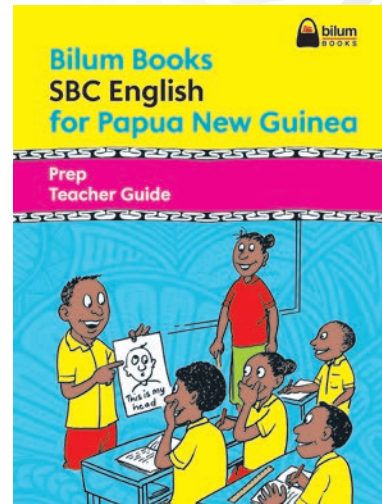
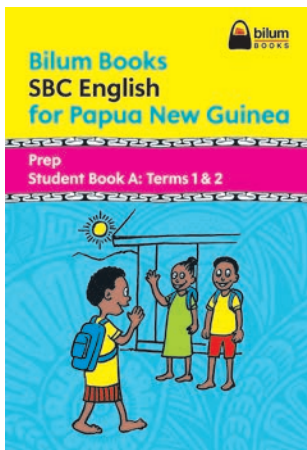


Bilum Books SBC English for Papua New Guinea

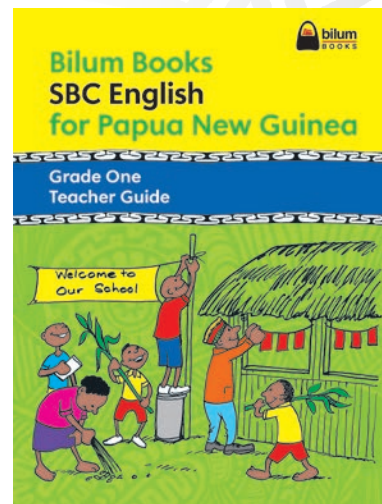
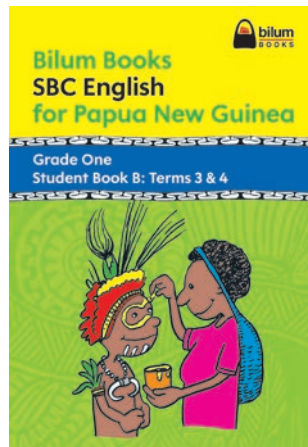
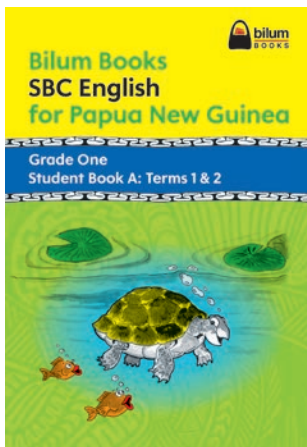


An 'all-in-one' English program to teach reading and writing

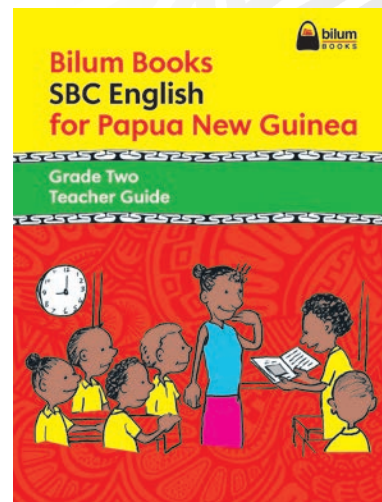
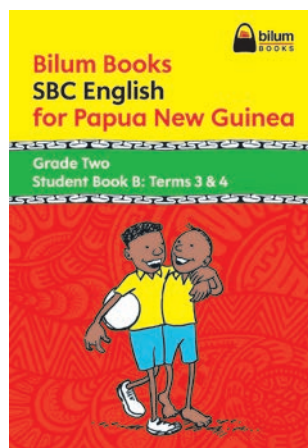
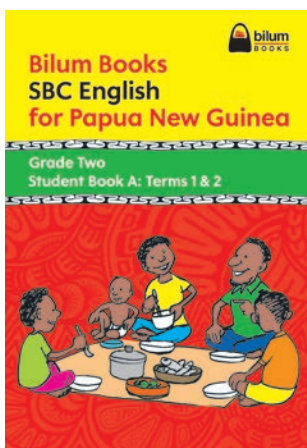
Prep



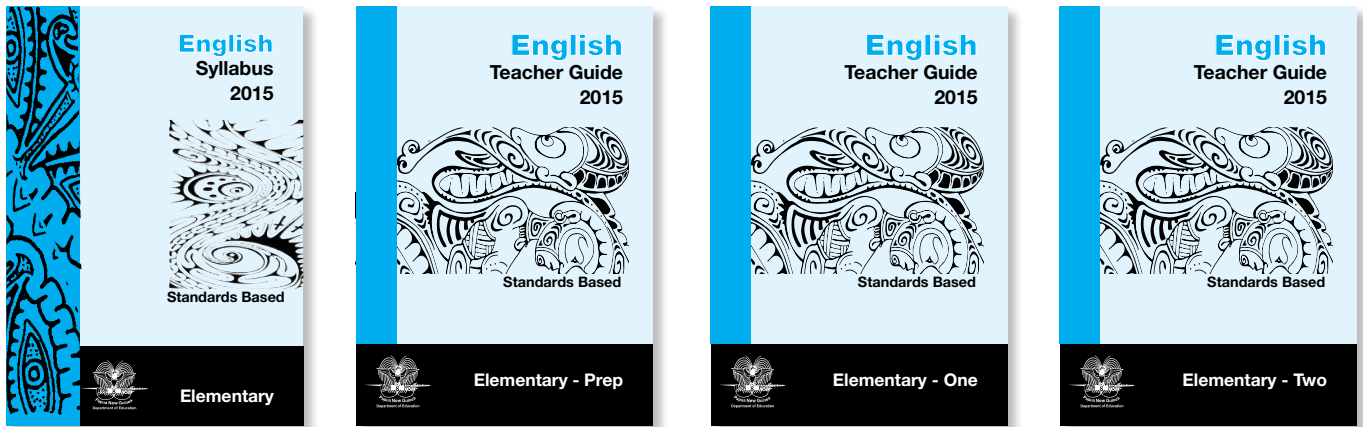
Grade One



Grade Two



SBC English and the Standards Based Curriculum



Bilum Books SBC English has been developed to help teachers implement the new Standards Based English Syllabus.

The content of *Bilum Books SBC English* at Prep, Grade One and Grade 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, Grade One and Grade Two are all covered in SBC English Prep, Grade One and Grade Two.
- Common words– all 300 words listed in the Syllabus are covered in SBC English Prep, Grade One and Grade 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 Prep, Grade One and Grade 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

LANGUAGE LEARNING STRANDS & WEEKLY PROGRAM: PREP				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY– ASSESSMENT
Speaking and listening 10 min	Speaking and listening 10 min	Speaking and listening 10 min	Speaking and listening 10 min	Speaking and Listening 10 min
Reading and comprehension SB reading pages 30 min	Reading and comprehension SB reading pages 20 min	Reading and comprehension SB reading pages 20 min	Reading and comprehension SB reading pages 20 min	Reading and comprehension SB reading pages 20 min
Pre-reading SB skills page 10 min	Phonics 10 min	Phonics SB skills page 10 min	Phonics SB skills page 10 min	Phonics 10 min
		Common words SB skills page 10 min	Common words Word cards, games 10 min	
	Writing SB skills page (Terms 1, 2, 3, 4) 10 min			Writing SB skills page (Terms 3, 4) 10 min
Talking drills 10 min	Talking drills 10 min	Talking drills 10 min	Talking drills 10 min	Talking drills 10 min

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: GRADE ONE				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY–ASSESSMENT
Speaking and listening 10 min	Speaking and listening 10 min	Speaking and listening 10 min	Speaking and listening 10 min	Speaking and Listening 10 min
Reading and comprehension SB reading pages 20 min	Reading and comprehension SB reading pages 20 min	Reading and comprehension SB reading pages 20 min	Reading and comprehension SB reading pages 20 min	Reading and comprehension SB reading pages 20 min
Phonics SB skills page 10 min		Phonics SB skills page 10 min		Phonics 10 min
	Common words SB skills page 10 min		Common words Word cards, games 10 min	Friday skills test Phonics, common words, sentence dictation 10 min
Writing SB skills page (Terms 1, 2, 3, 4) 10 min	Writing 10 min	Writing 10 min	Writing 10 min	Writing SB skills page 10 min
Talking drills 10 min	Talking drills 10 min	Talking drills 10 min	Talking drills 10 min	Talking drills Optional

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: GRADE TWO				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY–ASSESSMENT
Speaking and listening 10 min	Speaking and listening 10 min	Speaking and listening 10 min	Speaking and listening 10 min	Speaking and listening 10 min
Reading and comprehension SB reading pages 20 min	Reading and comprehension SB reading pages 20 min	Reading and comprehension SB reading pages 20 min	Reading and comprehension SB reading pages 20 min	Reading and comprehension SB reading pages 20 min
	Phonics and spelling SB skills page 15 min			Phonics and spelling SB skills page 10 min
Common words SB skills page 15 min			Common words SB skills page 15 min	Friday skills test Phonics, common words, sentence dictation 10 min
Writing 10 min	Writing 10 min	Grammar SB skills page 15 min	Writing 10 min	Writing SB skills page 10 min
Talking drills 5 min	Talking drills 5 min	Talking drills 5 min	Talking drills 5 min	Talking drills Optional

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: Prep, Grade One and Grade 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*.

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.

Examples:

Prep

Teacher Guide p. 1 *Teacher Guide* p. 161

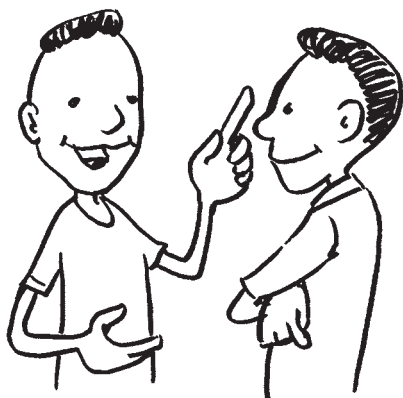
Grade One

Teacher Guide p. 7 *Teacher Guide* p. 137

Grade 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 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.

Examples:

Prep

Student Book A pp. 1–3 *Teacher Guide* pp. 1–6
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 then common words in Term 4.

Examples:

Prep

Student Book A p. 28 *Teacher Guide* p. 20
Student Book B pp. 28, 116 *Teacher Guide* pp. 138, 206



At Grade 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:

Grade One

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

At Grade 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:

Grade 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*.

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:

Prep

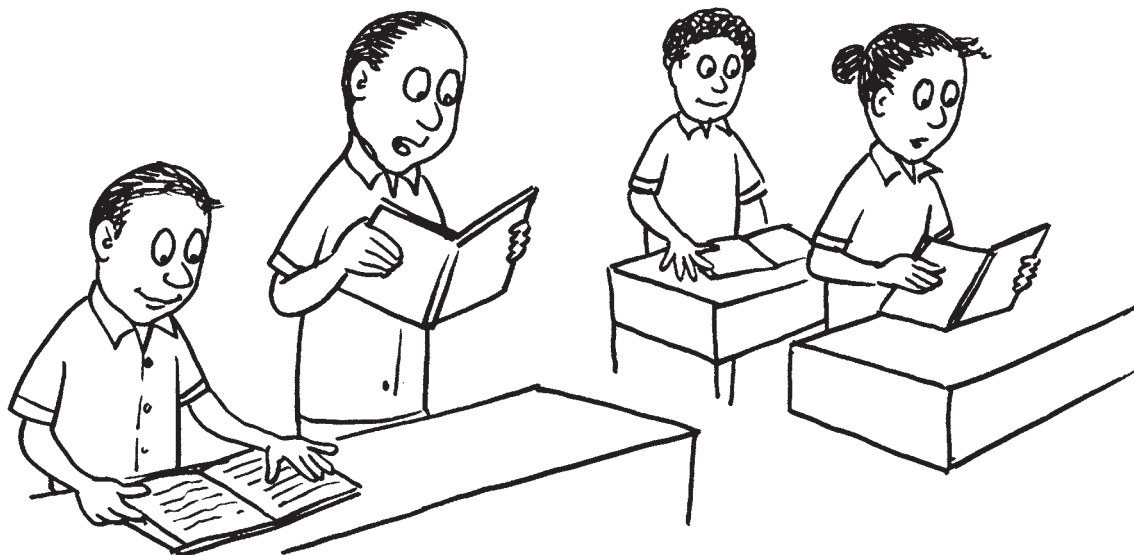
Student Book A p. 6 *Teacher Guide* pp. 4–5
Student Book B p. 6 *Teacher Guide* pp. 122–123

Grade One

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

Grade 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 Prep, Grade One and Grade 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 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:

Prep

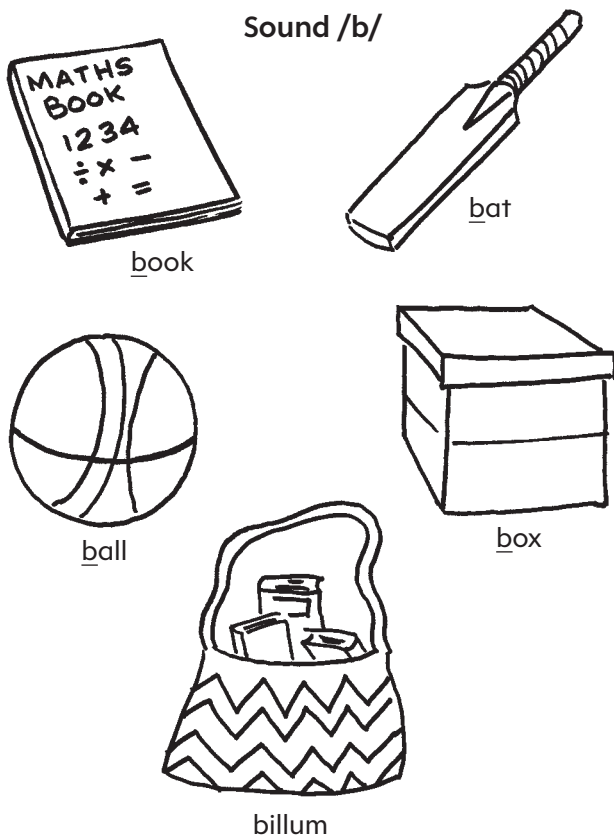
Student Book A p. 93

Teacher Guide p. 72

Student Book B p. 61

Teacher Guide p. 164

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



At Grade One, in Terms 1 and 2, students revise the sounds and letters taught in 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:

Grade One

Student Book A p. 13

Teacher Guide pp. 7–8

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:

Grade One

Student Book B pp. 29, 31

Teacher Guide pp. 137–138, 140

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 Grade 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:

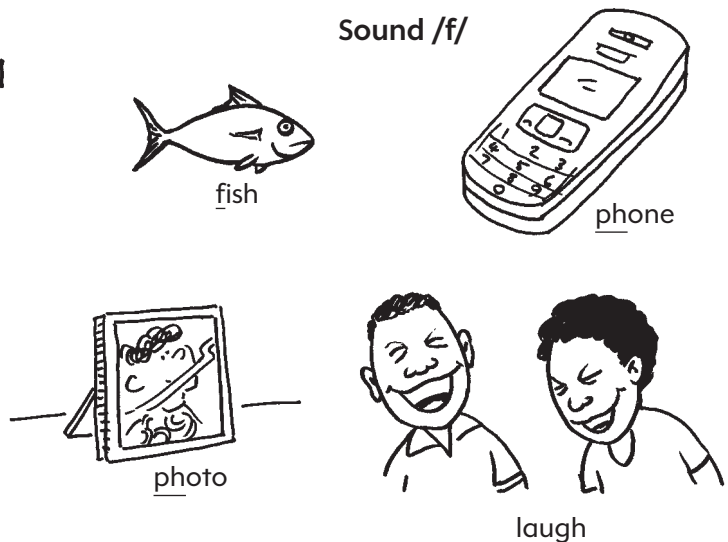
Grade Two

Student Book A p. 118

Teacher Guide pp. 89, 92

Student Book B p. 110

Teacher Guide pp. 201, 204



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 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:

Prep

Student Book A p. 8

Teacher Guide p. 3

Student Book B p. 104

Teacher Guide p. 195

In Grade 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:

Grade One

Student Book A p. 16

Teacher Guide pp. 8, 12

Student Book B p. 24

Teacher Guide pp. 132, 136

In Grade 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:

Grade Two

Student Book A p. 16

Teacher Guide p. 12

Student Book B p. 8

Teacher Guide p. 124

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:

Grade Two

Student Book A p. 47

Teacher Guide p. 34

Student Book B p. 63

Teacher Guide p. 164



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:

Prep

Teacher Guide p. 2

Teacher Guide p. 162

Grade One

Teacher Guide p. 8

Teacher Guide p. 150

Grade Two

Teacher Guide p. 2

Teacher Guide p. 82

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.

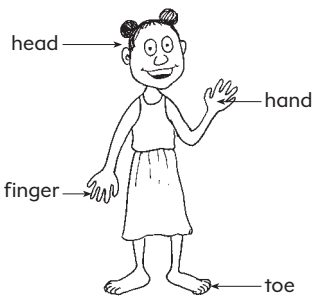
The Content Overview on pages vi–ix of the *Teacher Guides* shows how the strands are related to each other. Each strand connects and strengthens the other strands so that students become fluent and confident in English as speakers, readers and writers.



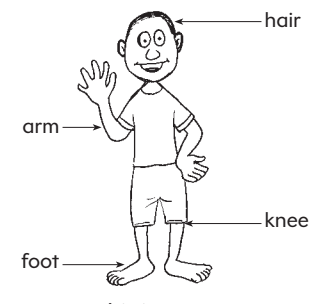
Reading and comprehension (examples from Grade One)

Student Book pages

Ourselves
Reading and comprehension
TERM 1 WEEK 3



This is Nina.



This is Peter.

Focus: Naming parts of the body and reading labels

1 Read the two sentences: *This is Nina. This is Peter.*

2 Point to Nina's head. Ask: *What is this? (Nina's head)* What do you think the word says? (head) As a class, point to the word and say *head*. Repeat for all labels on the page.

TERM 1 WEEK 3 Ourselves – Teacher Guides: NDoE pp.17–21, BB pp.7–12
9

Reading and comprehension
TERM 1 WEEK 3

 Nina can walk.	 Peter can run.
 Nina can jump.	 Peter can stand.
 Nina can play.	 Peter can sing.

Focus: Identifying actions we can do with our bodies

1 Talk about the pictures. *Who is in the first picture? (Nina) What can Nina do? (walk)* Point to each word as you read: *Nina can walk.*

2 Repeat for all pictures, asking questions about what Nina and Peter can do. Ask: *What can you do?*

3 Students draw themselves doing an action. They point to the words and say: *I can (walk/run).*

10
TERM 1 WEEK 3 Ourselves – Teacher Guides: NDoE pp.17–21, BB pp.7–12

Teacher Guide instructions

MONDAY

Reading and comprehension

Student Book A, page 9

Focus: naming parts of the body

Students read simple sentences and learn the body topic words listed in the 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.*

(Grade One, Teacher Guide p. 7)

TUESDAY

Reading and comprehension

Student Book A, page 10

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.

- 2 Students look at the first picture. Ask: *What can Nina do? (walk)*

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

- 3 Students look at the next picture. Ask: *What can Peter do? (run)*

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 ...**

(Grade One, Teacher Guide p. 9)

Reading and comprehension (continued)

Reading and comprehension

TERM 1 WEEK 3

Nina plays soccer

Nina can play with the ball.



She can run with the ball.



She can jump for the ball.



Focus: Reading a story about playing soccer

- 1 Talk about each picture. Ask: *What is Nina doing in the first picture?* (she is playing with the ball) Point to the words as you read: *Nina can play with the ball.*
- 2 Repeat for the next pictures, focusing on what Nina can do with the ball.

TERM 1 WEEK 3 Ourselves – Teacher Guides: NDoE pp.17–21, BB pp.7–12

11

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:
Nina can (...) with the ball. (play)
She can (...) with the ball. (run)
- 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.**
(Grade One, Teacher Guide p. 10)

Reading and comprehension

TERM 1 WEEK 3

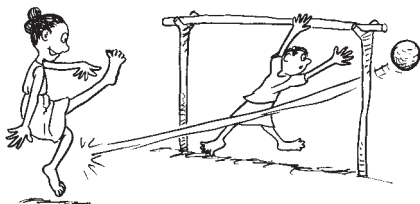
She can hit the ball with her head.



She can kick it with her foot.



Go Nina!



Focus: Reading a story about playing soccer

- 1 Ask: *What is Nina doing in the first picture?* (hitting the ball with her head) Ask: *What do you think the words say?* Point to the words as you read: *She can hit the ball with her head.*
- 2 Repeat for each of the pictures then read and talk about the whole story together.

12

TERM 1 WEEK 3 Ourselves – Teacher Guides: NDoE pp.17–21, BB pp.7–12

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.

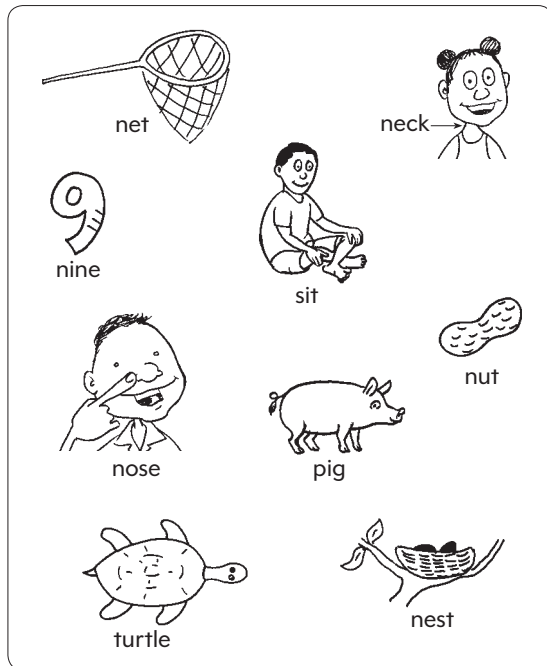
Activity: Students draw a picture of themselves kicking a goal. Underneath they write: **I can kick a goal.**
(Grade One, Teacher Guide p. 11)

Phonics (examples from Grade One)

Phonics 1: beginning sound /n/

TERM 1 WEEK 3

Nina nibbles nuts and noodles.



Focus: Identifying words beginning with the sound /n/

- 1 Say: *Nina nibbles nuts and noodles.* Ask: *What beginning sound can we hear in Nina? (/n/) Which other words have the sound /n/? (nibbles, nuts, noodles)* Students say or sing the sentence, stressing the sound /n/.
- 2 Students name the pictures. Ask: *Which words begin with the sound /n/? (net, neck, nest, nine, nose, nut) Which do not? (sit, pig, turtle)* Students copy the words with the sound /n/ and draw pictures.

TERM 1 WEEK 3 Ourselves – Teacher Guides: NDoE pp. 17–21, BB pp. 7–12

13

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.

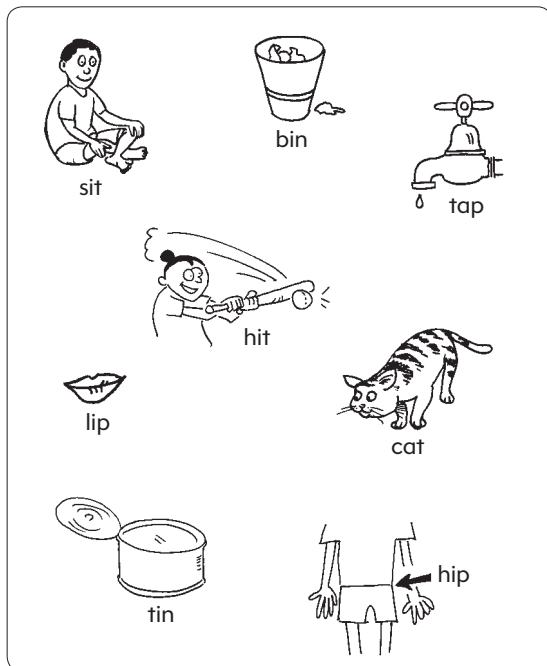
(Grade One, Teacher Guide pp. 7–8)

WEDNESDAY

Phonics 2: middle sound /i/

TERM 1 WEEK 3

Six big pigs dig.



Focus: Identifying pictures and words with the middle sound /i/

- 1 Say: *Six big pigs dig.* Ask: *What middle sound can you hear in six? (/i/) Which other words have the middle sound /i/? (big, pigs, dig)* Students say or sing the sentence, stressing the middle sound /i/.
- 2 Students name the pictures. Ask: *Which words have the middle sound /i/? (sit, bin, hit, lip, tin, hip) Which words do not? (cat, tap)*

TERM 1 WEEK 3 Ourselves – Teacher Guides: NDoE pp. 17–21, BB pp. 7–12

15

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/.

(Grade One, Teacher Guide p. 10)

Common words (examples from Grade One)

Common words

TERM 1 WEEK 3

fun

feet

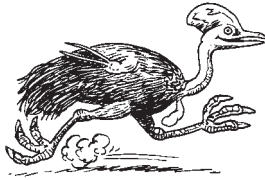
run

Activity 1

I have big feet.

My feet can run.

It is fun to run.



I have no feet.

I can't run.

That is not fun.



Activity 2

fun	fin	fun	fit
feet	fish	his	feet
run	ran	rat	run

Focus: Reading these common words and using them in a sentence: **fun, feet, run**

1 Activity 1: Use the sentences and pictures to talk about the meaning of each common word. Ask questions e.g. What can a cassowary do? (run) What does fun mean? (when you enjoy doing something)

2 Activity 2: Students find the matching word in each row, say it in a sentence and write it in their books.

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TERM 1 WEEK 3 Ourselves – Teacher Guides: NDoE pp.17–21, BB pp.7–12

TUESDAY

Common words

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

- 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.*

- Students point to the word **feet**, the word **run**, the word **fun**. Ask:

Which two words start with the same sound?

- Students look at the second picture. Ask:

What is this? (snake)
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.* Ask:

What other creatures don't have feet? (fish, worm)
What else can't run? (a baby, whale, turtle)

(Grade One, Teacher Guide p. 9)

Writing

Writing

TERM 1 WEEK 3

Tracing practice for letters n, N, h, H. The first line shows lowercase 'n' and uppercase 'N' with numbered arrows indicating stroke direction. The second line shows lowercase 'h' and uppercase 'H' with numbered arrows. Below the tracing is a sentence: "This is my _____."

Illustrations of a boy pointing to his nose and head. Labels: nose, head.

This is my _____.

This is my _____.

Focus: Writing the letters n N h H. Writing a sentence beginning This is my...

1 Note the starting point and direction for forming each letter. Students trace with a finger and then write a row of each letter in their books.

2 Students use the words in the boxes to complete each sentence. Then they write the sentences. Ensure that students leave a space between each word, and use a capital letter and a full stop.

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TERM 1 WEEK 3 Ourselves – Teacher Guides: NDoE pp.17–21, BB pp.7–12

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.

- 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.
- Repeat for letter **h**.

Student Book A, page 16

- Students trace the first letter **n** with a finger. Make sure they start at the dot and follow the arrow for correct letter formation. After some practice, students write a line of the letters in their books.
- Talk about the capital letter **N**. Students trace this letter. Then they write it in their books.
Remind students that we use a capital letter at the start of a sentence. We also use a capital letter when writing the names of people and places.
- Repeat for the letter **h** and **H**.
- Students look at the third line on the page (*This is my*). Read the words, then students trace over them.

(Grade One, Teacher Guide p. 8)

Assessment

Content Standards Assessment tests are in each *Bilum Books SBC English 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 Prep, Grade One and Grade Two).

Content Standards: to be achieved by the end of Grade One (At the end of Term 1, some Content Standards may be achieved.)		Marks
Reading		30 marks
1.3.1: Read all Grade One common words correctly (Term 1 words only)	Show students Student Book A p. 22 . Teacher points to each word: home our sleep Students read each word and say it in a sentence to demonstrate meaning. Repeat with Student Book A p.46 . first last fast go	5 marks
		5 marks
1.3.2: Read sentences in English correctly	Show students Student Book A p. 18 . Students use picture clues to read each sentence, e.g. <i>We sleep at home</i> . Ask: <i>What games are the children playing?</i> <i>What are the children doing inside the house?</i>	10 marks
1.3.3: Read an Grade One story aloud and answer simple questions	Show students Student Book A pp. 43 & 44 . Students read the story. Look at p. 43 and ask: <i>What can you see?</i> <i>Which animal can run?</i>	5 marks
	Look at p. 44 and ask: <i>Which animal can swim?</i> <i>Why did the man jump?</i>	5 marks

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

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 cannot read and write in English when they begin Grade 3. One reason is because Early Years 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 Early Years 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 Early Years 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.

For more information, please contact:

Ray O'Farrell

digicel: 7993 9449; also +61 409 677 840

email: ray@bilumbooks.com