Bilum Books
SBC English
for Papua New Guinea

An ‘all-in-one’ English program to teach reading and writing

Elementary Prep

Elementary One

Elementary Two
Bilum Books SBC English has been developed to help teachers implement the new Standards Based English Syllabus for Elementary Schools. The content of Bilum Books SBC English at Elementary Prep, One and Two covers the content in the new Standards Based Syllabus, for example:

- Phonics – the sounds and letters set out in the new Syllabus for Prep, One and Two are all covered in SBC English Prep, One and Two.
- Common words – all 300 words listed in the Syllabus are covered in SBC English Prep, One and Two (100 per Grade level, as the Syllabus states).

In the Bilum Books SBC English Teacher Guides, the themes and language learning strands follow the same themes and language learning strands in the Department of Education’s English Teacher Guides for Elementary Prep, One and Two.

Bilum Books SBC English is a planned week-by-week course that covers the language learning strands ‘all-in-one’:

- Speaking and listening
- Reading and comprehension
- Phonics and spelling
- Common words
- Writing

### Overview of Bilum Books SBC English

<table>
<thead>
<tr>
<th>LANGUAGE LEARNING STRANDS &amp; WEEKLY PROGRAM: ELEMENTARY PREP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MONDAY</strong></td>
</tr>
<tr>
<td>Speaking and listening</td>
</tr>
<tr>
<td>10 min</td>
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<tr>
<td>Reading and comprehension</td>
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<tr>
<td>SB reading pages</td>
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<tr>
<td>30 min</td>
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<tr>
<td>Pre-reading</td>
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<tr>
<td>SB skills page</td>
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<tr>
<td>10 min</td>
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<tr>
<td>Writing</td>
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<tr>
<td>SB skills page</td>
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<tr>
<td>(Terms 1, 2, 3, 4)</td>
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<tr>
<td>10 min</td>
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<tr>
<td>Talking drills</td>
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<td>10 min</td>
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</table>

Note: time allocation is approximate. Use it as a guide assuming 60 minutes a day is spent teaching English. Thursday activities for Common words can be repeated as assessment activities on Friday. Also, there are occasional days without a specific Writing activity but writing should be practised on most days. Talking drills are intended to be short and sharp, and can be practised anytime during the day.
### Overview of Bilum Books SBC English (continued)

#### LANGUAGE LEARNING STRANDS & WEEKLY PROGRAM: ELEMENTARY ONE

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY–ASSESSMENT</th>
</tr>
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<tbody>
<tr>
<td>Speaking</td>
<td>Speaking and listening 10 min</td>
<td>Speaking and listening 10 min</td>
<td>Speaking and listening 10 min</td>
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<tr>
<td>Reading</td>
<td>Reading and comprehension SB reading pages 20 min</td>
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<tr>
<td>Phonics</td>
<td>SB skills page 10 min</td>
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<tr>
<td>Writing</td>
<td>SB skills page (Terms 1, 2, 3, 4) 10 min</td>
<td>SB skills page 10 min</td>
<td>Grammar SB skills page 15 min</td>
<td>SB skills page 10 min</td>
<td>SB skills page 10 min</td>
</tr>
<tr>
<td>Talking</td>
<td>Talking drills 10 min</td>
<td>Talking drills 10 min</td>
<td>Talking drills 10 min</td>
<td>Talking drills 10 min</td>
<td>Talking drills Optional</td>
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</tbody>
</table>

**Note:** time allocation is approximate. Use it as a guide assuming 60 minutes a day is spent teaching English. On Tuesday, Wednesday and Thursday, writing is incorporated in the other skills activities. Talking drills are intended to be short and sharp, and can be practised anytime during the day.

#### LANGUAGE LEARNING STRANDS and WEEKLY PROGRAM: ELEMENTARY TWO

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY–ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>Speaking and listening 10 min</td>
<td>Speaking and listening 10 min</td>
<td>Speaking and listening 10 min</td>
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<td>Reading</td>
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<td>Phonics</td>
<td>SB skills page 10 min</td>
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<td>Common words</td>
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<tr>
<td>Writing</td>
<td>10 min</td>
<td>10 min</td>
<td>Grammar SB skills page 15 min</td>
<td>Writing 10 min</td>
<td>Writing 10 min</td>
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<tr>
<td>Talking</td>
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<td>5 min</td>
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**Note:** time allocation is approximate. Use it as a guide assuming 60 minutes a day is spent teaching English. On Monday, Tuesday and Thursday, writing is incorporated in the other skills activities. Talking drills are intended to be short and sharp, and can be practised anytime during the day.
The weekly program: Elementary Prep, One and Two

*Bilum Books SBC English* is written for students whose first language is not English because most students in PNG are learning English as their second (or third) language. The principles of English as Second Language (ESL) learning underpin the structure and approach of SBC English.

In the Teacher Guides, lessons are organised into strands that fully align with the strands, content standards and performance standards in the Department of Education’s Standards Based ENGLISH Syllabus for Elementary Schools.

**Speaking and listening**

Speaking and listening lessons are in the Teacher Guides. They should be taught on every day of the school week. Speaking and listening is the foundation skill. Students must first be taught to understand spoken English and to speak correct English.

The Speaking and listening lessons in the Teacher Guides:
- teach students to use English correctly.
- provide daily practice using language in context.
- discuss familiar themes in poems, role play and songs.
- encourage student learning and enjoyment of English.

Learning English is a skill. It requires constant repeated practice. It is also important that students understand the language they are using and that they use it correctly. For these reasons Speaking and listening lessons are full of questions for the teacher to ask to stimulate discussion in a meaningful way. Students who become fluent speakers are more likely to become fluent readers.

<table>
<thead>
<tr>
<th>Examples:</th>
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</thead>
</table>
| *Elementary Prep*  
Teacher Guide p. 1  
Teacher Guide p. 161 |
| *Elementary One*  
Teacher Guide p. 7  
Teacher Guide p. 137 |
| *Elementary Two*  
Teacher Guide p. 13  
Teacher Guide p. 93 |

Note: **Talking Drills** are specific Speaking and listening activities with a more grammatical focus. For students to read and write correct English, they must first speak correct English (see p. 7).

**Reading and comprehension**

The purpose of early literacy education is fluent reading with comprehension. For students to become fluent readers, reading and comprehension lessons must be taught on every day of the school week.

At Elementary Prep level, reading and comprehension begins with picture stories. Talking about pictures in the context of a story consolidates speaking and listening skills, develops comprehension and prepares students for reading words in context.

Spend time looking at each picture. Ask questions that encourage students to look closely and become interested in the story. The *Teacher Guide* suggests ways of encouraging students to talk about what they can see, to think about what is happening, and to predict what might happen next.

Words on the page help students to ‘read’ words in a context that has meaning. Encourage students to point to a word, say it and repeat it, in preparation for independent reading. Some students will begin to see patterns. They will begin to connect sounds and letters, recognise words and sense meaning. Other students will take longer and that’s normal. From the beginning, pointing and tracking words from left to right helps prepare students for more formal language learning later in the year.

<table>
<thead>
<tr>
<th>Examples:</th>
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</thead>
</table>
| *Elementary Prep*  
Student Book A pp. 1–3  
Teacher Guide pp. 1–6 |
| *Elementary One*  
Student Book B pp. 89–91  
Teacher Guide pp. 187–192 |

Pre-reading skills are taught on Monday. The skills pages in the Student Book teach students to identify, sort and match different shapes and objects. They train the eye for reading. Identifying and matching letters is introduced in Term 3 and common words in Term 4.

<table>
<thead>
<tr>
<th>Examples:</th>
</tr>
</thead>
</table>
| *Elementary Prep*  
Student Book A p. 28  
Teacher Guide p. 20 |
| *Elementary One*  
Student Book B pp. 28, 116  
Teacher Guide pp. 138, 206 |
At Elementary One level, repeated reading of simple sentences builds fluency and confidence. It prepares students for independent reading. Students begin by reading topic words in simple sentences. This language learning is then repeated in the context of a story or information text. Comprehension questions in the Teacher Guide ensure that students understand both the words and meaning of all that they read.

Encourage students to point and say individual words and then sentences aloud. Some students will see patterns, connect sounds and letters, recognise words and read with meaning ahead of others. Other students will take longer and that's normal.

Examples:

**Elementary One**
- Student Book A pp. 9–12  Teacher Guide pp. 7–12
- Student Book B pp. 1–4  Teacher Guide pp. 119–124

At Elementary Two level, students read a range of text types: stories (personal recounts, legends…), poems, plays, information texts, step-by-step instructions, labelled diagrams and interviews. Comprehension questions in the Teacher Guide ensure that students understand both the words and meaning of all that they read.

Encourage students to read aloud, read in pairs and to read independently. Also encourage students to talk about their reading and to share things they enjoyed, questions and interests.

Examples:

**Elementary Two**
- Student Book A pp. 9–12  Teacher Guide pp. 7–12
- Student Book B pp. 49–52  Teacher Guide pp. 155–159

Lessons in all Teacher Guides and the reading pages in the two Student Books are carefully sequenced. Repetition of words and simple sentences is deliberate, to lay the foundation for correct usage and fluent reading of English.

Common words

At each year level SBC English teaches all of the 100 Common Words listed in the Department of Education’s Standards Based ENGLISH Syllabus for Elementary Schools.

Common words lessons introduce students to the words most often used in English. On the Student Book Common words page, each common word is taught using sentences and pictures. In this way, students begin to recognise each word and understand its use and meaning.

The Teacher Guide directs your teaching and use of the Student Book page. It also suggests word card activities and games to practise recognition of common words. These can also be used as assessment activities on Friday. Immediate sight recognition of common words is essential if students are to become fluent readers of English.

Examples:

**Elementary Prep**
- Student Book A p. 6  Teacher Guide pp. 4–5
- Student Book B p. 6  Teacher Guide pp. 122–123

**Elementary One**
- Student Book A p. 102  Teacher Guide pp. 77, 79
- Student Book B p. 30  Teacher Guide pp. 139, 141

**Elementary Two**
- Student Book A p. 5  Teacher Guide pp. 1, 5
- Student Book B p. 77  Teacher Guide pp. 176, 179
Phonics

The order of sounds in the Teacher Guides follows (week-by-week) the scripted lessons in the Department of Education’s Standards Based ENGLISH Teacher Guide for Elementary Prep, Elementary One and Elementary Two.

Phonics teaches the sounds that letters make. Students listen carefully to the sounds and learn to recognise the letters that make those sounds.

At Elementary Prep, the Teacher Guide sets out three phonics lessons for each week plus assessment on Friday. Tuesday’s lesson focuses on oral work. Students listen carefully to correctly identify and say the sounds at the beginning, middle and end of words. Wednesday’s lesson uses pictures in the Student Book to practise hearing and recognising sounds. ‘Tricky pictures’ on each page are a test to make sure that students can accurately hear differences and identify the sounds in words.

From Term 2, Thursday’s lesson links the sounds in words to letters. Activities are sequenced to check that students can identify sounds and recognise the letters that make those sounds. The pictures and words help students to see the connection between sounds, pictures, letters and words. The phonics lessons are a ‘bridge’ from speaking and listening activities to reading and writing.

Examples:

<table>
<thead>
<tr>
<th>Elementary Prep</th>
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</thead>
<tbody>
<tr>
<td>Student Book A p. 93</td>
</tr>
<tr>
<td>Student Book B p. 61</td>
</tr>
</tbody>
</table>

On Friday, phonics assessment activities allow teachers to measure student progress and identify sounds that require further teaching and revision.

At Elementary One, in Terms 1 and 2, students revise the sounds and letters taught in Elementary Prep. Student Book activities test that students can identify sounds and recognise the letters used to write each sound. The pictures and words help students to see the connection between sounds, letters and words.

Examples:

<table>
<thead>
<tr>
<th>Elementary One</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Book A p. 13</td>
</tr>
</tbody>
</table>

In Terms 3 and 4 students learn that sounds can be written in more than one way. The Teacher Guide explains how to teach these sounds and letter patterns, step-by-step, so that students understand, for example, that the sound /ee/ can be written: using the letter e as in me; or the letter y as in happy; or the letters ea as in leaf; or with ee as in meet.

Examples:

<table>
<thead>
<tr>
<th>Elementary One</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Book B pp. 29, 31</td>
</tr>
</tbody>
</table>

SBC English teaches one letter pattern at a time so that students clearly understand the connection between each sound and the letters used to write that sound. These phonics lessons lay the foundations for reading. They also help students to become good at spelling words and writing English.

In Elementary Two students focus on sounds that can be written in more than one way. The Teacher Guide explains how to teach these sounds and letter patterns, step-by-step, so that students understand, for example, that the sound /f/ can be written: using the letter f as in fish; or the letters ff as in off; or the letters ph as in photo; or with gh as in laugh.

Examples:

<table>
<thead>
<tr>
<th>Elementary Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Book A p. 118</td>
</tr>
<tr>
<td>Student Book B p. 110</td>
</tr>
</tbody>
</table>
Writing

Handwriting should be practised regularly. Pay attention to strokes and correct pencil grip, good writing posture, correct positioning of paper and stabilising the paper with the non-writing hand.

In Elementary Prep, the writing skills pages begin with patterns to prepare students for the formation of letters. From Term 2 students learn the correct formation of letters and then words so that, by the end of the year, students can correctly write a sentence.

Examples:

<table>
<thead>
<tr>
<th></th>
<th>Student Book A</th>
<th>Student Book B</th>
<th>Teacher Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Prep</td>
<td>p. 8</td>
<td>p. 104</td>
<td>p. 3</td>
</tr>
<tr>
<td></td>
<td>Teacher Guide p. 195</td>
<td></td>
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</tbody>
</table>

In Elementary One, Terms 1 and 2, students practise writing upper and lowercase letters. These letters match the phonic focus of the week. Topic words and common sentence structures are also taught so that students develop confidence in written expression. In Terms 3 and 4 students write sentences in order to match pictures or tell a story. They also write sentences that give factual information.

Examples:

<table>
<thead>
<tr>
<th></th>
<th>Student Book A</th>
<th>Student Book B</th>
<th>Teacher Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary One</td>
<td>p. 16</td>
<td>p. 24</td>
<td>p. 8, 12</td>
</tr>
<tr>
<td></td>
<td>Teacher Guide pp. 132, 136</td>
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</table>

In Elementary Two students write simple sentences on familiar topics. They write using different text types as modelled on the reading pages of the same week.

Examples:

<table>
<thead>
<tr>
<th></th>
<th>Student Book A</th>
<th>Student Book B</th>
<th>Teacher Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Two</td>
<td>p. 16</td>
<td>p. 8</td>
<td>p. 12</td>
</tr>
<tr>
<td></td>
<td>Teacher Guide p. 124</td>
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</tbody>
</table>

Grammar pages in the Student Book reinforce correct usage of English and introduce students to simple grammatical terms. Correct formation and punctuation of sentences is a repeated focus throughout the year.

Examples:

<table>
<thead>
<tr>
<th></th>
<th>Student Book A</th>
<th>Student Book B</th>
<th>Teacher Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Two</td>
<td>p. 47</td>
<td>p. 63</td>
<td>p. 34</td>
</tr>
<tr>
<td></td>
<td>Teacher Guide p. 164</td>
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</tbody>
</table>

Talking drills

Talking drills are ‘oral grammar’. They teach students the correct forms of English. Daily oral practice of the correct forms of English creates a solid foundation for learning to read and write English.

Talking drills may take only a few minutes but constant repeated practice helps students to speak English fluently and accurately. First, students listen to the teacher’s clear presentation of the talking drill. This is followed by individual practice in front of the class and then individual practice in small groups.

Set up groups at the beginning of each term. Make sure each group has some confident speakers. Select a leader for each group. Small group work develops confidence in speaking English. Individual practice makes sure that drills are clear and accurate.

Examples:

<table>
<thead>
<tr>
<th></th>
<th>Student Book A</th>
<th>Student Book B</th>
<th>Teacher Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Prep</td>
<td>Teacher Guide p. 2</td>
<td>Teacher Guide p. 162</td>
<td></td>
</tr>
<tr>
<td>Elementary One</td>
<td>Teacher Guide p. 8</td>
<td>Teacher Guide p. 150</td>
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<tr>
<td>Elementary Two</td>
<td>Teacher Guide p. 2</td>
<td>Teacher Guide p. 82</td>
<td></td>
</tr>
</tbody>
</table>

Conclusion

It is important to remember that although strands are presented separately they are all related. The strands should be woven together in your weekly program.

The Content Overview on pages vi–ix of the Teacher Guides shows how the strands are related to each other. Each strand connects and strengthens the other strands so that students become fluent and confident in English as speakers, readers and writers.
Reading and comprehension (examples from Elementary One)

**Student Book pages**

**Ourselves Reading and comprehension TERM 1 WEEK 3**

Focus: naming parts of the body

Students read simple sentences and learn the body topic words listed in the Elementary SBC English Syllabus.

1. Ask: What do you think this page is about? (parts of the body)
   
   *Who can you see on this page?*
   
   Point as you read the sentences: *This is Nina. This is Peter.*

2. Say: We met Nina and Peter and their family last week. This page uses labels to name parts of the body.
   
   *Point to the word hand. Ask: What do you think this says? (hand)*
   
   Repeat for the words finger and toe.

3. Point to the word head. Ask: What do you think this says? (head)
   
   *Note: If students say hair, that is a good guess because both words begin with the letter h. The picture of Peter has the label hair.*

4. Students identify the body parts labelled on the picture of Peter: hair, arm, knee, foot.
   
   *(Elementary One, Teacher Guide p. 7)*

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**Reading and comprehension TUESDAY**

Focus: things we can do with our bodies

1. Say: Look at this page. Who can you see? (Nina and Peter)
   
   Say: Nina and Peter are doing lots of different things with their bodies.

   
   *Point as you read the words together: Nina can walk.*

   
   *Point as you read the words together: Peter can run.*

4. Repeat for all the pictures and sentences.

5. Students tell you if they can do all of the things that Nina and Peter can do. Ask: What do you like to do best?

**Activity:** Students draw a picture of themselves doing one of these actions. Underneath they write: *I can ...*

*(Elementary One, Teacher Guide p. 9)*
Reading and comprehension (continued)

WEDNESDAY

Reading and comprehension

Student Book A, pages 11–12

1. Students look at the pictures on both pages. Say:
   - **Look at this story about Nina. What is she doing?**
     (playing with a ball, playing soccer)
   - **What can Nina do with the ball?** (hit it with her knee, kick it, run with it)
   - **What happens at the end of the story?** (Nina kicks a goal)
   - Do you think she is happy? (yes)
   - How do you know? (she’s having fun, she’s smiling)
   - Do you like to play soccer?
   - Do you play other ball games?

2. Say: Now let’s look at the sentences. The first sentence says Nina can play with the ball.
   Read each sentence as students point to the words.

3. Read each sentence again. Students read the words: play, run, jump, hit, kick.
   - Nina can (play) with the ball.
   - She can (run) with the ball.

4. Read the whole story as a class.
   **Activity:** Students draw a picture of themselves playing with a ball. Underneath they write: *I can ... with the ball.*
   (Elementary One, Teacher Guide p. 10)

THURSDAY

Reading and comprehension

Student Book A, pages 11–12

1. Students look at the story again. Ask:
   - Do you remember what the story is about? (Nina playing soccer, kicking a goal, playing with a ball)

2. Read the whole story together. Ask:
   - What parts of her body does Nina use when she plays soccer? (head, knee, foot)
   - What things can Nina do with the ball? (run with it, jump up to it, hit it, kick it)
   - What is the boy in the goal trying to do? (stop the ball)
   - Which body parts does he use to try to stop the ball? (arms, hands)
   - Does he stop the ball going into the goal? (no)
   - How do you know Nina feels happy about scoring the goal? (She is smiling.)
   - How would you feel if you scored a goal? (happy)

3. Read the whole story again together.
   **Activity:** Students draw a picture of themselves kicking a goal. Underneath they write: *I can kick a goal.*
   (Elementary One, Teacher Guide p. 11)
MONDAY

Phonics: sound /n/

Focus: identifying words that begin with the sound /n/

Sound sentence
Say: Nina nibbles nuts and noodles. Students repeat the sentence after you. Repeat the sentence in different ways—slow then fast, soft then loud.

Student Book A, page 13

Talk about the pictures. Name each one, emphasising the beginning sound. Explain any unfamiliar words. Ask:

Which words begin with the sound /n/? (net, neck, nine, nut, nose, nest)
Which words do not begin with the sound /n/? (sit, pig, turtle)
Which two words are parts of your body that start with the sound /n/? (nose, neck) (Students may also answer knee. That is correct because k is silent.)
Which word is a number that starts with the sound /n/? (nine)
Do you know any other numbers that start with the sound /n/? (nineteen, ninety)

Activity: Students draw a picture of something that begins with the sound /n/. If they can, students write the word.

(Wednesday, Teacher Guide pp. 7–8)

WEDNESDAY

Phonics: middle sound /i/

Focus: identifying words with the middle sound /i/

1 Tell students that you are going to say two words. Ask them to listen carefully and tell you the word that has the middle sound /i/. Say:

   tip, tap (tip)
   wash, wish (wish)
   bin, hat (bin)

2 Students say other words that have a middle sound /i/ (lip, fit, fish, hit, pick …).

Sound sentence
Tell students to listen to the sentence: Six big pigs dig. Students repeat the sentence after you. Repeat the sentence in different ways—slow then fast, soft then loud.

Student Book A, page 15

Talk about the pictures. Name each one, emphasising the middle sound. Explain any unfamiliar words. Ask:

Which words have the middle sound /i/? (sit, bin, hit, lip, tin, hip)
Which words do not have the middle sound /i/? (tap, cat)
Which two words with the middle sound /i/ are names for parts of our body? (lip, hip)

Activity: Students draw a picture of a word that has the middle sound /i/ in their book. If they can, students write the word and underline the letter i that makes the sound /i/.

(Elementary One, Teacher Guide p. 10)
**Common words (examples from Elementary One)**

### Writing

**Focus:** saying, reading and writing the common words: fun, feet, run

**Student Book A, page 14**

Say the words in boxes at the top of the page. Students point to each word as you say it and then repeat each word.

**Activity 1**

1. Students look at the picture of the cassowary. Ask:
   - *What is it doing?* (running)
   - *What part of the cassowary touches the ground when it runs?* (its feet)
   - Students read the sentences: *I have big feet. My feet can run. It is fun to run.*

2. Students look at the second picture. Ask:
   - *What is it doing?* (sliding on the ground)
   - *Does it have feet?* (no)
   - *Can it run?* (no)
   - *Why not?* (It has no feet.)
   - Students read the sentences: *I have no feet. I can't run. That is not fun.*

3. Students look at the third picture. Ask:
   - *What else can't run?* (a baby, whale, turtle)

4. Students read the sentences. *I have no feet. I can't run. That is not fun.*
   - Ask: *What other creatures don't have feet?* (fish, worm)

**MONDAY**

**Writing**

**Focus:** writing the letters nN and hH; writing sentences beginning *This is my* ...

Students can practise writing letters on the board, on the ground, on their hand and on a friend's back, as well as tracing the letters in the Student Book.

1. Write the letter **n** on the board. Show students the starting point and direction. Students can copy your actions and practise writing the letter in the air.

2. Repeat for letter **h**.

**TUESDAY**

**Writing**

**Focus:** writing the letters **n** and **H**; writing sentences beginning *This is my* ...

Students can practise writing letters on the board, on the ground, on their hand and on a friend's back, as well as tracing the letters in the Student Book.

1. Write the letter **N** on the board. Show students the starting point and direction. Students can copy your actions and practise writing the letter in the air.

2. Repeat for letter **H**.

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(Elementary One, Teacher Guide p. 9)

(Elementary One, Teacher Guide p. 8)
Assessment

Content Standards Assessment tests are in each Bilum Books SBC English Elementary Teacher Guide:

Term 1 pp. 49–50
Term 2 pp. 111–112
Term 3 pp. 173–174
Term 4 pp. 235–236

Assessment is integrated in the weekly program. Every Friday is devoted to Assessment. Week 9 in each term is devoted to Assessment (exactly as in the Department of Education’s Standards Based English Teacher Guides for Elementary Prep, One and Two).

Extract from Student Test, p. 50 Bilum Books SBC English Elementary One Teacher Guide

<table>
<thead>
<tr>
<th>Content Standards: to be achieved by the end of Elementary One</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>30</td>
</tr>
<tr>
<td>1.3.1: Read all Elementary One common words correctly (Term 1 words only)</td>
<td></td>
</tr>
<tr>
<td>Teacher points to each word:</td>
<td></td>
</tr>
<tr>
<td>home our sleep</td>
<td>5</td>
</tr>
<tr>
<td>Students read each word and say it in a sentence to demonstrate meaning. Repeat with Student Book A p. 46.</td>
<td></td>
</tr>
<tr>
<td>first last fast go</td>
<td>5</td>
</tr>
<tr>
<td>1.3.2: Read sentences in English correctly</td>
<td></td>
</tr>
<tr>
<td>Show students Student Book A p. 18.</td>
<td>10</td>
</tr>
<tr>
<td>Students use picture clues to read each sentence, e.g. We sleep at home. Ask: What games are the children playing?</td>
<td></td>
</tr>
<tr>
<td>What are the children doing inside the house?</td>
<td></td>
</tr>
<tr>
<td>1.3.3: Read an Elementary One story aloud and answer simple questions</td>
<td></td>
</tr>
<tr>
<td>Show students Student Book A pp. 43 &amp; 44.</td>
<td>5</td>
</tr>
<tr>
<td>Students read the story.</td>
<td></td>
</tr>
<tr>
<td>Look at p. 43 and ask:</td>
<td>5</td>
</tr>
<tr>
<td>What can you see?</td>
<td></td>
</tr>
<tr>
<td>Which animal can run?</td>
<td></td>
</tr>
<tr>
<td>Look at p. 44 and ask:</td>
<td></td>
</tr>
<tr>
<td>Which animal can swim?</td>
<td></td>
</tr>
<tr>
<td>Why did the man jump?</td>
<td></td>
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</tbody>
</table>

About Bilum Books

Our name

Bilums are uniquely and proudly PNG. Bilums are strong and useful, they connect us. Bilums share our culture and traditions. Bilums carry hope for the future—our babies, our food, or belongings. Bilum Books will help to educate our young people and raise the standards of literacy and learning in Papua New Guinea. Bilum Books, like bilums, carry hope for the future. Bilum Books, our books.

Our priority is literacy

Literacy levels in PNG are too low. Too many children leave Elementary School without learning to read and write in English. One reason is because Elementary teachers do not have the resources to teach reading and writing.

We have published Bilum Books SBC English to address this problem. At the moment, many Grade 3 teachers have to start again and teach basic literacy skills to their Grade 3 students. But we believe that if Elementary teachers use Bilum Books SBC English with their students, and follow the teaching program set out in the Bilum Books Teacher Guides, their students will learn to read and write.

Bilum Books SBC English is easy to use. But to help Elementary teachers, we will run a free workshop for those who place a bulk order for our books. Bilum Books has a partnership with Christian Books Melanesia (CBM). All Bilum Books are held in the CBM warehouse in Lae and distributed nationally. This makes it quick and easy to obtain Bilum Books.

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