆ Language Study

Background Information

Singular is a form of noun or verb, which refers to one person or thing.

Plural is a form of a noun or verb that refers to more than one person or thing.

Now study these statements and examples

The word 'is' is singular and is used when we talk about one person or thing.

For example:

There is a banana in the basket.

The word 'are' is the plural form of the word 'is'. The word 'are' is used when we talk about two or more people or things.

For example:

There are some oranges in the basket.

The word 'has' is singular and is used when we talk about one person or thing.

For example:

The boy has a pumpkin in his bag.

The word 'have' is the plural of the word 'has'. The word 'have' is used when we talk about two or more people or things.

For example:

The boys have some peanuts in their bags.

Method

Write **is**, **are**, **has**, **have**, on the blackboard.

Give some examples of how these words are used in sentences.

Ask the pupils to make up their own sentences using each of the four words.

Tell them to say their sentences out aloud to the whole class.

Write the pupils' sentences on the blackboard. Tell the pupils to read them altogether. Discuss whether the sentence is discussing singular or plural nouns and what this means for the use of the singular (is and has) or plural (are and have) forms of the verbs.

Ask the children to do the exercise in the Pupil's Book. Move around the class and help the children if they need help.

Mark each pupil's completed work.

Syllabus Link
K9, S13, S23



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

◆ Spelling

Background Information

Children need to know the order of letters in the alphabet. This will help them to find words in a dictionary. It is common to see pupils always starting at the front of the dictionary. They turn over each page until they come to the letter they need. This takes a lot of time. They need to know that:-

- Words beginning with **C** are near the front.
- Words beginning with **W** are near the back.
- Words beginning with **M** are near the middle.

Method

You should have a chart in your classroom that shows the alphabet.

If you do not have a chart write out the alphabet on the blackboard. Ask the pupils to say the letters together out aloud.

Ask some questions about the letters.

For example:

- Which letter comes first in the alphabet?
- Which letter comes fourth in the alphabet?
- Which letter comes after s in the alphabet?
- Which letters come before and after 'q'?

Write 4 words on the blackboard.

For example:

lemon yam pumpkin banana

Ask the pupils to sort out the words into alphabetical order. In alphabetical order these are:

banana lemon pumpkin yam

Go through more examples to give the pupils more practice.

When the pupils understand about alphabetical order ask them to complete the exercise in the Pupil's Book. As a class put this week's spelling words in alphabetical order. Record the list on the board.

◆ Oral ◆ Writing

Background Information

A riddle is a short poem. It is not easily understood at first but it has a clever answer.

Method

Before the lesson make some cards. Write the name of a seafood on each card. Make as many different cards as you can. There must be enough cards for each pupil to have one.

Here are some words that you can use.

sea cucumber	eel	octopus	shark	prawn
clam	squid	turtle eggs	oyster	bonito
jellyfish	crab	tuna	crayfish	lobster

Teacher Led Activities**Riddle**

Explain to the class what a riddle is. Read this riddle and tell them to guess the answer.

I am seafood.
I live in the sea.
I have eight tentacles (fingers) and a soft body with no bones.
What am I?

Answer - I am an Octopus.

Give out the cards. Tell the pupils they must keep the name of the seafood on their card a secret. They must not show their card to anyone.

Explain to the pupils that each pupil must make up a riddle. Give them time to think and write out their riddle.

Some pupils may need help from you. They may need to use a dictionary.

When everyone is ready let everyone in turn read out their riddle.

See who has written a good riddle. Can the other children guess the answers?

Have the pupils record their riddle on the back of the card. This will give you a set of riddle and answer cards to use for games in the future.

You could also share your cards with other classes in the school.

Writing a Diary

Tell the pupils that they are going to write a diary. In their diary they will record which kind of seafood they have eaten.

They will keep their diary for a week. If people do not eat a lot of seafood in your area you will need to adjust this activity.

For example pupils could record all the food that they eat.

Make sure the children know that the main meals are breakfast, lunch and dinner. Tell the pupils that their diary will include ways of cooking.

Go through the words boil, BBQ, bake, roast and fry.

Make sure the pupils understand the meaning of the words. Go through ingredients that could be added in cooking like salt, pepper, curry powder and oil.

The children may be able to add to this list. Talk about different tastes like sweet, sour, salty and bitter.

Go through the example in the Pupil's Book on page 69.

Ask the pupils to copy the example. The pupils will fill in the spaces over the next 4 days.

Remind them that if they did not eat seafood they can write the **seafood they would have liked** to eat.

Syllabus link
A3, S13, S25



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

◆ Reading and Discussion - Food From Land and Water

Background Information

This is a **Report text** about food that comes from land and water. The purpose of a report text is 'to give an account of something'.

Some of the information in this text will be familiar to the pupils. They should be able to build on what they already know. They will also learn the meaning of some new words.

Method

Remind the pupils that there are many different types of food. Ask the pupils to tell you where different food comes from. Before they read the text see how much information they have.

Look at the list of new words and phrases. Write them on the blackboard. Which ones do the pupils know? Which ones can they read? You can check if they understand the meanings after they have read the text. The text may help them understand the meanings.

Read the text to the pupils while they follow in their books. Talk about the information paragraph by paragraph. Involve the pupils in reading the story. Choose a pupil to read aloud one paragraph at a time. Go around the class. Make sure that during the week all pupils have the chance to read aloud by themselves.

Teacher Led Activities

Use the questions to lead your discussion.

- Where do most of the foods you normally eat come from?
- Why is it important to eat food taken from the land, sea and river?
- Can you name your favourite food from the river?
- Do you sometimes have greens, fish, kumara and fruits all in one meal?

Are your meals made up of different types of food? Give some examples.

Where does each food come from?

Syllabus Link
K1, S14



Can all the pupils develop a wider range of skills to identify and understand more complex new words? (S17)

◆ Comprehension

Teacher Led Activities

Plan a competition.

Ask the pupils to work in pairs. Ask them to write a list of as many different foods that they can think of which come from the sea.

Tell them they will get one point if their answer is correct and an extra point for each word if it is spelt correctly.

Tell them they can use a dictionary. Set a time limit. Mark and add up the pupils' points. See which pair has the most points.

You could then do the same for food from the garden, food from the bush, or food from the river.

Syllabus Link
A2, S14



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

◆ Language Study

Teacher Led Activities

The language study will carry on from the competition above.

Ask the pupils to draw a chart in their exercise books.

There is an example in the Pupil's Book.

Make three columns. Label each column. Ask the pupils to write down all the food names they know in the right column.

They should have a good list that they put together with their partner in the competition. They could continue to work with their partner.

Work through the examples in the Pupil's Book together. While the pupils are working, you will need to help with spelling.

Syllabus Link

S14



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

◆ Handwriting

Background Information

Writing is a thinking process.

This handwriting exercise again encourages the pupils to improve their joined-up writing skills. They will do this by copying a good example.

They are also asked to remember what they learnt on Day 1 of this unit. They have to place the words in the correct column.

Teacher Led Activities

Explain to the pupils what they are to do.

Read through all the food names together aloud.

On the blackboard fill in some of the food words. Put them under the correct heading.

You may need to go over some of the food facts from Day 1.

Ask the pupils to do the activity in their exercise books in their best joined-up writing.

◆ Oral ◆ Writing

Background Information

The text the pupils are going to write is a 'procedural' text, in the form of a recipe. Remember the purpose of a procedural text is to give instructions on how to do something.

For the purpose of this activity the pupils are asked to write a recipe for clam soup, using the paragraph in the Pupil's Book to give them the information they will need.

Method

Divide the pupils into three groups. Give each group a large piece of paper.

Ask them to make a chart. Each group will make a different chart.

- Group: 1 Food from the Land
- Group: 2 Food from the Sea
- Group: 3 Food from the River

Let the pupils draw different foods.

Tell them to write the name of the food by each picture.

Spend about 10-15 minutes on this group activity.

Teacher Led Activities

Let all the pupils look at all the charts.

Read and discuss the example of **Clam Soup** in the Pupil's Book.

Remind the pupils of the form that a recipe takes.

Ask the pupils to write a recipe for clam soup, using the paragraph on clam soup to get the information that they need.

Tell them that when they have finished their recipe they can draw pictures to help show the procedure of making clam soup.

Syllabus link
K1, S22, S23



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

◆ Reading and Discussion - Eating Plants

Background Information

This text gives information about which parts of plants can be eaten.

Method

Explain to the pupils what a plant is.

Ask them to give you some examples of plants they know. Explain the meaning of the new words and phrases in the Pupil's Book. Ask them to say and spell the words. Make sure they pronounce them correctly. Ask them to use the words in sentences. Introduce the pupils to the text and read it aloud while the pupils follow in their books.

Talk about the text to the class. Then, ask them to read the text silently. Tell them to ask you for any words that they find hard to pronounce.

Ask a few questions about the text to make sure they understand the information in the text.

Teacher Led Activities

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

1. Talk with the pupils about plants which we eat.
2. Ask them to name different parts of plants. (leaf, stem, seed, fruit).
3. Make a list of these on the blackboard as the pupils name them.

Perhaps draw a diagram and label the parts of the plant.

Syllabus Link
A6, S12, S17



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

◆ Comprehension

Background Information

Children read to understand and remember the main ideas and information in the text. If they understand the text they can answer questions about it.

Many pupils do find answering comprehension questions in complete sentences difficult.

If you ask them to use complete sentences they will improve. By practising they will get words in the right order.

Method

It is important to encourage pupils to write in complete sentences.

Go through the questions in the Pupil's Book orally.

Answer the first question in a complete sentence together on the blackboard.

Tell them to always look back to the text for the answers.

Next, ask the pupils to read the text silently again and answer the questions in the exercise books.

You could go round the class while they are working to mark their work as they write.

This encourages them to keep working. They can also ask for help if they need it.

Teacher Led Activities**Memory Game**

The text contains the names of many different foods. After reading and discussing the text encourage the pupils to remember the names by playing this game. It's called, '**Memory Game**'.

Here is an example of how the game is played.

You can start the game by saying:-

"I went to market and I bought a pineapple".

Then choose a pupil by saying the pupil's name, "**Mary**".

Then Mary says:-

"I went to market and I bought a pineapple and a coconut".
"**Job**"

Then Job says:-

"I went to market and I bought a pineapple, a coconut and some Chinese cabbage". "**Ellen**"

The pupils have to remember the list in the right order. If someone makes a mistake you start the game again. With practice the pupils become very good at remembering lists of words. It helps them to pronounce words and gives them confidence in speaking out in front of the class.

Syllabus Link
A3, K1



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

◆ Language Study

Background Information

There are two separate activities in this session. Study the statements and examples below.

1. Countable and uncountable nouns, using, 'many' and 'much'.

We use '**many**' when we talk about **things we can count**. For example:

How many apples?
How many plants?
How many leaves?

We use '**much**' when we talk about **things we cannot count**. For example:

How much water?
How much juice?
How much food?

2. Prepositions, using, 'on' and 'in'

For example:

- Hang the picture on the wall.
- Draw a dog on the blackboard.
- Mavis put a present in the box.
- Andrew got in his car and drove off.

Mixing up 'many' and 'much' is common. Many people use the wrong word in their every day speech.

Teacher Led Activities

Explain to the class how 'many' and 'much' are used.

Write some examples on the blackboard.

Ask the pupils to read the examples together on the blackboard.

Ask the pupils to read the instructions for the activities in the Pupil's Book on page 74.

Ask them to do the exercises.

Explain to the pupils about the use of the prepositions 'on' and 'in', in sentences.

Ask the pupils to make their own sentences using these words. They can say their sentence out aloud to the class. You can write their sentences up on the blackboard.

Ask the pupils to read the instructions for the activities in the Pupil's Book.

Ask them to do the exercises.

Syllabus Link
K4, S25



Can all the pupils use the correct word when referring to countable and uncountable nouns? (K12)

◆ Spelling

Using a dictionary does not in itself teach anyone how to spell. Someone who cannot spell very well will find it hard to use a dictionary.

Using a dictionary is a skill that is learnt. Help pupils to learn how to use a dictionary. They will learn with lots of practice. In order to use a dictionary well the pupils must know the alphabet. They must also be able to put things in alphabetical order.

Write a list of words on the blackboard. The words can be taken from the text that you have just read. Ask the pupils to put them in alphabetical order.

Use the chart in the Pupil's Book. You should also have the alphabet up on the wall in your classroom. Tell the pupils to look at the first letters in each word and write the words in order.

Work through the activity together. Ask the pupils to come up to the blackboard to put the words in the correct order. When you are sure that they have understood, ask them to look at their spelling list from Day 1 of this unit.

planted	good
talk	today
row	don't
visit	got
women	help

Ask the pupils to put the words into alphabetical order.

Tell them to write the correct order in their exercise book.

In this way you are encouraging the pupils to use this week's spelling words again.

They are also learning about alphabetical order.

Have the pupils work in pairs and check if they have learnt their spelling words this week. Each pupil can ask their partner to write words from the list and then check to see if it is written correctly. You might like to check which students can spell the words correctly.

◆ Oral ◆ Writing

Method

Tell the pupils that each of them will be asked to stand up and tell the class about his or her favourite fruit or vegetable.

Each child must explain why he or she likes it best.

They must say how it can be cooked. You can start off by giving a short talk as an example.

Do this before the pupils prepare their talks.

They will then be sure about what they have to do.

Tell the pupils they must speak clearly.

They must speak loudly so everyone in the class can hear.

Encourage the pupils to ask a few questions.

Teacher Led Activities**Alphabet Food**

After the talks tell the pupils to write the alphabet in their exercise book. Write each letter on a different line. Let them look at the example in the Pupil's Book.

Ask them to fill in the names of fruit and vegetables that start with that letter.

Show them an example on the blackboard. Tell them they can use other books and dictionaries that are in the classroom.

Set a time limit. Tell the pupils that during the next week they can go back to this page in their exercise books and fill in more words as they find them.

Are there any letters that pupils cannot find a fruit that begins with that letter?

Syllabus link
S13, S26



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

◆ Reading and Discussion - Collecting Food Long Ago

Background Information

This is a report about collecting food long ago. The purpose of the report is to give some information about what happened in the past.

Method

Read through the new words and phrases and explain their meaning to the pupils.

Say the words together and spell them.

Ask the pupils to make up sentences using some of the words.

Read the text aloud to the pupils while they follow in their books.

Explain other words in the text that pupils are not familiar with.

Ask the pupils to read the text silently.

Ask individuals or groups of pupils to read certain paragraphs out aloud.

Teacher Led Activities

Use questions to guide your discussion.

Make sure that all the pupils take part.

Make sure that all pupils answer some questions.

Here are some questions that could help you.

1. What is the title of the text?
2. When did people only collect food from the bush and hunt wild animals?
3. Do people still hunt wild animals?
4. Why do you think people used to move from one place to another?
5. Do you think it was a hard life?
6. How is getting food easier now?
7. Who gets all the food in your family?
8. Where does all the food that you eat with your family come from?

There are some questions in the Pupil's Book that you could do orally or you could ask the pupils to answer them in their exercise books.

Syllabus Link
A4, S2, S19



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

◆ Comprehension

Teacher Led Activities

Ask the pupils to talk about where their family's food comes from. Even though the text is written about long ago many people in Solomon Islands still collect food from the bush and some hunt for animals.

The pupils will understand the text better if they can match it to their own experiences. Ask the pupils to talk to the older people in their community when they go home.

Ask them to talk to their grandparents to find out if things have changed. You could ask an older member of the community to come into your classroom and talk to the children about gathering and hunting for food when they were young. The pupils could think of questions to ask the community member.

You could act out short plays about a day in the life of a family long ago. The whole day would be about getting enough food to eat. Let the pupils choose their own parts. There would need to be a mother, a father as well as grandmother and grandfather. There would also be young people and children in the family. Let the pupils discuss their plays in a group. Let them think of what would happen. Let them make up their lines. The plays could be acted out to the class.

Syllabus Link
A2, K1, S13



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

◆ Spelling

Introduce the spelling words for this week to the pupils.

called	hook
half	wood
second	hunted
dig	cook
how	spoon

Make sure all pupils can say the words correctly and understand the meaning of each word. Ask them to put the words into a sentence to check their understanding.



Use the spelling strategy (Look, Cover, Remember, Write, Check) to encourage pupils to learn how to spell these words during the week.

Encourage the pupils to come back to the words throughout the week to ensure that they are learning the words to use in their future writing.

Using the Dictionary

Ask pupils to look up each word in a dictionary. Make sure that all pupils know how to look up words in a dictionary. They should have lots of practice during the last week.

Have you now got the alphabet up on your wall to help the pupils who have difficulty remembering the order of letters?

The spelling words in this list are used in the next language activity.

◆ Language Study

Method

Look at the sentences in the exercise in the Pupil's Book. They have missing words. To complete the sentences words from the spelling list need to be used.

In the exercise the pupils are given some help. The first letter of each word is given.

The short lines show how many letters are missing. The pupils should be able to work out the missing words using these clues.

Syllabus Link
A5, K4



Can all the pupils select the appropriate vocabulary to fit in with the meaning of a sentence? (S25)

◆ Oral ◆ Writing

Method

Divide the class into three groups. Give each group a topic to discuss. The topics are

- Hunting
- Collecting or Gathering
- Fishing

Give out a set of questions on cards that will guide the discussion in each group.

Fishing Discussion Questions

1. Who goes fishing, men or women?
2. Where do they go?
3. What weapons or tools do they use?
4. What would they catch?
5. What would they do with their catch?

Hunting Discussion Questions

1. Who are normally the hunters, men or women?
2. Where do they go to hunt?
3. What weapons or tools do they use?
4. Write down what hunters normally hunt for.
5. What do the hunters do with what they hunt?

Collectors/Gatherers Discussion Questions

1. Explain what a collector or a gatherer does.
2. Who are normally the gatherers, men or women or both?
3. Where do they go to look for food?
4. What tools do they use?
5. What sorts of foods do the gatherers find?
6. What do they do with what they find?

Give each group a piece of paper to write down their ideas. Tell the pupils they can put down ideas of their own.

Ask them to choose one child in each group to give a short talk. This talk will tell the rest of the class what the group has been talking about. You could display the charts on the classroom wall.

Tell the pupils you are going to do this. This will encourage each group to write their ideas down neatly.

Each pupil can then choose one of the topics.

It does not have to be the one they have discussed. There is an example of a recount in the Pupil's Book on page 78. The recount is called 'Hunting'. Read the recount with the pupils.

Ask them if they think the recount is a good one. Ask them to write an interesting recount of their own. They may need to pretend that they have been involved in this event.

Ask them to work with a partner in editing their draft work. Ask them to write a good copy when they have checked their work. Chose some to be read out to the class. This writing activity may take more than one day.

This recount would be a good piece of writing to choose for your writing sample for this unit.

Syllabus Link
A5, S13, S24



Can all the pupils select the appropriate vocabulary for their types of writings? (S25)

◆ Assessment Activity - Writing Sample

The class should by now have almost completed their written work for this unit's writing sample. If they have finished collect their work making sure that it is dated and has their name on it.

Over the next few days you need to assess the samples using the checklist on page 30 and make a record of your judgement about the pupil's strengths and weaknesses.

You must also meet with each pupil to discuss his or her writing sample. Make sure they are clear about what they have done well and which areas they need to work on to improve.

◆ Reading and Discussion - Making Salads

Background Information

The reading is a text which gives several procedures used by different groups of people when making salads. This text gives information and instructions. It tells us how to make 2 different types of salad.

Method

Introduce the pupils to the reading.

- Say the new words and phrases clearly.
- Explain the meaning of the words.
- Let the pupils say the words after you.
- Ask them to use some of the words in their own sentences.
- Ask them to tell you if they do not understand any words.
- Ask pupils or groups of pupils to read aloud to the class.

Teacher Led Activities

Have a class discussion. Look at two questions.

1. Ask the pupils to tell you the advantages and disadvantages of eating local or traditional food.

Write their answers on the blackboard.

Some ideas might be:-

Advantages	Disadvantages
Made with fresh ingredients	Takes a long time to prepare
Keeps traditional culture alive	Ingredients not always available
Does not cost much money	Young people like store snacks better
	Does not keep fresh for long

2. Then ask them to tell you the advantages and disadvantages of eating store food.

Write their answers on the blackboard.

Syllabus Link

S3, S17



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

◆ Comprehension

Method

Summarise the main points in the text to the pupils.

Ask the pupils to read through the comprehension questions in the Pupil's Book.

Answer the first question together on the blackboard in a complete sentence.

Ask the pupils to read the text again for themselves.

Tell the pupils to answer the questions in complete sentences in their exercise books.

Teacher Led Activities

Talk about making a salad.

Let the pupils give you some ideas.

Which fruit and vegetables could you use?

Which ones would be good together?

You could bring some ingredients to the classroom.

You could make a salad in the classroom.

The pupils could help you make the salad. Everyone could taste it.

Syllabus Link

A2, S1, S3, S17



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

◆ Language Study

Background Information

A full stop (.) is used at the end of a sentence. A full stop is used when the sentence is not a question or an exclamation.

For example:

I wrote a letter this morning.
I will go and post it tomorrow.

A Comma (,) is used to separate the items in lists of words.

For example:

Joel, Greg, Lucy and Anna went to town this morning.
Father bought some cups, plates, spoons and knives yesterday.

Method

On the blackboard write some sentences with the full stops and commas missing. You can use the examples above. Put in the full stops and commas with the pupils. Explain that with full stops and commas in the right places it is much easier to read the sentences correctly. It makes the sentences easier to understand. The full stops and commas help us to stop in the right places. Read through the exercise in the Pupil's Book. Ask the pupils to do this exercise in their books.

Syllabus Link
A2, S23



Can all the pupils use punctuation correctly in sentences? (S22)

◆ Handwriting

Background Information

Pupils learn to write well by writing often.

The pupils are asked to copy a letter. This will let them practise their joined-up writing. This exercise will also remind them how a letter is laid out.

Method

Before they begin to copy their letter go over all the different parts of the letter.

For example,

address,
date,
the greeting (Dear Andrew),
the sign off (your best friend, Wanita)
etc.

Teacher Led Activities

Ask the pupils to tell you when it might be necessary to write a letter.

Some ideas might be:
an invitation to a party;
writing to apply for a job;
writing to order something;
writing to complain;
writing with some news;
writing to the newspaper.

Build up a list on the blackboard.

Have the pupils copy the letter into their books in their best joined-up or cursive writing.

◆ Oral ◆ Writing

Method

Continue the work started as a follow up to the handwriting exercise.

Put the pupils into small groups.

Ask them to make a plan of everything that would be needed to hold a family feast.

On the blackboard build up a list of things that they could think about. Here are some ideas.

Why is a feast to be organised?
When will the feast take place?
Where will the feast take place?
Who will come to the feast?
What will the programme be?
Who will prepare the food?
What food will be prepared?
Who will provide the food?
What needs to be done to prepare the place for the feast?
Who will prepare the place?

Ask the groups to write down their ideas.

Ask each group to tell the others about their feast. Try to encourage more than one pupil from each group to talk to the whole class.

Make a note of who does the class talk for each group. Next time you do some oral work make sure that different pupils have the chance to speak to the class. You must make sure that everybody has a turn.

Some pupils find oral work difficult. Some pupils are shy and will need encouragement. You can give them some help to build their confidence.

Teacher Led Activities**Writing an Invitation Letter**

Ask the pupils to look again at the letter they have copied for their handwriting exercise.

Using that letter as a model ask them to write a letter inviting someone to the family feast they have planned.

Remind them of some things they could put in their letter.

Why the feast is to be held.
Who will be at the feast.
When the feast will take place.
Where the feast will be held.
What the programme will be.
e.g. dancing, singing, speeches, eating?

The pupils should draft their letter and then check it with a partner or with you.

They should then write out a good copy in their best handwriting.

They could write out the letter on a piece of paper. The letters would make a good wall display in the classroom.

The pupils could draw pictures of their feast to add to the display.

Syllabus Link
K1, S11, S25



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

◆ Reading and Discussion - Keeping Food Fresh

Background Information

This text is a report. This report gives information. The text explains how to keep food fresh. It looks at how food is kept fresh in Solomon Islands.

Method

Read through the new words and phrases with the pupils.
Say the words clearly.

Ask the pupils to say the words after you. Ask the pupils what each word means.

Explain the meaning of the words that the pupils do not know. You could ask the pupils to look up some words in a dictionary.

Read the text with the pupils. Talk about the information.
Talk about each paragraph.

Check if the pupils understand by asking questions about each paragraph.

Ask pupils to read the text aloud. Put the pupils into groups. Ask the pupils in each group to read a paragraph of text aloud one at a time to each other.

Go round to each group listening to the pupils read. Make sure all pupils have a turn to read aloud.

Teacher Led Activities

Talk about how food is kept fresh at home.
If yam or taro is dug up how is it kept?
Is it kept as cool as possible out of the sun?
Is it kept in the dark?
Is it covered?

If a pig is killed is all the meat used on the same day?

How is it kept so it's good to eat?
Is it all cooked straight away?
How is uneaten meat stored?

Remember some pupils who live in towns will have refrigerators.

Some pupils may have freezers.

If your pupils have not seen a refrigerator tell them about it. Tell them what it looks like. Tell them how it feels inside. Tell them what kind of food you would store in it.

Syllabus Link
A6, K1, S16



Can all the pupils use a wider range of skills to identify and understand more complex new words? (S17)

◆ Comprehension

Method

Read the text again with the pupils.

Build on what the pupils already know.

The pupils will have seen how food is stored where they live.

Ask them questions about that.

There are some questions in the Pupil's Book on page 83.

Teacher Led Activities

Ask the pupils to find out at home how different foods are stored.

Ask the pupils to look at home and see if they have any food stored.

They can look for cans, bottles, bags, cartons or paper. Ask them to look for food that has come from the garden. If it is not eaten the same day how is it stored?

If there is a store near your school find out how food is kept there until it is sold. There may be a refrigerator. There may be a special room. There may be a special dark cupboard. There may be a cupboard with net on it. The net is to keep any flies off the food. Ask the pupils if they think this is important.

Syllabus Link
A2, K1, S15



Can all the pupils select vocabulary appropriate for the type of writing, its' purpose and audience? (S25)

◆ Language Study

Background Information

This activity encourages the pupils to ask and answer questions. They use the words in the questions to guide their answers. Study these examples.

1. "**Do** you want to do some cooking?" asked mother.
"Yes, I **do**," said Peter.
"No, I **don't**," said Martha.

Remember that **don't** is short for **do not**.
The apostrophe (') shows there are letters missing.

This is called a contraction.

2. "**Did** you dig the garden?" asked father.
"Yes, I **did**," said Anna.
"No, I **didn't**," said Grandma.

Remember that **didn't** is short for **did not**.
The apostrophe (') shows there are letters missing.

3. "**Is** Grandad going fishing today?" asked Benjamin.

"Yes, he **is**," said Luke.

"No, he **isn't**," said Meri.

Remember that **isn't** is short for **is not**.
The apostrophe (') shows there are letters missing.

This next example is a bit different.

4. "**Will** Simon eat his lunch?" asked Luke.

"Yes, he **will**," said Martha.

"No, he **won't**," said Meri.

Remember that **won't** is short for **will not**.
The apostrophe (') shows there are letters missing, but **won't** is an irregular form of a contraction - this means that it does not follow the rules used to make other contractions.

Method

Do some examples on the blackboard. Have some cards ready with questions on them. Ask 3 pupils to come out to the front of the class. Ask one pupil to take a card. Ask that pupil to read out the question. Tell one pupil to answer the question starting with "Yes". Tell the other pupil to answer the question starting with "No". Make sure all the pupils have a turn. There is an exercise that the pupils can complete in the Pupil's Book.

Syllabus Link

A3, S11, S25



Can all the pupils form a range of questions? (K8)

◆ Spelling

Have the pupils go back to this week's spelling list.

In pairs have them test each other.

Make sure that they check that they have spelt the words correctly.

Pupils should write any words that they wrote incorrectly again.

Teacher Led Activities

This spelling exercise encourages pupils to look back at the reader for the day. Write up some jumbled words on the blackboard. Ask the pupils to look through their text to help them find the right word. Do not choose long words. Here are some examples you could use.

mja
rja
ild
mnoolS nlassdI

Ask the pupils to do the exercise from the Pupil's Book.

◆ Oral ◆ Writing

Method

Ask the pupils the following questions.

Encourage all the pupils to take part in answering. Write the pupils' answers on the blackboard.

This activity will be more difficult for pupils who do not live in towns. However with help from you, all pupils should be able to write the report.

A lot of the information they need is in the text they have read.

You could start by asking some questions such as

What can be used to keep food fresh for a very long time?

Who has a refrigerator at home?

What kinds of food do you keep in the refrigerator?

How long will food stay fresh in the refrigerator?

Why do people keep food in a refrigerator?

Who has eaten or tasted food that has been kept in a refrigerator?

What was the food like?

Teacher Led Activities

After the oral activity the pupils should have good background information of what to put in their report.

Go through the instructions in the Pupil's Book. When you are sure that the pupils understand what to do ask them to write a first draft.

They can read each other's drafts. They can correct each other's drafts. Try and see as many of the drafts as possible yourself.

Correct any mistakes. Ask the pupils to write out good copies into their exercise book. Give them some time to do this. They may need to finish this on another day.

Syllabus Link
K1, S25



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

Unit 15: Food in our Region

◆ Reading and Discussion - The Silver Fish

Background Information

Today the pupils are going to read a poem. The poem is quite a difficult one. Some pupils will need some help to understand what happens in the poem. There are also some difficult words and phrases. They need to understand these. Some of the words used are not used in everyday speech. They are words and phrases used in poems. The pupils would not use them in their everyday writing.

Method

You must be confident in reading this poem out aloud.

Make sure you have practised reading it before the lesson.

Teacher Led Activities

Ask the pupils questions to try and get them to tell you what happened in the poem.

Do not tell them the story. With your lead they should be able to work out what happens to the fish.

Syllabus Link
A4, S1, S13



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

◆ Comprehension

Background Information

Discuss what a poem is with the pupils. Look at the way it is written.

It is an interesting way of telling the reader the fishing story. Discuss how a poem is different to a story. This poem is particularly interesting because it leaves the reader to work out what has happened.

Method

Ask the pupils to read the poem. Some of the words are difficult.

You will need to lead the pupils to work out the meaning of some of the phrases. Do not just tell them.

Again let them try and work out the meanings for themselves. You could encourage them to work in pairs and to discuss the poem. You could go through the questions in the Pupil's Book on page 85.

The last question would be the most interesting one for the pupils to answer in their books.

Guide them through the poem and let them work out for themselves what happens in the poem. Reading poems requires reading more than just the words.

It is important to read with expression, timing and rhythm.

Allow the pupils time to practice reading the poem concentrating on the beat and the flow of the reading. Some pupils may wish to write their own poem.

Teacher Led Activities

Look at some other poems.

Introduce the pupils to different types of poems. For example this is a poem that tells a story.

Some poems paint a picture. They describe a scene. Other poems can describe how someone feels. There are poems that are riddles.

The pupils will be writing these later. Some poems are special because they are written using a special pattern.

For example they might have a set number of lines. They might have rhyming words at the end of the lines.

They might have a special rhyming pattern. The pupils will have read poems before.

They will know some nursery rhymes too. See if they can remember some.

Syllabus Link
S20, S22, S25



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

◆ Language Study

Background Information

Prepositions are words used before a noun or pronoun to show, for example: place, position, time or period.

Method

Explain to the class using examples on the blackboard that the following 'prepositions' are used for place.

in by to at on from under

Ask pupils to think of a sentence using one of the prepositions.

Let each pupil in turn tell the class his or her sentence.

The Pupil's Book has an exercise the pupils can do. Talk about the exercise with the pupils.

Teacher Led Activities

Play a game

Make sets of 12 cards.

Each card has half a sentence on it.

Give out the cards to 12 pupils. Ask them to find their partner. Their partner is the person who has the other half of their sentence.

When everyone is in pairs tell the pupils to read out their sentence to the rest of the class.

The others can say if the sentence is correct.

You will need to make enough cards so there is one each for every pupil in the class.

Put the cards in groups of 12, that is 6 sentences in each set. If you put more than 12 children together the game becomes too difficult.

Here are some sentences you could use.

I found a pumpkin	in my garden.
The horse jumped	over the gate.
The sun was shining	in the sky.
He took the medicine	from the nurse.
She had a lesson	in the classroom.
The cat was sitting	on a log.
The dog was barking	in the bush.
I planted a tree	on the hill.

The girl was dancing	at the party.
The boy was climbing	up a tree.
Grandma sat	on a mat.
The basket was put	under the table.
I took my sister	to the river.
My brother came back	from the town.
I took the present	from my friend.

Notice that there is often more than one correct answer. You can make different sentences by changing partners.

Syllabus link
A3, S23



Can all the pupils use prepositions correctly to give meaning to sentences? (K4)

◆ Handwriting

Background Information

This poem gives particular practice to the writing of capitals. Read the poem with the children. Explain why it is called a Rainbow Fish. See if the pupils can learn the order of the colours of the rainbow.

Method

Read the checklist that is in the Pupil's Book. Look at the poem with the pupils again. Look at each point in the checklist. Explain what each point means. Use the poem as the example. Study it carefully with the pupils.

Ask the children to copy out the poem thinking about all the points you have talked about. When they have finished writing the poem they could draw and colour the Rainbow Fish.

◆ Oral ◆ Writing

Method

The pupils will be asked to write riddles again. They have written some riddles on day 3 of this unit. They will be used to writing them. This is a good way for them to use their new vocabulary. This also fits in with the work on poems today.

Play "What am I?"

Explain the game using words as clues.

For example:

"I am yellow and long.

Before you eat me you must peel off my skin.

If I am not ripe, you must cook me before eating me.

What am I?"

Answer - I am a banana.

"I am sweet and good to drink.

Everybody likes me.

You must always drink me before you eat me.

What am I?"

Answer - I am a coconut.

Ask the pupils to make up a riddle. When they have written it out ask them to try it out with a partner. Ask the pupils to edit each other's riddles.

When they have written out a good copy you could put all the riddles together to make a riddle book.

Remember to write the author of each riddle on the page. Remember to put the answers to the riddles on another page.

Teacher Led Activities

Making books for the classroom is a very good way to encourage pupils to read. They will take pride in having their work around for everyone to see.

Pupils will take more care to present their work well. They will take time to decorate their pieces of writing.

If possible put some cardboard or plastic on the covers of the books the children make so they last a long time.

Make sure you have a special place to store them in the classroom. If you care for the children's books they will learn how to care for their books too. They will see that you think their books are important.

The 'Ideas into Practice' book gives lots of ideas for book storage and display in your classroom.

Important Announcement

Ask the pupils to bring newspapers or magazines to school tomorrow. They will need these for the 'Oral and Writing' activity. They will need to look for food advertisements. Advertisements could be for hotels or restaurants, food and snack bars, food companies, butchers, supermarkets or stores. The pupils will also need scissors to share. Check that you have enough scissors in your classroom.

Syllabus Link
A3, S22, S27



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

◆ Reading and Discussion - Food Advertisements

Background Information

This is an 'exposition' text. An exposition text usually persuades people.

An advertisement can try and persuade people to come to a particular restaurant or to use a particular supermarket.

Advertisements persuade people to use a particular butcher or to use a particular shop.

Advertisements are found in newspapers and magazines. They are also seen on television or on a video. They might also be made into a big poster and put up in public places where lots of people will see them.

Method

Read through the Boronia Meat Shop Advertisement on page 88 of the Pupil's Book.

The pupils will need a lot of help to understand the words and phrases. Help them to say the words.

You will see if they understand the advertisement by asking them questions orally.

Teacher Led Activities

Go through some of the words often used in food advertisements.

These might include:

Frozen - kept by being stored at a temperature below freezing point.

Supermarket - a large shop selling food and household goods. In a supermarket the customer collects the items from the shelves and then pays on the way out.

Butcher - a person who sells meat. Some butchers may kill their own animals and then cut up the meat for sale.

Restaurant - a place where meals can be bought and eaten.

Syllabus Link
A2, K1, S17



Can all the pupils develop a wider range of skills to identify, understand and pronounce new words? (S10)

◆ Comprehension

Method

Study the advertisement in the Pupil's Book.

Look at other advertisements that the pupils find in the newspapers and magazines they have brought.

Ask the pupils to discuss each advertisement.

This would be a good small group activity. Pupils should look for common features in the advertisements that they are discussing.

Explain some of the unfamiliar food names and terms used to refer to food.

Teacher Led Activities

Ask the pupils to study the advertisement for Boronia Meat Shop again. This advertisement came from the Solomon Star newspaper. Go through the vocabulary. Ask the pupils to tell you all the information this advertisement gives.

Ask them if it is a good advertisement.

Is it clear?
Will people understand the words used?
Who is the advertisement for?

There are some questions about this advertisement in the Pupil's Book.

Ask the pupils to look through the newspapers and magazines they have brought. Tell them to look for advertisements that deal with food in any way. They could be advertisements for hotel restaurants, supermarkets, wholesalers, etc.

Syllabus Link
A3, K1, S9



Can all the pupils seek out opportunities to read alone by selecting materials of interest? (S20)

◆ Language Study

Background Information

Speech Marks

Quotation marks or speech marks (" ") are used to show words that are actually spoken.

Method

Look at the exercise in the Pupil's Book.

Introduce them to the activity, telling them that they are required to put in speech marks in the right places.

Tell the pupils that speech marks are used to put around words that are actually spoken.

Go through some examples on the blackboard.
Write a sentence on the blackboard.

Here are some examples.

- Why did you do that? asked May.
- I will go, said Solo.
- Help! shouted the little boy.

Teacher Led Activities

Ask one pupil to come out and put in the speech marks.

Ask the rest of the class to decide if the speech marks have been put in the right place.

Repeat this activity until you are sure that the pupils understand where to put the speech marks.

Ask the pupils to complete the exercise into their exercise books.

Syllabus Link
A1, S23



Do all the pupils understand where to put quotation marks in sentences and questions? (S22)

◆ Spelling

Remind the pupils that in their spelling activity, they had to put words in alphabetical order.

They looked at the first letter in each word.

Then they looked at the alphabet. They could then put the words in alphabetical order.

Now they are going to look at what to do if words begin with the same letter.

They will learn how to look at the second letter in the word.

They will use the second letter in the word to put the word in the right alphabetical order.

Teacher Led Activities

Put up 4 words at a time on the blackboard.

Ask the pupils to arrange them in alphabetical order.

Here are some examples you could use:

1. sugar rice bread salt
2. fish crab flour orange
3. tomato coconut milk mango
4. guava eggplant bean butter

Remind the pupils that if they are going to use a dictionary well they must understand about alphabetical order.

They must know the alphabetical order of letters.

Check that all the students can spell this week's spelling words correctly.

◆ Assessment Activity - Writing Samples

Check that you have completed your writing assessment for this unit:

- Have you collected a writing sample for every pupil in the class?
- Have you analysed the writing samples to identify strengths and areas of difficulty and made a record of your analysis in your assessment file?
- Have you had time to meet with each pupil to discuss his or her writing sample? Is each pupil clear about what they need to work on to improve their writing?

◆ Oral ◆ Writing

Method

Put the pupils into groups of 3. Ask them to look at the 2 advertisements in the Pupil's Book page 88 and talk in their group about the information in each advertisement, and to look for things that are similar in both.

Give the groups about 5 minutes to do this. Then question the class as a whole about what they have discussed. You will then help the pupils to make an advertisement of their own. They will also look at other advertisements if you are able to collect enough newspapers and magazines.

Teacher Led Activities

Lead the pupils into looking at the layout of advertisements.

Here are some points you could talk about.

- They must be eye catching.
- Colour makes an advertisement more eye catching.
- The words must be clear and in large print.
- The information must be short.
- The information must be easy to understand.

On the blackboard write up a list of things that each group will need to do. Your list could look like this:

Choose a name for your shop or restaurant;
Is there something special about it?
What do you want people to know about it?
Decide on the words you will use;
Check the spelling of the words;
Think of how your poster will look;
Design your poster on a small piece of paper;
Think about the layout;

When you are sure your draft is ready, write it out on a large piece of paper. Give the pupils enough time to complete their work. They should complete all the planning in the lesson.

Some groups may think of clever ways to create their poster. For example, they may use things cut from magazines and newspapers as pictures or even text.



Tell the groups to choose whether they want to own a shop or a restaurant.

They will continue to work as a group.

Each group will make an advertisement for their shop or restaurant.

Make a Picto-Chart

The pupils will need scissors, newspapers and magazines ready for this activity.

Look in the Pupil's Book and go through the instructions on page 90.

When you are sure the pupil's know what to do let them carry out the activity.

When the charts are completed ask each group to talk through their chart.

Let them tell the class what advertisements they have found.

Let them tell the class which advertisements they think are good ones.

Let them tell the class what makes an advertisement a good one.

It is good to ask the pupils to express an opinion. They are not only practising speaking in front of the class but they are putting their ideas into words.

This helps with the comprehension of what they have read. This will also help them when they are writing.

Syllabus link
S8, S26



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

◆ Reading and Discussion - Christmas in Solomon Islands

Background Information

By now your pupils should be better readers than they were at the beginning of the year. If you have been assessing your pupils' reading regularly you will know how well your pupils are reading now.

The readings in this unit are a report and a play.

Method

Introduce the pupils to the report in the Reader, Christmas in Solomon Islands, by talking to the pupils about what they usually do at Christmas.

Talk through the pronunciation and meanings of the new words.

Let the pupils read the report aloud. Talk about the report with the class.

Teacher Led Activities

You could use questions like the ones listed below to guide your discussion.

- Why do people celebrate Christmas Day?
- What do some villagers do at Christmas time?
- Where do some people who work in towns and provincial centres go at Christmas?
- What activities do people usually do at Christmas time?
- What is another name for a Christmas hymn?
- Have you attended a Christmas celebration in a village or in a town?
- Tell the class some interesting things you have enjoyed at Christmas time.

Can the pupils read the new words? Can they say them correctly? Do they know what the new words mean? They could use a dictionary to find the meaning of some of the new words. Ask the pupils to make up some sentences of their own using the new words. This could be done after the pupils have read through the report.

Put the pupils into small groups. Tell them to take turns to read the report aloud. Go around to the groups as they are reading. Listen to some of the pupils read. This information will help you to report on the pupils' progress. Bring the class together. Ask some questions about the report to check if the pupils have understood what they have read.

Syllabus Link
A3, K1, S1



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

◆ Comprehension

Method

Work through the questions in the Pupil's Book orally.

Tell the pupils to write the answers to the questions in their exercise books.

For question 6 the pupils will need to work in small groups.

Teacher Led Activities

Put the pupils into a small group. Let them talk about question 6 together. They are discussing how their church is decorated for Christmas. Each group could report back to the whole class. Build up a list on the blackboard as the groups tell you what they have remembered. You could ask the pupils to draw and label a picture of a decorated church. Your list will be a good word bank for them. Remember to adjust this question if you have pupils in your class who do not attend church.

Syllabus Link
A4, S9



Can all the pupils read and identify sufficient detail to answer the questions? (S15)

◆ Language Study

Teacher Led Activities

In the report today there are two words that start with **ch**, but they have a different sound. Ask the pupils to see if they can find the **ch** words in the text. Can they read them correctly? Write up the words on the blackboard. Ask the pupils to think of some other words which begin with **ch**. There are some **ch** words listed below.

Christmas, choir, Christian, christening, character, chorus

church, chin, chop, chimney, charge, cheap

Once you have a list of **ch** words, ask the pupils to group the words according to whether the sound the **ch** as in **Christmas**, or as in **church**.

Play the Game

Play the game **hangman** to help the pupils learn to spell some of the words you have been discussing. Ask the pupils to complete the exercise in the Pupil's Book.

Future Tense

Look at the exercise in the Pupil's Book on page 91. Explain to the pupils what they have to do. Remind them that the future tense tells them about what is going to happen. The sentences are written in the past. Go through the example with them. Tell them to write out the sentences in the future tense.

Syllabus Link
A3, S23



Do all the pupils understand past and future tenses and use them correctly in sentences? (K9)

◆ Spelling

Ask the pupils to copy the week's spelling words into their exercise books. Go around the class and check all the pupils' lists. Pupils often make copying mistakes.

jump	pushing
live	pulling
pull	playing
ran	drum
took	band

Go through the list with the class. Make sure they can read and say all the words correctly. Does everyone know what all the words mean?

Remind the pupils that you will be testing them on these words at the end of the week.

Tell them to work with a partner and to use **Look, Cover, Remember, Write** and **Check** to help them to learn the words. Tell them to find a few minutes every day to go over these words.

◆ Oral ◆ Writing

Teacher Led Activities**Christmas Game**

Put the pupils into pairs. Tell them they are going to play a game. Read through the instructions with them in the Pupil's Book. There is a good example to start them off. The aim of the game is to see which pair can add the most things to the list before forgetting an item or getting mixed up.

Last Christmas

Put the class into small groups. Tell them to talk about what they did last Christmas.

Read through the questions in the Pupil's Book with the class first. This will give the pupils some ideas of what to talk about. Here is an example of how they could start.

Last December I went to a Christmas service at Kala Bay. Lots of people from the nearby village also came. The choir sang carols. The church looked beautiful. After the service.....

Let each group report back to the whole class. Write up some of their ideas on the blackboard.

Ask the pupils to write a paragraph about what they did last Christmas. The words on the blackboard will help them. Tell them to draft their work first. When they have worked at improving it tell them to write out a final copy. They will be used to working with a partner to check and improve their drafts.

Tell the pupils that they will have some extra time to finish this work. They could draw a picture to go with their written recount.

Syllabus link

A3, S13



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

◆ Reading and Discussion - The First Christmas

Background Information

The structure of a play script is different from a narrative. It has the following important elements:

- a cast list of characters in the play;
- stage directions;
- the words that each character says;
- sometimes there is a narrator;
- setting or scene descriptions.

Method

Today the pupils will begin to read the play **The First Christmas**.

There are eight scenes in the play and one scene is read each day.

Explain to the class that this is the story of the first Christmas.

After going through the play you and your class could put on a performance.

You could act out the play to other classes or to the parents of your class.

There are activities for the next 9 days which will help the class prepare for the performance.

Teacher Led Activities

Introduce the **characters** in this play. Read through the **Cast List** with the pupils. Read through the notes at the side that explain who the characters are. Tell the pupils they are going to read a **play**. Explain that Scene 1 is **set** in Mary's house. Tell the pupils that when a play is written out it is called a **script**. This script has **stage directions** that tell all the characters what to do when they are acting out the scenes.

Choose pupils to play the parts of Mary, Joseph and the Angel Gabriel. Choose someone to read out the stage directions. Read through the scene. Change the pupils who are reading the parts and read through the scene again.

Look at the new words and phrases with the class. After reading the scene the pupils should know what they mean. Ask the pupils to tell you in their own words what happened in this scene.

Syllabus Link
A2, S18, S19



Can all the pupils use intonation, rhythm, stress and tone to convey meaning clearly to show when making a statement or asking a question? (S12)

◆ Comprehension

Teacher Led Activities

Ask the pupils to close their books.

See if they can remember the main events in the scene they have just read.

Write up the pupils' suggestions onto the blackboard as they tell you.

Choose different pupils to read through the scene to the class once more. If there are any bits of information missing from the list on the board, ask the pupils to add to the list as necessary.

There are some questions in the Pupil's Book. You could go through these orally with the pupils. Can they answer the questions in complete sentences?

Ask them what they think will happen in the next scene.

Syllabus Link
A1, S1



Can all the pupils read and identify sufficient details to answer the questions? (S15)

◆ Language Study

Background Information

Capital Letters and Full Stops

Full stops are put at the end of a sentence.

Capital letters are used for the first letter of the first word in a new sentence. Capital letters are also used at the beginning of a word that is the name of something. It could be the name of a person, a country, a river, a book or a school.

The word **I** is always written as a capital letter.

Teacher Led Activities

Ask the pupils to tell you when capital letters are used. Write up some examples on the blackboard. Ask the pupils to tell you when a full stop is used. Tell the pupils that they are going to read some sentences where all the capital letters and full stops are missing. Tell them they will have to write the sentences out correctly. Show them an example on the blackboard.

it will soon be christmas i will go and stay with my grandparents they live in gizo

It will soon be Christmas. I will go and stay with my grandparents. They live in Gizo

Let the pupils read through the sentences in the Pupil's Book. Tell them to write out the sentences correctly into their exercise books.

Syllabus Link
S23, S22



Can all the pupils use upper and lower case letters appropriately in their sentences? (S21)

◆ Handwriting

Read through the poem **Long, Long Ago** with the pupils. Ask them what **Anon** means at the end of a poem. **Anon** stands for **Anonymous**. This means that no one knows who wrote this poem. No one knows who the poet was.

The poem is written out in cursive style handwriting. Remind the pupils that all the lines in the poem start with a capital letter. Capital letters never join onto the next letter. Ask the pupils to choose the verse they like the most. Tell them to copy the verse carefully into their exercise books. As the pupils are doing this activity go around the class and check that the pupils are sitting correctly. Check that they holding their pencils correctly.

◆ Oral ◆ Writing

Teacher Led Activities

Acting the Scene

Put the pupils into groups of four. Tell them to take turns to read out the different parts. There are three characters in this scene. One pupil should read the stage directions each time too. This person is the director. Tell them to act out the scene. They must follow the stage directions. Tell them to try to put expression into their voices when they speak. Tell them that Mary would look surprised or a little frightened when the Angel Gabriel appeared. Tell the pupils to show this on their faces.

Choose some groups to act out their scene to the whole class.

Last Christmas

Give the pupils some time to finish the writing activity they started in the last lesson.

Remind them to work at improving their draft. Tell them to write out a good copy and to draw a picture by the end of the lesson.

Syllabus link
K4, S13, S27



Can all the pupils use expression to convey meaning when reading aloud? (S12)

◆ Reading and Discussion - Scene 2

Background Information

The reading today is Scene 2 of the play. It is set in Elizabeth's house. Elizabeth is Mary's cousin. The pupils should remember this or you could ask them to look back to the Cast List.

Teacher Led Activities

Before you read today's scene go over what happened in Scene 1. The pupils should be able to tell you what has happened so far in the story. You could ask them why they think Mary has come to visit Elizabeth.

Choose pupils to read the parts of Mary and Elizabeth. Tell the pupils to notice that Zacchariah is in the scene too but that he does not have any words to say. Ask the pupils to tell you why that is. Choose a pupil to be Zacchariah. He has to act his part. Choose a pupil to read the stage directions.

Change the cast and read through the scene again. Ask the pupils to tell you in their own words what the scene is about.

Look at the new words and phrases. You could ask the pupils to act out all of these words as you call them out. These are good words to play a game of **Simon Says**.

Simon Says

You call out,

"Simon says nod your head." All the pupils must do this.

"Sit down." All the pupils who sit down are out of the game. This is because Simon did not tell them to do it.

You carry on calling out instructions until there is a winner. Change the actions each time.

Syllabus link
S1, S2



Can all the pupils read from a variety of texts with confidence and expression? (S19)

◆ Comprehension

Teacher Led Activities

Naming the Baby

The scene today is about naming the new baby. How many names do your pupils know?

Write four letters on the blackboard. Let the pupils tell you as many names for boys as they can, beginning with the letters. Write up the names. An example is given on the right.

Give the pupils four different letters from the alphabet. Let the pupils work in pairs. Have a competition. Who can write down the most names in a set time? Check through the pupils' lists.

Questions

There are some questions about Scene 2 in the Pupil's Book. You could go through these orally with the class. Help the pupils answer each of the questions.

You could ask the pupils to write the answers to some of the questions in their exercise books, if you think it necessary.

Your list could look like the one below.

A	J	M	S
Adam	John	Mark	Steven
Aaron	James	Matthew	Samuel
Able	Joshua	Michael	Samson
Andrew	Josiah	Moses	Solomon
Anthony	Joash	Moli	Simon

You could do the same for names for girls.

A	J	M	S
Ann	Jane	Martha	Sarah
Anna	Josephine	Miriam	Susan
Annette	Jemma	Mary	Sophia
Amy	Julia	Moiria	Sally

Syllabus link
A4, S14



Can all the pupils read and identify sufficient details to answer the questions? (S15)

◆ Language Study

Method

Revise the use of prepositions in writing and speaking with the pupils.

Begin with some oral examples using prepositions.

Read through the activity in the Pupil's Book.

Let the pupils complete the activity in their exercise books.

Teacher Led Activities

Write some examples of prepositions in sentences on the blackboard.

Here are some you could use.

- The book is on the table.
- We travelled to Gizo last week.
- I lived in Honiara for three years.
- I went to sleep by the fire.
- School started at eight o'clock.

Tell the pupils to copy out the sentences from the Pupil's Book and put in the right word from the box. Remember to check the pupils' work.

Syllabus Link
A6, S23



Can all the pupils use prepositions for place and time correctly in speaking and writing? (K4)

◆ Spelling

Tell the class to look at the activity in the Pupil's Book. Five words are taken from this week's spelling list. There are some clues to help them work out what the words are. There are also some letters already written in each word as another clue.

When they have done this they must use each word in a sentence. Tell them to write their sentences in their exercise books.

Encourage the pupils to work with a partner each day to learn their words. Remind them that you will be checking how many words they can spell at the end of the week.

◆ Oral ◆ Writing

Teacher Led Activities

Act the Scene

Put the pupils into groups of four. Let the pupils take turns to act out the scene taking on the roles of different characters. Let them act out Zachariah's part too. The pupils could act yesterday's scene again too. If you are going to perform this play the more rehearsals the pupils have the better they will be. They will be used to acting and will be familiar with the script which will make it easier to learn the words. As you go around to the groups you will be able to start thinking about which pupils you might choose to play the different parts.

Props List

This is an ongoing activity which the pupils can start today. Make sure they leave enough room in their exercise books to add to this list over the next few days. This props list is important if you are going to perform the play. It will have all the things you need to prepare. Making a list is a good way for the pupils to revisit the script they have read each day.

Explain to the pupils what props are. Use the example of the props listed for Scene 1 in the Pupil's Book and show the pupils where that information came from. You will need to look back at the script that was read on Day 2. Tell them to copy the table in the Pupil's Book and to fill in the props for Scene 2.

Syllabus Link
S10, S26



Can all the pupils use intonation and expression as they act out the play? (S12)

◆ Reading and Discussion - Scene 3

Background Information

This scene is set a few months later. It is set in Mary and Joseph's house in Nazareth. The Romans were ruling over the country at the time. The Roman Emperor was the leader of the Romans. A census is a count of all the people that live in a particular place. Solomon Islands had a census in 1999. Usually countries have a census every 5 or 10 years. You could find out when the next census will be in Solomon Islands to tell your class.

Teacher Led Activities

Before reading the script today talk with the class about what a census is. Tell them too about the Romans being in charge. Then choose pupils to read out the parts of Mary, Joseph and the Roman soldier. Ask some one to read the stage directions too. Read through the scene more than once with a different cast. Ask the pupils to tell you in their own words what the scene is about.

Talk with the pupils about how Mary and Joseph must have felt after the Roman soldier left. Use some questions like the ones listed below to encourage discussion.

- How long would it take for Mary and Joseph to get to Bethlehem?
- Do you think they wanted to go?
- Why was it not a good time for them to go on a journey?
- Why did they decide they would go?
- How were they going to get there?
- What do you think they would have to take with them on their journey?

Syllabus Link
A4, S5



Can all the pupils read the text aloud with understanding, confidence and expression? (S19)

◆ Comprehension

Background Information

Pupils will be able to understand more about the story by asking and answering questions about the script. This will help them to think about information in the scene.

Method

Let the pupils work in pairs.

The activity in the Pupil's Book asks the pupils to make up their own questions about today's scene.

They will then ask each other to answer their questions.

Teacher Led Activities

Ask the pupils to read the scene again to themselves.

Tell them to write five questions.

They could write questions beginning with **where**, **when**, **why**, **what**, or **who**.

Write some examples on the blackboard. There are some examples that you could use listed below.

- Why was Joseph making a cot?
- What was Mary doing?
- Who knocked on the door?

There are some more examples in the Pupil's Book on page 100. When they have written out their questions let them work with their partner to see if their partner can answer them. Let them take turns to ask and answer questions.

You could ask some pupils to read out a question to the whole class. You could build up a list of questions together on the blackboard.

Syllabus Link
A3, K7, S22



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

◆ Language Study

Background Information

An adverb is a word used to describe an action.

Many adverbs are formed by adding **ly** to the end of some adjectives.

slow + ly	becomes	slowly
loud + ly	becomes	loudly

Teacher Led Activities

Look at the activity in the Pupil's Book with the class. Write up some examples of using adverbs on the blackboard. There are some examples that you could use listed below.

He walked to school. How did he walk to school?

He walked to school quickly.

He walked to school slowly.

He walked to school happily.

Ask the pupils to copy out the sentences in the Pupil's Book. Tell them to choose the right word from the box and to add **ly**. Remember to check their work. Can everyone read all of the sentences? Some pupils may need extra help.

Syllabus Link

A2, S23, S25



Can all the pupils use suffixes correctly in sentences? (K 10)

◆ Handwriting

The pupils should be encouraged to use joined writing in all of their writing. Choose a join that is still causing problems for some pupils and demonstrate it on the blackboard. The pupils should copy the letters into their exercise books. You will need to model how to write, and check the pupils' writing as you move around the class.

In the Pupil's Book there is a poem written out in cursive style handwriting. It links with the scene which you read today. Some stories about Mary and Joseph going to Bethlehem say that they had a donkey to help them carry their belongings, and for Mary to ride as she became tired. Read the poem with the pupils. You may have to help them with any words they do not understand. Ask them to copy out one verse.

Tell them to appraise each other's work. They should be able to tell you what they need to improve. Talk to them about their writing. Go around the class as they are writing.

◆ Oral ◆ Writing

Teacher Led Activities

Packing for the Journey

Put the pupils into small groups. Tell them to talk about Mary and Joseph's journey to Bethlehem. They are to make a list of what they would take with them. Remind the pupils that they would be walking. They would have to carry all that they took, so they would only take essentials. Tell them to imagine they were going to walk for a week - what would they need to take? Mary was soon to have a baby, and the pupils will need to think if there would have been anything that they would have to take to be prepared for that event.

Remind the pupils that the weather may have been quite different in Bethlehem than in Solomon Islands at Christmas time.

Start to write up some of their ideas on the blackboard. Build up a word bank.

Tell each group to write a list. Tell them that each group will report back to the whole class.

Write Your List

After you have talked about the groups' lists, tell the pupils to write out a list of their own. They can put things on the list that their group talked about. They can add things to their list which they heard about from another group. They might be able to have some other ideas of their own. Tell them to write a note by each item saying why they would pack it.

You could start their list with them on the blackboard.

What To Take	Why?
bottle or container	to carry drinking water
blanket	to keep warm

Tell the pupils to draft their list first. They should work at improving it. They could work with a partner. Encourage the pupils to use joined handwriting when they write their list.

Syllabus link
S21



Can all the pupils write concise lists? (S26)

◆ Reading and Discussion - Scene 4

Background Information

Pupils should be given time to talk about the structure and other important elements of the play script. For example; the cast list (characters), stage directions, the words said, as well as any narration. Emphasise this structure during your discussion and reading.

Method

Introduce the pupils to Scene 4 which is set in the palace where the Three Wise Men live.

Choose pupils to read through the scene.

Talk about what happens in the scene.

Teacher Led Activities

Before you begin reading today's scene, ask the pupils to retell what has happened in the play so far. Can the pupils remember where each scene was set? You could ask them some questions to help them recall the story.

- Where did Mary and Joseph live?
- Why were Mary and Joseph getting ready to go to Bethlehem?
- Who was John?
- What had the Angel Gabriel told Mary?

Choose pupils to read the parts of the Three Wise Men. Choose someone to read the stage directions too. Tell the pupils how to say the names of the Three Wise Men correctly. These are difficult names. Change the pupils who are reading and read through the scene again.

Talk about the new words and phrases. Do all the pupils understand them? Are there any other words in the script they find difficult? Tell the pupils to tell you in their own words what has happened in this scene.

Syllabus Link
A4, S2



Can all the pupils read the text aloud with understanding, confidence and expression? (S19)

◆ Comprehension

Teacher Led Activities

Talk about the words true and false. Write some sentences on the blackboard. Tell the pupils to tell you if they are true or false. There are some examples that you could use listed below.

- Christmas is in November every year.
- Elizabeth's husband was called Zacchariah.
- Joseph was a carpenter.
- John was Mary's son.
- Mary and Joseph lived in Bethlehem.
- Mary and Joseph had to walk for a week to get to Bethlehem.

Ask the pupils to do the exercise in the Pupil's Book on page 103. They should look back to the scene they have read today to check that their answers are correct. You could check through the answers with the whole class when they have finished.

Syllabus Link
S19



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

◆ Language Study

Background Information

In the scene today the Three Wise Men follow the brightest star in the sky. The word brightest is made from the base word **bright** and the suffix **est**.

Teacher Led Activities

Talk about other words where **est** can be added. Write them up on the blackboard.

You and the pupils will be able to think of many more, but some examples are listed in the table below.

tall	tallest	strong	strongest	quick	quickest
short	shortest	weak	weakest	slow	slowest
wide	widest	thin	thinnest	fat	fattest

Ask the pupils to use some of the words in a sentence to help the pupils understand what they mean.

- Ken is the strongest boy in the class.
- Anna is the tallest in her family.
- James is the quickest runner in our school.

Tell the pupils to complete the sentences in the Pupil's Book. They may need to go back to the Cast List on Day 2 to find the correct answers.

Syllabus Link
S25, S17



Can all the pupils use words with the suffix 'est' correctly in sentences? (K10)

◆ Spelling

Ask the pupils to look at the words in today's spelling exercise. The letters have been mixed up. Can the pupils work out what the words are?

Let the pupils complete this exercise before you test how many of the words they can spell correctly this week. This will allow the pupils to revise the words before their test.

Make sure you record the pupils' scores. You should have a record of their scores for the whole year. This will be a good record to pass on to their Standard 5 teacher.

◆ Oral ◆ Writing

Teacher Led Activities

Act Out the Scene

Put the class into groups of four. Allow them to have time to act scene 4. Make sure they take turns to read the different parts. Are all the groups trying to act too? Choose some of the groups to show their scene to the rest of the class.

Christmas Word Search

Tell the pupils to look at the word search in the Pupil's Book. They should find as many Christmas words in the grid as they can. Each pupil should write down all the words that they are able to find.

Squared paper will help the pupils to do the second part of this activity. It is possible to do this on plain or lined paper by drawing out the squares using a ruler. Tell the pupils to choose some different words and to make a word search of their own. When they have finished their word search, they should swap it with a partner. They should try to find all the words in each other's word search.

Syllabus link
A2, S27



Can all the pupils use intonation and expression in their drama? (S12)

◆ Reading and Discussion - Scene 5

Teacher Led Activities

This scene is set on the road to Bethlehem. In this scene Mary and Joseph are hurrying to get to Bethlehem because there are many people heading the same way. They are worried they won't have anywhere to stay. The Three Wise Men are on a journey too. They are following the star.

You will need to choose six pupils to read the different parts. Then choose one pupil to read the stage directions.

Because you are reading a scene a day all the pupils in your class will have the opportunity to gain confidence in reading aloud in front of the class.

Read the scene through twice with different pupils playing the parts.

After you have read through Scene 5, ask the pupils some questions to see if they understand what has happened so far in the story.

You can ask some questions about all the scenes.

- Why does Mary want to stop?
- Where are Mary and Joseph hoping to stay in Bethlehem?
- What do you think the Three Wise Men were carrying?
- Why do you think the star is leading the Three Wise Men to Bethlehem?
- How many actors are in this scene?

Syllabus Link
A3, S12



Can all the pupils listen and differentiate between narrative stories and drama? (S2)

◆ Comprehension

Teacher Led Activities

Talk about where the pupils' parents come from.

Were they all born in the place where they are living now? If you have a map of Solomon Islands you could find where they come from on the map.

Talk with the pupils about how they would go back home if they had to.

Would they be able to walk?

How long would it take?

Questions

Ask the pupils to complete the comprehension activity in the Pupil's Book.

You could go through the questions orally with the class. You could ask them to write some of the answers in their exercise books.

Syllabus Link
S6, S13



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

◆ Spelling

push	sleeping
put	looking
laugh	walking
saw	hurrying
seen	seeing

Read through the words with the pupils. Can they say them all correctly? Tell them to work with a partner and use **Look**, **Cover**, **Remember**, **Write** and **Check** to help them to learn the words. Remind the pupils that at the end of the week you will check how many of the words they can spell. Tell them they should find some time every day to work at learning their words.

◆ Oral ◆ Writing

Teacher Led Activity

Act the Scene

Acting in a play gets the pupils to use their imaginations.

Put the class into groups of about 10. There needs to be a crowd of people in the scene too. The road to Bethlehem is busy. Tell the pupils that all the parts are important. If they are playing a part in a crowd scene and they are on stage they must act all the time. Tell them to take turns acting out all the different parts in Scene 5.

Props List

Ask the pupils to look back in their exercise books at the props list they started on Day 3. You could work with the class as a whole and look back at Scenes 3, 4 and 5 and fill in the props needed for these scenes. You could build up the list together on the blackboard.

Word Puzzle

In the Pupil's Book there is a word puzzle which the pupils can do in pairs. How many words can they make from the word Christmas? Some of the words are listed below.

is	his	at	hat	it
sit	rat	rats	tar	trash
maths	stairs	stair	chat	chats
mat	mats	hats	rim	dim
stir	stirs	mash	mast	masts
star	stars	this	trim	trims
shirt	shirts	smart	tram	hiss

When the pupils have finished and you have checked through the words tell them to count up how many words they found. There is a table on page 107 of the Pupil's Book that tells them how well they have done.

Syllabus Link
A3, A6, S10



Can all the pupils listen and take turns to deliver information in their play? (S4)

◆ Reading and Discussion - Scene 6

Method

Talk about the characters who have appeared in the play.

Ask pupils in the class to retell the story so far in their own words.

Read Scene 6 with the class.

Talk about the scene and what they think will happen next.

Teacher Led Activities

Before you read Scene 6 ask the pupils who the characters in the play have been so far.

Can they remember all the characters' names?

Discuss the other scenes and where they were set.

Choose pupils to read this scene aloud. You will need to choose three actors and someone to read the stage directions. Read through the scene a few times with a different cast each time.

Ask the pupils to put some expression into their voices as they get used to reading the words.

Ask the pupils to tell you in their own words what has happened in this scene. Ask them to discuss what will happen next.

Syllabus Link

A4, A1, S1



Can all the pupils read the drama text with understanding, confidence and expression? (S19)

◆ Comprehension

Teacher Led Activities

Go through the questions in the Pupil's Book with the class orally. Talk about drawing the picture of the stable. Ask the pupils to think about what they think the stable would look like.

- What could the stable be made of? Remember the Innkeeper said that it was dry.
- What animals do you think could be inside? Look back in the script.
- What could there be on the floor? Remember the Innkeeper said that it was warm.
- Would there be doors or windows?
- Would there be a light?

Tell the pupils to draw a picture of the stable and to label it. They could write the answers to some of the other questions too.

Syllabus Link

S6, S14



Can all the pupils read and identify sufficient details to answer the questions? (S15)

◆ Handwriting

There is a poem about a candle in the Pupil's Book. Read it with the class. Ask some of the pupils to read a verse each aloud. Talk about the poem. Point out that the poem is written in joined handwriting.

Ask the pupils to practise their handwriting by copying out one of the verses. Remind them about trying to sit as they have been shown. They should hold their pencil correctly. Their pencils should be sharp. Their exercise book pages should be at a slight angle. Note whether the pupils' handwriting has improved.

The pupils should now be using cursive writing in all of their writing.

◆ Language Study

Background Information

Describing Words

An adjective is a describing word. It tells you more about a noun or a pronoun.

Encouraging the pupils to use describing words is a good way of making their writing more interesting.

Describing words can often be added to drafts when the pupils are improving their work.

Teacher Led Activities

Write some simple sentences on the blackboard.

Show the pupils how to add describing words to make the sentence more interesting.

The girl caught a fish.

The young girl caught a fish.

The young girl caught a big fish.

The young girl caught a big, yellow fish.

The young girl caught a big, yellow and green fish.

The young girl caught a big, yellow and green stripy fish.

Read through the example in the Pupil's Book.

Ask the pupils to complete the exercise.

Syllabus link
A2, S17, S24



Can all the pupils use a wide range of adjectives in their sentences? (K1)

◆ Oral ◆ Writing

Background Information

Christmas Cards

If you have some Christmas cards bring them to this lesson. There is some information about Christmas cards in the Pupil's Book on page 109 -110.

Teacher Led Activities

Read through the information about Christmas cards in the Pupil's Book.

Talk about the text with the class. Talk about different types of cards that pupils may have seen. If you have any greeting cards then show them to the pupils. If you have a Christmas card, show it to the class.

Design a Card

Put the pupils into pairs. Tell them to design a Christmas card. Read through the questions in the Pupil's Book with the class. Talk about each of the questions.

- How will you fold your paper?
- What will be on the front of the card?
- If you have any colours you could think about colouring your card.
- Who is the card for?
- What words will be inside?

The pupils could write a poem or a message of their own to put inside the card. They could use one of the verses from the handwriting exercises.

Syllabus link
A2, S17, S23



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

◆ Reading and Discussion - Scene 7

Background Information

Scene 7 is set on the hillside outside Bethlehem. It is where the angels appear and tell the shepherds that the new baby Jesus has been born.

Method

Build on the pupil's own experiences by talking about how animals are looked after in the local area.

Read the scene aloud, with the pupils reading the parts.

Talk about what happens with the class.

Teacher Led Activities

Talk to the class about looking after animals.

How are animals kept in Solomon Islands?

Are they tied up?

Are they kept in a field with a fence?

Are they kept in a cage?

Are they free to walk about wherever they want?

Do people look after them?

Tell them they are going to read about some shepherds just outside Bethlehem. Ask the pupils if they can guess what the shepherds are doing.

Choose pupils to read the parts in the scene. Go through it a few times. Ask the pupils to tell you in their own words what the scene is about.

Syllabus Link

A3, S17



Can all the pupils use intonation and expression to convey meaning clearly? (S12)

◆ Comprehension

Teacher Led Activities

Tell the pupils to look through the text and find these words.

shepherds angels lambs

Help the pupils to find these words in the dictionary. Discuss the pupils' understanding of these words. Ask the pupils to put each word in a sentence of their own. Write up some of their sentences on the blackboard.

There are some questions in the Pupil's Book. Go through these orally with the class. Talk about question 5 together. Talk about feelings. Discuss experiences that might have happened to the pupils which made them feel:

- surprised;
- frightened;
- happy;
- sad;
- angry.

Let them tell the class what happened. Share some of your own experiences with the class.

Syllabus Link

A3, S2, S14



Can all the pupils learn new vocabulary using a wider range of skills? (S10)

◆ Language Study

Teacher Led Activities

Talk about young animals that pupils know well in their local community. Write some of these on the blackboard.

- A young dog is called a puppy.
- A young chicken is called a chick.

sheep	lamb	goat	kid
dog	puppy	goose	gosling
cat	kitten	duck	duckling
cow	calf	hen	chick
horse	foal	whale	calf
pig	piglet	frog	tadpole

Look at the exercise in the Pupil's Book. The table shows some animals and the words used for their young.

Syllabus Link
K1, S25



Can all the pupils use a range of English words useful in their local community and nationally? (A3)

◆ Spelling

Ask the pupils to complete the sentences in the Pupil's Book by using one of this week's spelling words. All the spelling words are given but only five are used in the exercise.

When you correct the pupils' work you will know if any pupils need extra help because they do not understand the meaning of the words. All the words used in the sentences are taken from the play script. The pupils should be able to read these on their own.

◆ Oral ◆ Writing

Teacher Led Activities

Tell the Story

Ask the pupils to imagine that they are one of the shepherds, the innkeeper or one of the Three Wise Men. Let them tell the class the story of what happened to them on the night when Jesus was born. In the Pupil's Book there are some suggestions of what they could talk about. There is also an example of how they could start if they chose to be a shepherd.

So the shepherd might say:

"My name is Joash. I am a shepherd. One night I was on the hillside looking after my sheep. Suddenly I heard a strange sound....."

Let the pupils take turns to tell the class their story. You could let one pupil start and then choose another to carry on. This is a good way to encourage all the class to listen carefully and take part in the activity.

Make Your Christmas Card

Let the pupils complete the Christmas card which they started yesterday. Before the pupils take these cards home, they would make a great Christmas display in the classroom.

Syllabus Link
S3, S8



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

◆ Reading and Discussion - Scene 8

Background Information

Today the pupils will read the last scene of the play. You will need to decide which carol to sing at the end of the scene when the angels appear. This is called the finale. All the class should take part in the finale. All the characters should be on stage when the finale is performed.

Teacher Led Activities

There are some difficult words in this short scene. You will have to help the pupils to read the words. They should not be expected to be able to spell them. Before reading the script, set the scene by asking the pupils some questions.

- What happened to Mary and Joseph when they reached Bethlehem?
- The Three Wise Men were on a journey. Where were they going?
- Why had the shepherds left the hillside?

Choose pupils to play the characters in Scene 8. Read through the scene a few times with a different cast. Help the pupils with the difficult words.

Introduce the carol which everyone will sing in the finale. You might write up the words to this carol on the blackboard. All the pupils will need to learn this.

Syllabus Link

A6, K1



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

◆ Comprehension

Teacher Led Activities**Do You Know?**

Some of the difficult words are in the Pupil's Book. Help the pupils to look up these words in a dictionary. Go through the dictionary definitions with them. Help the pupils to understand the words by putting them into sentences with the pupils. Write up some of their sentences on the blackboard.

Questions

There are some questions about today's scene in the Pupil's Book. You could go through these orally with the class.

Your Nativity Picture

Ask the pupils to draw a picture of the final scene. Tell them to read the scene through again carefully.

- Have they put all the characters in?
- Have they read through the stage directions too?
- Will they draw Mary sitting or standing?
- What will Joseph be doing?
- Where will they draw baby Jesus?

Syllabus Link

A6, K1, S19



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

◆ Language Study

Teacher Led Activities

Tell the pupils that some words can sound the same but be spelt differently and have different meanings. These words are known as homonyms. Write some examples on the blackboard.

I have two brothers.

Can I come too?

I am going to town.

I went out to sea in a boat.

I could see a bird in the tree.

He has a son called Samson.

The sun was behind a cloud.

Ask the pupils to complete the exercise in the Pupil's Book. Make sure you check their answers. They could use a dictionary to check the meaning of words they are unsure of.

Syllabus Link
S17



Can all the pupils use homonyms correctly? (K1)

◆ Handwriting

Tell the pupils to read the verse of the carol that is in the Pupil's Book on page 114.

The verse is written out in cursive style handwriting. Tell the pupils to copy it. They could copy it under the nativity picture which they have drawn today. This would make a good piece of work to display in the classroom.

◆ Oral ◆ Writing

Method

If you decide to work with your class to put on the play you must plan everything carefully. You will have to organise casting the play and working with the class to rehearse the scenes. You will need to organise making props and costumes. You must also plan where you will have the performance, when it will be and who will be invited to be the audience.

Making Props

Go through the scenes and complete the props list with the class. Put the pupils into small groups and give each group something to make. You will need to help the groups. You will need to find materials. Think about what is available. There are some ideas of things that need to be made in the Pupil's Book.

Casting the Play

Make sure everyone in the class has a part in the play. You should have a good idea of who would play the parts well, since you have watched and listened to the pupils reading the parts and acting out the scenes over the last eight days. In the Reader you will see the whole play is written out. You could read through this from beginning to end with the class when you have decided who will play each part. Remember the pupils who have the main parts will need to be able to learn and remember their lines.

Syllabus Link
A6, K1, S19



Can all the pupils participate in putting on the play with enjoyment and pleasure? (S16)

◆ Reading and Discussion - The First Christmas Card

Background Information

Posters and greetings cards such as Christmas greetings cards are useful materials to show pupils different ways that writing is used.

Method

Look at **The First Christmas** poster with the pupils.

Talk about the information on the poster.

Teacher Led Activities

Ask the pupils some questions to introduce the poster. You could ask questions like those listed below.

- What is a poster?
- Have you seen a poster before?
- What was the poster about?
- What is this poster about?
- Why do you think it has been produced?
- If you had to put a poster up where would you put it?
- Explain why you have chosen that place.

Look at the layout of the poster with the pupils. Discuss what makes the poster effective.

- Is the poster eye-catching?
- What makes it eye-catching?
- What information is on the poster?

Syllabus Link
A4, K1



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

◆ Comprehension

Teacher Led Activities

If you have any other posters bring them to this lesson. Put the pupils into groups and let them look at the posters and decide what the posters are advertising. Let them evaluate the posters.

- Are they well written?
- Do they attract attention?
- What information are they giving?

If you do not have any posters you could ask the groups to make a list of different reasons why posters might be made.

- A famous band is going to play in your village.
- A school open day is going to be held.
- A football competition is taking place.
- A doctor is coming to give a talk.

Ask each group to report back to the whole class. Build up a class list on the blackboard.

Questions

There are some questions in the Pupil's Book. Go through these orally with the pupils. The last question about a new building at the school would be a good one to discuss with your class.

Ask the pupils to find out when their school was built. They may have to ask their parents or other people in the community.

Syllabus Link
S1, S9, S11



Are all the pupils aware of how the style of the poster is determined by its purpose and intended audience? (A3)

◆ Language Study

Background Information

Who Does it Belong to?

Apostrophes can be used to show when something belongs to someone.

Teacher Led Activities

Write up some examples on the blackboard and explain to the pupils why an apostrophe is used. There are some examples in the Pupil's Book.

There are some other examples that you could use listed below.

- Simon's ball - The ball belongs to Simon.
- Grandma's glasses - The glasses belong to Grandma.
- Ruth's dinner - The dinner belongs to Ruth.

Look at the examples in the Pupil's Book with the class and tell the pupils to complete the activity in their exercise books.

Christmas Crossword

The pupils have filled in a crossword puzzle before. Remind them how to do it. Tell them to read the clues across and the clues down. All the answers are Christmas words. If you have squared paper it will make this activity easier for the pupils. The pupils will need a ruler to draw the grid if they are using plain or lined paper.

Check their puzzle when they have finished.

Syllabus Link
K1, S17, S18



Can all the pupils use apostrophes correctly in their written activities? (S22)

◆ Spelling

Alphabetical Order

This week's spelling words have been divided up into two lists. To put the first list into alphabetical order the pupils need to look at the first letter of each word. All the pupils should be able to do this.

The second list is more complicated because the pupils have to look at the second and then the third letter of some of the words before they can put them into the right order. Write some examples on the blackboard and go through these to remind the pupils how to do this before they do the exercise.

- | | | |
|----------|-------|-----------|
| • bird | bee | butterfly |
| • cow | cat | cockroach |
| • flower | fruit | fly |
| • bat | ball | boy |

Test the pupils on their spelling words. How many words can they spell correctly?
Remember to record their scores.

◆ Oral ◆ Writing

Method**Make a Poster**

Put the pupils into pairs. Tell them they are to design a poster to advertise your class Christmas play. Help the pupils with some ideas. The posters must include all the important details.

- The title of the play.
- Where the performance will take place.
- The date of the performance.
- The time of the performance.
- Cost of tickets.

There are some other things for the pupils to talk about in the Pupil's Book.

Ask the pupils to plan a first draft in their exercise books. Tell them to redraft their poster with their partner to improve it. Give the pupils a large piece of paper or card to make their poster when they are ready.

Display the posters outside the classroom for others to see.

Syllabus Link

A5, S25



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

