



**RAPIDLY IMPROVING
STANDARDS IN ELEMENTARY**

IN-SERVICE TEACHER TRAINING PREP-GRADE 2 SBC ENGLISH Facilitator's Guide 2021



In partnership with the National Department of Education and funded by the Australian Government



Department of Education



PNGAus Partnership

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Not for Re-sale

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The Inservice Teacher Training Module is issued free to schools in Papua New Guinea. Teachers and schools have permission to use, share and adapt the materials.

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PNG Partnership Fund

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ICONS



Speak



Group work



Pair work



Writing instruction



Trainer tips



1. INTRODUCTION

The Papua New Guinea Partnership Fund (PPF) is an initiative of the Australian Government in partnership with the Government of Papua New Guinea (GoPNG). The PPF was established in 2017 to improve the coverage of quality basic services across PNG and achieve critical and sustainable outcomes at scale. The PPF is implemented by Abt PNG through the PNG-Australia Governance Partnership and runs until June 2022.

The program is implemented by non-government organisation (NGO) consortia who work with the National Department of Education (NDoE) and respective provincial authorities to improve literacy and numeracy in the early grades of school. The program aligns with the National Education Plan's focus areas of quality teaching and learning, local management and systems strengthening.

The consortia include:

- *Together for Education (T4E)*: Led by World Vision in partnership with Child Fund, Library for All, CIMC and University of Canberra
- *Rapidly Improving Standards of Elementary (RISE)*: Led by Save the Children in partnership with Callan Services for the Disabled National Unit and Summer Institute of Linguistics
- *Pikinini Kisim Save (PKS)*: Led by CARE International in PNG in partnership with ADRA, University of Goroka and Queensland University of Technology.

Since 2017, the PPF education program has enabled 184,000 children to receive reading resources and support in the classroom and over 5,000 teachers from over 1,400 elementary schools to be trained. By 2022, the program aims to reach 236,716 elementary school age children from 1,736 elementary schools and train 6,048 elementary teachers in foundational literacy and numeracy to support delivery of the English and Mathematics School Based Curriculum. The program reaches 35 districts in Autonomous Region of Bougainville, East Sepik, Eastern Highlands, Western Highlands, Jiwaka, Simbu, West New Britain, Central, Madang and Morobe provinces and works closely with provincial education authorities in these provinces.

The PPF education program invests in the substantive components of quality teaching and learning through the provision of high-quality teacher professional development and teaching and learning resources. In 2020, a decision was made to produce a standardised teacher training program that could achieve two aims:

- Ensure consistency across the PPF education program in terms of content, key messages and literacy and numeracy skill development areas, and
- Have the in-service teacher training program endorsed and approved for replication and adaptation in teacher training colleges and in-service teacher training institutions across PNG in collaboration with DHERST and NDOE.

The in-service teacher training program for grade prep-grade 2 teachers covers the following:

- 40 hours of training on literacy strategies to support SBC English
- 40 hours of training on numeracy strategies to support SBC Mathematics
- Follows the principles of adult learning
- Assumes that teachers have valuable experiences that can be drawn upon to strengthen their skills and abilities
- Includes ideas on how to set up classroom libraries and reading clubs to promote a reading culture in schools and community.
- Includes gender and disability inclusion guidance

1.1 In-service support modules

There are two in-service teacher support modules:

Module 1	Module 1 Prep – Grade 2 SBC English 1. Facilitator’s Guide 2. Participant’s Handout 3. Pre- and post-test	40 hours + self-learning tasks
Module 2	Module 2 Prep – Grade 2 SBC Maths 1. Facilitator’s Guide 2. Participant’s Handout 3. Pre- and post-test	40 hours + self-learning tasks

1.2 Workshops

It is important that all trainers/lecturers/facilitators of this training have completed the Training of Trainers course on how to deliver this module to Prep – Grade 2 teachers in a five-day workshop. The training course will run through each session as it would be delivered for teachers.

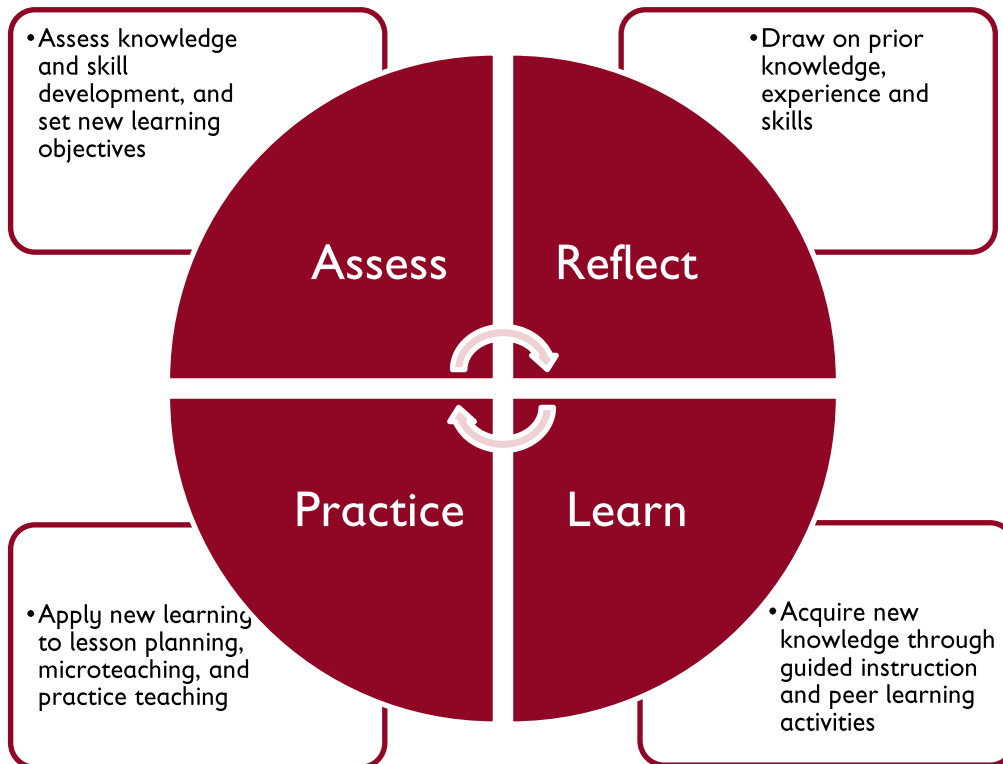
Schools can also use the module for their own in-service and teachers can use it as a study guide. Please note that if used by teacher’s colleges, the modality and timeframe for delivery will be different.

1.3 Participants

The module is aimed at teachers who were once at Elementary, junior primary or the ECCE sector, headteachers, and other Education officers assigned to EP – E2 in the previous structure which corresponds with ECE/prep to Grade 2 in primary under the new structure.

1.4 Adult learning

The module uses adult learning strategies including peer teaching, paired and group discussion, problem solving and reflection. Each session is structured with a focus on **reflection** (a chance for teachers to reflect on practices in their classroom), **learning** (new knowledge and skills), **practice** (a chance to practice new skills together using the SBC and then **assessment** to check understanding of key concepts).



Many early grade teachers do not have strong English skills. To help teachers, the Facilitator’s Guide and the Training of Trainers (ToT) will reinforce the use of:

- Short sentences without jargon or long words;
- Tok Pisin or Tok Ples translation;
- Allowing people to answer in Tok Pisin or Tok Ples;
- Visual aids and word lists;
- Giving teachers time to practice;
- Using an example or demonstration;
- Pausing frequently for questions;
- Checking participants understand and can repeat back information in their own words;
- Summarising learning points; and
- Speaking slowly.

2. PREPARATION FOR TRAINING

2.1 Module outcomes

By the end of the workshop, elementary teachers will be able to:

1. Confidently teach and assess elementary students using the SBC English syllabus and SBC teacher guides
2. Demonstrate how to use SBC scripted lesson plans effectively to enhance students' literacy skills
3. Demonstrate how to use different literacy strategies to improve student's speaking, listening, reading and writing skills
4. Allocate more time for reading during English lessons

2.2 Alignment with SBC content standards

Strand	Elementary Prep	Elementary 1	Elementary 2	Training content
Speaking and listening	<p>P.1.1 Greet someone and introduce themselves</p> <p>P.1.2 Understand and follow simple classroom instructions</p> <p>P.1.3 Understand and use all EP common words</p>	<p>1.1.1 Ask and answer questions about their life</p> <p>1.1.2 Give simple instructions to other children</p> <p>1.1.3 Understand and use all E1 common words</p>	<p>2.1.1 Begin to use English to communicate with other children and the teacher in the classroom and in real-life situations outside</p> <p>2.1.2 Talk clearly about familiar topics</p> <p>2.1.3 Understand and use all E2 common words</p>	Day 1 & 2
Phonics	<p>P.2.1 Hear and say the beginning, middle and end sounds in words</p> <p>P.2.2 Read and say all EP sounds and letters</p> <p>P.2.3 Sound out simple words</p>	<p>1.2.1 Read and say all E1 sounds and letters in words</p> <p>1.2.2 Read and say all E1 sounds and letters</p> <p>1.2.3 Blend sounds to make longer words</p>	<p>2.2.1 Read and say all E2 sounds and letters in words</p> <p>2.2.2 Know different spellings for the same sounds</p> <p>2.2.3 Blend sounds confidently to make words</p>	Day 2 & 3
Reading	<p>P.3.1 Read all EP common words</p> <p>P.3.2 Read a five-word</p>	<p>1.3.1 Read all E1 common words</p> <p>1.3.2 Read an E1 story</p>	<p>2.3.1 Read all E2 common words</p> <p>2.3.2 Read aloud with</p>	Day 3, 4 & 5

	sentence	aloud and answer simple questions about it	increasing fluency and understanding 2.3.3 Read an E2 story aloud, retell it and answer questions about it	
Writing	P.4.1 Write the 20 letters taught in EP correctly P.4.2 Copy accurately a five-word sentence P.4.3 Write EP common words	1.4.1 Write all 26 small and capital letters correctly 1.4.2 Write a simple label or sentence about a picture 1.4.3 Write E1 common words	2.4.1 Write 3 sentences on a familiar topic 2.4.2 Use capital letters and full stops correctly 2.4.3 Write E2 common words	Day 3, 4 & 5

2.3 Materials

Material	Number	Check
Facilitator's Guide	1 per participant and 1 per trainer	
Participant's Workbook	1 per participant and 1 per trainer	
Pre-test	1 per participant in English and Tok Pisin	
Post-test	1 per participant in English and Tok Pisin	
Workshop evaluation	1 per participant	
Daily register	1 per day	
Certificates	1 per participant	
Visual aids – flashcards, examples of resources to use in print rich classrooms	1 per trainer (see preparation below)	
<u>Workshop stationery on display table each day</u>	Enough for workshop	
1. Exercise books		
2. Name badges		

<ol style="list-style-type: none"> 3. Stationery (markers, flip chart, pens, pencils, tape, sticky notes, chalk) 4. Materials for making flash cards (cardboard, markers, tape, scissors) 5. Other (please list) 	
<p><u>Workshop equipment set up on display table each day</u></p> <ol style="list-style-type: none"> 1. At least one boom box and batteries 2. At least 5 CDs/micro-SD's of SBC songs and videos 3. Flipchart 4. Blackboard 5. At least one complete Department of Education SBC kit with all reading books, flash cards and posters 6. Medical kit 7. Other (please list) 	1 per workshop
<p>Each school should bring the SBC Elementary English Syllabus, three Teacher Guides and SBC SD of songs and videos</p>	1 per school
<p>Teachers should be encouraged to bring their mobile phones and boom boxes</p>	

2.3.1 Preparation required for each day

Day of training	Materials to be prepared
Orientation evening	<ul style="list-style-type: none"> ▪ Workshop overview – large print out and post on the wall so that you can go through during Orientation. ▪ Print out copies of the pre-test (1 per person) and have ready ▪ Print out daily register ▪ Title – workshop rules – on poster paper for the rule making session
1	<ul style="list-style-type: none"> ▪ Day 1 Session outline on poster paper with times so that participants to follow the schedule on the day ▪ Drawing on the board – for Activity 3 (refer to drawing in the session outline) ▪ Card sets – for Activity 5 (if there are 30 participants you will need 6 card sets. Card sets are produced using Annex A: content standards jumbled for Activity 5. Print six sets and make individual standard cards. Put into an envelope in preparations. ▪ Word definitions displayed on flipchart or butcher paper. ▪ Resources for Session 4 – print rich classrooms. (e.g., mobiles, word maps, pictures and words, etc.)
2	<ul style="list-style-type: none"> ▪ Day 2 Session outline on poster paper with times so that participants to follow the schedule on the day

	<ul style="list-style-type: none"> ▪ Activity 12 - Prepare the reader - E2: Term 2 Week 4 “The crane” © 1996 NDOE Book developer: Curriculum Development Division NDOE - Artist: Anis Ka’abu ISBN 9980-0-1679-5 ▪ Spare readers – for read aloud practice ▪ Activity 13 – example story bilum (bag with objects to tell a story) ▪ Activity 15 – picture cards and sound dots
3	<ul style="list-style-type: none"> ▪ Day 3 Session outline on poster paper with times so that participants to follow the schedule on the day ▪ Page 46 – word definitions added to the flipchart/butcher paper ▪ Activity 18 and 20 – picture cards and sound dots ▪ Activity 21 – basket and word cards (3 packs – EP, E1 and E2) plus some empty baskets and blank cards to practice ▪ Activity 24 – picture cards, letter cards, basket/bowl, paper and pencils
4	<ul style="list-style-type: none"> ▪ Day 4 Session outline on poster paper with times so that participants to follow the schedule on the day ▪ Page 59 – reading schedule displayed ▪ A collection of SBC readers for the comprehension exercises ▪ The hornbill and Cassowary story – E2 ▪ Paper and pencils
5	<ul style="list-style-type: none"> ▪ Day 5 Session outline on poster paper with times so that participants to follow the schedule on the day ▪ Word cards for scrambled sentences – E1 – I am a big fish – page 123 (Teachers Guide) ▪ Copy of Teacher Guide – E2 – The crane – Term 2 Week 4 page 74. ▪ Print out copies of the post-test (1 per person) ▪ Print out copies of the evaluation form (1 per person)

2.4 Instructions to schools and teachers

Send invitations at least three weeks before the workshop. Inform the inspectors, Provincial Department of Education and Church Education Agency (CEA) of the participant list. Send a reminder call or text to teachers one week and one day before the workshop. This is an EXAMPLE only. Please adapt to suit your context.

..... **Project**

To: _____ school

Dear _____ (*list TIC and teachers invited*)

You are invited to an SBC English workshop from

Sunday _____ (*date and time*)

Friday _____ (*date and time*)

At _____ (venue)

The first session starts on Sunday afternoon at _____

Your trainers will be:

Trainer's name

Mobile

Please call or text _____ **on** _____
to confirm your attendance

Teacher's name

Sex Mobile

Baby/infant? Y/N

Travel, accommodation, meals and materials will be provided by the If you have a baby, the project will pay for your baby and babysitter to attend.

Please bring:

- SBC English syllabus and SBC English Teacher Guides (EP, E1 and E2)
- SBC English SD card
- Mosquito net
- Boom box (one per school)

If you have special diet or need childcare for a baby or nursing infant, please tell your trainer.

Please tell your Board of Management and P&C chairpersons. Your inspector and Provincial Education Adviser have been informed.

2.5 Workshop health checklist (for organisers) adapt based on context

Item	YES	NO
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Other questions		
13		
14		
15		
16		
17		

2.6 Workshop overview

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
	Orientation	Day 1	Day 2	Day 3	Day 4	Day 5
0800-1000	<i>Travel to workshop</i>	Session 1 Introduction <ul style="list-style-type: none"> Reflection on current practice Skills children need to read 	Session 5 Beginning a lesson <ul style="list-style-type: none"> Songs, rhymes and poems STRATEGY 1: TPR Using songs and poems to develop speaking and listening skills 	Session 9 Phonics <ul style="list-style-type: none"> Building phonological awareness STRATEGY 5: <i>Teaching one sound with different letter patterns</i> Micro-teaching session from previous evening's preparation 	Session 13 Fluency <ul style="list-style-type: none"> Reading strategies STRATEGY 8: <i>Shared reading</i> Micro-teaching session from previous evening's preparation 	Session 17 Writing <ul style="list-style-type: none"> Standards for Ep, E1 and E2 STRATEGY 11: <i>scrambled sentences</i> STRATEGY 12: <i>cloze sentences</i> Micro-teaching session from previous evening's preparation
1000-1030						
1030-1200		Session 2 SBC standards <ul style="list-style-type: none"> Exploring SBC teachers guides Elementary standards 	Session 6 Speaking and listening <ul style="list-style-type: none"> Speaking and listening STRATEGY 2: <i>Read aloud</i> 	Session 10 Phonics <ul style="list-style-type: none"> Practice Decoding and encoding STRATEGY 6: <i>Fish for words</i> 	Session 14 Reading Comprehension <ul style="list-style-type: none"> Literal, inferential and evaluative questions STRATEGY 9: <i>Questioning before, during and after reading</i> 	Session 18 Assessment and reporting <ul style="list-style-type: none"> Practice using the assessment tasks in the Teacher Guides
1200-1300						
1300-1430		Session 3 Scripted lessons <ul style="list-style-type: none"> Elementary standards continued Scripted lessons 	Session 7 Speaking and listening <ul style="list-style-type: none"> Story telling STRATEGY 3: <i>Story bilums</i> Reflection on speaking and listening 	Session 11 Decoding <ul style="list-style-type: none"> Practice Decoding activities in scripted lessons 	Session 15 Questioning <ul style="list-style-type: none"> Creating questions Other comprehension strategies 	Session 19 Teacher support <ul style="list-style-type: none"> Teacher learning circles School/cluster-based support Monitoring
1430-1500						
1500-1630	Orientation Registration Pre-test Project overview Rules Welcome speeches Prayer Meal	Session 4 Print rich environments <ul style="list-style-type: none"> Importance of print rich classrooms Resource making Gallery walk 	Session 8 Phonemic awareness <ul style="list-style-type: none"> Teaching sound and letter patterns STRATEGY 4: <i>Identifying sounds using pictures</i> Practice 	Session 12 Encoding <ul style="list-style-type: none"> STRATEGY 7: <i>Make-a-word</i> Spelling mistakes 	Session 16 Retelling a story <ul style="list-style-type: none"> STRATEGY 10: <i>retelling a story</i> Practice 	Session 20 Planning <ul style="list-style-type: none"> Handy tips for planning Setting up a reading corner, classroom library and/or reading club Post-test Workshop evaluation
Night session 1830-2000		Night activity 1 FREE-TIME	Night session 2 Micro-teaching – preparation (phonics)	Night session 3 Micro-teaching – preparation (decoding and encoding)	Night session 4 Micro-teaching – preparation (reading comprehension)	Night activity 5 FREE-TIME/return home

3. ORIENTATION AFTERNOON

Sunday 1500-1700

Minutes	Activity
15	<ol style="list-style-type: none">1. Welcome speeches and project overview<ol style="list-style-type: none">a. NGO hostb. Trainersc. PDOEd. Inspector or church education agency representative2. Thank the province, church education agencies, National Department of Education and Australian Government.
15	<ol style="list-style-type: none">3. Explain the workshop outcomes4. Give out the Participant's Handout (one per participant). DO NOT give out the Facilitator's Guide (this will happen on Friday).5. Explain the workshop overview.6. Find out which teachers have brought:<ol style="list-style-type: none">a. SBC English syllabus and Teacher Guidesb. SBC English SD cardc. Mobile phoned. Boom box
15	<ol style="list-style-type: none">7. Go through the contents of the SBC kit. Go through carefully each item in the kit.<ul style="list-style-type: none">▪ Syllabuses▪ Teacher guides▪ Reading books (song books, decodable readers, dual language weekly stories, School Journals and English for Melanesia readers)▪ Flash cards▪ SD card▪ Poster <p>Explain that each school will have a copy of the SBC kit. Check whether each teacher has access to resources in the kit.</p> <p>Note: Some schools do not have a kit for each class, but each teacher would have a teachers' guide and hopefully other grade level resources.</p>
15	<ol style="list-style-type: none">8. Workshop rules<ol style="list-style-type: none">a. Ask participants to list workshop rulesb. Record these on the flip chartc. Explain the workshop logistics (meals, accommodation, travel, health and safety)
45	<ol style="list-style-type: none">9. Pre-test<ol style="list-style-type: none">a. Explain the pre-test:<ol style="list-style-type: none">i. We want to find out what you know about the SBC.ii. At the end of the workshop, we will give you the same questionnaire.iii. This helps us find out what you have learnt.iv. This is not an exam, but we want you to try to complete it yourself.

- v. Some of the topics might be new to you but do not worry. You will learn it during the workshop.
 - vi. If you do not understand the question, please ask.
 - vii. If you do not know the answer, do not worry. We will teach you this week. Just write “Don’t know” or leave it blank.
 - viii. We have English or Tok Pisin versions of the pre-test. Please tell us which one you want to use.
- b. Ask participants to complete the pre-test on their own
 - c. Help participants with any questions they do not understand. Translate into Tok Pisin or Tok Ples if needed. Give encouragement.
 - d. Collect these, check them and follow-up any missing biographical information

- 15**
- 10. Ask participants to tell a partner: *What am I looking forward to in the workshop?*
 - 11. Listen to feedback.
 - 12. Prayer
 - 13. Welcome meal
 - 14. During the evening, share the digital SBC resources from the SBC kit SD card to all the teachers who have mobile phones.

4. DAY 1

4.1 Learning Objectives

By the end of the day teachers will be able to:

- Explain the skills required to read English
- Use a range of strategies for teaching English as a second language
- Describe the Elementary English content standards
- Explain the key features of SBC English including the structure of English scripted lessons

4.2 Today's SBC English focus on content standards

Strand	Elementary Prep	Elementary 1	Elementary 2
Speaking and listening	P.1.1 Greet someone and introduce themselves	1.1.1 Ask and answer questions about their life	2.1.1 Begin to use English to communicate with other children and the teacher in the classroom and in real-life situations outside
	P.1.2 Understand and follow simple classroom instructions	1.1.2 Give simple instructions to other children	
	P.1.3 Understand and use all EP common words	1.1.3 Understand and use all E1 common words	2.1.2 Talk clearly about familiar topics 2.1.3 Understand and use all E2 common words

4.3 Workshop DETAILS

8.00 –
8.30

SESSION 1

Activity 1: (30 mins)

Welcome and Icebreaker



“Welcome to the first day of teacher training on SBC English. Today we are going to learn about the literacy skills required to become a good reader. You will also read through the SBC English teaching guide and begin to unpack how an English scripted lesson is structured.”

Do a fun activity to introduce each other – for e.g., first letters of names pair up.



In pairs discuss the following questions.

- Is oral language (spoken) important for children to learn to read? Why/why not?
- What factors help children learn to read?
- What is the role of books, visual teaching aids and pictures in helping children read?

Allow a few minutes for teachers to share their stories with each other.

In plenary share the following



Trainer tips

- When children come to school, they bring daily life experiences which teachers can draw upon to help them learn to read.
- Most children have good oral vocabularies (in home language or Tok Pisin) from talking to family members, singing songs and telling stories. This will help them to learn written vocabulary.
- Children learn about the sounds of language, the structure of stories (like the fact that stories have beginnings, middles, and ends) and vocabulary all through oral language. Talking with students and allowing them to do oral language activities such as repeating a story or sharing in front of the class what they liked about a story, can help them to learn to read.
- Access to books, newspapers and magazines is extremely important to learning to read and a big challenge in many schools. Having access to print materials is important for children to develop print awareness (from left to right on a page, for example).

8.30 –
9.00

Activity 2 (30 mins)

Reflection on current practice

The purpose of this activity is to reflect on your students learning and your experiences teaching English in elementary/the early grades.



“We are going to reflect on our students learning and your experiences teaching English



Complete the following table and prepare to share your experiences with a small group of teachers.

One challenge that you face teaching English to your students.	
---	--

One difficulty that your students face when they are learning to read.	
One strategy that helps children learn to read well.	
One teaching skill that <u>you</u> have developed for teaching English that you could share with other teachers.	



Divide the participants into groups of 4-5 members.

Ask participants to share their reflections with each other.

In plenary, talk through each area, capturing highlights from each group on the blackboard/whiteboard.



Trainer tips

- Teaching a language is difficult, particularly when it is not your first language.
- It is likely that there are multiple languages used in the classroom
- This can be challenging to navigate but using multiple languages in the classroom to support student's understanding of key concepts is an advantage to student's English language skills
- Children come to reading in different ways. Some learn first from listening, some from mimicking others, some from looking through books and reading stories with their parents.
- Children come to school with well-developed oral language skills in their first language.
- Speaking, listening, reading and writing are equally important and need to be covered in each grade.
- Access to books, newspapers and magazines help children develop their reading skills. Creating print rich classrooms and resources such as Big Books are an important part of preparing your class for success.
- Reading materials in student's home language helps develop their reading and writing skills in English.
- Code-switching when a teacher alternates between two or more languages, in the context of a single conversation helps students learn.



Key concepts: Language

- Children learn to read and write best in a language they speak and understand.
- In PNG, most home languages (and Tok Pisin) are written as they sound (in the English alphabet) so are easily decodable.
- Children's first languages are resources that they can use to learn to read in any language.
- Teachers should understand the characteristics (e.g., sounds, alphabet) of their students' language(s).
- Teachers should adapt their teaching of reading and writing according to their students' language needs.
- With support, children can learn in more than one language from the beginning of school.

9.00 – Activity 3 (60 mins)

10.00

Skills that children need to read

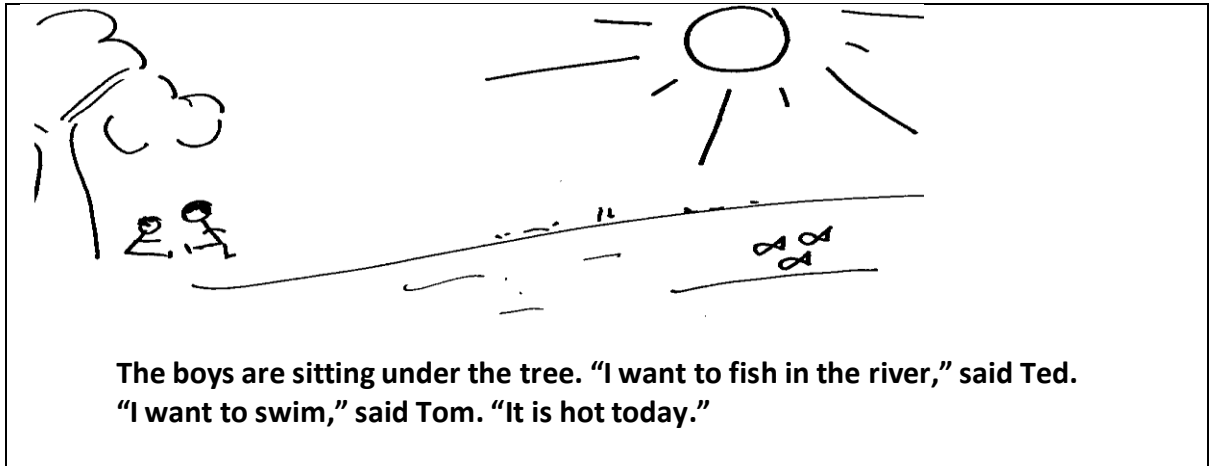
This session will help break down the different skills a child needs to read.

(This activity has been adapted from source: **Bilum Books SBC English for Papua New Guinea Training Manual, 2020**)



"The best way to explain the foundational skills that students need to read is to use a simple example to demonstrate the skills."

Draw this simple picture and write the sentences below on the board.



The boys are sitting under the tree. "I want to fish in the river," said Ted.
"I want to swim," said Tom. "It is hot today."

Ask: If students are to read these sentences where do they start?

1. Talking (Speaking and Listening)

Early readers begin by looking at the picture and talking about the picture in their own language.

This:

- gives clues to the context and meaning of the reading
- helps students predict what the reading might be about
- means that students say many of the words that they are about to read.

The teacher needs to ask questions that encourage children to talk about the picture, for example:

- Who can you see in this picture? (two children, two boys)
- Where are they? (sitting under a tree)
- Why are they under the tree? (for shade, it is hot)

2. Common words (including a sub-set called Sight words)

Ask: What is the first word in the reading? (The) How many times is the word "the" used in the first sentence? (twice) In the first two sentences? (3 times).

Underline these words on the board.

The word 'the' is a common word. Common words are words like and, to, said, it, is, in, are, I, boy, under, hot ...

In the SBC English Syllabus, 300 commonly used English words in PNG are listed in the order of frequency in children's literature.

Refer to page 14, 16 and 18 of the English Syllabus to show teachers. The list is also available in the Annex of the teachers **Participant's Workbook**.

Students are required to learn 100 common words each year in EP, E1 and E2. The word 'the' is the first common word listed in the Elementary Prep Syllabus.

Some common words cannot be broken into sounds. To be able to read simple sentences, children need to learn some of these words by sight, such as 'the', 'I', 'you' and 'go'. These sight words are shown in the Teacher Guide when they occur in the lessons and are a sub-set of common words.

Ask: *Why are common words important for teaching children to read?*

Allow a few minutes for teachers to share their ideas in their table groups.

Share the following



Trainer tips

Good readers or fluent readers can read common words instantly. They can read them just by looking at them. They can read them by sight. That's why some common words are called 'sight words'. Over 60% of the words we use every day are common words.

If you know the common words and can read them by sight, you will be a fluent reader. Why? Because you do not have to stop and 'sound them out' each time.

In the sentences about the two boys, 21 of the 30 words are common words.

3. Vocabulary (topic words)

The new English Syllabus also lists **Topic Words** to be taught at each year of Elementary schooling. Topic words build students' vocabulary. Learning these Topic Words prepares students for reading this text, for example, position words (*under*) and Environment (*sun, river*) ...

A knowledge of words and word meaning helps students become good fluent readers.

In the new SBC English Syllabus, suggested topic words are listed for each grade level.

Refer to page 15, 17 and 19 of the English Syllabus to show teachers. The list is also available in the Annex of the teachers **Participant Workbook**.

4. Phonics

Ask: *How do students read words that they have not seen before?* For example, the name Tom?

Tom

The letters are T – o – m (tee – oh – em)

Can students now read the word? No!

Students need to know the sound of those letters.

The sounds /t/ /o/ /m/ - put together say the word 'Tom'.

Share the following



Trainer tips

Phonics teaches students the connection between sounds and letters.

Phonics is important for teaching children to read. Students need to know and understand the relationship between letters and sounds. Unless you know the sounds that letters make, you cannot learn to read.

Before phonics, children need to have phonemic awareness (the ability to hear and say sounds (for example, identifying spoken rhymes). EP Term 1 is mostly concerned with phonemic awareness. It is a foundational skill for phonics.

5. Reading and comprehension

Reading the sentences about the boys – we use the following skills:

- **Speaking and listening** – we talk about the picture, we use the words we are about to read, we understand the context.
- **Common words** – we use our knowledge of common words to read them fluently without having to stop and sound them out.
- **Vocabulary** – we use our knowledge of topic words and their meaning.
- **Phonics** – we use our knowledge of the sounds that letters make to sound out unfamiliar words.
- Being able to speak English, listen to English and understand it, to know common words by sight, and to understand the sounds that letters make – these are the foundation skills students need to become good readers.

But students need to do more than simply read the words. They need to get meaning from text.

Ask: *How do we know that students have got meaning from the text? We ask questions.*

Read the text again. Ask:

- How many boys are there? (two)
- What are their names? (Ted and Tom)
- What are they doing? (sitting under a tree)
- Why? (it is hot, they are in the shade)
- What does Tom want to do? (swim)
- Why do you think Tom wants to swim? (it is hot)

Share the following



Trainer tips

It is not enough to read the words on the page. The words need to have meaning and students need to understand or comprehend the meaning of the text. The goal of learning to read is comprehension. If we do not understand what we 'read' we are not reading. Reading for meaning – that is our goal.

BREAK

10.30-
11.20

SESSION 2

Activity 4: (50 mins)

Elementary English Standards



"The SBC Elementary English Syllabus lists content standards by grade under the four headings of Speaking and Listening, Phonics, Reading and Writing. It is important for all Elementary teachers to understand the content standards for children in their grade. It is also important for teachers to understand what children already know (from previous grades) and what they will be expected to know (in future grades)."



Divide teachers into groups of 4-5 members from the same grade level.

Each group gets a set of cards. (**Prepare card pack in advance – refer to Annex A – content standards – jumbled for Activity 4 by printing out copies and cutting each strand as a separate card**).

Provide each group with a piece of butcher paper with a matrix on it listing the four strands and the three grades, like this.

Strand	EP	E1	E2
Speaking and listening			
Phonics			
Reading			
Writing			

Members of the group arrange the cards by strand and grade so that, when they finish, they see the sequence of learning in English across the three grades of Elementary School.

To conclude the task, each grade level group shows the other groups their completed matrix. Any differences can be debated. The result can be compared with the correct chart in the Syllabus or in the Introductory pages of this training manual.

Conclude the session with the following:



Trainer tips

It is important to remember that children learn in different ways and they come to reading in their own way.

Some of your children may be in E1 but they still need to learn some EP standards. Some children may be in E2 and they are needing support with some standards from E1. We must find ways to support those children to move from one stage to the next and sometimes this means going back before going forward.

11.20
–
12.00

Activity 5: (40 mins)

Elementary English standards cont.:

The purpose of this activity is to continue developing awareness of the SBC syllabus and standards expected of children in EP – E2.



In the same groups as the previous activity, ensure that each group has a copy of the syllabus and several teaching guides.



In groups, study the syllabus for your grade level.

- Identify any standards that are only mentioned in one grade level
- Identify the standards that are like other grades
- Write your thoughts on why some standards might be the same across the three grade levels
- Consider which standards your students are currently achieving and those that students find hard to achieve. Discuss the reasons for this.

Allow 15 minutes for the discussion. Ask groups to write their responses on butcher paper.
Display each of the group's work so that other teachers can see what was accomplished in the small groups.
Summarise the key learning below:



Trainer tips

- Each standard is the knowledge and skills that the child needs by the end of the grade.
- In EP, children focus on saying and hearing English words and learn how to break up words into letters and sounds. They learn picture and word associations and can create and write short 3-5-word sentences.
- In E1, children focus on reading simple decodable texts and learning more sounds, common words and letter patterns. They can write longer sentences and are developing an ability to answer comprehension questions after listening to a story.
- In E2, children read and write more complex stories and continue to learn new words and sounds. Children are now able to write at least three connected sentences. They can answer more complex comprehension questions.
- It is highly probable that some students are meeting the standards while others are not. The variation in one class can be significant. A teacher needs to know how to adjust and adapt the lesson based on the individual student's learning needs.

BREAK

13.00

SESSION 3

- Activity 6 (40 mins)

13.40

Exploring the SBC English teaching guides



Divide the participants into groups of 4-5 teachers from the same grade level. Each group should have their SBC teacher guide or one to share.

This session will provide an opportunity for teachers to study the scripted lessons to see how **common words, topic words, phonics and reading skills** are covered each day.



"The SBC Elementary English Teacher Guide is a complete package. All the planning is done for you. Let us look at the first introductory section of the Teaching Guide. You will note that each term has been planned for you. Go through the introductory section highlighting the key topics that are covered."

CONTENT OVERVIEW

TERM 1	STORY	FOCUS
OVERVIEW		
WEEK 2	Lost forever	Revision
WEEK 3	Little caterpillar	/y/, /ooh/ written as o
WEEK 4	The wind and the sun	/t/ written as tt, /f/ written as ff
WEEK 5	Who sank the boat?	/l/ written as le, /s/ written as ss
WEEK 6	Papa and the snake	/g/ written as gg, /er/ written as er
WEEK 7	The wood carver	/d/ written as dd, /n/ written as nn
WEEK 8	How the crow got black feathers	/m/ written as mm, /b/ written as bb
WEEK 9	-	Assessment
WEEK 10	-	Feedback and review



In your groups, study one week of scripted lessons and answer the following questions:

- How are speaking and listening skills covered in a scripted lesson?
- How are common words and topic words covered in a scripted lesson?
- How is phonics covered in a scripted lesson?
- How is reading comprehension covered in the lesson?

Allow 15 minutes for groups to complete the questions.

In plenary, ask one group to share their answer to one question and continue this way through the questions allowing for other groups to offer additional suggestions.

Here are some examples:



Trainer tips

Speaking and Listening skills:

- Covered at the start of each lesson – singing and actions to words etc.

Common and topic words:

- Common words are captured in class lists
- Identified in stories that are read aloud

Phonics:




- Each lesson phonics is covered
- A different sound each day/week
- Identifying words with similar sounds
- Decodable texts

Reading comprehension

- Questions before, during and after
- Story work

Silent reading to familiarise yourself with key reading skills that are developed in elementary.

HERE ARE SOME IMPORTANT DEFINITIONS WE WILL REFER TO DURING THE TRAINING

<p>Letter Knowledge</p>	<p>Letter knowledge is knowing the names of the letters of the alphabet.</p> <p>Children should gain letter knowledge over their early years of life. They learn:</p> <ul style="list-style-type: none"> ▪ That alphabet letters are a special set of symbols that can be individually named. ▪ That individual letters make up their name. ▪ How to identify all the letters of the alphabet, in both uppercase and lowercase forms.
<p>Phonemic awareness</p>	<p>It refers to a child’s awareness of the individual phonemes — the smallest units of sound — in spoken words, and the ability to manipulate those sounds.</p> <ul style="list-style-type: none"> ▪ Phonemic awareness is concerned with oral or spoken language. ▪ Phonemic awareness is the ability to hear, think about, and say individual sounds in spoken words. To hear and say rhymes.
<p>Phonics</p>	<p>Phonics is the mapping of speech sounds (phonemes) to letters (or letter patterns, i.e., graphemes).</p> <ul style="list-style-type: none"> ▪ Phonics refers to print
<p>Fluency</p>	<p>Fluency is the ability to read a text accurately and quickly.</p> <p>Fluent readers read aloud easily and with expression.</p> <p>Readers who have not yet developed fluency read slowly, word by word. They do not understand the meaning of most of what they are reading.</p> <p>Fluency is important because it is a bridge between word recognition and comprehension.</p>
<p>Vocabulary</p>	<p>Vocabulary refers to the words we must know to communicate. The words we know can either be in our oral vocabulary or in our reading/print vocabulary.</p>
<p>Comprehension</p>	<p>Comprehension is the reason for reading. If readers can read the words but do not understand what the words mean, they are not really reading.</p> <p>Readers get meaning from text when they think about what they read.</p> <p>There are different kinds of reading comprehension, some that are more difficult and some that are less difficult.</p> <ul style="list-style-type: none"> ▪  Literal Comprehension (the answer is right there in the text!) <p>Literal comprehension is being able to understand and recall factual information from a text such as who, what, where, when and why.</p> <ul style="list-style-type: none"> ▪  Inferential Comprehension (read between the lines, look for clues) <p>Inferential comprehension is sometimes described as “reading between the lines”. This means that a reader makes predictions about the meaning of the text.</p> <ul style="list-style-type: none"> ▪  Evaluative Comprehension (your own ideas, your experience)

Evaluative comprehension is where readers try to understand the full meaning of a text by comparing it with their own experience or other knowledge that they have. Students might put themselves in the place of the character and explain what they would do in the same situation.

13.40 **Activity 7 (50 mins)**

14.30 **Getting to know how English scripted lessons are arranged**

The purpose of this activity is to develop an understanding of how the scripted lessons of the SBC are arranged.



“Now it’s time to familiarise ourselves with the daily scripted lessons. In your group, review a week’s scripted lesson for English. Once you have read through the week’s daily lessons, work as a group to answer the following questions.”



- 1) How is each lesson started?
- 2) Why do you think lessons start in this way?
- 3) What parts of the scripted lesson are the same each day?
- 4) Why do you think the lessons have a focus on phonics?
- 5) Besides scripted lessons, what other information does the SBC Teacher Guide include that will help you teach your lesson?
- 6) From your analysis, is there anything missing in your scripted lesson that you may need to include to teach your lessons?

After pairs have reflected on the questions, ask groups to share their responses. Please use the Training Tips below for a guide to the answers.



Trainer tips

- 1) With a song, a jingle, a dance or music
- 2) To stimulate student’s listening and speaking skills and enable them to focus
- 3) The sequence, the time spent on the story and the time spent on phonics, the activity on decoding
- 4) English is a complex language – 26 letters but a lot of phonemes (sounds of letters) which are difficult to learn – it is understood that if we know the parts then we can form meaning about the whole. It helps us understand the language.
- 5) Assessment, content summaries, symbols and actions used to remember how to sound out letters
- 6) Here are some examples: Limited student reading time, limited group work activities, few strategies are used to teach phonics, no reminders to use the SBC readers or songs although these are all in the kit, no guidance in the scripted lesson on formative assessment methods, no instruction on when spelling tests should be undertaken, limited guidance on activities to connect pictures and words in EP, transition from one part of the lesson to the next is often not connected.

Before ending the session summarise the benefits of scripted lessons:

NDoE provides scripted lessons and termly overviews to:

- Keep a good pace
- Reduce the burden on teachers (no need to write a termly plan or daily lesson plan)
- Guide them how to teach phonics
- Cover all the standards

- Consistency across schools
- International evidence it helps improve early reading learning outcomes
- Teachers can improve/build on the lesson plans

BREAK

15.00
–
15.45

SESSION 4

Activity 8: (45 mins)

Print rich classrooms

The purpose of this activity is to understand what a print rich classroom looks like and how to create one in elementary classrooms using local resources.



“Print rich classrooms are important for children’s literacy development. In this next activity we will learn more about the reasons why it is important to create print rich classrooms in elementary.”



Look at pictures of some elementary classrooms in PNG below. Also, think about your classroom. Reflect on the following questions.



- What do you see in these classrooms that might help children learn to read and write?
- What resources in the classroom are made locally?
- What challenges would children face in Classroom B
- What would the steps be in creating a print rich classroom?

Allow 10 mins for pairs to discuss.

Capture some of the pair’s reflections to the 4 questions above.



Photo: Classroom A



Photo: Classroom B

Summarise the key points below:



Trainer tips

- Print rich classrooms help reinforce learning from the scripted lessons.
- Print rich classrooms help emergent readers connect images to words
- Print rich classrooms help students connect words with meaning.
- Print rich classrooms can be created with locally available resources and simple stationary.



“Depending on the type of reading activity you might be doing on a particular day, you may want to think about organizing your classroom and the children in it differently. Classrooms walls should be covered with pictures and writing. This can be a mixture of teacher resources and student drawings and work.

- To make a print-rich environment, teachers can:
 - Make a wall dictionary
 - Display student work.
 - Create your own texts by labeling objects in the classroom, posting rules, directions, or schedules.
 - Collect texts from students’ communities or homes, such as flyers, bible verses, or letters, and display them in the classroom as examples of different kinds of writing.
 - Set up a classroom library or reading corner (we will learn more about how to do this later in the week.



In groups of 4-5 with teachers from the same grade level, use the teacher’s guide to come up with a list of charts, mobiles, word banks, and flash cards that could be created to support teaching your scripted lesson. Choose a week in Term 3 to do some planning.



Make a list to share with the rest of the group.

Allow 10 minutes and then ask groups to share their ideas.

15.45
–
16.30

Activity 9 (45 mins)

Making resources

The purpose of this activity is to practice making some visual resources to support teaching our scripted lessons. This is particularly important for EP and E1 classes but should be a focus for all elementary classes.



“We are now going to make some resources together. Refer to E2, Term 1, Week 4 – The wind and the sun.

Ask a volunteer to read the story aloud from page 30.

The wind and the sun

The cold wind and the sun began to argue about which of them was stronger. They saw a man walking along the road. He was wearing a coat. The sun and the wind agreed that whoever could get the man’s coat off would show that he was the stronger.

Win na san

Win na san i tok pait long husait em i strongpela. Win na san i tok pait long husait em i strongpela. San na win i wanbel olsem sapos husait i mekim na man i lusim saket bilong em orait em i strongpela. Kol win i stat pastaim. Em i kam strong wantaim kol. Na klostu win i brukim batten

The cold wind started first. He blew very hard and cold. At first the wind nearly tore the buttons off the man's coat. The man held his coat firmly, pulling it tightly around his body. The wind could not remove the coat. The sun tried. He shone gently on the man's head. The man was soon feeling very hot, so he took off the coat and stood under a shady tree.

long saket bilong man. Tasol man i holim saket bilong em strong tru, em i pulim na taitim bodi bilong em. Na win i no inap rausim saket bilong em.

Nau san i traim. Em i lait antap long het bilong man. Na man i pilim hat nogut tru na em I rausim saket bilong em na sanap aninit long sedo bilong diwai.



Divide the teachers into groups of 4-5 teachers. Each group should have a selection of resources including cardboard, scissors, markers/coloured pencils, coloured card.

Ask participants to review the activities in that week which draw on the story **'The wind and the sun.'**

Bilum Books SBC English for Papua New Guinea

A play: Sun, Wind and Rain

In the *Bilum Books SBC English E2 Student Book A* (pages 19-20), this story 'The wind and the sun' is told as a play that students can read and perform (with props). Teaching notes to guide student reading, including comprehension questions and further activities can be found in the *Bilum Books E2 Teacher Guide* (pages 13-18).



Agree on 1-2 resources that you could make to display in your classroom. Work in pairs or small groups if you prefer. Encourage teachers to think of a variety of visual charts, mobiles and flashcards that can support activities for that weekly topic/story or another weekly topic which is coming up in the term.

15 minutes before the end of the class, organise a gallery walk so that groups can showcase their work.

5. DAY 2

5.1 Learning Objectives

By the end of the day teachers will be able to:

- Use songs and poems to improve student's speaking and listening skills
- Explain the key concepts of speaking and listening
- Practice new strategies to teach listening and speaking in English
- Explain what phonemes are

5.2 Today's SBC focus on content standards

Strand	Elementary Prep	Elementary 1	Elementary 2
Speaking and listening	P.1.1 Greet someone and introduce themselves P.1.2 Understand and follow simple classroom instructions P.1.3 Understand and use all EP common words	1.1.1 Ask and answer questions about their life 1.1.2 Give simple instructions to other children 1.1.3 Understand and use all E1 common words	2.1.1 Begin to use English to communicate with other children and the teacher in the classroom and in real-life situations outside 2.1.2 Talk clearly about familiar topics 2.1.3 Understand and use all E2 common words
Phonics	P.2.1 Hear and say the beginning, middle and end sounds in words P.2.2 Read and say all EP sounds and letters P.2.3 Sound out simple words	1.2.1 Read and say all E1 sounds and letters in words 1.2.2 Read and say all E1 sounds and letters 1.2.3 Blend sounds to make longer words	2.2.1 Read and say all E2 sounds and letters in words 2.2.2 Know different spellings for the same sounds 2.2.3 Blend sounds confidently to make words

5.3 Workshop DETAILS

8.00 –
8.45

SESSION 5

Activity 10 (45 mins)

Starting lessons

The purpose of this activity is to learn about a strategy that can be used in every lesson to enhance the beginning of each lesson and as a useful transition from one activity to the next. It is a technique that reinforces key vocabulary that children need to learn and is a great speaking and listening task.



"I am going to show you a strategy that you can use in your classrooms every day. This strategy is great to use at the beginning of your lessons and as a transition activity. Once I have modelled this strategy, you will practice in groups. This is a strategy in your SBC. I will need four volunteers."

STRATEGY 1: USE TOTAL PHYSICAL RESPONSE (30 MINUTES)

Description: Children observe and copy actions to learn new vocabulary and its meaning. TPR's are useful for literacy as they help students reinforce or memorise new vocabulary and new phonemes (the Teacher Guide has an action for each phoneme) and most importantly connect the new vocabulary with the meaning using actions. TPRs also get children moving and they are loads of fun.

Materials none

Primary skills Vocabulary

Text E1 - Term 1, Week 3 - Ourselves

Instructions: Say, "Today we will learn new words to talk about body parts."
I will begin, copy what I say and do.
"I can bend my elbows, one, two, three. [x2]"
(pause and let the volunteers repeat and act out the action
I can bend my wrists, one, two, three. [x2]
(pause and let the volunteers repeat and act out the action
I can wiggle my fingers, one, two, three. [x2]
(pause and let the volunteers repeat and act out the action
I can bend my knees, one, two, three. [x2]
(pause and let the volunteers repeat and act out the action
I can bend my ankles, one, two, three. [x2]
(pause and let the volunteers repeat and act out the action
I can wiggle my toes, one, two, three. [x2]
(pause and let the volunteers repeat and act out the action



In groups of 4, practice this TPR. If groups finish early, they can practice some of the TPR commands below.

Here are some TPR commands and songs below.

Here are some commands to practice:

My Body		Pretend to be...
Touch your eyes	Stand up	a bird flying through the sky
Touch your ears	Sit down	a dolphin leaping in and out of the waves
Touch your nose	Touch your head	a fish swimming in the sea
Touch your chin	Touch your arm	A hungry shark
Touch your mouth	Touch your foot	An octopus swimming in the sea
Open your mouth	Raise one foot	A whale coming up for air
Close your mouth	Put your foot down	A crocodile eating its food
Raise your hands	Raise the other foot	A crab walking on the sand
Close your hands	Put your foot down	A lizard climbing a tree
Put one hand down	Touch your hair	A bee buzzing over flowers
Open one hand	Raise your hand	A cat washing itself
Close one hand	Put your hand down	A dog drinking water
Put the other hand down	Turn around	A hungry rat
Open both hands	Sit down	A spider spinning its web
Close your eyes	*Shhh. (Whisper.)	A butterfly flapping its wings
Open your eyes		

Here are two songs that you can try...

Two songs	
On my face	I can bend my elbows
On my face I have two eyes,	I can bend my elbows, one, two, three. [x2]
I use my eyes to see. [x2]	I can bend my wrists, one, two, three. [x2]
On my face I have two ears,	I can wiggle my fingers, one, two, three. [x2]
I use my ears to hear. [x2]	I can bend my knees, one, two, three. [x2]
On my face I have one nose,	I can bend my ankles, one, two, three. [x2]
I use my nose to smell. [x2]	I can wiggle my toes, one, two, three. [x2]
On my face I have one mouth,	
I use my mouth to speak. [x2]	



"We are now going to practice a few more lessons that are suitable for TPR. Once again, I will model the activity for you. Remember that you can use your SD cards for speaking and listening. (If you have time, you can demonstrate the use of this). Let us turn to Term 1, Week 3, The caterpillar, page 26 in SBC E2 English Teachers Guide.

Model the speaking and listening activity which is a TPR.

Ask for volunteers to practice teaching the activity.



In the same groups as the previous activity, allow time for each group to practice this TPR.

8.45 –
9.30

Activity 11: (45 mins)

Use of songs and poems in scripted lessons



“In this activity we will learn more about teaching strategies that support speaking and listening. Remember that a student begins to understand language by first speaking and listening to that language. Providing opportunities for students to listen to the English language in song and poetry helps them grasp the sound of the language. Songs are a strategy in the Teacher’s Guides.”



In pairs discuss the following question.

Which songs do you use in your classroom? Do you use the SBC songs?

Listen to feedback. Ask three participants to demonstrate some of the songs that have sung in their lessons. If teachers are shy you can model some.



Trainer tips

- The SBC English Teacher Guides’ daily scripted lessons use a lot of songs.
- Children should be singing one song a day and learning actions for that song. TPRs are a great way to bring words to life.
- Each week of the Teacher Guides has three songs.
- The songs help teach common words, sounds and rhymes.
- The songs are on the SD card in the SBC kit.
- You can play them on a boom box or mobile phone.

Explain:

- Children should also be singing in their home language.
- There are two sets of songs (show song books – make sure there are copies available for trainers/teachers to use.)
 - a. English sound songs
 - b. English speaking and listening songs

Show them the SD card (and CD if available).



In pairs discuss the following question.

Why are songs a good way of teaching literacy?

Listen to feedback.



Trainer tips

- Songs are a great way to teach ‘speaking and listening skills.’ Sing songs together every day.

- They reinforce vocabulary and help build meaning through actions (TPR) that children can remember.
- Schools can make as many copies of the songs books and songs as they want.

Bilum Books SBC English for Papua New Guinea

Daily **Speaking and Listening lessons** that align with the themes in the NDoE Elementary Teacher Guides are found in Bilum Books SBC English. The activities:

- teach students to use English correctly
- provide daily practice using language in context
- discuss familiar themes in poems, role-plays and songs, and encourage student learning and enjoyment of English.

The Speaking and Listening lessons are full of questions for the teacher to ask to promote listening comprehension and correct English usage. In addition, the daily talking drills are lessons with an oral grammar focus (e.g., correct use of pronouns...). For second language learners to read and write correct English, they must first speak correct English.

BREAK

10.30
–
11.30

SESSION 5

Activity 12 (60 mins)

Speaking and Listening

The purpose of this activity is to learn a new speaking and listening teaching strategy.



“We are going to reflect on our students experiences of speaking and listening and consider whether we give students sufficient time to develop their speaking and listening skills.”



Question 1: What are the key times when children can speak & listen in the classroom? Think about what they are doing and who they are speaking to and listening.

Question 2: Do all children have the same opportunities to speak and listen? Think about boys and girls, different cultural groups, different ages or grades (in multigrade classrooms) or different language groups.

Allow a few minutes for teachers to reflect on these questions and ask for volunteers to share their thoughts in plenary.

Summarise by sharing the following:



Trainer tips

- Listening and speaking is the foundation to learning to read and write.
- Listening and speaking helps children learn the sounds of language, which they use to connect to print when they are reading and writing. Children also learn most of their early vocabulary through listening to speech and using it when they are speaking. Vocabulary is especially important to learning to read.

- Teachers need to make sure that all students in their classrooms have plenty of opportunities to practise speaking & listening skills. Now that we have thought about when and how children can speak in the classroom, we are going to learn new strategies to develop their speaking skills.



Does anyone here (or the teachers you work with) read aloud to their students? Why or why not? Reading aloud to your students should be a daily activity in classrooms because it increases vocabulary and helps children to hear how fluent readers (those that read with the proper speed, accuracy, and expression) read. We should continue to read to children as their language comprehension is much greater than their reading comprehension especially when they are learning to read. In school, teachers are responsible for reading to children who are not yet able to read by themselves. Older students or peers who can read by themselves can also read to other students. I am going to model reading aloud. You are going to act as the students. Reading aloud is a strategy in the Teacher's Guides. Reading aloud is different from a term that you will also learn about called Guided Reading. Here is a similar chart with the key differences:

	Read aloud – model reading	Shared Reading	Individual Guided Reading
Timeframe	- 10 mins	- 10 – 20 mins	- 10 – 20 mins
Skills to cover	Vocabulary, fluency (listening to the correct pronunciation),	Decoding, fluency, comprehension, vocabulary, print awareness, phonics	Same as shared reading
Teachers role	Introducing a book, read aloud, think aloud, ask questions	Introducing a book, read aloud the first time, model, focus on meaning, ask questions	Introducing a book, activate prior learning, listen to students read, discuss and ask questions
Students role	Listen, ask questions, answer questions, turn and talk	Read along, suggest and try strategies (e.g., pronouncing tricky words), ask and answer questions	Read mostly on their own with support from the teacher, use strategies, discuss text, ask and answer questions,
Text difficulty	Above students reading level	Just above students reading level	Instructional level – tiny bit hard

Now let us try this strategy.

STRATEGY READ ALOUDS 2:

Description: Teacher reads aloud to group of students.

Materials Text

Primary skills Speaking; Fluency, Comprehension and Listening

Text E2: Term 2 Week 4 “The crane”
© 1996 NDOE Book developer: Curriculum Development
Division NDOE
Artist: Anis Ka’abu ISBN 9980-0-1679-5

- Instructions:**
1. Say, “I am going to read this book to you, and you will listen. As we read, I am going to ask you some questions about the story and you can ask me questions about the story too.”
 2. Show the cover.
 3. Read the title and show the picture and the name of the author.
 4. Ask: “Thinking about the title and the picture, what do you think this story is going to be about?”
 5. Gather responses from the students. If there are no responses, try modelling how you would use the title and picture to predict what happens.



(Example: “The title is ‘Crane’. I think this story is going to tell us something about the crane. Maybe how it flies or how it searches for food?”)

6. Begin to read the story aloud. Read naturally, not too fast nor too slow and read loudly enough so that all the children can hear you. When characters speak, change the tone of your voice to give each character a different voice. Show the pictures to the students. As much as possible, hold the book towards the students, and point to the words you are reading aloud with your finger as you read to compare the sounds and the letters.

While you are reading, stop occasionally to ask or answer a question about the story. You can ask questions like: “What is the crane searching for?” Or “What do you think is going to happen next?”

After reading, ask a few questions: “What were the most important things that happened in this story?” or “Why do you think the crane did that?” or “Did you enjoy listening to this story? Why or why not?”

If you have time, repeat to give the students a chance to better understand the story and get more practise listening.

Here are some variations of read aloud activities that you can try with your students.

- Ask a child who already knows how to read to read aloud to a classmate or partners.
- Let children choose from a few carefully chosen books which one they want to hear.
- Ask the students to write down all the new words from the story or draw pictures of them, if possible.



”What did you notice about how I did the Read Aloud?”



Trainer tips – some ideas

- Asked lots of questions before, during and after you read aloud
- Read at a good speed and used expression,
- Read with different voices for the characters’ dialogue.

Bilum Books SBC English for Papua New Guinea

Mum's bathtub

Mum's bathtub is a fun, PNG story that also demonstrates water displacement. It has been written to complement and consolidate the language learning and concepts in 'The Crane'. The story can be found in *Bilum Books SBC English for Papua New Guinea*, E2 Term 2 Week 4, **Mum's bathtub** E2 Student Book A pages 99-100. Further, the *Student Book A* Common words skills page 101 teaches the words within a context that relates directly to the story 'The Crane'. Teaching notes to guide student reading, including comprehension questions, common word recognition and meaning can be found in the *Bilum Books Teacher Guide* pages 75-80.

Let us look briefly at this "How to Read Aloud to Children" guide, below. Take a minute to read the suggestions on the handout silently.

HOW TO READ ALOUD TO CHILDREN

- **Spend 15 minutes each day reading aloud to children**
- Give yourself and the children enough time to read aloud, to enjoy and to discuss the story, poem, or information text.
- Children like stories with colourful pictures and funny characters. They also like texts on different topics, like sports, family and friends and animals. The SBC scripted lessons include a wonderful collection of stories, like this.
- Practise reading the book through so you can decide where to pause and where to prompt questions, predictions, or reactions.

Introduce the book

- Point out the cover illustration, title, and author. Invite the children to predict what the book is about or to talk about how the book might connect to their own experience or to other books they have heard or read.

Read with expression

- Let your voice show the tone of the story or the personalities of the characters. Do not read too fast. Vary your pace so you can pause for emphasis.
- Build in time for listeners to respond along the way
- Allow time for children to study the pictures as you read, make comments, and ask questions about the story.



Encourage predictions

- Ask children what they think will happen next. Help them confirm or revise these predictions as the story unfolds.
- Save time at the end of the story to ask and answer questions
- Ask open-ended questions that do not have right or wrong answers and that cannot be answered with a yes or no reply. For instance, ask what the child liked (or disliked) about the book and why.

Allow students to ask questions or make comments.

- Remember that for some children, listening to stories is a new experience
- Some children are not used to being read to and will need to develop that interest and ability.



” Now, each of you will have an opportunity to practise these suggestions by reading a story aloud to a partner. While you are reading, I will walk around and give you some suggestions for how to improve.

Turn to the start of any week in your Teacher Guide. If you study a week’s lessons, you will notice that each day the story or parts of a story for that week is discussed. It is critical that teachers are proficient in how to read aloud to their students. Over time, proficient readers in your class can take on the responsibility of reading aloud.

Encourage teachers to provide constructive feedback to their partner to help her/him improve their reading technique.

BREAK

10.30
–
11.30

SESSION 6

Activity 13 (30 mins)

Storytelling using Story Bilums

The purpose of this activity is to practice using story telling in our elementary English classes to enhance the scripted lessons. This will help children develop their speaking and listening skills. You should encourage children to tell their stories in their own language first.



”We are going to learn about how we can use objects to create stories and encourage our students to create stories on their own. Story Bilums are a strategy you can include in your English and Language lessons and add to the scripted lessons.”

STRATEGY 3: STORY BILUMS

Description:	Children will tell a story using objects in a bilum. This helps them to develop speaking skills as well as a “sense of story” (understanding of what a story is).
Materials	Empty bilum (1 bilum if teacher is leading the activity; 5 bilums if doing the activity in small groups), and interesting objects to put in the bilum (2 to 4 objects in each bilum), such as a stick, an empty cup, a leaf, shells, seeds, a toy animal, a beautiful piece of cloth, a pencil, etc. Anything you can find!
Primary skills	Speaking and Listening
Instructions:	<ol style="list-style-type: none"> 1. Say, “Today, we are going to make stories about things that are in this bilum. We do not need a book to do this – we will use our imaginations! I will show you first, and then you will make up a story with different objects and share it with your group or the class.” 2. Show the class the 3 or 4 objects in the bilum and then tell a simple, imaginative story in which each of the objects is mentioned. For example, a little girl found the cup and it was a magic cup! 3. Then say, “Now you will help make a story with different objects in our story bilum.” 4. Take out the objects you used for the first story and put in 3-4 different objects. 5. Invite the children to tell a story. Ask things like: “Now, how could your story begin? What happens first? Who are the people in the story? Do they have a problem? What can happen next?” 6. Give children enough time to think and volunteer. Then, ask them to share with another student sitting next to them. Finally, get students to share with the whole class. Encourage different children to add to the story.

7. After they have suggested some stories, say “What good ideas! You used your imaginations and made a story.”
8. If you have enough time, give small groups their own story box and let them do the activity together.

Extensions and Variations:

- Children bring objects from home to tell a more personal story.
- The teacher can write down the story from the words the children use. The story can be written on pieces of paper to put together into a book, and then read aloud to the class at another time.
- Children can collect objects for a story box based on a story read in class.



“We are now going to reflect on how this strategy can be integrated into the scripted lessons. Let us organise ourselves into grade level groups.”



Divide the participants into groups of 4-5 teachers from the same grade level. Each teacher should have a copy of the grade level teachers guide.



Your task is to review the scripted lessons and identify ways in which story bilum could be integrated into the scripted lesson. Sometimes it could be a way to introduce a new story, sometimes it could be an activity to enhance the speaking and listening component of the lesson, sometimes as a transition. As a group, agree on 4 ways ‘story bilum’ can be integrated in the scripted lesson, providing an example to show what you mean.

Allow 10 minutes for groups to study the scripted lesson and discuss how they could integrate the strategy into the lesson and the benefits.

The teachers may select this as the strategy that they plan to teach tomorrow as part of their micro lesson.

Provide an opportunity for a few groups to report back on their ideas.

11.30-
12.00

Activity 14: (30 mins)

Reflection on speaking and listening



“Speaking and listening is an important foundation skill.”



In pairs list all the things that you have learnt about speaking and listening over the past day.



Allow pairs 10 minutes to come up with their lists.

Invite volunteers to share their learning in plenary. Write down all the ideas on the blackboard as a summary.

BREAK

13.00
–
14.00

SESSION 7

Activity 15: (30 mins)

Phonics – how to teach a sound and letter pattern (EP-E1)

The objective of this session is to understand that phonics teaches the sounds of English and the letters that are used to write these sounds. We will learn about the order of sounds to be taught in Elementary Prep, 1 and 2 as specified by the SBC. You will learn how to teach a sound and match it to the letter used to write that sound.

(This activity has been adapted from source: **Bilum Books SBC English for Papua New Guinea Training Manual, 2020**)



In pairs share your ideas on what phonics means.

Allow a few minutes for the teachers to discuss.

Ask for volunteers to share their suggestions.

Conclude by saying:



Trainer tips

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

Illustrate by writing several letters on the board.



"The letter name 'b' and then the sound /b/." Include for the letters t, f, g

Ask: *How does phonics help children to read?*

Write **big** on the board. Say the letter names (**bee-eye-jee**).



"Is that how we say the word? No, we say /b/ /i/ /g/ and blend those sounds to say big. Students need to understand the sounds that letters make to sound out and read words. Phonics is a bridge from speaking and listening to reading and writing."

Ask teachers to open their Teaching Guides to the Content Overview pages, which show the phonics taught each week.

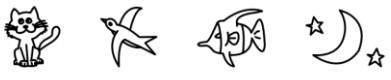
Give teachers 5 minutes to review the contents overview pages.

Bilum Books SBC English for Papua New Guinea

The phonics overviews for Prep, One and Two can also be found on pages vi-ix of the corresponding *Bilum Books SBC English Teacher Guides, Prep, One and Two*. The order of sounds in *Bilum Books SBC English* overviews follow the NDoE order of sounds exactly as prescribed in the Syllabus. These overviews show the phonics together with the other language learning strands to help teachers plan their English lessons for that week.

Here are two important words for you to remember. Refer to yesterday’s definitions and check where these words are mentioned.

A **phoneme** is a sound in a word.
 A **grapheme** is a letter or sequence of letters that represents a phoneme.



1	2	3
c	a	t
b	ir	d
f	i	sh
n	igh	t

These words each have three phonemes (separate sounds).
 Each of these phonemes is represented by a grapheme.
 A grapheme may consist of one, two, three or four letters.

Then Ask: *How do we teach a sound?*

Ask for volunteers to share their suggestions.



The steps for teaching a sound are the same for each sound. Learn to teach one sound and you can teach them all.

On the board, write the words in bold from each step:

- **Step 1.** Activities that teach students to hear the sound.
- **Step 2.** Activities that teach students to say the sound.
- **Step 3.** Activities that teach students to correctly identify the sound and differentiate it from other sounds.
- **Step 4.** Activities that connect the sound with the letter used to write that sound.

Step 1 and Step 2 are always oral work – teaching the student to hear and say the sound.

In EP, sounds are introduced by talking about pictures. The flashcard pictures in the SBC kit are important.

STRATEGY 4: IDENTIFYING SOUNDS IN SIMPLE WORDS USING PICTURES

Description:	Teacher says simple words and children listen and say the number of sounds in the word.
Materials	EP and E1 Teacher Guides, flashcards
Primary skills	Phonemic awareness
Instructions:	The two demonstration phonics lessons are examples of the value of using pictures to help students identify sounds in simple words.

Bilum Books SBC English for Papua New Guinea

Using pictures to teach sounds

Phonics lessons in the Bilum Books SBC English Student Books are full of pictures that can be used to teach all the sounds in the NDoE Elementary Syllabus and Teacher Guide.

Example: Bilum Books EP Student Book A Term 2 Week 3 (pages 21 and 23) has pictures to teach the sound /r/ (Bilum Books Teacher Guide pages 14, 16-18)

Demonstrate: **EP Term 1 Week 4 Thursday Home**

Today, I have brought in some pictures to show us. Show the class the dog flashcard. Ask the class.

What is this? [A dog]

Show the class the pig picture. What is this? [A pig]

Show the class the shark picture. What is this? [A shark]

Show the pictures in order again: dog, pig, shark.

Repeat this one more time. Ask the class. Which picture did I show you first? [The dog] Show the children the dog. This picture came first.

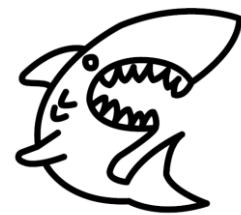
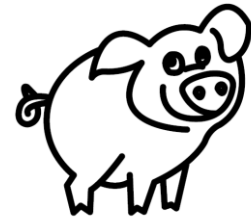
Ask the class again. Which picture did I show you last? Get the children to think back and remember.

How did it go? Dog, then what? What came last? [Shark] Ask the class again. Which picture came in the middle? [Pig] Do this again, stressing first, middle and last.

Show all three pictures. Which animal starts with the 'shh' sound? Get the children to repeat the sequence: dog, pig, shark.


Repeat the last word. 'shark' begins with the 'shh' sound. Say 'shark' stressing 'shh'. Make the 'shh' sound to each other.

Help the children remember the action we use for this sound (finger on lips). Do the action (i.e., a TPR), then make the sound.



In this demonstration, you can see how students learnt to hear the sound and then at the end of the activity they learn to say the sound. We are reminded about actions we use for sounds.

Ask teachers to open their Teachers Guides to the Introduction: Sound Actions. Ask teachers to locate the sound /sh/ and the sound action (finger on lips). The SBC SD card also contains the correct pronunciation of the sounds. (It is strongly encouraged that we offer time for teachers to practice all the phonemes and their actions. The sounds are on the SD card. Be prepared to show teachers how to use the SD card and when they might practice the phonemes and their actions.

/sh/		Put finger on lips as if 'shushing'	ship	sugar	ocean	station	special	machine
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Let us do another demonstration

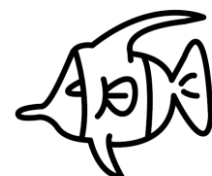
Demonstrate: **EP Term 1 Week 5 Tuesday Family**

Today I want us to play a jumping game! I am going to give us a sound to remember. Then I am going to show us some pictures. When we see a picture that begins with the sound we can jump up.

I want us to start with the /s/ sound.

This is my favourite sound because it is like a snake! Make the /s/ sound and the matching action. The children do this too. Now remember, when I show you a picture of something that starts with /s/, we can jump up!

Hold up these flashcards: fish, sheep, dog and snake. Make sure that they know what the animals are (lamb flaps come from sheep). If any children jump up at sheep, help the class to sound the word out.



Stress that the /sh/ sound is not the same as the /s/ sound. Compare the mouth shapes in pairs, /sh/ then /s/. The children should jump up when you show the snake picture.

Give lots of praise and get them to say the word 'snake', stressing the /s/ at the beginning. That was exceptionally good. Now sit down again and watch the pictures. If you see one that begins with /s/ you can jump up again.

Show these flashcards: **fish, lizard, cat and snail**. Get the children to jump at snail. Say 'snail'. Show these pictures: **pig, frog, rat, spider**. The children should jump up on spider. Again, say the word 'spider' and stress the sound at the beginning. Can you think of any other words that begin with the /s/ sound? Take suggestions and give lots of praise for any that are correct.



In this demonstration, you can see how students learnt to hear the sound and learn to associate the sound with the picture of the animal that begins with a /s/ sound. We are also reminded about the action for that sound. Let us check what the sound actions are for /s/.

Ask: How do we teach a middle or end sound?

Bilum Books SBC English for Papua New Guinea

At Elementary Prep for Term 1 the *Bilum Books SBC English for Papua New Guinea* has four scripted phonics lessons for each week. On Tuesday, the Teacher Guide focuses on oral work. Students listen carefully to correctly identify and say the sounds (with sound actions) at the beginning, middle and end of words. Wednesday's lesson uses pictures in the Student Book to practise hearing and recognising sounds. Pictures on each page test to make sure that students can accurately hear differences and identify sounds in words.

Examples:

EP Term 1 Week 2 Sound /m/ Student Book A pages 5 and 7, Teacher Guide pages 2-6

EP Term 1 Week 5 Sound /s/ Student Book pages 29 and 31, Teacher Guide pages 20-24

EP Term 1 Week 7 Sound /r/ Students Book A pages 21 and 13; Teacher Guide pages 14, 16, 17 and 18



The approach is the same. Let us review EP Term 2 Week 7 together. You can see the sequence of learning from Monday to Friday.

On **Monday** – the class plays sound bingo – using the sounds of the week c, a, t, d, g, o, m, s, i,

On **Tuesday** – the class learns all the sounds in s i d = /s/ /i/ /d/ who is the name of the cat. They learn to practice putting dots under each sound. They learn about the position of the sounds – at the start, middle or end.

On **Wednesday** – the class learns to sound out the short sentence 'I can sit' using dots under each sound.

On **Thursday** – the class learns to sound out 'cat not dog' using dots under each sound.

On **Friday** – the class learns the difference between dog and dig – emphasising the middle sounds.

13.45

Activity 16 (45 mins)

–

14.30

Practice

The purpose of this activity is to practice a phonics lesson in small groups.

Important guidance from Sarah White (Bilum Books):

These are the important steps for teaching phonics.

- Prepare ahead a list of words with the focus sound. (Teachers need lots of examples, not one or two if the language pattern is to be taught and understood.)
- Say the words so that students can hear the sound
- Students say the words
- Say a mix of words. Ask: Which word begins with the sound /.../?
- Write the word. Ask: What is the ending sound? What letter is used to write the sound?

If these teaching steps are made clear to teachers, they will be better equipped to use the NDoE Teacher Guide in classrooms.



Divide the participants into groups of 4-5 members from the same grade level.

Ask teachers to select a lesson from the list below to practice on. If there are 5 teachers in one group, each teacher could choose a day of the week to teach, or alternatively you could all practice one day.

Here are some options:

EP:

- Term 2 Week 4 - Water
- Term 2 Week 6 - Sky
- Term 2 Week 8 – Stories

E1

- Term 1 Week 2 – Meeting and Greeting
- Term 1 Week 3 – Ourselves

Allow each group to practice the strategy in their groups.



They would need 10 minutes to prepare their lesson with flashcards, flipchart etc.

Walk around to each group to make sure they fully understand the task and are practicing the lessons in sequence from Monday – Friday.

Bilum Books SBC English for Papua New Guinea

Bilum Books Student Books and scripted lessons from the Teacher Guide can also be used to practice teaching a phonics lesson. The order of sounds in Bilum Books SBC English follows (week-by-week) the scripted lessons in the NDoE Syllabus and the scripted Teacher Guide lessons. Here are some examples:

EP

- Term 2 Week 8 Stories – Sound /r/
 - EP Student Book A pages 133 and 135. Teacher Guide pages 101-104.
- Term 3 Week 2 Games– Middle sounds /a/, /i/, /o/

	<p>○ EP Student Book B pages 13 and 15. Teacher Guide pages 126, 128-130.</p> <p>E1</p> <ul style="list-style-type: none"> • Term 1 Week 2 Meeting and Greeting – Revision of sounds /s/ /t/ /p/ /a/ /i/ <ul style="list-style-type: none"> ○ E1 Student Book A page 5 (beginning sounds /s/ /t/ /p/) and page 7 (middle sounds /a/ and /i/. Teacher Guide pages 1-2, 4 and 6. • Term 1 Week 3 Ourselves – Sounds /n/ and middle sound /i/ <ul style="list-style-type: none"> ○ E1 Student Book A page 13 (beginning sound /n/) and page 15 (middle sound /i/. Teacher Guide pages 7-8, 10 and 12
<p>16.30 – 16.45</p>	<p>Explain the Prepare to Teach activity:</p> <ul style="list-style-type: none"> ▪ Tonight, in a group of four, please choose one of the following: a story bilum, or a phonics lesson drawing on one of the SBC scripted lessons. ▪ Prepare to show the group in tomorrow morning’s session.



6. DAY 3

6.1 Learning Objectives

By the end of the day teachers will be able to:

- Explain the key concepts related to reading and writing foundations
- Practice decoding and encoding strategies
- Describe the use of spelling mistakes in students' language development
- Practice techniques to teach fluency.

6.2 Today's SBC focus on content standards

Strand	Elementary Prep	Elementary 1	Elementary 2
Phonics	P.2.1 Hear and say the beginning, middle and end sounds in words P.2.2 Read and say all EP sounds and letters P.2.3 Sound out simple words	1.2.1 Read and say all E1 sounds and letters in words 1.2.2 Read and say all E1 sounds and letters 1.2.3 Blend sounds to make longer words	2.2.1 Read and say all E2 sounds and letters in words 2.2.2 Know different spellings for the same sounds 2.2.3 Blend sounds confidently to make words
Reading	P.3.1 Read all EP common words P.3.2 Read a five-word sentence	1.3.1 Read all E1 common words 1.3.2 Read an E1 story aloud and answer simple questions about it	2.3.1 Read all E2 common words 2.3.2 Read aloud with increasing fluency and understanding 2.3.3 Read an E2 story aloud, retell it and answer questions about it
Writing	P.4.1 Write the 20 letters taught in EP correctly P.4.2 Copy accurately a five-word sentence P.4.3 Write EP common words	1.4.1 Write all 26 small and capital letters correctly 1.4.2 Write a simple label or sentence about a picture 1.4.3 Write E1 common words	2.4.1 Write 3 sentences on a familiar topic 2.4.2 Use capital letters and full stops correctly 2.4.3 Write E2 common words

6.3 Workshop DETAILS

8.00 –
8.30

SESSION 9

Activity 17: (30 mins)

Building phonological awareness for reading and writing



“Yesterday we talked about phonics and practised some phonics lessons. Today we are going to build upon this work and learn a few new terms.



In pairs, talk with each other on your understanding of these three terms:

- Phonological Awareness
- Decoding
- Encoding



Allow 5 minutes for pairs to define the terms.

Ask for volunteers to share their definitions. Write the suggestions on the board.

Share the following

KEY DEFINITIONS	
PHONOLOGICAL AWARENESS	The ability to know and use sounds in language.
DECODING	The ability to correctly pronounce (sound out) written words (blending sounds to make up a word) – synonymous with reading
ENCODING	The ability to correctly write words – synonymous with writing

Yesterday, we practiced some phonics lessons and learnt about the importance of songs and poems as well as actions to help students connect letters and sounds.

Ask: *Do you have more suggestions for fun oral language activities that help students understand and manipulate sounds?*



In pairs, write down all the activities that you can think about. Ask pairs to then share one of their ideas in plenary. Write the suggestions on the board.

Check whether the following has been mentioned. If not, add to the suggestions.

ACTIVITIES TO PRACTISE PHONOLOGICAL AWARENESS WITH CHILDREN

1. Identifying words and sounds that sound the same or different (bee, he, pot)
2. Identifying if words rhyme (hat, cat, bat, pan)
3. Clapping words in sentences (The-clap, dog-clap, is-clap, old-clap)
4. Identifying which word in a set is different (tip, top, tap, pad)

5. Introducing a word that rhymes (what rhymes with tin?)
6. Clapping syllables in words (beau-clap, ti-clap, ful-clap)
7. Orally blending syllables (fun-ny; ta-ble)
8. Segmenting syllables (beau-ti-ful)
9. Identifying the first sound in words (rat, run, rich)

8.30 –
9.15

Activity 18: (45 mins)

Phonics – one sound with different letter patterns (E1-E2)

In this activity, we will learn about more complex sounds that are relevant for E1 (Term 3 & 4) and E2.

Write on the board:

E1 sounds:

Sound /ee/ me, happy, tree, leaf, – one sound and 4 different letter patterns for writing that sound.

Tips from Sarah White (Bilum Books): demonstrate this to show the teachers – reinforcing the key steps)

In this lesson we teach the sound /ee/.

- Start by saying words with that sound (he, she, tree, three, sea, leaf, ...) and ask:
- What sound can you hear in these words? /ee/
- Where can you hear the sound /ee/ in the word he? (ending sound)
- Where can you hear the sound /ee/ in the word deep? (middle sound)

Write on the board the word he.

Point to the word and say the word with the students.

- Ask: How many sounds can you hear in this word?
- What is the first sound?
- What is the second sound?
- What letter is used to write the second sound?

Grouping the questions together in this way, makes it clearer for teachers to follow, and understand, and run the lesson.

Bilum Books SBC English for Papua New Guinea

Bilum Books E1 Student Book B pages 23 (letter pattern **y**), 29 (letter pattern **e**), 31 (letter pattern **ee**), 45 (letter pattern **ea**)

Sound /ay/ play, face, rain – one sound and 3 different letter patterns for writing the sound.

Bilum Books SBC English for Papua New Guinea

Bilum Books E1 Student Book B page 101 (letter pattern **ay**), 103 (letter pattern **a-e**), 109 (letter pattern **ai**)

E2 sounds:

Sound /f/ frog, phone, gho, ffee – one sound and 4 different letter patterns for writing that sound.

Bilum Books SBC English for Papua New Guinea

Bilum Books E2 Student Book B page 110 (letter patterns **f**, **ph**, **gh**, **ff**)



In pairs consider the following question:

- *How do we teach a sound that has more than one letter pattern?*

STRATEGY 5: TEACHING ONE SOUND WITH DIFFERENT LETTER PATTERNS (E1-E2)	
Description:	Teacher follows steps to teach students how to identify sounds with different letter patterns
Materials	E1 and E2 Teacher Guides
Primary skills	Phonological awareness
Instructions:	The two demonstration phonics lessons below are examples of how to teach one sound with different letter patterns.

Allow a few minutes for pairs to discuss this question.

Demonstrate: **E1 Term 3 Wk 4** sound /ee/ as in he and been OR **E1 Term 3 Week 6** sound /ee/ as in deep and sea.

These are the key steps:

- Write the words on the board
- Read them aloud.
- Read each word again and underline the letters that are used to write the sound.
- Question the students:
 - What sound do you hear?
 - Which letters are used to write that sound?

Now demonstrate: Refer teachers to page 111 of the E1 teachers guide.

- Write the words 'me' 'he' 'we' 'she' 'be' on the board
- Read them aloud
- Read each word again.
- *Say: Can you hear the sound at the end of each of these words?*
 - *It is the sound /ee/.*
- *Say: Which letters are used to write that sound?*
 - *Ask a student to come up and place a dot under the letter that has the /ee/ sound.*
 - *It is the letter e.*

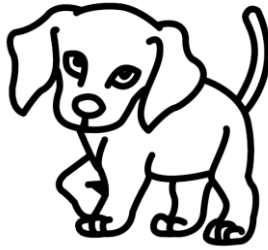
Now demonstrate the phonics lesson on page 112 of the same guide to learn about the sound /ee/ in words such as been and green.

Let us think about this some more.

Ask: *What can we do that is like yesterday to help students learn the /ee/ sound?*

Yes, we can use pictures.

You could gather flashcards with pictures. Talk about the picture and name each of the pictures. Ask students to identify the /ee/ sound in each and identify which letter has the sound /ee/.



Puppy



Monkey

Demonstrate another phonics lesson with /ee/ sound. **E1 Term 3 Week 4 Mosquitos**

These are the key steps:

- Write the words on the board
- Read them aloud.
- Read each word again and underline the letters that are used to write the sound.
- Question the students:
 - What sound do you hear?
 - Which letters are used to write that sound?

Ask teachers to turn to E2 – Term 4 WEEK 4 Thirsty crow in the teacher’s guide which focuses on /f/ written as ph and gh, /u/ written as ou Guide.

Demonstrate the phonics’ lesson for Tuesday.

Say: I must remember something important today. Can you help me by writing a note to remind me? I must phone my teacher friend Phillip because he is reading the ‘Thirsty crow’ story too. I need to write ‘phone Phillip’.

Say ‘phone’. How many sounds can you hear in the word ‘phone’? [Three] Draw 3 sound dots on the board and ask the children to do the same in their books.

Point to the first sound dot. What sound comes here? /f/ We know several ways of writing this sound. Ask different children to come and write a way of writing /f/. Encourage them to remember f as in ‘fish’, ff as in ‘cliff’ and gh as in ‘tough’. Today we shall learn a new way of writing this sound.

Demonstrate how to write /f/ as ph, by writing it on the board. Get the children to do the same in their books. Build the remaining sounds /oa/ as o_e (writing e after the third sound dot) and /n/. Blend to read ‘phone’.

How many sounds can you hear in the word ‘Phillip’? [Five] Draw 5 sound dots and get the children to do the same in their books. Point to the first sound dot. What sound comes here? /f/

We write this in the new way. Write Ph on the first sound dot on the board and get the children to write it on the first sound dot in their books, reminding them to write a capital letter for a name.

Point to the second sound dot and build /i/ as i. Then build /l/ as ll, /i/ as i and /p/ as p. Blend the sounds /f/ /i/ /l/ /i/ /p/ to read ‘Phillip’.

Thank you very much. Now I shall remember to phone Phillip!

P h o n e P h l l l p
 ● ● ● ● ● ● ● ●

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Different letter patterns are brought together at E2 E.g., E2 Bilum Books T1 W2 Student Book A p. 6 – sound /oa/ as in show, home, soap, go (scripted lesson is in BB E2 Teacher Guide page 2 – step by step clear instructions that align with the ‘how to teach...’ instructions above.

The following lessons from BB are a helpful guide: Sound /l/ leaf, fill, handle - E2 Teacher Guide p. 25 and E2 Student Book p. 30

or

Sound /f/ fish, coffee, phone, laugh - E2 Teacher Guide p. 201 and E2 Student Book B p. 110.

Revise the steps for teaching sounds that have more than one letter pattern.

Step 1: Oral work

- Say the words and listen for the sound.
- Write the words on the board. Read them aloud.
- Read each word again and underline the letters that are used to write the sound.
- Questions to ask students:
 - What sound can you hear?
 - Which letters are used to write that sound? (ask students to use sound dots)

9.15 –
10.00

Activity 19 (45 mins)
Micro lessons from yesterday

The purpose of this activity is to observe some of the micro lesson’s teachers prepared the previous evening.

If there are 6 groups, create pairs. Group 1 can present to Group 2 and then swap over. Each group presents to another group and then the other group demonstrates.

Assign three reviewers from each group who will be responsible to provide feedback. Two of the reviewers will provide constructive positive feedback – what worked well. One review will provide constructive feedback on areas for improvement.

The micro lessons are a segment of a full lesson. Please encourage teachers provide relevant context to the micro lessons. For example:

.....This lesson is taken from Term III, Week 2. The micro lesson provides an activity that transitions from the decoding exercise to the reading exercise..... This micro lesson demonstrates the use of strategy.

BREAK

10.30 –
11.15

SESSION 10
Activity 20: (45)
Practice

The purpose of this activity is to practice a phonics lesson in small groups.



Divide the participants into groups of 4-5 members from the same grade level.

Ask teachers to select a lesson from a Week in Term 3 and 4 from E1 based on the list below.

Take turns in practicing the phonics lesson. Encourage teachers to give feedback and suggestions.

Here are some options:

E1

Sound /ee/

- Term 3 Week 4 (Wed) Tree (Bilum Books E1 TG page 140, SBB page 31)
- Term 3 Week 6 (Mon) Leaf (Bilum Books E1 TG page 150, SBB page 45)

Sound /ay/

- Term 4 Week 3 (Mon) Play (Bilum Books E1 TG page 193, SBB page 101)
- Term 4 Week 3 (Wed) Face (Bilum books E1 TG page 196, SBB page 103)
- Term 4 Week 4 (Mon) Cake (mat, mate – can, cane)
- Term 4 Week 4 (Mon) Snail (Bilum Books E1 TG page 199, SBB page 109)

Sound /ie/

- Term 4 Week 4 (Wed) Kite (bit, bite - kit, kite) (Bilum Books E1 TG page 202, SBB p. 111)
- Term 4 Week 5 (Mon) Cry (Bilum Books E1 TG page 206, SBB page 117)
- Term 4 Week 5 (Wed) Tie (Bilum Books E1 TG page 208, SBB page 119)
- Term 4 Week 6 (Wed) High (Bilum Books E1 TG page 216, SBB page 127)

Sound /oa/

- Term 3 Week 7 (Wed) Boat (Bilum Books E1 TG page 158, SBB page 55)
- Term 4 Week 7 (Wed) No (Bilum Books E1 TG page 220, SBB page 135)
- Term 4 Week 8 (Mon) Show (Bilum Books E1 TG page 224, SBB page 141)
- Term 4 Week 7 (Wed) Home (hop, hope) (Bilum Books E1 TG page 226, SBB page 143)

Allow each group to practice the phonics lesson in their groups. They will need 10 minutes to prepare their lesson with teaching aids, perhaps using flashcards, flipchart etc.

Encourage teachers to enhance the phonics lessons by using pictures and giving students the chance to write on the board or in their workbooks.

Walk around to each group to make sure they fully understand the task and are practicing together.

11.15 –
12.00

Activity 21: (45)

Decoding and encoding

The purpose of this activity is to learn about two new concepts: decoding and encoding.



“Decoding is the ability to correctly pronounce (sound out) written words – in other words - blending sounds to make up a word and is synonymous with reading. Encoding is the partner to decoding; the ability to correctly write words – synonymous with writing.”



“We are now going to learn a new strategy that can be integrated into your scripted lessons to enhance children’s skills in decoding and encoding.”

STRATEGY 6: FISH FOR WORDS

Description:	Students choose a word card from a bowl and decode the word.
Materials	Individual word cards (choose decodable flash cards from the SBC) and a bowl or other container for each small group. (select according to letters and words that are being covered in the scripted lessons for that week.)
Primary skills	Decoding and encoding
Instructions:	1. Say, “Today we are going to play a game that will help us practise reading and sounding out words. Each student in your group will take turns choosing one-word card from the basket and then read it or sound it out. First, I will show you how to do it.”

2. Pick a card from the basket and show it to the students. Read and pronounce the word aloud, emphasising each of the sounds in the word and blending them together. Use the TPR action for the sounds. Use your finger to point at the letters of the word as you make the corresponding sound, such as /i/n/ (for the word 'in') and use sound dots.



3. After sounding out the word, read the word at a normal pace: "in."
4. Say, "Now you are going to do this with your group. Each student should take a turn until all the cards in the bowl are gone. Please help each other."
5. While the students are doing the activity, walk around the students to help them and see if they can decode the words.

Extensions and variations

- This activity can be done as a whole group, small groups, or individually.
- Divide groups to differentiate allow students to move onto expert basket when they have mastered the first set of words.

After the tea break, we will practice this strategy in small groups.

BREAK

13.00 –
14.00

SESSION 11

Activity 22

Practice



"Now it is time to practice this strategy using the scripted lessons."



Divide the participants into groups of 4-5 teachers from the same grade level. Choose a group of words from this list.

The word lists are the words for each week in the year. Hand out A4 plan paper and ask teachers to fold 2X4 to make 8 cards.

EP





- Play the game with picture cards with words, such as rat, cat, dog, pig, mat,

E1


- Term 1 Week 4: mama, mat, camp, snap, man, said, they, you, stamp, map
- Term 1 Week 8: top, go, to, pond, pig, said, got, nod, stamp, wish

E2

- Term 1 Week 3: lost, list, lots, home, forest, note, rope, hope, skip, jump

	<ul style="list-style-type: none"> Term 2 Week 5: rain, pain, main, brain, chain, stain, head, instead, bread, dead <p>Make sure all words are decodable.</p>  <p>Your task is to create word cards (and in some instances including pictures) and using a bilum or basket, play the game in your group, using the guidance used in the demonstration.</p> <p>Walk around to each group to make sure they are playing the game correctly.</p>						
<p>14.00 – 14.30</p>	<p>Activity 23: (30 mins)</p> <p>Decoding activities in SBC scripted lessons</p>  <p><i>“There are many ways to practice decoding and encoding. The SBC focuses on decoding as it helps students learn to pronounce words correctly, which is an important skill for reading.”</i></p>  <p>In pairs study the SBC by choosing a week in Term 3 or 4 of EP, E1 or E2. Review a week’s lessons and list the activities that are used for decoding.</p>  <p>Make a list to share with the class.</p> <p>Create three lists on the board, one for E1, one for E2 and the third for E3. After 15 minutes, ask teachers to contribute to the list.</p> <table border="1" data-bbox="276 969 1485 1072"> <thead> <tr> <th style="background-color: #c00000; color: white;">EP</th> <th style="background-color: #c00000; color: white;">Elementary 1</th> <th style="background-color: #c00000; color: white;">Elementary 2</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> <td></td> <td></td> </tr> </tbody> </table> <p>The exercise will show that there is not much variation in how decoding activities are done in elementary. Using fish for words, scrambled sentences (which you will learn about tomorrow) will make your lessons interesting.</p>	EP	Elementary 1	Elementary 2			
EP	Elementary 1	Elementary 2					

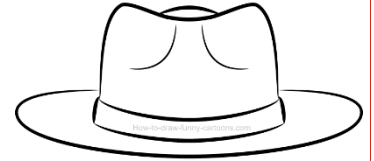
BREAK

<p>15.00 – 16.00</p>	<p>SESSION 12</p> <p>Activity 24 (30 mins)</p> <p>More of decoding and encoding</p> <p>The purpose of this activity is to learn another strategy to help develop decoding and encoding skills in students.</p>  <p><i>“We are now going to learn another fun strategy that we can use to help students develop their decoding and encoding skills. This one is called “Make a word”.”</i></p> <p>Ask for four volunteers to play the game with you. The whole group should stand to watch the small group play the game.</p> <table border="1" data-bbox="276 1890 1485 2047"> <thead> <tr> <th colspan="2" style="background-color: #c00000; color: white;">STRATEGY 7: MAKE-A-WORD</th> </tr> </thead> <tbody> <tr> <td style="background-color: #c00000; color: white;">Description:</td> <td>Students will blend sounds of letters to make words.</td> </tr> <tr> <td style="background-color: #c00000; color: white;">Materials</td> <td>SBC Picture cards, letter cards, bowl or other container, paper, and pencil.</td> </tr> </tbody> </table>	STRATEGY 7: MAKE-A-WORD		Description:	Students will blend sounds of letters to make words.	Materials	SBC Picture cards, letter cards, bowl or other container, paper, and pencil.
STRATEGY 7: MAKE-A-WORD							
Description:	Students will blend sounds of letters to make words.						
Materials	SBC Picture cards, letter cards, bowl or other container, paper, and pencil.						

Primary skills Decoding and encoding

Instructions:

1. Say, "Today we are going to play a game that will help us practise sounding out and writing words. Each student in your group will take turns choosing one picture card from the basket, say the word the picture represents, and sound it out. Then, you will choose the letters that represent those sounds and use them to help you spell or write the word on your paper. First, I will show you how to do it."
2. Pick a picture card from the bowl and show it to the students, such as a picture of a hat. Say "This is a hat." Then, segment the word hat into sounds aloud. Say, "The sounds in the word 'hat' are /h/ /a/ /t/."
3. Next, choose the letters from the letter cards that represent the sounds in the word 'hat'. Say, "The letter that represents the sound /h/ is 'H'. So, I will choose the letter 'H'." Repeat this for each of the sounds.
4. Finally, write the complete word based on the letters you selected. Say, "The letters that represent the sounds in the word 'hat' are 'h', 'a', and 't', so I'm going to write that word on my paper."
5. Say, "Now you are going to do this with your group. Each student should take a turn until all the picture cards in the bowl are gone. Please help each other."
6. While the students are doing the activity, walk around the students to help them and see if they can encode the words.



Extensions and variations

- This activity can be done as a whole group, small groups, or individually.



"Now it is time to practice this strategy using the scripted lessons."



Divide the participants into groups of 4-5 teachers from the same grade level. Choose a week or a couple of weeks' key words. Make sure they are decodable.



Your task is to produce a set of picture cards with matching letter cards that can be used to form a word-picture match. Use the guidance provided in the demonstration.

Walk around to each group to make sure they are playing the game correctly.

After the groups have played the game for some time, ask the following reflective questions.

- What is the benefit of this strategy?
- When do you think it would be appropriate to use this strategy in class?

Allow 5 minutes for groups to answer the reflection questions.

Ask volunteers to share their ideas in plenary. Share the following summary.



Trainer tips

- The benefit of this strategy and the previous strategy is the practice students are given to sound out words and blend letters to make words. The scripted lessons do this, but it is rare that there are games or strategies like this applied.
- It would be useful to do this strategy at the end of the week after all the words for that week have been covered. It could be a way of reinforcing new words and sounds.

16.00 –
16.30

Activity 25 (30 mins)

Writing and Spelling

The purpose of this activity is to learn about the stage's students go through to become proficient writers. We will also learn about when and how to correct student's spelling.



"In this activity we will learn more about spelling and the importance of knowing when and how to correct student's spelling."



In pairs discuss the following questions. What do you normally do when students make spelling mistakes? Do you tell the student the spelling is wrong; do you show the student how to spell the word correctly.....what is your practice?

After a few minutes ask for volunteers to share their answers.

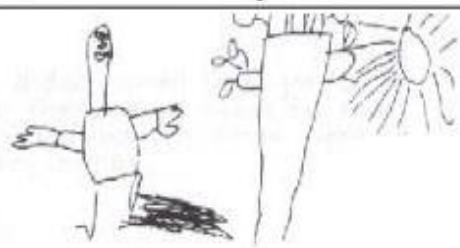
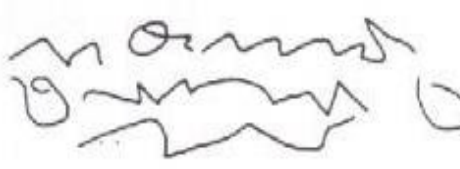


Now we will discuss what teachers should do if students are making spelling mistakes. Mistakes are a normal and necessary part of the learning process. Children need many opportunities to practise encoding. Teachers should not expect children to write words perfectly immediately after instruction. Learning these skills takes time.



Divide the participants into groups of 4-5 teachers from the same grade level. Ask them to read and discuss the stages together in their groups. After they have discussed the stages for 5-7 minutes, ask them to share their comments on the stage with the entire group.

This diagram below illustrates the stages that children go through to develop their writing and to become proficient spellers. There are often different labels used to describe these stages.

Example	
	Drawing
	Scribbling
b d c z o b o b w e c o z o	Letter like forms
C H P F D P E 3 d P 4 N C m s o z t d /	Random letters and letter strings
I w l b hope wen skul iz t I k t pla wt mi fredz in te Sumr tatz ltz ov fn	Invented and phonetic spelling
Once upon a time a dog named Rags got lost in the woods. All of the people looked for him After a while he found his way home again his family was very happy.	Fully developed writing

Ask the question – Is this surprising to you? Did you know this? Do you know which stages EP, E1 and E2 generally are?

Allow a few teachers to respond to this.

To summarise:



Trainer tips

- EP generally corresponds with scribbling and letter forms, E1 to letters forms and strings as well as phonetic spelling. E2 may be at phonetic spelling and transitioning to correct spelling.

	<ul style="list-style-type: none"> ▪ If teachers focus too much on correct spelling when children are starting to learn, it will discourage them. In fact, some spelling errors (such as writing the word “wen” as “skul”) show that students are beginning to understand complex spelling patterns. ▪ Learning to read and write in the child’s home language first will help them to develop clear letter sound relationships as most home languages are phonetic. ▪ Teachers should choose appropriate instructional activities for decoding and encoding to help children progress through the typical stages of spelling development.
<p>16.30 – 16.45</p>	<p>Explain the Prepare to Teach activity:</p> <ul style="list-style-type: none"> ▪ Tonight – EP teachers are to work in groups of four and prepare to demonstrate a phonics lesson using pictures and sound dots. ▪ For E1 teachers, choose a phonics lesson from the list provided in Activity 20 and prepare to demonstrate this lesson tomorrow. Choose a new topic that you have not practiced before. ▪ For E2 teachers, create a game of ‘Fish for words’, or ‘Make a word’ using E2 common or topic words that are taught in Term 1. <p>Prepare to show the group in tomorrow morning’s session.</p>

7. DAY 4

7.1 Learning Objectives

By the end of the day teachers will be able to:

- Practice a few different reading strategies with their students; and
- Practice developing literal, inferential, and evaluative comprehension questions before during and after reading

7.2 Today's SBC focus on Content Standards

Strand	Elementary Prep	Elementary 1	Elementary 2
Reading	P.3.1 Read all EP common words P.3.2 Read a five-word sentence	1.3.1 Read all E1 common words 1.3.2 Read an E1 story aloud and answer simple questions about it	2.3.1 Read all E2 common words 2.3.2 Read aloud with increasing fluency and understanding 2.3.3 Read an E2 story aloud, retell it and answer questions about it
Writing	P.4.1 Write the 20 letters taught in EP correctly P.4.2 Copy accurately a five-word sentence P.4.3 Write EP common words	1.4.1 Write all 26 small and capital letters correctly 1.4.2 Write a simple label or sentence about a picture 1.4.3 Write E1 common words	2.4.1 Write 3 sentences on a familiar topic 2.4.2 Use capital letters and full stops correctly 2.4.3 Write E2 common words

7.3 Workshop DETAILS

8.00 –
8.45

SESSION 13

Activity 26: (30 mins)

Fluency

The purpose of this activity is to build on our understanding of fluency and develop some techniques to develop this skill in our students.



“Fluency is an important skill to develop in young readers.”



How can you tell whether a student is fluent or not? What are the key differences between listening to a fluent reader compared to a non-fluent reader?

Allow 5 mins for pairs to discuss.

Capture some of the pair’s reflections to the two questions.

Summarise the key points below:



Trainer tips

- To say a child is a fluent reader means that he or she reads accurately, quickly, and with the correct expression.
- Fluency is important because children must read a sentence quickly enough to capture it within their working memory. They must read fast enough to recall the words in a sentence to understand their meaning together.
- At the same time, if a child reads with fluency that does not necessarily mean that they comprehend what they are reading.
- Teachers can help students to develop reading fluency by providing them with daily opportunities to listen to and read stories and text that is appropriate for their level.
- Two types of books are especially good for helping children develop reading fluency: decodable books and readers appropriate to their level.



“Students should be reading each day to improve their fluency. There are lots of activities that we can do to help our young readers. The scripted lessons include some activities to improve fluency. We will also learn some new activities.”

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Common words and fluency

Fluent readers can read common words instantly. They can read them just by looking at them. They can read them by sight. Over 60% of the words we use every day are common words. Annex 2 in the NDoE Elementary English Syllabus lists the 300 common words to be taught at Elementary Prep, One and Two. If students can read these common words by sight, it will hugely improve their reading fluency.

Every week Bilum Books SBC English has lessons that teach the common words listed in the NDoE English Syllabus for that year level. Lessons teach word meaning in the context of written sentences and stories. There are also activities to practise immediate common word recognition. These lessons will encourage reading fluency.



In pairs develop a list of activities that teachers can do to improve fluency. Review your teachers guide for ideas.

Allow 5 minutes and then ask a few volunteers to share their ideas.

In summary:



Trainer tips

- In EP, the common activity is listening to the teacher read a story.
- In E1, the common activities include listening to the **teacher read a story or read aloud, paired reading and shared reading.**
- In E2, the common activities include listening to the **teacher read a story or read aloud, paired reading, and shared reading.**
- There are more activities that could be included: (write this on the board)
 - **Read aloud (or teacher read a story)** – teacher reads a story aloud and students listen.
 - **Shared reading** - an adult or peer who is a more experienced reader models how to read a text quickly, accurately and with appropriate expression. Then, the student who is not yet a fluent reader tries to read the text a few times. Repeated reading is important with this strategy.
 - **Individual guided reading** Students read on their own but with help from the teacher.
 - **Individual reading** Allow students time every day
 - **Echo reading** - teacher reads a sentence or paragraph aloud and students immediately ‘echo’ the oral reading.
 - **Choral reading** – teacher and student reads the paragraph or sentence aloud
 - **Paired Reading** – children read aloud to each other in pairs
 - Students to read scripts and act them out

Check that teachers are aware of the difference between shared reading, echo reading and choral reading. This will not be practiced in detail but should be demonstrated if teachers are not clear or not familiar with these. Teachers tend to have prior knowledge of these strategies based on their own education experiences, but it is important to check.



“We are now going to review the suggested weekly program below and discuss how this might be integrated into our English lessons.”



In pairs review the following **schedule** and answer these questions.

- What strategy is used at the beginning of the week?
- What strategy is used at the end of the week?
- How do you think this will develop reading fluency among your students?
- Are there any challenges in following a schedule like this each day?

Monday	Tuesday	Wednesday	Thursday	Friday
Read aloud - Teacher models effective fluent reading of text	Teacher and students echo read the text.	Teacher and students choral read the text.	Student do paired reading and read the story to each other.	Students reads the story individually

Allow 10 minutes for the teachers to discuss the proposed schedule. Encourage them to review the weekly scripted lessons to see if this suggestion can be easily incorporated.

Ask for volunteers to share their responses.

Here are some possible reflections.



Trainer tips

- We expect that some elementary teachers may feel they might run out of time as the scripted lessons already take 1 hour. It is ok to add more time for reading.
- Some teachers may be concerned about multi-grade classes and how they cope. Rotation activities often work. This reduces noise level and provides an opportunity to students to work in small groups and pairs.
- The timing in the scripted lessons is an estimate. Some activities will take you shorter time and some activities will take you a longer time.
- After some practice, you will be more confident in knowing when to integrate strategies like this.
- The most important thing is that children read every day and that they should try to read by themselves every day. We need to find ways to ensure this happens.
- Planning is important. The better planned you are – the better the lesson will go.

8.45 –
9.15

Activity 27 (30 mins)

Shared reading

The purpose of this activity is to practice the guided reading technique.

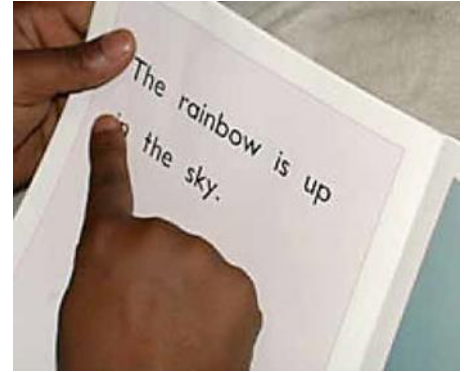


"We are now going to practice guided reading. I will demonstrate how this is done. I will need a volunteer student."

STRATEGY 8: SHARED READING

Description:	An experienced reader will model fluent reading and an individual student will read and reread the same passage.
Materials	A text or reading passage appropriate for a child's reading level preferably from the SBC Readers.
Primary skills	Decoding and encoding
Instructions:	1. The experienced reader and student should sit together in a quiet place.

2. Say, “Today we are going to practise reading aloud at a good speed, with expression, and sounding out each word correctly. First, I am going to show you how to read this text. Then, you are going to practise reading it silently and then out loud until you can make it sound natural and interesting. While I read, please try to follow along by pointing your finger at the words that I am saying.”
3. Read the text or passage at a comfortable speed, with accuracy, and expression. Read the text from the beginning to the end without stopping. Do not ask the student questions about the content of the text while reading, because the goal of the lesson is fluency.
4. Say, “Okay. Now I want you to silently read the text to yourself. Point to the words as you read them silently.”
5. Wait while the student reads the text silently.
6. Say, “Great. Now I want you to try to read the text out loud. Point to the words as you are reading them out loud.”
7. If possible, allow the student to reread the text out loud until they read it with fluency. If that is impossible, allow the student to practise rereading the text with a classmate.



Simple reading strategies:

- Use your finger or a ruler to track across the page.
- If you do not know a word, read on and come back, look for words within words or sound it out.
- Use the words around the tricky word and the pictures as clues
- If you do not understand, read it again or ask for help



“Now it’s your turn.”



In pairs select an SBC reader from the SBC kit. One of you act as the teacher, the other, the student. Swap roles so that you can both practice being a teacher.



“Now that we have practiced this technique, do you see any challenges using this strategy in your elementary classes?”

Allow teachers to provide their reflections. Here are some possible reflections.



Trainer tips

- We expect that some elementary teachers may feel challenged if there is not a proficient or fluent reader in the class.
- If they are no confident readers, then doing this activity may be challenging.
- Listening to stories read by first language speakers helps develop fluency.
- Choosing decodable stories and levelled readers will help overcome this challenge.

9.15 –
10.00

Activity 28 (45 mins)

Micro lessons from yesterday

The purpose of this activity is to observe some of the micro lesson's teachers prepared the previous evening.

If there are 6 groups, create pairs. Group 1 can present to Group 2 and then swap over. Each group presents to another group and then the other group demonstrates.

Assign three reviewers from each group who will be responsible to provide feedback. Two of the reviewers will provide constructive positive feedback – what worked well. One review will provide constructive feedback on areas for improvement.

The micro lessons are a segment of a full lesson. Please encourage teachers provide relevant context to the micro lessons. For example:

.....This lesson is taken from Term III, Week 2. The micro lesson provides an activity that transitions from the decoding exercise to the reading exercise..... This micro lesson demonstrates the use of strategy.

BREAK

10.30 –
12.00

SESSION 14

Activity 29: (30 mins)

Questioning before, during and after reading a text

The purpose of this activity is to practice questions before during and after reading. Each lesson involves stories, and each lesson includes questions, so we must be proficient in asking questions. This ultimately helps students comprehend what they are reading.



*“Comprehension is one of the most important skills to develop in reading. Learning English will become more meaningful to students if they understand what they have read.
Here are some important definitions that we will be focusing on today.*

KEY DEFINITIONS

READING COMPREHENSION

The ability to understand, interpret, and use information from text. It is the main objective of reading.

LITERAL COMPREHENSION

The ability to understand and recall information from a text, such as the main idea, characters, events, location, or period. (Lee is yawning): **Fact – you can find it in the text**

INFERENTIAL COMPREHENSION

The ability to draw upon the facts, events, images, or other explicit information stated in a text to understand and explain what is not stated. (Lee must be tired): **read between the lines, look for clues**

EVALUATIVE COMPREHENSION

The ability to use evidence from a text to analyse and make judgements about what was read. (Lee should go to bed earlier to feel fresh and ready to learn): **Your own ideas, your experience**



Learning how to ask questions before, during and after reading a story or text is an important strategy for teachers to help students understand what they are listening to or reading. I will first demonstrate how this strategy is used in the classroom."

STRATEGY 9: QUESTIONING BEFORE, DURING, AND AFTER READING A TEXT	
Description:	The teacher asks students questions before, during, and after reading a text.
Materials	Fiction Text
Primary skills	Comprehension
Text	Hornbill and Cassowary, E2 Teachers Guide, pg. 156
Instructions:	<ol style="list-style-type: none">1. Say, "Today we are going to read the story 'Hornbill and Cassowary.' To help us understand the text, I will stop and ask you questions about the story before, during, and after reading the text."2. Say, "Before we begin, I will ask the first question: The title of this book is 'Hornbill and Cassowary.'"3. "Who can tell me what they know about a hornbill? Who can tell me what they know about cassowaries?"4. Say, "Thank you for your answers. Now, we'll begin reading the story."5. Read aloud, using 'read aloud' techniques: <i>A long time ago the cassowary and the hornbill were good friends. The cassowary lived in the trees and the hornbill lived on the ground. One day the cassowary said to his friend, "Every day I fly high in the sky and I don't like that life, I want to live on the ground." His friend the hornbill said, "I am tired of walking in the bush. I do not like that life; I want to fly in the sky.</i>6. Say, "What does the phrase 'I don't like that life' mean?" Get responses from the students, make their definitions clear if they are incorrect, and then continue reading aloud. <i>Why don't we change places?" So, they changed places. The cassowary lived on the ground and the hornbill lived in the trees and flew in the sky.</i>7. Say, "What does the phrase 'change places' mean?" Get responses from the students, make their definitions clear if they are incorrect, and then continue reading aloud. <i>One day they met again, and the hornbill asked, "Are you happy with your new life?" The cassowary replied, "Oh yes I am happy now. I enjoy eating the berries, but I am afraid of people coming to hunt me. Are you happy hornbill?" "Yes, I am happy," the hornbill replied.</i>8. Say, "What emotions is the Cassowary feeling? How do you know? What emotions is the Hornbill feeling? How do you know?"9. Continue reading aloud. <i>"I can see men from up here and I will warn you by flying over you and calling loudly so that you can run away." "This is so that the cassowary can run away from the hunters and live safely on the ground eating the berries."</i>10. Say, "What did the Hornbill agree to do for the Cassowary?"11. Say, "What do you think will happen next? Why?" Accept all student predictions.12. Continue reading aloud. <i>"And so, every time people go with their bows and arrows to hunt the cassowary, the hornbill will fly ahead and cry out to warn the cassowary."</i>

13. Say, "Now we're going to discuss what happened in the story with a partner. Tell your partner what happened in the beginning, middle, and end of the story?"
14. Afterwards, ask one of the pairs to share their summary with the entire group.

Bilum Books SBC English for Papua New Guinea

Hornbill and cassowary

Port Moresby Nature Park has been written to complement and consolidate the language learning and concepts in the NDoE Teacher Guide story 'Hornbill and cassowary'. It tells the story of a class visit in which school students see and learn more about several PNG animals including the hornbill and the cassowary. **Port Moresby Nature Park** can be found in *Bilum Books SBC English for Papua New Guinea*, E2 Term 4 Week 3 *Student Book B* pages 98-100.

Teaching notes to guide student reading, including comprehension questions can be found in the *Bilum Books E2 Teacher Guide* pages 194-195 and 197.



"Now it's your turn to practice."



Divide the participants into groups of 4-5 teachers from the same grade level. Choose a story to read.

Follow the key steps:

- Read the story
- Create a set of questions to ask before, during, and after reading the text
- Someone in your group plays the role of teacher and the story is read through with the questions.

Here are a few story options for you.



Trainer tips

E1

- Term 3, WEEK 2 Flying fox and parrot. pg. 96
- Term 4, WEEK 6 I am a rooster. Pg.166

E2

- Term 1, WEEK 5 Who sank the boat? Pg. 36
- Term 1, WEEK 8 How the crow got black feathers. pg.54

Bilum Books SBC English for Papua New Guinea

Illustrated stories, plays and non-fiction texts align with the themes and teaching content of the NDoE SBC Teacher Guides. The related reading and comprehension teaching notes in the Teacher Guide give practical examples of questions that can be asked before, during and after reading a text. Here are some story options.

EP

Term 2 Week 6 **Can you fly?** EP Student Book pp. 113-115, Teacher Guide pp. 87-92.
Term 4 Week 6 **Values** EP Student Book pages 121-123, EP Teacher Guide pp. 211-216.

E1

Term 1 Week 2: **Nina plays soccer** E1 Student Book pp. 9-12, Teacher Guide pp. 7-12
Term 4 Week 3: **When Mama is away** E1 Student Book pp. 97-100, E1 Teacher Guide pp. 193-198

E2

Term 2 Week 3 **Who will help me?** E2 Student Book pp. 89-92, E2 Teacher Guide pp.69-74

Term 4 Week 9 **Christmas in Papua New Guinea** E2 Student Book pp. 145-148, Teacher Guide pp. 229-236

Try to make sure everyone in the group has a chance at reading the story.

BREAK

13.00 –
13.45

SESSION 15

Activity 30 (45 mins)

Creating questions



“Now, we are going to build on our knowledge of the importance of questioning before during and after reading stories. Asking questions before, during, or after reading a text to help students to comprehend. By asking students questions about a text, they have an opportunity to refer to the text, re-reading or skimming for important information. These are the skills of capable readers.”

Ask participants to brainstorm sample questions, remembering the different types of reading comprehension questions that we can ask (literal, inferential, evaluative.). For each type of comprehension question, let us think of some sample questions.



Generate a list of questions based on the three types of comprehension questions that can be asked.



Allow 10 minutes for teachers to generate a list.

Ask for volunteers to share one questions per pair. Write the questions on the board in 3 columns, each column representing either literal, inferential or evaluative.

Here are some examples to add to the class list.



Trainer tips

Literal (reading facts)

- What is the title of the text?
- Who is the story about?
- Where did the story take place?
- What do the characters do?
- What time of day was it?

Inferential (interpreting)

- Why did the event happen?

- Why do you think.....?
- What if.....?
- What does (word/phrase) mean?

Evaluative (giving opinions)

- How would you feel if....?
- How is the life of the person in the text different from your life?
- Do you think the way they solved the problem was the best way? Is there a better way?

Conclude by sharing:



Trainer tips

- It is important that teachers prepare for their lesson by listening to and reading the weekly story to make sure they read fluently to the children.
- Questions can be prepared in advance so that you have a mix of literal, inferential and evaluative questions prepared.
- Your Teachers Guide already includes a lot of questions. Using the scripted lesson will help students understand what they are reading.

13.45 –
14.30

Activity 31 (45 mins)

Other comprehension strategies

The purpose of this activity is to brainstorm other strategies that help students understand what they have read.



“We are now going to study and practice a few other instructional strategies to support reading comprehension. You may be familiar with some of these.



In pairs answer the following question.

What strategies do teachers in your school use to help students understand what they have read? Refer to your teaching guides to check through how questioning is used in scripted lessons.

Allow 10 minutes for teachers to generate some ideas.

Ask for volunteers to share their ideas in plenary. Write suggestions on flipchart or blackboard.

- **Students re-tell the story** in their own words.
- **Summarise the text in writing** (retell the main idea).
- **Students draw a picture or diagram or storyboard** to illustrate the story or text.
- **Groups of students make a series of drawings and text, to re-create the story** as a comic book.
- **Students work in pairs or groups to write their own comprehension questions on a text.** They swap these with other pairs/groups to answer the questions.
- **Class quiz:** students are organised in teams. They ask questions on the text orally. Note that students must be allowed to refer to the text, otherwise it becomes a test of memory rather than comprehension.
- **Re-tell the story from the point of view of one of the characters**, i.e., as if the character were telling the story.
- **Act out the story.**



“After tea break, we will practice ‘retelling the story’.

BREAK

15.00 –
16.00

SESSION 16

Activity 32: (30 mins)

Retelling a story

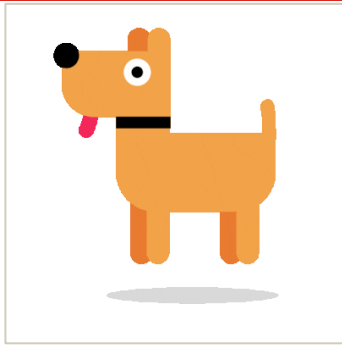


“We are now going to learn about a fun strategy that is focused on speaking and listening. It also brings emphasis to story meaning which is an important skill to develop in young readers.”

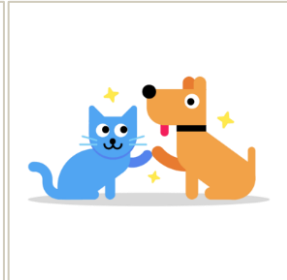
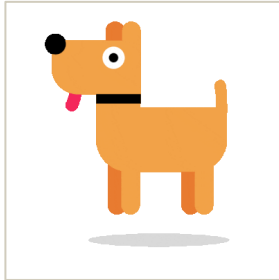
I will demonstrate this technique with you now. You can all pretend to be students. I will be the teacher. You will need a blank piece of paper and some crayons.

STRATEGY 10: RETELLING A READ ALOUD/STORY

Description:	Teacher reads a text aloud and asks students to draw a picture of what they heard, share it with a partner, and retell the most important things they learned.
Materials	A read aloud story blank paper and a pencil.
Primary skills	Comprehension
Text	Example stories that you can practice: E1: Term 3, Week 6: I am a big fish – pg. 120, Term 4, Week 5: I am a butterfly – pg. 160. E2: Term 2, Week 5: Who sank the boat? – pg. 36, Term 2. Week 8 – The runaway pig – pg. 98, Term 3 – Week 3 – Duck and Rooster , pg.112
Instructions:	<ol style="list-style-type: none">1. Give out a blank piece of paper to each student.2. Say, “Today we are going to read a story. I am going to read aloud, and you are going to listen.3. As you listen, draw a picture of what you imagine or see in your head. Think about what is important to remember while I am reading.”4. Read the text aloud.5. Say, “I am going to read the text one more time. This time, listen carefully and add more detail to the picture you drew the first time. Is there new information that you didn’t notice the first time I read?”6. Re-read the text aloud.7. Say, “Now you are going to turn to your partner and talk about the picture you drew. What does it show that was important in the text we read?”8. After they have suggested some stories, say “What good ideas! You used your imaginations and made a story.” <p>An extension to this activity is a Story Box/Board where the student draws different parts of the story in pictures.</p> <p>1 picture (This is Fred. He is a happy dog.)</p>



3 pictures (This is Fred. He is a happy dog. Fred liked to play with his red ball. Sally, the cat liked to play too. They played together.)



"We are now going to reflect on how this strategy can be integrated into the scripted lessons. Let us organise ourselves into grade level groups again."



Divide the participants into groups of 4-5 teachers from the same grade level. Each teacher should have a copy of the grade level teachers guide.

Your task is to review the scripted lessons and identify ways in which retelling a story could be integrated into the scripted lesson. You can use one of these stories.

- E1: Term 3, Week 6: **I am a big fish** – pg. 120
- Term 4, Week 5: **I am a butterfly** – pg. 160.
- E2: Term 2, Week 5: **Who sank the boat?** – pg. 36,
- Term 2. Week 8 – **The runaway pig** – pg. 98,
- Term 3 – Week 3 – **Duck and Rooster**, pg.112

Allow 10 minutes for groups to study the scripted lessons and consider how they could integrate the strategy into the lesson and the benefits. They do not have to practice yet; this will happen after groups have reported back.

It is strongly recommended that the trainer **MODELS these steps** so that the groups know what is expected.

Provide an opportunity for a few groups to report back on their ideas.



Trainer tips – some ideas

- Sometimes it could be a way to introduce the story for the week. Sometimes it can be used when students are listening to the teacher read the story. The strategy helps students to recall the events of the story. This develops their speaking and listening skills as well as comprehension.

- **For example – E2 - Term 3, Week 3 – Duck and Rooster.** On the Monday, the teacher reads the story to the children. A few questions are asked but there is no other activity related to the story that students need to do. Whilst the teacher reads the story, students could be drawing a picture and then practicing ‘retelling’ the story with their partner.
- **For example – E1 - Term 3, Week 6: I am a big fish – pg. 120,** On the Monday lesson, the teacher reads the story to the children after some initial questions. There is no other activity for the students to do when the story is read to the students. Whilst the teacher reads the story, students could be drawing a picture and then practicing ‘retelling’ the story with their partner.

15.30 –
16.30

Activity 33: (60 mins)

Practice



“Now it’s your turn to practice what you have just planned.”



In the same groups as before using the same story selection, practice the activity using retell a story. One of the group acts as the teacher, the rest as students. Swap roles if you have time. When the lesson is being practiced think of different ways to retell the story – e.g., writing, drawing, role play, retelling in your own words. Try to practice a few of these.



“Now that we have practiced this technique, do you see any challenges using this strategy in your elementary classes?”

Allow teachers to provide their reflections. Here are some possible reflections.



Trainer tips

- Retelling a story may take time if it involves writing or drawing. Perhaps do this activity over a few days.
- Some teachers may not feel they have sufficient resources – e.g., paper and crayons. You can ask students to retell in their own words rather than use pictures.

Bilum Books SBC English for Papua New Guinea

Reading and Comprehension daily scripted lessons are in the Bilum Books Teacher Guides for Prep, One and Two. These include examples of literal, inferential and evaluative comprehension questions that relate to the Student Book stories. Comprehension – reading with meaning – is the aim of literacy.

16.30 –
16.45

Explain the Prepare to Teach activity:

- Tonight, in a group of four, please choose one of the strategies that you learnt today. Design a micro lesson that provides guidance on how to integrate the strategy into the chosen scripted lesson.
- Prepare to show the group in tomorrow morning’s session.

8. DAY 5

8.1 Learning Objectives

By the end of the day teachers will be able to:

- Plan and conduct teaching and learning activities that promote reading comprehension and writing
- Apply the term assessment tasks as required in the SBC syllabus
- Establish reading corners or classroom libraries

8.2 Today's SBC focus on content standards

Strand	Elementary Prep	Elementary 1	Elementary 2
Reading	P.3.1 Read all EP common words P.3.2 Read a five-word sentence	1.3.1 Read all E1 common words 1.3.2 Read an E1 story aloud and answer simple questions about it	2.3.1 Read all E2 common words 2.3.2 Read aloud with increasing fluency and understanding 2.3.3 Read an E2 story aloud, retell it and answer questions about it
Writing	P.4.1 Write the 20 letters taught in EP correctly P.4.2 Copy accurately a five-word sentence P.4.3 Write EP common words	1.4.1 Write all 26 small and capital letters correctly 1.4.2 Write a simple label or sentence about a picture 1.4.3 Write E1 common words	2.4.1 Write 3 sentences on a familiar topic 2.4.2 Use capital letters and full stops correctly 2.4.3 Write E2 common words

8.3 Workshop DETAILS

8.00 –
9.15

SESSION 17

Activity 34: (75 mins)

Simple writing strategies



“Welcome to the fifth and final day of teacher training on SBC English. Today we are going to learn some simple writing strategies that support our E1 and E2 students. Firstly, let us define what ‘writing skill’ might mean?”

Allow a few minutes for teachers to suggest the meaning.



“Excellent. These are great ideas. Writing skill include all the knowledge and abilities related to expressing ideas through the written word. To write, children first need to be able to sound out unfamiliar words (decoding) and instantly recognize many other words. Then they need to understand the meaning of strings of words, in sentences and in paragraphs. Without these skills, it is difficult for children to start writing. They need practice forming letters/handwriting and dictation can help with this.”

We will learn a few simple strategies that can enhance our scripted lessons and build confidence in teachers to support students reading and writing proficiency. Firstly, let us learn how writing is incorporated into scripted lessons.

*(This explanation is from **Bilum Books SBC English for Papua New Guinea Training manual, 2020**)*



In pairs review the writing standards.

Allow a few minutes for teachers to review the standards.

In summary, share the following:



Trainer tips

- Writing needs to be practiced everyday so that students can learn the correct formation of letters and numbers, and then words and sentences.
- Children can write a lot more in their home language.
- These targets are for children who are learning to write English as a second language.

In Elementary Prep:

Term 1: Students should be practicing pre - writing patterns as preparation for the formation of letters

Term 2- 4: Students learn the correct formation of lower-case letters and then words. By the end of the year, students should correctly write all lower-case letters of the alphabet and copy a five - word sentence.

Elementary One writing program

Term 1 & 2: Students should practice writing lower- and upper-case letters. Topic words and simple sentences are also taught so that students develop confidence in writing a simple sentence.

Term 3 & 4: Students should be writing sentences to match pictures, tell a story or give factual information. By the end of the year, students should be writing a sentence about a picture and be able to write all the E1 common words.

Elementary Two writing program

Term 1 – 4: Students write simple sentences. By the end of E2, students should be able to apply simple grammatical rules such as full stops and capital letters.

Bilum Books SBC English for Papua New Guinea

Each week Bilum Books *SBC English for Papua New Guinea* has a Student Book activity page that practises writing skills in line with the Writing language learning strand in the NDoE Syllabus. Below is a selection of lessons at each Elementary year level.

Elementary Prep: Term 2 Week 4 (letter formation) EP Student Book A page 104, EP Teacher Guide page 77 and 79,

Elementary 1: Term 3 Week 6: **Birds** E1 Student Book A page 48, E1 Teacher Guide pages 150 and 154

Elementary 2: Term 2 Week 2: **Poki goes to school** E2 Student Book A page 88, E2 Teacher Guide page 68



“I am going to model a few strategies that you can try with your students. These strategies will help students form simple sentences and help their reading and comprehension.”

STRATEGY 11: SCRAMBLED SENTENCES	
Description:	Teacher provides sets of word cards which make up a sentence to students to unscramble and create sentences. This can be done on the blackboard, in small groups or individually in their workbooks.
Materials	Word cards which if unscrambled make up short sentences that linked to the common words and topic for the week.
Primary skills	Writing and reading
Text	Example: Term 3 Week 6 Wednesday “I am a big fish” pg. 123
Instructions:	<ol style="list-style-type: none">1. Write a sentence on the board with the words in a mixed-up order (example: fish I big a am)2. Students work in groups of 2-3 to write the words in the correct order.3. The first group to complete the sentence reads it out loud. “I am a big fish.”4. The teacher writes the sentence on the board.5. All students copy the correct sentence.



“This strategy can be taught in many ways. I have shown you a simple way. If you have time, you could create word cards and give students the word cards to unscramble. We will practice this strategy in our groups very soon.”

The next strategy is also simple but highly effective. It is called ‘cloze sentences’. You might know this as ‘fill the gaps’.

STRATEGY 12: CLOZE SENTENCES	
Description:	Cloze is abbreviated from “reading closure”, which means filling in the gaps in a text. In a cloze exercise, students are given a sentence, paragraph, or short text, with some words deleted.
Materials	None. Students will need paper for writing.

Primary skills	Writing and comprehension
Text	Example: E2 - Term 2 Week 4 “The crane” pg. 74
Instructions:	<ol style="list-style-type: none"> 1. Identify a short text that the students have been listening to during story time or is related to the week’s topic. It should contain common words for that week. 2. Read the story or short text to the students at least twice. 3. Delete several words in the text that children should be able to guess from the context. 4. Leave a blank where the deleted word is supposed to go. Write the sentence with gaps on the board. <ol style="list-style-type: none"> a. Example: O..... upon a t..... there was a crane who by the lake where the rises. For a long there was water. So, the crane off to look for some to drink. (words: time, lived, a, water, once, flew, sun, no) 5. You can decide whether to give additional hints, such as leaving the first or last letter from the deleted word, or a list of the deleted words at the end of the texts. 6. You can also make this simpler, by leaving less spaces. 7. Ask children to work individually or in groups to complete the spaces with the missing words. 8. Discuss the proposed and correct answers for each blank – if children selected a word that is incorrect but still makes sense in the sentence, explain to them that there was more than one correct answer. 9. Ask children to explain why they chose the words they did.



“This strategy can also be taught in different ways. The activity could be done using the blackboard and be done in small groups or individually. As this is a writing task, all students should be practicing writing. Now it is your turn to practice these two strategies in your groups.”



Divide the participants into groups of 4-5 teachers from the same grade level. Each teacher should have a copy of the grade level teachers guide.

Here are some suggestions on which lessons you can practice ‘scrambled sentences’ and ‘cloze sentences’.

E1: Term 1, Week 4 – **Home**, Term 1, Week 7 – **Animals**, Term 2, Week 2 – **Food**

E2: Term 1, Week 5 – **Who sank the boat?** Term 1, Week 8 – **How the crow got black feathers**, Term 2, Week 5 – **The kingfisher**

Encourage groups to practice each strategy a few times, making sure that everyone has a turn at being the teacher.

9.15 –
10.00

Activity 35 (45 mins)

Micro lessons from yesterday

The purpose of this activity is to observe some of the micro lesson's teachers prepared the previous evening.

If there are 6 groups, create pairs. Group 1 can present to Group 2 and then swap over. Each group presents to another group and then the other group demonstrates.

Assign three reviewers from each group who will be responsible to provide feedback. Two of the reviewers will provide constructive positive feedback – what worked well. One review will provide constructive feedback on areas for improvement.

The micro lessons are a segment of a full lesson. Please encourage teachers provide relevant context to the micro lessons. For example:

.....This lesson is taken from Term III, Week 2. The micro lesson provides an activity that transitions from the decoding exercise to the reading exercise..... This micro lesson demonstrates the use of strategy.

BREAK

10.30 –
11.15

SESSION 18

Activity 36: (45 mins)

Assessment

The purpose of this activity is to become familiar with the expectations for regular assessment in elementary and to learn a few simple strategies to assess children's language development.



“Assessment is an important component of teaching. Every day in every lesson we should check student's understanding. There are different forms and formats for assessment. It is hoped teachers use regular assessment to identify students who may need additional support.”

Assessment is used to inform about students' progress by measuring what a student has learned. Teachers use this information to improve student learning by:

- observing students' learning during day-to-day activities in the classroom and planning revision lessons to cater for students' weaknesses as well as strengths.
- measuring what a student has learned over a period against the SBC content standards.

NOTE: It is important to measure children's understanding of concepts and skills taught during weekly lessons, (formative assessment) but it is also important to measure children's progress over time and against Standards set by the Department of Education. (summative assessment)



Divide the participants into groups of 4-5 members.

Ask participants to review the Teachers Guide to see how assessment is used in elementary and answer the following reflective questions.



- When are assessments carried out in elementary?
- What skills and knowledge are assessed in these assessments?

Allow time for participants to answer the questions and then summarise using the following information.



Trainer tips

- Explain that the English Teacher Guides have assessment tasks for each term already written for you. As EP is so important it also has an end-of-year assessment task in the EP Teacher Guide.
- These assessments are summative assessments – assessing what students have learnt during the term.
- The assessments measure content standards.
- The assessment is based on the scripted daily lesson plans, so it is important that children do not miss any lessons.
- In the content overview, the last week of the term is dedicated to assessment.

Review the assessment tasks and go through the type of assessments that are used. You will note that emphasis is on reading and writing decodable words and reading sight and common words.

Bilum Books SBC English for Papua New Guinea

Assessment

Formative Assessment – each Friday teachers identify strengths and weaknesses in student learning for that week and use assessment information to plan revision or extension activities.

EP: assessment tasks are mainly oral.

E1 and E2: In addition to oral assessment tasks, there is a written **Skills Test**, covering phonics, common words and writing a simple sentence from dictation.

Summative Assessment – each term (Week 9) teachers assess student results against the NDoE Content Standards.

Bilum Books SBC English Teacher Guides provides:

- student tests for all 4 English Strands for each term (see Teacher Guide pages 49–50, 111–112, 173–174, 235–236 at each year level).
- recording sheet to record student results (Teacher Guide page 243 at each year level).



Now, let us look a little closer at the end of term assessments. According to the guidance, what are teachers expected to do.



In groups again, try to find out what are the administration requirements. *What does the teacher need to do to record student results? How does the teacher administer these assessments?*

Allow time for participants to answer the questions and then summarise using the following information.



Trainer tips

- You should assess each child one-to-one (individually).
- Keep the assessment records in a file or book.
- record results accurately on the class recording sheet (included in Annex)

- have all relevant materials together when administering assessment tasks for the end of term test
- pronounce words clearly and slowly especially when administering the end-of term-tests.
- Find a quiet place where students will not become distracted.

Explain what the syllabus says about reporting to parents:

Recording

It is important for teachers to keep a record of children's progress and any problems they are having.

The teachers must use the progress chart in the teacher guides to record children's learning at the end of each year.

Reporting

It is compulsory for teachers to:

- report the children's progress to parents at the end of each term
- pass the children's records to the next teacher before the next school year begins
- pass the children's records to the primary school when they graduate from elementary school.



Now, let us consider the following guidance provided in the Syllabus. Ask for volunteers to read out the three types of assessment.

There are three types of assessment tasks built into the lesson plans:

Assessment for learning

Assessment for learning is ongoing assessment (also known as formative assessment). It is the assessment that teachers do every day during their teaching and at the end of the lesson.

Formative assessment helps teachers to plan their next lesson.

Assessment as learning

Assessment as learning means that children are involved in assessing their own progress and the work of other children in the class.

Assessment of learning

Assessment of learning is also called summative assessment. This form of assessment is done at the end of a topic or term.

Methods of assessment

Teachers can assess children's performance in different ways. In the Teacher Guides these methods of assessment are used:

- Observation checklists
- Word tests



In groups again, identify ways that teachers can assess for learning during their scripted lessons.

Ask each group to share at least 2 ideas. List these on the blackboard and include these ideas if they have not been mentioned.



Trainer tips

- Recap on what was learnt during the lesson
- Do a short word or sound quiz at the end
- Thumbs up and thumbs down for yes/no questions
- Asking students questions after reading



Formative assessment is especially important. The scripted lessons already include a lot of activities that can be used in formative assessment. The important reflection that teachers need to do when they are teaching is: Are my students understanding? Which students are not understanding? Which students need extension? Which students need extra support? Knowing the progress your students are making will help you teach them more effectively.

11.15 –
12.00

Activity 37 (45 mins)

Assessment Practice



“Let us do a demonstration of one assessment together. I will need a volunteer student.”

Demonstrate E2, Term 1 assessment.

Ask participants to follow along using the E2 teacher’s guide.

Explain the parts of the assessment and how to record the child’s progress.

After completing the assessment ask teachers if they have any questions/concerns?

Listen to feedback and answer questions. In the next activity, we will practice in pairs.



“Now, working in pairs choose one term assessment and practice it with their peers.”

Walk around the room as the teachers practice the assessment tasks and help them by clarifying any questions they have.

BREAK

13.00 –
13.45

SESSION 19

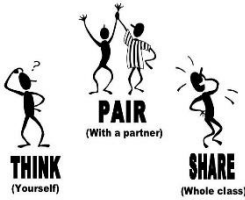
Activity 38 (45 mins)

Teacher Learning Circles

The purpose of this activity is to learn more about the opportunities you will have following the training to reinforce the new knowledge and skills learned in this training. The first of these is teacher learning circles.



“Let us do a brainstorm on what ‘teacher learning circles’ might be.”



Using think-pair-share, reflect on the question and gather ideas from the group on what a teacher learning circle might be. In plenary share the following key messages.



Trainer tips

- Teacher Learning Circles have many names – peer learning circles, professional learning circles, teacher learning networks, cluster workshops etc.
- The 3 key features of TLCs are:
 - 1) TLCs are led by a Resource Teacher, a Teacher in Charge or a teacher in the school that is motivated, committed and has participated in the in-service teacher training program.
 - 2) the focus is on peer learning – so-learning from other teachers, and
 - 2) the focus is on reflective practice – so learning from reflection of classroom teaching practice



“Let us focus on the next question – why do you think ‘teacher learning circles might help us become better teachers?’



Allow a few minutes for participants to consider this question. Once several responses have been shared with the whole group, share the following explanation.



Trainer tips

- Teacher learning circles help reinforce what was learned in teacher training
- Teachers can learn a lot from other teachers
- If teachers are aware of their strengths and weaknesses, then they can improve
- The goal of these meetings is to share best classroom practice, find solutions to everyday teaching and learning challenges, demonstrate and reinforce teaching strategies with fellow teachers, plan lessons, build materials using locally available resources and share knowledge through open dialogue and reflection.



“Now, I would like to share a proposed structure for the TLC. I have also included a detailed example in the Annex for you to read. TLCs should be held on a monthly or quarterly basis. Hopefully, teachers receive access to at least 4 TLCs each year.

Here is a structure of a typical teacher learning circle. A pre-selected topic should be agreed upon in advance. Good topics to choose would be linked to literacy skills such as: speaking and listening, phonics, reading fluency, reading comprehension or writing.

Let us go through the structure of a TLC together.

Number & length	Agenda
1 (10 mins)	<p>Welcome and ice breaker</p> <p>This should include a ‘think-pair-share’ about a lesson that went very well.</p>
2 (30 mins)	<p>Everyone observe and learn (a teachable moment) – one or two teachers are pre-selected to share their teachable moment about the given topic – using demonstration (they should share their lesson plan, teaching aids and teaching process including a demonstration of one activity).</p> <p>There should be a discussion on why it was effective. What preparations were required, etc.</p>
3 (30 mins)	<p>Everyone shares a challenge & problem solve – in small groups (3 teachers) they do a THINK-PAIR-SHARE on a problem they faced teaching e.g., managing a large class of different learning abilities, trying to introduce common sight words in the scripted lesson, questioning skills etc. For each challenge, teachers need to come up with 2 ‘ideas’ on how to address the problem. They then present their ideas back to the whole group.</p>
4 (60 mins)	<p>Everyone learn from the coach/resource teacher/facilitator – this is a pre-planned topic which provides an opportunity for the coach/trainer to ‘demonstrate’ or ‘reinforce’ a literacy skill such as reading comprehension or reading fluency. The coach should provide a clear handout with instructions and give a chance for teachers to practice in small groups.</p> <p>This could also be the time when videos or audio resources are used. The Resource Teacher or TIC could show a relevant video or use a digital resource.</p> <p>(include accessible link to:</p> <ul style="list-style-type: none"> ▪ T4E videos ▪ RISE Bloom Reader app ▪ NDoE Language Support Program videos ▪ READ PNG videos
5 (5 mins)	<p>Closure – information about next training and/or next visit</p>
<p>135 mins (2 hours 15 mins)</p>	

At the end of our training this week, we will do some planning for TLCs in your districts.

13.45 –
14.30

Activity 39 (30 mins)

Teacher support at school

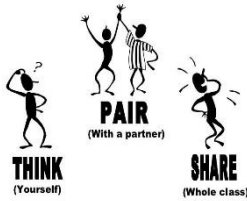
The purpose of this activity is to learn about the support you can expect at the school level after the training. This may vary based on the priorities of other teachers in your school and the Teacher in Charge.



“There are many ways that teachers can be supported at the school level to improve their teaching practice. We will cover two ways with you today.

1) Through lesson observations carried out by other teachers or by the TICs. In some instances, this might be the NGO partner or provincial/district trainers that have supported you in training.

2) Through coaching either by a more experienced teacher or the TIC. This is when feedback and advice is offered to teachers.



Allow 5 mins for teachers to reflect and share with their partner

- 1) What teachers experiences of lesson observations are, and
- 2) What features or aspects of the lesson are usually observed?

Generate a discussion drawing on the teacher's experiences and make a list of all the areas that are usually observed in the lesson.

Refer to Annex on an example of a **lesson observation form**.



Divide the participants into groups of 4-5 members.

Ask participants to review the lesson observation form and answer the following reflective questions.



- Why do you think it is important to observe the opening and closing of lessons?
- Why do you think the focus is on teaching strategies?
- Why do you think it is important as an observer to provide feedback at the end of the observation?

Allow time for participants to answer the questions and then summarise using the following information.



Trainer tips

- Every teacher should receive on lesson observation from their TIC or resource teacher per term or per half year.
- Opening lessons are important as this is when the teacher focuses the student on learning objectives and ensures there is connection made between prior learning and new learning.
- Closing lessons are important as this is when the teacher consolidates the key messages for the day and assesses whether students have understood the key messages. It is important step to make sure students focus on remembering the key messages.
- Teaching strategies help students to learn. Teaching strategies apply techniques that stimulate learners in different ways. Without teaching strategies, information shared by the teacher will not be understood by the students.
- Providing feedback is a technique used in coaching. Feedback is an important strategy to improve performance or capacity.
- Feedback should also focus on strengths as well as areas of improvement.
- Feedback should not criticise or judge.

BREAK

15.00 –
15.30

SESSION 20

Activity 40: (30 mins)

Classroom reading corners

The purpose of this activity is to explore ways to improve reading frequency at school. One idea is to create a reading corner or classroom library.



“A key ingredient needed for students to become proficient readers are books. Building a reading culture is a key message we want to promote in schools in PNG.”



In pairs reflect on the question.

How can we improve reading and writing in the classroom?

Listen to feedback. Write suggestions on the flipchart.

Explain:

There are a lot of things we can do to improve reading and writing. Here are some suggestions:



Trainer tips

- We can make a print-rich classroom with lots of displays, charts, mobiles and children’s writing.
- We can have a classroom library or reading corner.
- We can make lots of Big Books and readers. Parents and older siblings can also help make Big Books. It is best to make them in English and the children’s home language. You can make copies of the SBC books.
- We can teach English and Language every day using the Teacher Guide scripted lessons.
- We can have flashcards and stories written on posters.
- We can talk to parents about supporting reading at home.
- We can begin reading clubs during lunchtime or after school.



In pairs reflect on the next question.

Do you know how to set up a classroom library or reading corner?

Listen to the feedback.



In pairs, give this quick true or false quiz on classroom libraries:

1. Classroom library books should be locked away in a storeroom.
2. A classroom library is the same as a reading corner.
3. Students can take books home to read.
4. Books should be displayed on shelves and easy to access.
5. Student should not be allowed to touch the books.
6. Students should be encouraged to read books for pleasure.
7. It is the responsibility of the teacher to look after the books.
8. You can add more books to the SBC kit.
9. You do not need a classroom library if there is a school library.
10. When a teacher leaves a school, they can take their classroom library books with them.

11. Only the E2 classroom should have the SBC kit.

The answers are here:

1. False. Only overnight and at weekends. Children need to use the books during the day.
2. True.
3. False. Unless the school and community has agreed a book borrowing policy.
4. True. It is important children read as much as possible.
5. False.
6. True. They can read during break time and lunch too.
7. False. Teachers, parents, students and Board of Management are all responsible.
8. True. The SBC kits are a good start, but you can add more books (bought or home-made/copied)
9. False. Children need daily access to reading books in their classroom.
10. False. Books belong to the school.
11. False. EP will need decodable books and picture books. E1 will need decodable books and E1 weekly stories. E2 classrooms will need decodable books, English for Melanesia, School Journals and weekly stories. You can make copies of the SBC kit books.



In groups of 4-5 with teachers discuss progress in establishing a classroom library in your school. Review the Department of Education checklist that provides guidance on establishing the classroom library:

Activity	Achieved	In progress	Not started
1. Classroom library is established in the classroom			
2. Books are stored on shelves, with the covers of books on display			
3. Book policy developed and explained to students, parents and the local community			
4. Classroom library rules are displayed and written in clear, student-centred language			
5. Reference books including dictionaries and thesauruses are available to students at any time			
6. Classroom library books are organized into categories (e.g. fiction and non-fiction)			
7. Trained student library monitors are responsible for looking after the books			
8. Students have book logs or journals to monitor their reading			
9. Students' work is displayed near the classroom library (e.g. book reviews)			
10. Other books, newspapers and magazines have been added to the classroom library			

Explain:

Remember there is a lot you and your community can do to improve reading and writing:



Trainer tips

- Use the English Teacher Guide daily scripted lessons every day.
- Use the Teacher Guide assessment tasks each term.
- Teach both the English and Language subjects – do not forget children who learn to read and write in their home language (Tok Ples or Tok Pisin), learn English quicker. English should be one hour per day. Language should be one hour per day.
- Use the SBC kit songs, reading books, flash cards and posters.
- Look at the SBC teacher training videos if you need more help.
- Set up a classroom library. Get the community and older students to help make/copy the SBC reading books in English and home language.
- Make a print-rich classroom with lots of Big Books, mobiles, flashcards, charts, displays of children's work and a classroom library.

Remember: read with your class every day. Help students to read on their own each day. Sing with your class every day. Teach new sounds and sight words every day.

15.30 –
16.45

Activity 41 (75 mins)

Taking Action

Refer to the **Handy Tips** in Annex for teaching SBC English. These are important to remember and apply in your preparation for teaching the scripted lessons.

Ask participants to complete the Post-Test (allocate 45 mins for this task). Collect these in and make sure each one has the correct name, date, elementary school, and province.

Ask participants to complete the Workshop Evaluation (allocate 30 mins for this task). Collect these.

Explain the next steps:

- When is the next training?
- What is the next training about?
- When will the next teacher learning circle be held?
- What resources will be sent to the school?
- What to do if they need help or advice?
- What to do when they get back to school (e.g., tell their Board of Management, tell their Parents & Citizens group, tell their inspector and church education agency)?

Thank the participants for their hard work during the workshop.

Give each teacher a copy of the Facilitator's Guide for their own self-study or school-based in-service.

Finish with closing speeches, thanks, certificates, and a prayer.

ANNEX

A-1: SBC content standards

Strand	Elementary Prep	Elementary 1	Elementary 2
Speaking and listening	<p>P.1.1 Greet someone and introduce themselves</p> <p>P.1.2 Understand and follow simple classroom instructions</p> <p>P.1.3 Understand and use all EP common words</p>	<p>1.1.1 Ask and answer questions about their life</p> <p>1.1.2 Give simple instructions to other children</p> <p>1.1.3 Understand and use all E1 common words</p>	<p>2.1.1 Begin to use English to communicate with other children and the teacher in the classroom and in real-life situations outside</p> <p>2.1.2 Talk clearly about familiar topics</p> <p>2.1.3 Understand and use all E2 common words</p>
Phonics	<p>P.2.1 Hear and say the beginning, middle and end sounds in words</p> <p>P.2.2 Read and say all EP sounds and letters</p> <p>P.2.3 Sound out simple words</p>	<p>1.2.1 Read and say all E1 sounds and letters in words</p> <p>1.2.2 Read and say all E1 sounds and letters</p> <p>1.2.3 Blend sounds to make longer words</p>	<p>2.2.1 Read and say all E2 sounds and letters in words</p> <p>2.2.2 Know different spellings for the same sounds</p> <p>2.2.3 Blend sounds confidently to make words</p>
Reading	<p>P.3.1 Read all EP common words</p> <p>P.3.2 Read a five-word sentence</p>	<p>1.3.1 Read all E1 common words</p> <p>1.3.2 Read an E1 story aloud and answer simple questions about it</p>	<p>2.3.1 Read all E2 common words</p> <p>2.3.2 Read aloud with increasing fluency and understanding</p> <p>2.3.3 Read an E2 story aloud, retell it and answer questions about it</p>
Writing	<p>P.4.1 Write the 20 letters taught in EP correctly</p> <p>P.4.2 Copy accurately a five-word sentence</p> <p>P.4.3 Write EP common words</p>	<p>1.4.1 Write all 26 small and capital letters correctly</p> <p>1.4.2 Write a simple label or sentence about a picture</p> <p>1.4.3 Write E1 common words</p>	<p>2.4.1 Write 3 sentences on a familiar topic</p> <p>2.4.2 Use capital letters and full stops correctly</p> <p>2.4.3 Write E2 common words</p>

A-2: SBC content standards, jumbled for Activity 5

Strand	Elementary Prep	Elementary 1	Elementary 2
Phonics	Greet someone and introduce themselves	Ask and answer questions about their life	Talk clearly about familiar topics
	Understand and use all E2 common words	Understand and follow simple classroom instructions	Understand and use all EP common words
	Understand and use all E1 common words	Begin to use English to communicate with other children and the teacher in the classroom and in real-life situations outside	Give simple instructions to other children
Speaking and listening	Sound out simple words	Read and say all E1 sounds and letters	Blend sounds confidently to make words
	Know different spellings for the same sounds	Hear and say the beginning, middle and end sounds in words	Read and say all EP sounds and letters
	Blend sounds to make longer words	Read and say all E2 sounds and letters in words	Read and say all E1 sounds and letters in words
Writing	Read a five-word sentence	Read all E1 common words	Read all E2 common words
	Read an E2 story aloud, retell it and answer questions about it	Read aloud with increasing fluency and understanding	Read all EP common words Read an E1 story aloud and answer simple questions about it
Reading	Write EP common words	Write all 26 small and capital letters correctly	Write E2 common words
	Write a simple label or sentence about a picture	Write 3 sentences on a familiar topic	Write the 20 letters taught in EP correctly
	Write E1 common words	Use capital letters and full stops correctly	Copy accurately a five-word sentence

B: Sounds lists

EP sounds lists

Sound	Letter patterns	Example words
/c/	c, k	cup, kite
/t/	t	tin, ant
/a/	a	cat, tap
/d/	d	dog, dad
/g/	g	go, dig
/o/	o	hot, pot
/s/	s, ss	sun, miss
/m/	m	man, mop
/i/	i	pig, sit
/n/	n	nut, hen
/r/	r	rat, car
/sh/	sh	ship, fish
/l/	l	lip, leg
/h/	h	hit, hand
/e/	e	peg, set
/b/	b	bat, ball
/f/	F	fit, fun
/u/	U	but, up
/p/	P	tap, pig
/w/	W	wet, swim
/ch/	ch	church, chips
/th/	th	three, thumb
/ng/	ng	long, think

E1 sounds

Sound	Letter patterns	Example words
/v/	v	van, visit
/tthh/	th	this, that
/ee/	e, ee, y, ea	me, deep, happy, meat
/l/	ll	full, pill
/oo/	oo	look, took
/j/	j	jug, jump
/ar/t	Ar	star, part
/oa/	oa, o, ow, o_e	goat, float, go, grow, bone
/ou/	ou, ow	house, cow
/or/	or	for, sport
/ay/	ay, a_e	day, made
/ie/	i_e, y, igh, ie	kite, try, high, tie
/q/	q	queen, quick
/x/	x	exit, box
/oa/	o, ow, o_e	no, grow, home

E2 sounds

Sound	Letter patterns	Example words
/y/	y	yes, yam
/oo/	o	do, zoo, grew, blue, rule
/t/	tt	kittens, sitting
/f/	ff, ph, gh	stuff, phone, tough
/l/	le	little
/s/	ss, c, se, ce	miss, centre, house, voice
/g/	gg	digger, bigger
/er/	er,	ear, ir, or sister, early, bird, worm
/d/	dd	sudden
/n/	nn	dinner
/m/	mm	summer
/b/	bb	rabbit
/or/	ore	more
/ie/	i	I, kind
/ay/	ai, ey, ea	pain, they, steak
/e/	ea, a	bread, many
/ue/	u, ew, iew, eau	tune, pew, view, beauty
/oy/	oy, oi	boy, foil
/r/	wr	wr write
/air/	air, ear, are, ere	hair, bear, square, there
/j/	g, dge giant, bridge	giant, bridge
/w/	wh	what, when
/t/	ed	bumped
/d/	ed	filled
/ool/	oul	would
/u/	o_e, ou	some, above, enough
/ng/	n	think
/n/	kn	knee
/z/	S	cheers

C: SBC common words and topic words from the Syllabus

EP common words

1. the	26. girl	51. saw	76. then
2. and	27. your	52. no	77. big
3. a	28. them	53. yes	78. small
4. an	29. mama	54. not	79. do
5. to	30. papa	55. has	80. don't
6. said	31. it	56. have	81. will
7. in	32. Mr	57. had	82. when
8. on	33. Mrs	58. here	83. what
9. up	34. is	59. there	84. oh
10. down	35. are	60. come	85. now
11. out	36. was	61. go	86. back
12. at	37. were	62. went	87. pig
13. into	38. that	63. came	88. people
14. off	39. this	64. get	89. house
15. he	40. for	65. got	90. water
16. I	41. of	66. look	91. food
17. you	42. with	67. looked	92. old
18. me	43. but	68. put	93. too
19. she	44. so	69. make	94. by
20. we	45. from	70. stop	95. day
21. they	46. all	71. help	96. time
22. my	47. some	72. helped	97. children
23. his	48. can	73. want	98. I'm
24. her	49. like	74. be	99. woman
25. boy	50. see	75. as	100. good

Topic Words

Colours red black white blue yellow green	Family father mother sister brother bubu uncle aunt baby	Days of the week Monday Tuesday Wednesday Thursday Friday Saturday Sunday	Body parts hand head leg mouth nose eyes ears teeth
Numbers zero one two three four five six seven eight nine ten	School teacher book class table desk pencil ruler blackboard chalk biro toilet	Animals pig dog cat chicken rooster bird fish rat	Environment sun moon sea bush tree rain road garden river market
Time morning afternoon night day	Home bed mat pot fire dish cup plate spoon fork bush knife	Greetings Hello Goodbye Hi Good morning Good afternoon Good night	

E1 common words

1. how	26. our	51. I'll	76. left
2. where	27. take	52. work	77. lots
3. which	28. more	53. us	78. gave
4. did	29. shout	54. way	79. give
5. did not	30. red	55. door	80. told
6. going	31. start	56. may	81. keep
7. over	32. say	57. soon	82. even
8. under	33. car	58. only	83. tell
9. away	34. truck	59. suddenly	84. sat
10. home	35. fast	60. cry	85. know
11. things	36. hurry up	61. cried	86. long
12. something	37. much	62. because	87. short
13. play	38. many	63. clothes	88. tall
14. fun	39. why	64. feet	89. eat
15. find	40. jump	65. its	90. well
16. live	41. place	66. cap	91. better
17. small	42. sleep	67. ran	92. never
18. garden	43. book	68. wanted	93. need
19. last	44. took	69. round	94. found
20. first	45. didn't	70. around	95. every
21. any	46. again	71. other	96. laugh
22. let	47. after	72. run	97. another
23. or	48. think	73. right	98. room
24. who	49. thought	74. wrong	99. am
25. new	50. made	75. inside	100. key

Topic Words

<p>Animals mouse cuscus bat frog ant bee spider butterfly flies mosquito</p>	<p>Classroom words exercise book chair bell floor group name page window words letters</p>	<p>Body parts fingers hair toes knees lips stomach arm feet neck tongue</p>	<p>Action words sit stand sleep eat sing jump run walk pull push talk play</p>
<p>Months of the year January February March April May June July August September October November December</p>	<p>Time words today yesterday tomorrow morning afternoon night</p>	<p>Weather sunny raining cloudy windy storm</p>	<p>Opposites short–long tall–short big–small old–young full–empty alive–dead wet–dry fat–tin laugh–cry new–old day–night light–dark right–wrong cold–hot</p>
<p>Fruit mango pineapple pawpaw coconut lemon orange</p>	<p>Garden food potatoes yam taro corn beans pumpkin greens banana</p>	<p>Store food rice sugar salt noodles tinfish tin meat tea flour cooking oil coffee</p>	<p>Transport canoe boat car truck bus plane helicopter bicycle motorbike</p>

E2 common words

1. if	26. village	51. hot	76. eyes
2. too	27. grandmother	52. birds	77. gone
3. their	28. grandfather	53. coming	78. wish
4. about	29. book	54. pull	79. stopped
5. called	30. under	55. tea	80. park
6. asked	31. I've	56. box	81. liked
7. just	32. Still	57. end	82. grow
8. would	33. different	58. sun	83. radio
9. everyone	34. same	59. really	84. bottle
10. magic	35. fell	60. please	85. tin
11. must	36. there's	61. thank you	86. stone
12. these	37. better	62. most	87. stick
13. next	38. best	63. miss	88. leaves
14. that's	39. hard	64. he's	89. drink
15. king	40. easy	65. cold	90. tasty
16. queen	41. soft	66. once	91. washing
17. let's	42. eggs	67. use	92. clean
18. great	43. ever	68. we're	93. cook
19. before	44. lived	69. dark	94. towel
20. window	45. so	70. than	95. soap
21. each	46. white	71. across	96. salt
22. can't	47. bad	72. wind	97. fly
23. begin	48. friends	73. river	98. read
24. began	49. looking	74. along	99. write
25. town	50. ball	75. throw	100. speak



Topic Words

<p>Time second minute hours tonight midnight noon evening now later soon o'clock half past quarter past</p>	<p>Comparing sizes big–bigger–biggest small–smaller–smallest tall–taller–tallest short–shorter–shortest fat–fatter–fattest</p>	<p>Body parts thumb wrist palm foot knee toes elbow hair chest hip</p>	<p>Dressing for singing paint grass-skirt feathers shells necklace drums bow and arrows leaves head dress oil dance</p>
<p>Feelings happy sad shy angry scared rich poor love hate</p>	<p>Church Bible pastor priest reading pray Jesus</p>	<p>Directions North South East West right left straight on front back</p>	<p>Sea & river reef waves island sea river flood calm rough</p>
<p>Village house canteen trade store people church play ground school Aid-post community hall market</p>	<p>Good manners please thank you excuse me sorry welcome bless you</p>	<p>Sea animals fish starfish crab crocodile shark snake dolphin eels</p>	<p>River animals fish eels prawns crocodile frogs snake</p>
<p>Subject pronouns Singular I you he/she/it</p>	<p>Subject pronouns Plural we you they</p>		

D: Classroom Assessment Records – English

(adapted from Save the Children’s RISE Elementary SBC Assessment Record Book)

Province	
School	
EMIS code	
Teacher	
Class	
Grade	
Year	

Instructions

1. Copy the students’ names from the Student Attendance Register.
2. Each term, assess the students using the tasks in the Teacher Guides. Give a score for each standard as per the rubric.
3. Meet with the student’s parents each term. Give the parents a Report Card each term.

Scoring

0	Not achieved yet (N)
1	Partly achieved (P)
2	Achieved standard (A)
WA	A child with disability achieved the standard with assistance

Each term assess each child against the standards. Give 2 marks if a child achieves the standard. If they partly achieve the standard, give them 1 mark. If they have not achieved that standard yet, give them 0. Add up the total marks each term. For example,

Maths E2										
#	Name (alphabetical order)	Number & operation								
		Count, read, write and order numbers 0-100 or more	Double and halve 2-50	Compare and order sets of objects and numbers 0-100	Write numbers in hundreds, tens and units 0-100 or more	Break and combine a number into hundreds, tens and units	Ad sets of objects and numbers 0-100 or more	Make number sentences and stories and solve addition problems 0-100 or more	Do repeated addition for number 10	Read and use +, - and =
1	ALICE KAUBA	2	1	2	1	0	1	1	2	2

Children with disabilities

Children with disabilities may need assistance to achieve a standard (for example, a blind student may need a story read to them before they answer questions). Use the code WA if assistance was given.

For Individual Education Plans and strategies for teaching and assessing children with disabilities, please see the RISE PNG module or speak to your Inclusive Education Resource Centre.

English Elementary Prep

		Speaking & Listening			Phonics		
#	Name (alphabetical order)	P.1.1 Greet someone and introduce themselves	P.1.2 Understand and follow simple classroom instructions	P.1.3 Understand and use all EP common words	P.2.1 Hear and say the beginning, middle and end sounds in words	P.2.2 Read and say all EP sounds and letters	P.2.3 Sound out simple words
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27							
28							

English E1

		Speaking & Listening			Phonics		
#	Name (alphabetical order)	1.1.1 Ask and answer questions about their life	1.1.2 Give simple instructions to other children	1.1.3 Understand and use all E1 common words	1.2.1 Read and say all E1 sounds and letters in words	1.2.2 Read and say all E1 sounds and letters	1.2.3 Blend sounds to make longer words
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28							

English E2

#	Name (alphabetical order)	Speaking & Listening			Phonics		
		2.1.1 Begin to use English to communicate with other children and the teacher in the classroom and in real-life situations outside	2.1.2 Talk clearly about familiar topics	2.1.3 Understand and use all E2 common words	2.2.1 Read and say all E2 sounds and letters in words	2.2.2 Know different spellings for the same sounds	2.2.3 Blend sounds confidently to make words
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26							

Report Card XXX 35 COPIES IN BOOK

School		
Grade		
Teacher		
Student		
Does the student have an IEP?	Yes	No
Year and Term		
Days absent this term		

Subject	Score	Needs to practice
English <ul style="list-style-type: none"> • Speaking and Listening • Phonics • Reading • Writing 	/	
Maths <ul style="list-style-type: none"> • Number and Operation • Measurement • Geometry • Data and Mathematical Relations 	/	
Language		
Culture and Community		

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Life skills and behaviour <ul style="list-style-type: none"> • Cultural and community values • Self confidence • Responsibility and helping others • Managing emotions • Love of learning • Keeping healthy and safe 			
Comments			
Teacher signature	Student signature	Parent signature	TIC & school stamp

E: Teaching strategies aligned to reading skills and content strands

Teaching Strategy	Skill focus	Content strand
1. Total Physical Response	Speaking and listening	<p>P.1.1 Greet someone and introduce themselves</p> <p>P.1.2 Understand and follow simple classroom instructions</p> <p>P.1.3 Understand and use all EP common words</p> <p>1.1.3 Understand and use all E1 common words</p> <p>2.1.3 Understand and use all E2 common words</p>
2. Read aloud	Speaking and listening	<p>P.1.3 Understand and use all EP common words</p> <p>1.1.3 Understand and use all E1 common words</p> <p>2.1.3 Understand and use all E2 common words</p>
3. Story bilums	Speaking and listening	<p>1.1.1 Ask and answer questions about their life</p> <p>2.1.1 Begin to use English to communicate with other children and the teacher in the classroom and in real-life situations outside</p> <p>2.1.2 Talk clearly about familiar topics</p>
4. Identifying sounds in simple words using pictures (EP-E1)	Phonics	<p>P.2.1 Hear and say the beginning, middle and end sounds in words</p> <p>P.2.2 Read and say all EP sounds and letters</p> <p>P.2.3 Sound out simple words</p> <p>1.2.1 Read and say all E1 sounds and letters in words</p> <p>1.2.2 Read and say all E1 sounds and letters</p>
5. Teaching one sound with different letter patterns (E1-E2)	Phonics	<p>1.2.1 Read and say all E1 sounds and letters in words</p> <p>1.2.2 Read and say all E1 sounds and letters</p> <p>1.2.3 Blend sounds to make longer words</p> <p>2.2.1 Read and say all E2 sounds and letters in words</p>

		2.2.3 Blend sounds confidently to make words
6. Fish for words	Decoding/encoding	2.2.3 Blend sounds confidently to make words
7. Make a word	Decoding/encoding	2.2.2 Know different spellings for the same sounds 2.2.3 Blend sounds confidently to make words
8. Guided oral reading	Fluency	P.3.1 Read all EP common words P.3.2 Read a five-word sentence 1.3.1 Read all E1 common words 1.3.2 Read an E1 story aloud and answer simple questions about it 2.3.1 Read all E2 common words 2.3.2 Read aloud with increasing fluency and understanding
9. Questioning before, during and after reading	Reading comprehension	1.3.2 Read an E1 story aloud and answer simple questions about it 2.3.2 Read aloud with increasing fluency and understanding
10. Retelling a read aloud/story	Reading comprehension	2.3.3 Read an E2 story aloud, retell it and answer questions about it
11. Scrambled sentences	Writing	P.4.2 Copy accurately a five-word sentence
12. Cloze sentences	Writing	P.4.3 Write EP common words 1.4.3 Write E1 common words 2.4.1 Write 3 sentences on a familiar topic 2.4.2 Use capital letters and full stops correctly 2.4.3 Write E2 common words

F: Example lesson observation form

Name of Observer & Organisation			
Date of school visit			
School name:	District:	Class observed:	Teachers name:
Subject observed			
SBC lesson #			
Attendance	Girls	Boys	
Enrolment:	Girls	Boys	
Observation length	Start	Finish	

Area	Indicator	Yes	No	Comment
1. Opening the lesson	Evidence of ... <ul style="list-style-type: none"> ▪ lesson objectives shared with students ▪ check on prior knowledge ▪ engaging students in the topic 			
2. Use of teaching and learning resources	Evidence of <ul style="list-style-type: none"> ▪ Use of SBC scripted lesson ▪ use of SBC teaching resources (flashcards, Shell books, etc.) ▪ use of own teaching aids (word cards, etc.) 			
3. If English	Evidence of <ul style="list-style-type: none"> ▪ Connecting students to the meaning of the text ▪ use of questioning before, during and after story-time or reading ▪ individual, pair or shared reading activity ▪ individual, pair or group work to complete tasks 			

	<ul style="list-style-type: none"> ▪ Use of literacy games/strategies to support student learning ▪ student writing activity
4. If Maths	<p>Evidence of</p> <ul style="list-style-type: none"> ▪ use of manipulatives (local objects – e.g., bottle tops, small stones, beads, match sticks etc.) ▪ use of lines or grouping strategy to solve addition and subtraction problems ▪ Use of maths games to support student learning ▪ Individual, pair or group work to complete tasks ▪ Student writing activity
5. Inclusion & classroom management	<p>Evidence of</p> <ul style="list-style-type: none"> ▪ use of positive discipline – ▪ Evidence of effective classroom management ▪ Differentiation to encourage all students to participate & learn ▪ Fair treatment of boys and girls and encouraging and supporting girls and boys to engage actively
5. Assessing students understanding	<p>Evidence of</p> <ul style="list-style-type: none"> ▪ checking student's understanding ▪ Evidence of checking whether objectives have been met
6. Closing a lesson	<p>Evidence of</p> <ul style="list-style-type: none"> ▪ recap & feedback to students

- Evidence of next lesson topic

- 7. Feedback**
1. Two Positives/strengths of the lesson
 2. One recommendation for improvement

G: Handy tips for teaching SBC English

No.	Tip	Why?
1	Read the story at least three times before the start of the week.	
2	Listen to the story on Bloom Reader app and the songs on the SD card to ensure you have the correct pronunciation	
3	Watch the teacher videos to remember strategies	
4	Prepare reading comprehension questions in advance – making sure you have included some literal, inferential, and evaluative questions	
5	Read with your class every day. Use a variety of strategies starting with read aloud on Monday. (then echo and choral reading followed by shared reading and guided individual reading). Given students a chance to read on their own or in pairs during the week.	
6	Use questioning before, during and after reading	
7	Do a writing exercise each day. Given students a chance to write on their own or in small groups during the week.	
8	Have a set of flash cards for phonics and common words.	
9	Have a set of encoding/decoding cards	
10	Have word cards for scrambled sentences.	
11	Have an assessment record for each child	
12	Have a classroom reading corner or library	

H: Pre-test

About you

1.1	Province													
1.2	Your name													
1.3	Your sex (circle)	a. Male b. Female												
1.4	Your age (years)													
1.5	Do you have a disability? (circle)	a Yes b. No												
1.6	What is your mobile phone number?													
1.7	Your job <i>Tick one</i>	Elementary teacher TIC Inspector PDOE officer Church education officer Other (please state)												
	For Teachers only													
1.7.1	Write the name of the school you teach at													
1.7.2	Write the name of the district your school is in													
1.7.3	Which grades are you teaching? <i>Tick all that apply</i>	EP E1 E2												
1.7.4	How many children from each grade are in your class?	<table style="display: inline-table; border: none;"> <tr> <td>EP</td> <td></td> <td>E1</td> <td></td> <td>E2</td> <td></td> </tr> <tr> <td>M</td> <td>F</td> <td>M</td> <td>F</td> <td>M</td> <td>F</td> </tr> </table>	EP		E1		E2		M	F	M	F	M	F
EP		E1		E2										
M	F	M	F	M	F									
1.7.5	What grade did you finish school? <i>Tick one</i>	Grade 8 Grade 10 Grade 12												
1.7.6	What is your highest level of teaching qualification?	None Still in training												

	<i>Tick one</i>	Certificate in Elementary Teaching Diploma Degree
1.7.7	Have you received in-service training before? <i>Tick all that apply</i>	Standards Based Curriculum Vernacular literacy/home language English Phonics Child protection Behaviour management

We will do the same questionnaire at the end of the training to see how much you have learnt. The questionnaire is for training purposes only.

Confidence based questions

2.1	How confident are you in using the daily scripted lessons?	a. Very confident and can train other teachers b. Confident c. I need some help d. I have not used them yet	
2.2	How confident are you in using the SBC songs?	a. Very confident and can train other teachers b. Confident c. I need some help d. I have not taught them yet	
2.3	How confident are you in using the termly assessment tests in the Teacher Guides?	a. Very confident and can train other teachers b. Confident c. I need some help d. I have not used them yet	
2.4	How confident are you to teach the sounds and actions of all the English phonemes?	a. Very confident and can train other teachers b. Confident c. I need some help d. I have not taught them yet	
2.5	How confident are you to teach with the decodable stories in the Teacher Guides?	a. Very confident and can train other teachers b. Confident c. I need some help d. I have not taught them yet	
2.6	How confident are you to use the reading strategies you learnt during training?	a. Very confident and can train other teachers b. Confident c. I need some help d. I have not taught them yet	

2.7	How confident are you in setting up a classroom library?	<ul style="list-style-type: none"> a. Very confident and can train other teachers b. Confident c. I need some help d. I have not set one up yet 	
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Knowledge based questions

3.1	Is the SBC English subject compulsory?	<ul style="list-style-type: none"> a. Yes b. No 	/1
3.2	How many minutes a day should English be taught for?	<ul style="list-style-type: none"> a. 30 minutes b. 45 minutes c. 60 minutes d. 80 minutes 	/1
3.3	How many SBC English Teacher Guides are there?	<ul style="list-style-type: none"> a. One b. Two c. Three d. Four 	/1
3.4	List the four strands of the English syllabus.	<ul style="list-style-type: none"> a. b. c. d. 	/4
3.5	True or false? The English Teacher Guides contain daily scripted lessons.	<ul style="list-style-type: none"> a. True b. False 	/1
3.6	True or false? Assessments are to be carried out in the first week of each term.	<ul style="list-style-type: none"> a. True b. False 	/1
3.7	True or false? The English Teacher contain term assessments?	<ul style="list-style-type: none"> a. True b. False 	/1
3.8	How many phonemes (sounds) are there in English?		/1
3.9	What is a sight word?		/1

3.10	What is a decodable text?		/1
3.11	Select the correct word: <i>to hear, identify and manipulate the smallest units of sound.</i>	a. phonics: b. phonemic awareness:	/2
3.12	What is a grapheme and a phoneme?	a. grapheme b. phoneme	/2
3.13	List two things you should do when reading a story with children?	a. b.	/2
3.14	What type of comprehension question is this? <i>What is the colour of Sally's dress?</i>		/1
3.15	What type of comprehension question is this? <i>What would you do if this happened to you?</i>		/1
3.16	What type of comprehension question is this? <i>What do you think will happen next?</i>		/1
3.17	What are two items that you would expect to find in the SBC kit?	a. b.	/2
3.18	True or false – teachers are expected to join teacher learning circles to practice their teaching skills.		/1

TOTAL /25 points

I: Post-test

About you

1.1	Province	
1.2	Name	

Confidence based questions

2.1	How confident are you in using the daily scripted lessons?	<ul style="list-style-type: none"> a. Very confident and can train other teachers b. Confident c. I need some help d. I have not used them yet 	
2.2	How confident are you in using the SBC songs?	<ul style="list-style-type: none"> a. Very confident and can train other teachers b. Confident c. I need some help d. I have not taught them yet 	
2.3	How confident are you in using the termly assessment tests in the Teacher Guides?	<ul style="list-style-type: none"> a. Very confident and can train other teachers b. Confident c. I need some help d. I have not used them yet 	
2.4	How confident are you to teach the sounds and actions of all the English phonemes?	<ul style="list-style-type: none"> a. Very confident and can train other teachers b. Confident c. I need some help d. I have not taught them yet 	
2.5	How confident are you to teach with the decodable stories in the Teacher Guides?	<ul style="list-style-type: none"> a. Very confident and can train other teachers b. Confident c. I need some help d. I have not taught them yet 	
2.6	How confident are you to use the reading strategies you learnt during training?	<ul style="list-style-type: none"> a. Very confident and can train other teachers b. Confident c. I need some help d. I have not taught them yet 	
2.7	How confident are you in setting up a classroom library?	<ul style="list-style-type: none"> a. Very confident and can train other teachers b. Confident c. I need some help d. I have not set one up yet 	

Knowledge based questions

3.1	Is the SBC English subject compulsory?	a. Yes b. No	/1
3.2	How many minutes a day should English be taught for?	a. 30 minutes b. 45 minutes c. 60 minutes d. 80 minutes	/1
3.3	How many SBC English Teacher Guides are there?	a. One b. Two c. Three d. Four	/1
3.4	List the four strands of the English syllabus.	a. b. c. d.	/4
3.5	True or false? The English Teacher Guides contain daily scripted lessons.	a. True b. False	/1
3.6	True or false? Assessments are to be carried out in the first week of each term.	a. True b. False	/1
3.7	True or false? The English Teacher contain term assessments?	a. True b. False	/1
3.8	How many phonemes (sounds) are there in English?		/1
3.9	What is a sight word?		/1
3.10	What is a decodable text?		/1
3.11	Select the correct word: <i>to hear, identify and manipulate the smallest units of sound.</i>	a. phonics: b. phonemic awareness:	/2

3.12	What is a grapheme and a phoneme?	a. grapheme b. phoneme	/2
3.13	List two things you should do when reading a story with children?	a. b.	/2
3.14	What type of comprehension question is this? <i>What is the colour of Sally's dress?</i>		/1
3.15	What type of comprehension question is this? <i>What would you do if this happened to you?</i>		/1
3.16	What type of comprehension question is this? <i>What do you think will happen next?</i>		/1
3.17	What are two items that you would expect to find in the SBC kit?	a. b.	/2
3.18	True or false – teachers are expected to join teacher learning circles to practice their teaching skills.		/1

TOTAL /25 points

J: Answers to the pre- and post-assessment

Knowledge based questions

3.1	Is the SBC English subject compulsory?	a. Yes
3.2	How many minutes a day should English be taught for?	c. 60 minutes
3.3	How many SBC English Teacher Guides are there?	c. Three
3.4	List the four strands of the English syllabus.	a. Speaking and Listening b. Phonics c. Reading d. Writing
3.5	True or false? The English Teacher Guides contain daily scripted lessons.	a. True
3.6	True or false? Assessments are to be carried out in the first week of each term.	b. False
3.7	True or false? The English Teacher Guide contains term assessments?	a. True
3.8	How many phonemes (sounds) are there in English?	44
3.9	What is a sight word?	Sight words, are commonly used words that young children are encouraged to memorize by sight.
3.10	What is a decodable text?	Decodable text is a type of text used in beginning reading instruction. Decodable texts are carefully sequenced to progressively incorporate words that are consistent with the letter–sound relationships that have been taught to the new reader.
3.11	Select the correct word: <i>to hear, identify and manipulate the smallest units of sound.</i>	b. phonemic awareness:
3.12	What is a grapheme and a phoneme?	a. grapheme: the smallest unit of meaning in the writing system b. phoneme: the unit of sound that distinguishes one word from another
3.13	List two things you should do when reading a story with children?	Possible options: a. questions before, during and after b. questioning c. read fluently d. read with expression e. Say the title and author



















3.14	What type of comprehension question is this? <i>What is the colour of Sally's dress?</i>	Factual
3.15	What type of comprehension question is this? <i>What would you do if this happened to you?</i>	Evaluative
3.16	What type of comprehension question is this? <i>What do you think will happen next?</i>	Inferential/Predictive
3.17	What are two items that you would expect to find in the SBC kit?	Possible options a. SD card b. listening song books c. Teacher Guide d. Readers e. flashcards f. posters
3.18	True or false – teachers are expected to join teacher learning circles to practice their teaching skills.	True

TOTAL /25 points

K: Workshop evaluation

1.1	Province	
1.2	Date of workshop	
1.3	Names of your trainers	a. b.

Were the outcomes achieved?

2.1	1. Understand how to teach and assess using the English syllabus and teacher guides			
2.2	2. Demonstrate how to teach using scripted lesson plans			
2.3	3. Demonstrate how to use the English reading books and songs			
2.4	4. Practice strategies for improving children's literacy			
2.5	5. Using reading strategies in the classroom such as read aloud and shared reading			
2.6	1. Understand how to establish and manage a reading corner or classroom library			

What was the best thing you learnt at the workshop?

How can we improve the workshop?

