Vernacular to English Bridging Strategies Training Program

Trainer Materials

June 2000
Acknowledgements

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Vernacular to English Bridging Strategies Training Program

Preface

This program has been developed to support lower primary school teachers teaching children who have come through elementary schools.

The aim of the program is to train participants in bilingual teaching strategies to support children’s transition from vernacular to English, as the main language of instruction, through Grades 3 – 5.

The program supports the current policy on bilingual education in the lower primary by providing teaching strategies, models and examples linked to the new lower primary syllabus and supporting documents.

It provides implementation support for teachers who have the main responsibility for designing a classroom curriculum and bilingual learning environment to meet the varied needs of their children.

The teaching model that has been adopted is a train-the-trainer model. The program materials will be used to train lecturers from the Primary Teachers Colleges who will use them to provide provincial based training for Grade 3-5 teachers.

These materials are also designed to provide training for other academic staff in the Primary Teachers Colleges, pre-service student teachers and national and provincial education officers.
Vernacular to English Bridging Strategies
Training Program Overview

Session 1.1
**Introducing the training program**
The purpose of this session is to
- welcome participants and conduct a welcoming activity
- provide an overview of the timetable of sessions
- make participants aware of the key objectives of the training
- develop a shared view and a common starting point through defining key terms: ‘bridging’, ‘transition’ and ‘bilingual education’
- increase participants’ understanding of the use of vernacular and English in Elementary School and the need to link with elementary language outcomes
- explain the concept that vernacular literacy is a support for English language development

Session 1.2
**Building Bridges Between Community and School-Based Language Learning**
The purpose of this session is to
- build participants’ awareness of their vernacular, the way it is learned, used and developed
- explore language learning strategies which operate in families and discuss how they might be used in the lower primary classroom

Session 1.3
**Whole language**
The purpose of this session is to:
- identify the principles of whole language approaches to teaching language and literacy
- describe some practices associated with whole language approaches in the context of the lower primary curriculum
- consider the roles of the teacher and children in whole language classrooms

Session 1.4
**Teaching Oral and Written Texts (1)**
The purpose of this session is to:
- discuss the teaching of chants, rhymes and songs
- develop a shared understanding of the terms ‘text’ and ‘genre’
- identify everyday situations where oral and written language are used
- understand and use label/comment and recount texts

Session 2.1
**Teaching Oral and Written Texts (2)**
The purpose of this session is to:
- understand and use description texts
- understand and use information reports
- understand and use procedure
Session 2.2

**Teaching Oral and Written texts (3)**
The purpose of this session is to:
- understand and use narrative texts
- understand and use argument texts
- match text structure and purpose

Session 2.3

**The teaching and learning cycle**
The purpose of this session is to:
- introduce participants to the teaching and learning cycle
- identify the purpose of each stage in the cycle
- illustrate the strategies of each stage using a procedural text
- collaboratively complete a plan for teaching a procedural text

Session 2.4

**Micro-teaching the teaching and learning cycle**
The purpose of this session is to:
- provide practice in teaching of the various stages of the teaching and learning cycle
- to stimulate reflective evaluation of the teaching and learning cycle

Session 3.1

**Looking and Talking (1)**
The purpose of this session is to:
- demonstrate the use of objects, children’s drawings, picture stories and community texts as stimulus for talking
- practice the use of objects, children’s drawings, picture stories and community texts as stimulus for talking
- demonstrate the use of questions to stimulate children’s looking and talking
- practice the use of questions to stimulate children’s looking and talking

Session 3.2

**Looking and Talking (2)**
The purpose of this session is to:
- use the strategies of looking and talking to compose shell book stories in vernacular
- write simplified English texts for shell book vernacular stories

Session 3.3

**Big Book Writing Workshop (1)**
The purpose of this session is to:
- explain the purposes of Big Books
- explain the processes of Big Book writing
- draft and edit a text for a Big Book
Session 3.4

**Big Book Writing Workshop (2)**

The purpose of this session is to:
- illustrate a Big Book
- bind and cover a Big Book

Session 4.1

**Learning to Read Using Whole Texts**

The purpose of this session is to:
- explain the process of reading
- explain key strategies in teaching reading: Shared, Guided and Independent Reading
- practice using key strategies with the Big Book

Session 4.2

**Vocabulary Development**

The purpose of this session is to:
- illustrate and make bilingual word and number charts
- illustrate and make vocabulary webs
- illustrate and make information grids
- use vocabulary development resources in a print walk

Session 4.3

**Literacy Support Activities (1)**

The purpose of this session is to:
Choose to do one of the following:
- illustrate, make and use Alphabet cards with Big Book vocabulary
or
- illustrate, make and use Picture cards and labels/phrases with Big Book vocabulary

Session 4.4

**Literacy Support Activities (2)**

The purpose of this session is to:
- explain sentence transformation ie expanding completing and combining sentences
- make sentence maker resources with Big Book sentences
- make paper slide or flip book
- demonstrate sentence transformation and cloze

Session 5.1

**Building Participants’ Knowledge of the Sounds of English**

The purpose of this session is to
- build participants’ knowledge and skill at identifying and using the sounds of English
- link a knowledge of phonics and English sounds to the teaching of spelling and reading
Session 5.2

Do Talk Record
The purpose of this session is to
• explain total physical response as language learning strategy
• explain Do Talk Record as an approach to teaching language
• model Do Talk Record
• plan for using Do Talk Record in the classroom using a storyboard

Sessions 5.3 & 5.4

Do Talk Record: Making a Storyboard (1)
The purpose of these sessions is to
• make a storyboard

Session 6.1

Do Talk Record: Making a Storyboard (2)
The purpose of this session is to
• talking about the storyboard
• write about the storyboard using a text type eg narrative, description, label/comment

Session 6.2

Assessing children’s literacy learning
The purpose of this session is to
• examine and discuss ways of assessing children’s language and literacy learning in Lower Primary
• discuss a language and literacy continuum
• develop a beginning language and literacy checklist

Sessions 6.3 & 6.4

Organising the classroom
The purpose of these sessions is to
• plan the physical environment for whole language
• organise the time for whole language sessions
• grouping children for whole language sessions

Session 7.1

Programming: Language Across the Curriculum (1)
The purpose of this session is to
• demonstrate programming using a language across the curriculum approach
• practice choosing learning objectives/outcomes and content

Session 7.2

Programming: Language Across the Curriculum (2)
The purpose of this session is to
• identify elements of the teaching and learning cycle
• identify key transition strategies
• identify possible assessment points and strategies
Session 7.3
Programming for Language using Whole Texts (1)
The purpose of this session is to
• demonstrate programming using Whole Texts
• practice choosing learning objectives/outcomes and content

Session 7.4
Programming for Language using Whole Texts (2)
The purpose of this session is to
• identify elements of the teaching and learning cycle
• identify key transition strategies
• identify possible assessment points and strategies

Session 8.1
Programming: Thematic (Integrated) (1)
The purpose of this session is to
• demonstrate programming using a thematic approach
• practice choosing learning objectives/outcomes and content

Session 8.2
Programming: Thematic (Integrated) (2)
The purpose of this session is to
• identify elements of the teaching and learning cycle
• identify key transition strategies
• identify possible assessment points and strategies

Sessions 8.3 & 8.4
Collaborative Programming Task 1
The purpose of these sessions is to
• use the programming steps provided and the Lower Primary Language syllabus to write a program using a whole text approach

Session 9.1 & 9.2
Collaborative Programming Task 2
The purpose of this session is to
• use the programming steps provided and the relevant syllabuses to write a program using a language across the curriculum approach

Sessions 9.3 & 9.4
Collaborative Programming Task 3
The purpose of these sessions is to
• use the programming steps provided and the relevant syllabuses to write a program using a thematic (integrated) approach.
Sessions 10.1 & 10.2

Participants Presentation of Programs and Language Teaching Resources
The purpose of these sessions is to
• display and share programs, Big Books, Storyboards, and teaching aids in a poster session

Session 10.3

Bridging Action Plan
The purpose of this session is to
• identify primary and elementary teaching support groups
• collaboratively identify needs or problems
• develop and record strategies for addressing needs
• discuss participant reflective evaluations
• evaluate training program

Session 10.4

Presentation of Certificates of Participation
The purpose of this session is to
• recognise the participation of participants

Daily Reflective Evaluation
The purpose of daily reflective evaluation is to provide an opportunity for participants to reflect on what they have learned, and what they need to know more about.
Participants can record their thoughts on a wall chart and talk with the trainer about matters arising from the day’s sessions. At the end of the training these evaluations will be put together with a summary evaluation to form the basis of improving further training programs.
Notes to Trainers

Notes on the materials
- The training materials should be read carefully and the sessions for each day planned before presentation.
- The training materials provide information on bridging strategies, examples and models to follow, and activities to practice.
- The training materials are an ongoing training resource and contain materials and readings, suggestions and activities which participants should be encouraged to use after the workshop is over.
- Participants will need copies of the new Lower Primary Syllabuses, the Language Resource Book and the Bridging to Lower Primary Booklet.
- Trainers will need the storyboard, the big book and resources that have made during their own training.

Notes on the bridging strategies
- The bridging strategies that are presented in this material are linked to the new lower primary syllabus which contains new approaches to planning and organising teaching and learning in the lower primary years.
- Many participants will not have used these strategies before. Participants are not expected to master all the strategies by the end of the workshop.
- Participants are expected to begin using and adapting these strategies as they begin using the new lower primary syllabus.

Notes on organising the training
- Trainers should have completed training with these materials before undertaking training in order to understand the expectations being placed on participants, and to make their own modifications where they think appropriate.
- At the beginning trainers should ensure that participants are aware of the overall objectives of the workshop.
- It is intended that the sessions have a strong practical emphasis so that participants develop new knowledge and new skills.
Notes to Trainers (continued)

- While the training materials have a suggested structure, trainers should decide how each session should be managed. Not all the information and activities need to be covered as set out in each session.
- Some sessions may contain more new material than others. Participants should be encouraged to revise these sessions in their own time.
- Small group work is part of most sessions. Trainers should organise groups to have a recorder, reporter and leader.
  - Group leader: a person responsible for gathering and returning materials, keeping the group on task and getting agreement from group members.
  - Group recorder: a person responsible for writing down what the group decides.
  - Group reporter: a person responsible for reporting to the class what the group has decided.
- Participants should be encouraged to work collaboratively, particularly if they are from the same school or district.
- Trainers should encourage participants to read each day’s sessions in advance so that they can begin to identify what they know, as well as those things that they need to know more about.
- Each day should be concluded with time for participants to discuss any matters arising from the day’s activities. Participants can be asked to record reflective evaluations at the end of each day either on a wall chart or on paper.
- Reflective evaluations should focus on the questions:
  - What have I learned
  - What do I need to know more about
  - What was good about today’s sessions
  - What improvements could be made to today’s sessions
Session 1.1

A. Introducing the Training Program

B. Defining the key concepts of ‘bridging’, ‘transition’ and ‘bilingual Education’

C. Vernacular and English in Elementary School

D. Vernacular Support for English Language Development
Introducing the Training Program

The purpose of this session is to

- welcome participants and conduct a welcoming activity
- provide an overview of the timetable of sessions
- make participants aware of the key objectives of the training
- develop a shared view and a common starting point through defining key terms: ‘bilingual education’, ‘transition’ and ‘bridging’
- increase participants’ understanding of the use of vernacular and English in Elementary School and the need to link with elementary language outcomes
- explain the concept that vernacular literacy is a support for English language development

Materials required:

- Participant’s Workbook

Preparation:

- Check that all participants have required materials
- Organise participants into groups or 4-5 with a leader, recorder and reporter.

A. Welcome Activity

1. Explain the purposes of the session

2. Conduct the ‘welcome activity’ as set out below.

B. Defining the key concepts of ‘bilingual education’, ‘transition’ and ‘bridging’

1. Read and explain the key objectives of the training.

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<table>
<thead>
<tr>
<th>Key Objectives</th>
</tr>
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<tbody>
<tr>
<td>1. To raise participants’ awareness of the bilingual education policy of the lower primary school</td>
</tr>
<tr>
<td>2. To provide teaching and learning strategies to support the gradual transition from vernacular to English as the main language of instruction</td>
</tr>
<tr>
<td>3. To provide practice in planning and using bridging strategies</td>
</tr>
<tr>
<td>4. To provide opportunities to make resources to support bridging strategies</td>
</tr>
</tbody>
</table>
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2. Explain that the terms ‘bilingual education’, ‘transition’ and ‘bridging’, are often used to describe the kinds of language education that children will experience when they enter lower primary school.

3. Ask groups to discuss these terms as they relate to their understanding of changes in lower primary schooling. *(Allow 10-15 minutes discussion)*

4. Have participants record their responses in their Workbooks.

5. Ask groups to compare their responses with those given in the Workbook *(outlined below)*.

- ‘Bilingual education’ is when a second language is used in school for the teaching of subjects.
- The term ‘transition’ means moving or changing from one situation to another.
- The term ‘bridging’ has been used to represent the movement from using vernacular to English, as the main language of instruction.
- There are different types of bilingual education. In PNG, NDOE has adopted a **transitional bilingual education** approach.
- A **transitional bilingual education** approach is where the vernacular is gradually replaced by English as the main language for teaching school subjects. The use of a child’s vernacular may, however, still be used.
- The learning of oral English begins in the final year of elementary school (E2). The transition to teaching school subjects in English begins in Grade 3 and continues through to Grade 5.
- The term ‘bridging’ does not mean there is a time between E2 and Grade 3 where children change from vernacular to English as the language of instruction. The change from vernacular to English occurs from Grade 3 to Grade 5 during which time children are also continuing to develop their vernacular speaking, reading and writing skills.
5. Review the Workbook material with participants ensuring that they understand that both vernacular and English are used in lower primary and that the transition to English is a gradual change during Grades 3-5. Have participants read and discuss the *Ministerial Policy Statement re Language in Schools, 3/99.*
A. Welcome Activity

Ask participants to write their name in the centre circle. In each of the other circles to write something about themselves. For example, where they are from, what school they teach at, what they like doing, hobbies or interests, family information, their favourite sport, music etc. Ask participants to clip the circles to themselves and find partners to discuss one of their circles with. Each participant should talk to at least two others and continue until time is called.

(The trainer should have an example to show participants.
Give participants 10 minutes to get to know their colleagues.)
Ministerial Policy Statement re Language in Schools

The authority of this Ministerial Policy Statement is Section 27 (1) (h) of the Education Act (Chapter No. 163) as amended-

The purpose of this circular is to advise authorities of all institutions within the National Education System regarding the use of languages in schools. This statement should be read in conjunction with the Ministerial Policy Statement No. 1/91 and Secretary's Circulars No. 1/91 and No. 38/39.

The future direction for language use in the formal school system as stated in Secretary's Circular No. 1/91 is that the language of the community, together with its cultures, spiritual and work practices will form the basis for the activities of the school.

In practice, using the language of the community as the basis for the school activities means the use of vernacular, or a language spoken by both the students and the teacher, in the school system for teaching and learning. The use of vernacular languages establishes strong cultural bonding between children and their community. This is one of the aims of the education reform in Papua New Guinea.

Research findings also support the use of vernacular languages in schools. The findings indicate that:

- there are academic achievement benefits for the student from being bilingual.
- to stop students learning in their first language and forcing them to learn only in a new language can be harmful and obstructive to their development.
- it usually takes an English language learner 5 or more years to develop the ability to use English for learning complex concepts; and
- beginning schooling in the children's first language, and using this language for continued learning and development while the English language is being learned, is the best way for children to develop to their full potential in schooling.

On the basis of this information, the reform curriculum calls for a program of bilingual education in Primary Schools. Children who graduate from Elementary Schools will enter this new bilingual program in Grade 3.

1. At the Elementary School level, (Prep to Elementary 2), this means that the language of instruction is completely in the children's vernacular language, or the community lingua franca, with an introduction to oral English at the end of Elementary 2. Children will leave Elementary School literate in their first language.

The community through their Parents and Citizens Association (P&C) and the Board of Management (BOM) will decide the language to be used at the Elementary level of education.
In practice, the community must be informed in order to make the decision on what language should be used at Elementary level. The language chosen should be the language that is shared in the community, and used for most communication in that community.

2. At the Lower Primary level, (grades 3-5) the learning and teaching will be conducted in a bilingual situation, in which there is planned, gradual bridging from vernacular (or the lingua franca) to English. Oral and written vernacular language development will continue throughout Lower Primary. Oral and written English development will gradually be introduced and established as the major language of instruction by the end of grade 5, using "Teaching English to Speakers of Other Languages" (TESOL) methodology.

At this level, while English is being learned, the language mostly used for teaching and learning should be the same language that the children used in Elementary school.

Where a number of active languages exist in one community, the main language of interaction between the language groups and of commerce in the community should be the language selected, that is the local lingua franca.

Every effort must be made to appoint vernacular speaking teachers to the lower primary grades. particularly those who have received inservice in bilingual education strategies.

3. At the Upper primary level, (grades 6-8), class activities will be conducted with English as the main language of instruction, but students should still be provided with opportunities to further develop their oral and written vernacular (or lingua franca) skills.

4. At the Secondary level and Provincial High school level including Vocational schools, lessons will be conducted in English. But advantage should be taken where opportunities arise for students to further develop their oral and written vernacular (or lingua franca) skills or if a concept can be better explained using the vernacular or lingua franca.

Whereas children must be encouraged to learn and use English, all schools at all levels should not discourage free communication in vernacular languages that the children speak- in and out of school grounds. This will establish confidence in students to use vernacular in academic learning.

HONOURABLE PROFFESSOR JOHN WAIKO, PH.D, MP.
MINISTER FOR EDUCATION, RESEARCH, SCIENCE AND TECHNOLOGY

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All Provincial Chairpersons of Education Services.

PASTEP: Jones & Pickford 2000
C. Vernacular and English in Elementary School

1. Ask participants’ to say what they know about language of instruction, curriculum, and approaches to teaching and learning used in elementary school.

2. Ask participants’ to read, ‘The use of vernacular and English in Primary school’ and discuss the underlined terms. (See Glossary for further explanations)

The use of vernacular and English in Primary school

Most children coming into primary school Grade 3 will have been to an elementary school for 3 years where they will have had 4 hours a day, instruction in a vernacular language. The curriculum focuses of that instruction will have been: Culture and Community, Maths and Language. Culture and Community is an integration of the content areas: community living, environment, music, dance and drama, arts and crafts, religious education, health and physical education. These subjects are taught through integrated learning activities which reflect local community cultural events and activities.

Maths is based on the Community School Maths 1, 2 & 3 curriculum. Language develops the skills of listening, talking, reading and writing in the vernacular.

Elementary teachers have been trained to prepare yearly programs based on community calendars, the national school year, and the nationally prescribed elementary curriculum scope and sequence.

In preparing lessons, elementary teachers have been encouraged, where possible, to use a thematic approach to integrate content areas and literacy skills. A similar approach has been adopted for the teaching of lower primary (grades 3-5).

Shell books and Big books are used for shared and guided reading lessons. Elementary schooling uses child-centred and activity-based approaches to teaching and learning. Children are often grouped to work on different activities at different learning centres. Teachers use pair-work, whole class and small groups to vary the way learning is organised.
3. Discuss with participants how the vernacular literacy skills outlined below can support the transition to English.

Elementary Language Outcomes: By the end of Elementary Two (E2) children are expected to have the following language skills.

<table>
<thead>
<tr>
<th>Talking and Listening</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In vernacular:</strong></td>
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<td><strong>In vernacular:</strong></td>
</tr>
<tr>
<td>• Know sounds,</td>
<td>• Read a range of printed materials</td>
<td>• Label a range of objects</td>
</tr>
<tr>
<td>vocabulary and</td>
<td>• Engage in silent reading, reading aloud and with others</td>
<td>• Write names of things</td>
</tr>
<tr>
<td>language structures</td>
<td>• Read and understand instructions</td>
<td>• Write stories by themselves and in groups</td>
</tr>
<tr>
<td>• Be able to talk to</td>
<td>• Read and understand main points</td>
<td>• Order events in stories</td>
</tr>
<tr>
<td>different people in</td>
<td>• Work out the meaning of words in context</td>
<td>• Edit and improve the content of written work</td>
</tr>
<tr>
<td>different ways</td>
<td>• Use pictures to help understand new words</td>
<td>• Write poems, instructions and opinions</td>
</tr>
<tr>
<td>• Tell and retell</td>
<td>• Read new words using knowledge of letter sounds</td>
<td>• Rewrite village stories in own words</td>
</tr>
<tr>
<td>stories</td>
<td>• Read the letters of the alphabet and know their sounds</td>
<td>• Write neatly</td>
</tr>
<tr>
<td>• Give instructions</td>
<td>In English:</td>
<td>• Write down familiar words and sentences from dictation</td>
</tr>
<tr>
<td>• Ask and answer</td>
<td>• Understand simple classroom instructions</td>
<td>• Make alphabetical and numerical lists.</td>
</tr>
<tr>
<td>questions</td>
<td>• Join in rhymes and songs</td>
<td></td>
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<tr>
<td>• Give explanations</td>
<td>• Use greetings</td>
<td></td>
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<tr>
<td>• Rephrase things in</td>
<td>In English:</td>
<td></td>
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<tr>
<td>their own words</td>
<td>• Label a range of objects</td>
<td></td>
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<td><strong>In English:</strong></td>
<td>• Write names of things</td>
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<td>• Understand simple</td>
<td>• Write stories by themselves and in groups</td>
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</tr>
<tr>
<td>classroom instructions</td>
<td>• Order events in stories</td>
<td></td>
</tr>
<tr>
<td>• Join in rhymes and</td>
<td>• Edit and improve the content of written work</td>
<td></td>
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<tr>
<td>songs</td>
<td>• Write poems, instructions and opinions</td>
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</tr>
<tr>
<td>• Use greetings</td>
<td>• Rewrite village stories in own words</td>
<td></td>
</tr>
</tbody>
</table>

4. Explain the need for Grade 3 teachers to meet with E2 teachers as soon as possible in the first term to discuss the literacy skills of their children.
5. Have participants list the things Grade 3 teachers could discuss at such a meeting. Compare participants’ contributions with the suggestions below and provide support.

Some purposes of the meeting would be to discuss:
- children’s vernacular reading and writing skills
- the kinds of texts children have been reading and writing
- discuss children’s ability to understand classroom instructions
- classroom management
- English rhymes and songs children had learned
- children’s knowledge of English letters and sounds
- children with special needs
- children’s progress in the other curriculum areas;
- the elementary timetable;
- the kinds of learning activities children were used to
- how elementary teachers organised the children for different activities (whole class activities, learning centre activity, group work; excursions, village events);
- the kinds of community support was provided (did parents assist with activities).

6. Discuss the need for Grade 3 teachers to meet regularly with teachers who are engaged in transition teaching, in their own school and other local schools.

7. Have groups list and report back on the things teachers might discuss at such meetings?
(Some of those things will include teaching approaches, programming, assessment, resources, girls’ and boys’ progress, children with special needs, and community support)
D. Vernacular Support for English Language Learning

1. Read and discuss the section Vernacular Support for English Language Learning

Vernacular Support for English Language Learning

When E2 children come to Grade 3 not all of them will have the same vernacular reading and writing skills. Some children will read and write well in vernacular, others will not. Some children will have learned the alphabet as it is used in English, others will only know the letters of the alphabet used in their vernacular. Some children will know the sounds of the letters used in vernacular but not in English. Some children will have good sentence writing skills other children will not have had as much practice and may not be able to write neatly or make all the letter shapes correctly. Some children will be able to read, write and spell words and write short stories in vernacular, others may yet not do this confidently.

Not all children will have learned exactly the same things in exactly the same way.

Besides personal differences, children coming into Grade 3 will come from different elementary schools where their learning experiences may have been different.

In order to support each child’s bilingual learning, primary school teachers are required to do much teaching in the vernacular and build upon what children already know, and can do.

Language teaching will be a process of planning and programming the best way

- to support the vernacular literacy of each child;
- to support the English language development of each child;
- to support the transition from vernacular to English as the language of classroom talk, and subject content learning.

The guidelines set out in the next reading suggest that planning for vernacular and English literacy should be carried out separately. One reason for this is because children will be further advanced in vernacular literacy, than in English literacy; another reason is that vernacular and English are used in different ways, often for different purposes, and in different circumstances. To teach them together would be confusing to children.

While both languages should not be taught at the same time, they can be used at the same time. Teachers in Grade 3, for example, will use vernacular to give instructions about English language learning activities, they may use vernacular to introduce new English words and expressions and explain what they mean, and when they are used. Children will also use vernacular to talk about reading and writing in English. Using the vernacular to support the learning of English is an important transition strategy.
2. Ask participants to record the key points of the discussion in their Workbooks.

3. Have participants discuss *Extract 1* in their groups.
   Ask groups to
   - Note how these guidelines will effect planning and programming.
   - Suggest how they might use a topic that children have learned about in vernacular, to teach English.
   - Ask groups to share their responses with the whole group.

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**Extract 1: Bilingual Education and Bridging to English, by Linda Jenkinson**

One aim of bilingual education in PNG is to develop two languages in the lower primary grades. Using separate programming for the teaching of vernacular language and English is one part of the recommended approach to bilingual education and bridging to English. To make a good program for teaching any subject, the curriculum objectives must be appropriate, the teacher needs to understand these objectives, and they need to make sure the activities they plan achieve these objectives. These criteria apply to bilingual programs and must be applied to each language.

For objectives to be appropriate, they need to be different for each language. This is because students have different levels of skill in each language.

**Skills in vernacular language:**
Students should start grade 3 as confident speakers of their vernacular language in everyday life, and they should have basic skills in using it for school learning. They should also have basic literacy skills in their vernacular language. For the lower primary, vernacular language curriculum to be appropriate, it should help the students develop
- in their use of more mature forms of everyday language
- in the ways they use language for learning
- in the ways they use literacy in everyday life and in learning

**Skills in English language:**
When students start grade 3, they are not confident speakers of English, they have no experience using English for learning, and they don’t have basic English literacy skills. For the lower primary English curriculum to be appropriate, it needs to help the students develop
- skills in using English for communication
- in the use of English for learning
- in the use of English literacy
Guiding rules for Language planning:

- You don’t have to teach English in every lesson, but you must teach some new English every day, and practice English every day.

- Don’t overload English lessons. Teach only as much new English as the students can remember.

- For learning new subject information, students usually need to use the vernacular language.

- Use the vernacular language to support subject learning

- Develop vernacular skills at the same time as the subject learning

- For learning English, students usually need to communicate about things they already know about.

- Use the subject learning to support English learning

- Gradually start to use English for subject learning as the students’ English skills develop.

- At the start of grade 3, you will need to use a lot of vernacular language, and you need to get the students to do a lot of vernacular reading and writing. Gradually introduce English so that:
  
  By the end of grade 3 - each day should be about 60% vernacular and 40% English
  By the end of grade 4 - each day should be about 40% vernacular and 60% English
  By the end of grade 5 - each day should be about 30% vernacular and 70% English

4. Explain to participants that learning content in the vernacular provides a foundation of content knowledge for the learning of English.

- Teachers can develop simple English activities in vocabulary development and comprehension that build upon the knowledge developed through the vernacular.

- These could include: drawing, labelling diagrams and maps, writing simple texts, answering oral questions and making information grids about the content learned in vernacular.

- The objective of these activities is not the learning of the subject content, but English language development.
**Session 1.2**

A. Building bridges between Community and School-based Language Learning
Building Bridges Between Community and School-Based Language Learning

The purpose of this session is to
- build participants’ awareness of their vernacular, the way it is learned, used and developed
- explore language learning strategies which operate in families and discuss how they might be used in the lower primary classroom

Materials required:
- Participants’ Workbook
- Language Resource book for Lower Primary

Preparation:
- Check that all participants have required materials
- Organise participants into groups or 4-5 with a leader, recorder and presenter.

1. Explain the purpose of this session as outlined above
2. Invite participants to do Activity 1 Supporting teachers’ vernacular literacy

Supporting teachers’ vernacular literacy
- In your groups share your experiences of learning and using tok ples, tok pisin, and English. Where did you learn each language and when? Which do you prefer and why?
- In your groups discuss your use of vernacular. When do you use vernacular, who do you speak it with, where do you use it most, and what purposes do you use it.
- Discuss, and as a group, record how you might develop vernacular literacy skills for different purposes.
- Report your responses back to the whole group

3. Invite each reporter to report back to the whole group
4. Invite participants to do Activity 2 *Building Bridges between community and school based language learning*

**Building Bridges between community and school based language learning**

- In your group, read Text 1 and discuss what is happening.
- Write down your observations about what the parents are teaching and how they teach it.
- Write down your observations about what Basama is learning and how she is learning it.
- What lessons about oral language learning can be learned from this exchange.
- Report your responses back to the whole group

5. Invite each reporter to report back to the whole group

6. After the reports discuss with students the steps of the interaction in their Workbooks.
**Text 1:** Basama (18 months) is sitting near the fireplace by Angara, her mother. A few minutes earlier Angara has handed a plate of sago to Masambe, her husband, who is sitting nearby. Now Angara is sitting washing water around in an empty sago pot.

<table>
<thead>
<tr>
<th>Angara: Mm Basama. Kisim spun i go givim papa (handing Basama a spoon) Spun. Papa (attempts to lift Basama to her feet) Ap Kirap Kirap</th>
<th>Angara: Mm Basama. Take this spoon and go give to papa Spoon. Papa Up. Get up. Get up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masambe: nda kukukwe</td>
<td>Masambe: Bring it now</td>
</tr>
<tr>
<td>Angara: Aop (lifting basama to her feet; Basama walks over to Masambe with the spoon and hands it over to him)</td>
<td>Angara: Uup</td>
</tr>
<tr>
<td>Masambe: Ta (taking spoon) (Basama goes back and stands near Angara) Taa kukuwe (said to Basama who does not respond)</td>
<td>Masambe: Thanks Bring the knife</td>
</tr>
<tr>
<td>Angara: (looking at Basama) Taa naip naip</td>
<td>Angara: Knife knife knife</td>
</tr>
<tr>
<td>Masambe: Em ia (Pointing to the floor near Basama’s feet)</td>
<td>Masambe: There it is</td>
</tr>
<tr>
<td>Angara: Kisim taa</td>
<td>Angara: Take the knife</td>
</tr>
<tr>
<td>Masambe: (pointing) Klostu long lek bilong yu. Em i stap. Em kisim kam Angide tarak kukuwe</td>
<td>Masambe: Close to your leg. There it is Take it and come Take that and come</td>
</tr>
<tr>
<td>Angara: Uh papanana (picks up the knife, points at Masambe with it) (pushes the knife towards Basama) Taa, Taa Em ia, naip ia Angode, taa angode. Taa kisim (Basama takes the knife from Angora, walks over to Masambe and hands it to him)</td>
<td>Angara: Uh, for papa Knife, knife. Here, knife here. Here knife here. Knife, take it</td>
</tr>
</tbody>
</table>

Don Kulick: 1983.
What are the steps of the interaction?

- Mother requests Basama
- Lifs Basama while saying get up.
- Father repeats the request
- Basama takes the spoon over to the father and comes back.
- Father requests the knife
- Basama does not respond
- Mother repeats
- Father points to direct Basama
- Mother repeats the name
- Father points and directs
- Mother demonstrates the action and restates the request
- Basama takes the knife over to the father.

Parents repeat instructions in different languages, demonstrate the action, rephrase the instruction, use objects, and repeat the process with a similar object. Basama is silent during the interaction. The meaning of the situation is made clear by the gestures and talk of the parents as well as physically guiding Basama.

In a bilingual classroom this strategy is called total physical response where actions, gestures, physical guidance and repetition are used to teach new words and actions. Classroom applications of total physical response can be found in the Language Resource book for Lower Primary.
7. Invite groups to read Text 2 and
   • discuss what is happening
   • write down the steps of the interaction between Alis, Kelina and Walta
   • decide what can be learned about teaching and learning from this exchange

---

**Text 2: Alis, Walta & Kelina**

Situation: Alis (mother), Walta (son, 8 years), Kelina (daughter, 2 years) sitting together outside their house in the late afternoon.

Alis: yu singim”Bikpela sanap antap”

Kelina: (silence, looks at Alis)

Walta: Oke, bikpela – a sanap antap … (looking at Kelina, singing and trying to encourage her)

Kelina: (singing) Bikpela – a tamap an-n…tap muntan

Alis: singing gen (talking to Kelina)

Kelina: (singing) Bikpela tamap antap…mutan…bikpela-a-a-a tamap anta-ap muntan

Walta: (singing) kam kam kam ---kam insait

Kelina: (singing) kam insait……Didat tinaut-I-im yu-u tindaun

   *(Jisas i singautim yumi kam sindaun)*

Walta: (singing) kam kam ka-am

Kelina: (singing) kam kam ka-am (sings with Walta)

Walta: (singing) kam insait

Kelina: (singing) kam insait……Didat tautim yu-u mi ka-am tindaun

Alis: gut gel

---

8. Invite each reporter to report back to the whole group

9. After the reports refer participants to the following steps of the interaction in their Workbooks.
What are the steps of the interaction?

- Alis asks Kelina to sing a song
- Kelina waits for a moment
- Walta models for Kelina (guides and encourages)
- Kelina follows Walta (imitates)
- Walta sings together with Kelina
- Kelina chooses to extend the song (negotiates what is to be sung)
- Kelina’s language is not perfect (omission of grammar words, pronunciation is approximated)
- Alis asked for the song to be sung again
- Kelina repeats the song
- Walta models the song and they construct the song together
- Kelina follows Walta
- Kelina extends the song
- Alis praises Kelina (feedback)

10. Invite participants to identify and name the key teaching and learning processes

- Working together (collaborating)
- Copying (imitating)
- Working out (negotiating)
- Making mistakes (approximating)
- Leaving out (omitting)
- Saying again (repeating)
- Praising (supporting)

11. Conclude this session by explaining the importance of drawing upon children’s home and community language learning experiences as models for activities and approaches to use in the classroom.
Session 1.3

Whole Language

A. Principles and Practices of whole language

B. Role of the teacher

C. Role of the child
**Whole language**

The purpose of this session is to:
- Identify the principles of whole language approaches to teaching language and literacy
- Describe some practices associated with whole language approaches in the context of the lower primary curriculum
- Consider the roles of the teacher and children in whole language classrooms

**Materials required:**
- Participant’s workbook
- Lower Primary Language syllabus

**Preparation**
- Check that all participants have required materials
- Organise the participants into small groups of 4 or 5 with a leader, a recorder and a presenter.

1. Explain the purpose of the session
   *Outline the purpose of the session as stated above*

2. Ask the participants to read the following information from the Lower Primary Language Syllabus in their participants’ Workbooks. Suggest that participants underline key terms such as ‘integrated’, ‘meaning-centred’, ‘child-centred’.

   Extract from *Lower Primary Language Syllabus (page 2)*

   **The method**
   The pupils are used to the Whole Language Approach to language learning, and to an integrated approach to the whole curriculum. The knowledge they have learned in Elementary School has been directly related to their experiences and culture, within the broad guidelines of a national curriculum.

   **The teaching approach**
   The approach to teaching required to implement this syllabus is based on meaning-centred language. Language is encountered and used wherever possible in a real context that relates to the students’ own experience and needs. The approach emphasises language as a means of communication for real purposes, rather than a set of structures and rules. The activities used in teaching are child-centred, and the skills of talking, listening, reading and writing are taught in an integrated way, based on the central experience if shared reading related to a theme.
3. Ask each group to discuss what is meant by ‘a whole language approach’ in the readings. Group members should pay particular attention to the key terms. The recorder for each group should draw a web showing the kinds of things that are talked about.

**A. Principles and Practices of Whole Language**

Ask the participants to read and discuss the section The Principles and Practices of Whole Language in their Workbook.

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**Principles and practices of whole language**

The lower Primary language syllabus is based on a whole language approach to language and learning. Young children enter school having already successfully learned to speak and interact in particular ways with their families and communities. A whole language approach recognises that learning to read and write is best learned under the kinds of conditions that early language learning occurs. These conditions form the principles of a whole language approach to education.

**Principles for learning language**

Children learn when they are **immersed** or surrounded by language. Teachers in whole language classrooms provide a many opportunities each day for children to speak, listen, read and write. There is a range of group and pair work as well as time for class discussions and individual work. There will be many wall charts, labelled pictures, big books, shell books, small books, posters, word lists.

Children learn when language is kept **whole** or natural. In a whole language classroom, speaking and listening, reading and writing are not taught as separate skills but integrated into classroom programs. Teachers plan integrated language sessions rather than isolated lessons for spelling, phonics and handwriting.

Children learn when the task is **meaningful**, that is related to their experiences. This is why whole language approaches are often called child-centered. The starting point for the teacher is the child’s needs and interests. Teachers assess what the children know and can do, and then use this information together with the curriculum guidelines to plan and program.

Children learn when more experienced language users provide **models** for them. In whole language classrooms, teachers read and write with the children, showing and explaining things that children can’t yet do alone.
Children learn best when they are **actively** involved in their learning. Children in whole language classrooms are active not passive learners. They will be writers and readers, they will take part in activities such as making big books, word mobiles. They will find out information by observing, talking and reading to each other, asking and interviewing others.

Children learn **skills** while they are working with whole texts. In whole language classrooms, children learn about spelling, punctuation and phonics when they are reading and completing activities based on big books. Children need time to use and **practise** these skills with the support of others.

Children learn when they are encouraged to take risks or **approximate** with language. Children are encouraged to use invented spelling that is to write the sounds they hear when spelling an unknown word.

2. Ask the participants to read the following ‘strip’ showing a literacy session in a year 3 classroom.
3. Ask the participants to look for examples of the principles of whole language in this session. Note them in the table.

<table>
<thead>
<tr>
<th>Principles of whole language</th>
<th>Examples of whole language principles in the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children learn when they are immersed or surrounded by language.</td>
<td>Children have opportunities for reading in whole class, pair, small group work. They read a range of books, big books, OESM readers, vernacular books. They use exercises related to the topic of the big book.</td>
</tr>
<tr>
<td>Children learn when language is kept ‘whole’ or natural.</td>
<td></td>
</tr>
<tr>
<td>Children learn when the task is meaningful</td>
<td></td>
</tr>
<tr>
<td>Children learn when more experienced language users provide models for them</td>
<td></td>
</tr>
<tr>
<td>Children learn skills while they are working with whole texts.</td>
<td></td>
</tr>
<tr>
<td>Children learn when they are encouraged to take risks or approximate with language.</td>
<td></td>
</tr>
</tbody>
</table>

B. The role of the teacher in whole language classrooms

1. Ask the participants to look carefully at the comic strip again. Note the roles of the teacher. Read the following list of verbs. Discuss which ones best describe the role of the teacher in a whole language classroom. Are some more important than others? Are there more verbs to add?

- writes
- explains
- talks
- helps
- reads
- makes decisions
- talks
- asks questions
- answers
- plans
- assesses
- takes risks
- organises
- prompts
- makes
- guides
- supervises
- facilitates
- listens
- observes
- models
- shows
2. Ask the participants to make a list of the verbs that go with the teacher’s role from most important to least important.

<table>
<thead>
<tr>
<th>Role of the teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

C. The role of the child in whole language classrooms

1. Invite participants to do the same for the children.

<table>
<thead>
<tr>
<th>Role of the child</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
2. Discuss the roles of the teacher and children in whole language classrooms. Some roles will appear twice, as the teacher writes, and reads with the children. Other roles which may be more traditional teacher roles will now be children’s as they take more responsibility in a whole language classroom.

*Ask the participants to consider how this is different from traditional classrooms.*

D. A concept web of whole language

1. Ask each participant to draw a web that shows what they understand about whole language.
Session 1.4

Teaching Oral and Written texts (1)

A. Teaching Oral and Written texts

B. Understanding and using Labelling/Comment texts

C. Understanding and using Recount texts
A. Teaching Oral and Written Texts

The purpose of this session is to:
• Discuss the use of chants, rhymes and songs for language development
• develop a shared understanding of the terms ‘text’ and ‘genre’
• identify everyday situations where oral and written language are used
• identify different types of oral and written language texts for teaching

Materials required:
• Participant’s Workbook
• Bridging to English in the Lower Primary
• Language Resource Book for Lower Primary

Preparation:
• Check that all participants have required materials
• Organise participants into pairs

1. Explain the purpose of the session
   Outline the purpose of the session as stated above

2. Make teachers aware that the Bridging to English booklet provides a variety of chants, rhymes, songs, poems and games to introduce English.

3. Choose 2 or 3 chants, rhymes, songs or poems and read them with participants. Ask participants to say how, when children are familiar with the rhyme, they would use the language of the rhyme in ‘real’ ways.

4. Introduce the topic teaching oral and written text types, and discuss the key terms ‘text’ and ‘genre’. Refer to the section Defining Key Terms
Defining Key Terms

Whole texts are an important part of a whole language approach. In this session we begin look at some different types of texts.

First we need to define two key terms. The words ‘text’ and ‘genre’ are important in language teaching and learning. Text refers to any stretch of communication that makes sense. Texts include written and spoken communication. A text may be a big book, a speech, a poster.

Genre refers to the different activities in our lives and the different kinds of communications (texts) that we use to do these activities. For example, to teach someone how to make a dress I’ll show and tell them using particular language like ‘lay the material on the table like that, cut along there’. However, if I wanted to tell a friend about my day I would use different language or genre such as, ‘First I went to the market to buy food then I cleaned the house’, and so on. Genre or text type is important in school because different subjects have different uses for language and children will need to speak, read and write different genres.

5. Ask participants to make a list of situations in which they’ve used language in the last couple of days eg breakfast, telephone call, workshop.

6. Ask participants to write ‘O’ if the focus for the situation was talking or listening, and to write ‘W’ if written language was the focus, and to talk about their list with the person beside them.

7. Explain that language is used in many different activities, sometimes the focus is on written language, sometimes on oral, sometimes the two happen together.

8. Explain that classroom texts are also oral and written, they include big books, class discussions and morning news and that text is a useful word for teachers because we can talk about children’s oral language (talk) as well as their reading and writing. Children tell stories as well as write them. Children’s talk is an important starting point for further language and learning.
9. Make a list of some of the classroom activities in which children use oral and written language. Ask participants to contribute, remind them of activities such as morning news, group work, creative writing. Write O, W or OW beside each activity.

10. Discuss the kinds of talking and writing that children will learn at school. Refer to the lower primary syllabus and language resource book and note the different oral and written texts that are referred to.

11. Ask participants to read the section, Different Types of Oral and Written Texts in their Workbook. Ask participants to say how they think each text might differ.

12. Tell participants that in the next sessions they will be examining each of these text types in detail.

### Different Types of Oral and Written Texts

Genre is a useful way of thinking about the kinds of oral and written language that children will learn at school. Because we are surrounded by spoken and written language in the classroom, genre helps us be more specific about what we want children to learn. Genre allows us to describe the purpose and structure of whole texts. Some of the important genres in that will be used in bridging classrooms are:

- Labelling/Comment texts
- Recounts
- Descriptions
- Reports
- Narratives
- Arguments
B. Understanding and Using Labelling/Comment texts

1. Read and discuss the ideas in the section Children’s Early Writing: Labelling and Commenting on Drawings. (refer participant’s to their Workbook) Discuss participants’ experiences of children’s early writing in English

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Children’s Early Writing: Labelling and Commenting on Drawings

Young children frequently use labels or phrases to describe people, objects, animals and activities. The labels may be comments about drawings. This is a very important stage in language learning. Children will frequently talk about their drawings. Writing about the drawing is a further development. Children in Grade 3 are expected to be able label drawings with words and comments in vernacular. They will need to learn to do this English.

Labelled texts often consist of a diagram, a title, and labels. The labels may be one word, a group of words. Labels and comments are important because they help children to write descriptions later in primary school.

Title  Kokomol (Hornbill)

Diagram

Labels

tail

beak

wing

Teachers often make labelled texts for use with children or they may ask the children to draw the diagram. Drawing the object or animal particularly from direct experience helps the teacher to focus children’s observation of the physical features. The drawing provides visual support in early stages of language learning.
2. Ask participants to do the following activity from their Workbook

Label this diagram of a fish with one word labels eg fin. Compare your labelled diagram with someone else’s. Try expanding some labels to phrases eg four fins and then to sentences Fish have fins.

3. Ask participants to brainstorm and write some ideas for labelling, and say in what subjects or themes labelled diagrams would be useful?

Remind participants that events, people, plants and objects may be drawn and labelled. The labels may be extended to full sentences. Labelling is particular useful in environmental studies.

C. Understanding and Using Recounts

1. Read the following to participants

“Recount texts are used when people retell events. They are often oral but may be written as well. When children talk about events that have happened in the community, they are telling oral recounts. Recounts are important texts for early reading and writing because they are usually about activities the children have done.”
2. Ask participants to do following activity from their workbook.

Tell the person sitting next to you about a recent event. You might choose one of the following topics: My Weekend, The Softball Game, The Party, My Holiday, Mother’s Day. Now use the frame below to write a recount of that event.

| Title |  
|-------|---
| Orientation (Where, When and Who with) |  
| Series of Events (What happened) |  
| Reorientation (Summary) |  

Read your recount to someone else. How did telling your recount help you with writing it? What are some topics for spoken and written recounts in the lower primary classes?

4. Explain to participants that using oral recounts in the classroom has a number of advantages.
   - Retelling events is a more familiar activity than writing about them. Young children are able to ‘talk’ whole recounts before they can physically manage writing.
   - Talking through the recount gives learners the opportunity to plan their writing, to think about the sequence in which events happened and to practice some of the language they need to use.
   - Teachers are often able to help the children through a recount by prompting, for example, asking ‘What happened next?’
5. Ask the participants to read the section entitled *Oral Language Games* in their workbooks.

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**Oral Language Games**

The following games are can be used to provide opportunities for children to practise the structures of text types orally before they write them. The role of the teacher is not to correct the children but to provide prompts for the structure of the text.

**Game 1: Descriptions**

Sol has a shoebox containing an object (a pencil) that he will describe for the other students. At other times, the teacher may use objects like a seed pod, a book, a piece of fruit.

T: What are we going to play now? Put your hand up if you know the name.
S: Descriptions.
T: OK, Shake the box.
S: In the box is something which is long…..
T: Something inside…
S: And you draw with it …
T: Sam that’s a good description
S: You got a pen?
T: No.
S: What else Sam?
T: Its made of wood, its not, a rock…
S: A pencil
S: Yes

**Game 2: Recounts**

In this game, the children are talking about something they know well by answering other children’s questions.

<table>
<thead>
<tr>
<th>Questions (Whole class)</th>
<th>Recount (Individual child)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  When did it happen?</td>
<td>Last Saturday</td>
</tr>
<tr>
<td>2. Where?</td>
<td>At the market</td>
</tr>
<tr>
<td>3. Who?</td>
<td>My father</td>
</tr>
<tr>
<td>5. Comment</td>
<td>We ate it – it tasted good</td>
</tr>
</tbody>
</table>
**Game 3: Instructions**
The teacher or children choose an activity with very basic Instructions (e.g. how to cross a road, cook kaukau or wash clothes). A child provides the instructions as the whole class calls out prompts which have previously been taught and are displayed in the classroom. Here’s an example:

**HOW TO PUT ON A T SHIRT**

<table>
<thead>
<tr>
<th>Prompts (Whole class)</th>
<th>Instructions – step by step (Individual child)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. First…</td>
<td>put your head through the big hole.</td>
</tr>
<tr>
<td>2. Then…</td>
<td>push your right arm in the sleeve</td>
</tr>
<tr>
<td>3. Next…</td>
<td>put your other arm in the sleeve</td>
</tr>
<tr>
<td>4. Finally…</td>
<td>pull the T shirt down.</td>
</tr>
</tbody>
</table>

**Game 4: Narratives (stories)**
One child makes up a story or narrative in response to whole class calling out prompts which are displayed in the classroom. The child answers one question at a time. At first, children will rely on retelling familiar stories, as in this example:

<table>
<thead>
<tr>
<th>Prompts (Whole class)</th>
<th>Narratives (Individual children)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When?</td>
<td>One day</td>
</tr>
<tr>
<td>2. When?</td>
<td>Near a river</td>
</tr>
<tr>
<td>3. Who?</td>
<td>There was a pig</td>
</tr>
<tr>
<td>4. What?</td>
<td>He went to sleep</td>
</tr>
<tr>
<td>5. Unexpected event</td>
<td>A crocodile crawled out of the river and grabbed the pig</td>
</tr>
<tr>
<td>6. End</td>
<td>The owner of the pig saw the crocodile and killed it.</td>
</tr>
</tbody>
</table>
A teacher should focus on teaching and practising one game at a time. Here is an example of how to plan to use each game in different subject areas.

<table>
<thead>
<tr>
<th>GAME FOCUS</th>
<th>INTEGRATION</th>
<th>READING &amp; WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>Environmental Studies Mathematics</td>
<td>information reports description of shape, length and mass</td>
</tr>
<tr>
<td>Instructions</td>
<td>Physical Education Art and Craft Mathematics</td>
<td>cooking – recipes craft and games-instructions instructions using position vocabulary</td>
</tr>
<tr>
<td>Narrative</td>
<td>Language Community Living Physical Education</td>
<td>drama traditional oral and written narratives</td>
</tr>
<tr>
<td>Recount</td>
<td>All subject areas</td>
<td>excursions, events</td>
</tr>
</tbody>
</table>

6. Discuss the games with participants. Ask them if they would use these games in their classrooms? What are some of the ways in which they would use them?

7. Begin a wall chart listing the text types covered in this session. This will be added to during the next two sessions.
Session 2.1

Teaching Oral and Written Texts (2)

A. Understanding and Using descriptions

B. Understanding and Using reports

C. Understanding and Using procedures
Teaching Oral and Written Texts (2)

The purpose of this session is to

- Understand and use description texts
- Understand and use information reports
- Understand and use procedures

Materials required:
- Participant’s Workbook
- Language Resource book for Lower Primary
- Lower Primary Language Syllabus

Preparation:
- Check that all participants have required materials
- Organise participants into pairs

A: Understanding and using descriptions

1. Explain the purpose of the session

Outline the purpose of the session as stated above.

2. Ask the participants to read the section Understanding and Using Descriptions. Discuss the description of the cassowary, ask participants to underline the words which describe the appearance of the cassowary.

Understanding and Using Descriptions

These texts describe the appearance of animals eg a cassowary, objects eg a mask, people eg my uncle and places eg my house. Descriptions are often found in oral and written stories and as part of information reports. They can be a whole text or parts of other texts. Descriptions often include labelled diagrams, drawings or photos. Here is a description of a cassowary.

A Cassowary

A cassowary is about 1.5 metres tall. It has brownish black feathers which are like hair. Its head and long neck is bare and brightly coloured red, yellow and blue. It has a bony crest on top of its head. Its toes have sharp nails that can be quite dangerous.

Descriptions have an introduction to what is being described followed by information about the animal, object, person or place. The information is about what something looks like, how it behaves or the qualities it has.
3. Ask the participants to write a description of the turtle in their Workbooks. They should use the writing frame to help them organise their information.

<table>
<thead>
<tr>
<th>Title</th>
<th>A Turtle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of features</td>
<td></td>
</tr>
<tr>
<td>• Body parts</td>
<td></td>
</tr>
<tr>
<td>• Size</td>
<td></td>
</tr>
<tr>
<td>• Body Covering</td>
<td></td>
</tr>
<tr>
<td>• Special features</td>
<td></td>
</tr>
</tbody>
</table>

5. Ask the participants to swap their descriptions and read another. Discuss the kinds of language needed to describe the turtle, ie the language to do with colour, size, shape, texture, body coverings, body parts.
6. Ask the participants to recall the oral language games in Session 1.4. Here we looked at teaching the structure of written descriptions through oral games. Explain that the participants are going to do the activity called *Teaching Descriptions* in their Workbooks.

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**Teaching Descriptions**

In pairs, identify some topics for descriptions in a grade 3 classroom. Choose a topic and talk about the kinds of words and expressions children need to know in order to describe it.

Using the following example, write a dialogue about a game using one of your topics.

Teacher: What are we going to play now? Put your hand up if you know the name.
Child: Descriptions.
Teacher: OK, Shake the bag.
Child: In the bag is something which is_____________
Teacher: Something inside…
Child: And there’s something inside and it has __________, it______ and ______.

---

8. Ask participants to role play some of the dialogues.

9. Ask participants to consider how the teacher would teach the words and expressions for these games? How would they help children practise using them? Think about using discussion of direct observations, use of vernacular explanations, bilingual charts.

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**B. Understanding and Using Reports**

1. Explain to the participants that they will now investigate another type of text, called a report. Ask them to read the section called *Understanding and Using Reports* in their workbook.
Understanding and Using Reports

A report is similar to a description but includes more information. Labelling and description are texts which help children learn to manage reports. Descriptions are usually about individual animals eg a cassowary, a mask, my house and reports are to do with groups of things eg cassowaries, masks, coastal houses. This report begins with a sentence that states what group of animals frogs belong to (amphibians). The report includes a description of what frogs look like and also has information about where frogs live, how they reproduce and what they eat.

<table>
<thead>
<tr>
<th>Title</th>
<th>Frogs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group</strong></td>
<td>Frogs are small amphibians. Amphibians live on land and in water.</td>
</tr>
<tr>
<td><strong>Appearance</strong></td>
<td>Frogs have large, back legs, short front legs and a flat body with no neck. Most frogs have a sticky tongue which they use to catch insects.</td>
</tr>
<tr>
<td><strong>Special behaviour</strong></td>
<td>Frogs have wet skin with no hair. Some frogs change colour and can hide from their enemies.</td>
</tr>
<tr>
<td><strong>Reproduction</strong></td>
<td>Frogs lay eggs in jelly which hatch into tadpoles. Tadpoles change gradually into frogs.</td>
</tr>
</tbody>
</table>

2. Ask the participants to note how the information is organised in the report. All the information about appearance is in one paragraph and the information about special behaviour and reproduction are in other paragraphs. This paragraph structure is used in information reports.

3. Ask the participants to write a report about sharks using the information and the frame in their Workbooks.
Sharks
- A kind of fish that lives in the sea
- Over 350 different types
- Live in oceans all around the world
- Have gills to help them breathe
- Needs to keep moving so that they can breathe
- Rough skin
- Instead of bones have elastic cartilage which helps them move easily
- Grow up to 8 metres
- Some sharks eat meat
- Some sharks eat plants and small creatures called plankton.
- Young sharks are called pups.
- Some sharks lay eggs, others give birth to live young.

<table>
<thead>
<tr>
<th>Title</th>
<th>Sharks</th>
</tr>
</thead>
<tbody>
<tr>
<td>What group do sharks belong to? Where do they live? How many types?</td>
<td></td>
</tr>
<tr>
<td>What do sharks look like?</td>
<td></td>
</tr>
<tr>
<td>What do sharks eat?</td>
<td></td>
</tr>
<tr>
<td>How do sharks reproduce?</td>
<td></td>
</tr>
</tbody>
</table>

4. Ask the participants to read each other’s reports.
5. Explain to participants that reports of this length are too difficult for Grade 3 children to compose in English. However, the language patterns of reports *Sharks live in the ocean* and *Some sharks have live babies* can be modelled for children from quite early in year 3. It is common for children to draw and label short reports such as:

Spiders have eight legs.  
Spiders build webs.

Teachers can use these kinds of language patterns in big books. Children should be see and use different language patterns and have opportunities to practise them in talking, reading and writing activities.

C. **Understanding and Using procedures**

1. Ask participants to read the section in the Workbook called *Understanding and Using Procedures*.

**Understanding and Using Procedures**

Procedures tell how to do something, they are often called **instructions**. They might be about doing a task or playing a game, directions for how to get to a place and rules for behaviour. Procedures usually have a title or goal (the thing you want to achieve), a list of materials needed for the task and the steps involved in doing the activity. Procedures are important in subjects such as Science, Art and Craft, and Community Life. A recipe is an example of a procedure.

2. Ask participants to think of something that they’ve done today eg brushed their teeth, washed clothes, scraped coconut.
3. Ask the participants to write a procedure (a set of instructions) for that activity using the frame below.

<table>
<thead>
<tr>
<th>Goal or title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials or ingredients needed</td>
<td></td>
</tr>
<tr>
<td>Steps</td>
<td></td>
</tr>
</tbody>
</table>

4. Ask participants to complete the following:
   - Label your procedure eg goal, materials, steps.
   - Show your procedure to someone else.
   - *Is the procedure clear enough? Is there more information needed?*
   - *Can the participants see any special language patterns in the procedure?*

5. Briefly review the text types covered in this session, add to the list on the wall.
Session 2.2

Teaching oral and written texts (3)

A. Understanding and Using Narrative

B. Understanding and Using Arguments

C. Matching texts and their purpose
Teaching Oral and Written Texts (3)

The purpose of this session is to
• Understand and use narrative texts
• Understand and use argument texts
• Match text structure and purpose

Materials required:
• Participants’ workbook
• Lower Primary Language Resource Book
• Lower Primary Language Syllabus
• Envelopes with jumbled pieces of text, labels of text types and purposes

Preparation:
• Check that all participants have required materials
• Organise participants into pairs

1. Explain the purpose of the session
   Outline the purpose of the session as stated above.

2. Ask the participants to read the section titled Understanding and Using Narratives in their Workbook.

Understanding and Using Narratives
Narratives tell entertaining, instructive and often imaginative stories. Narratives usually include an orientation in which the place, time, main characters of the story are introduced. Then there is a series of events that unfold and usually led to some kind of problem, unexpected event or complication for the main character. The problem is often overcome and resolved at the resolution stage. These stages are noted on the example below.

Narratives are difficult texts to write, and lengthy ones are not likely to be told or written until children are quite proficient in either vernacular or English. What teachers should do is tell and read the children many examples of narratives from sources such as traditional stories, the school journal, and OESM readers. In this way the children become familiar with the purposes and language structures of narratives.

When children describe people and places they are developing important skills for work with narratives. Many children will retell traditional stories when asked to write narratives. Teachers can develop children’s awareness of narratives by guiding children’s stories with questions that focus on the beginning, middle and end parts of the story.
The good brothers

A long time ago, Sun and Moon lived together. They were good brothers. They lived over the mountains far from the sea.

One day, Sun went fishing in the river. He caught two small fish. Moon saw the fish, he said “You have two small fish. Please give me one”.

Sun said, “Oh no, I will not give you any, I will eat one for breakfast and the other for lunch”. Moon was very sad. He ate kaukau and banana that day.

In the afternoon, Moon went fishing. He caught two big fish. Sun saw the fish. He said, “You have two big fish. Please give me one”. Moon said, “Oh no, we both have fish to eat. I need my fish for my dinner.

Sun was very angry. He got a stick. Moon saw Sun and ran away. Sun ran fast after the Moon.

They ran over the mountains. They ran across the sky. They ran into the sea.

Moon said, “I am very fast. You will never catch me”

Today Sun is still chasing the Moon over the mountains, up the sky and into the sea. Day after day, night after night, Sun and Moon run without stopping.

You can feel how angry the Sun is. Go outside at noon and you feel him.
3. Ask participants to write a short narrative using the writing frame below.

<table>
<thead>
<tr>
<th>Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation</strong>&lt;br&gt;(What happens at the start, where and who is involved)</td>
<td></td>
</tr>
<tr>
<td><strong>Series of events</strong>&lt;br&gt;(Complications and unexpected events)</td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion</strong>&lt;br&gt;(What happens in the end)</td>
<td></td>
</tr>
</tbody>
</table>

4. Ask participants to share their narrative with another participant.
B. Understanding and Using Arguments

1. Ask participants to read the section in their workbooks called Understanding and Using arguments.

Understanding and Using Arguments

Argument texts are about opinions. They argue for or against a particular point of view and sometimes discuss both sides of an issue. Argument texts may be oral or written. Here is an example of a written argument with the structure of the text labelled.

<table>
<thead>
<tr>
<th>Stages of the Argument</th>
<th>Language Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stating the issue</td>
<td>Some people are cutting down too many trees.</td>
</tr>
<tr>
<td>(What the issue is about)</td>
<td></td>
</tr>
<tr>
<td>Point of view</td>
<td>Without any trees there will be no places for animals to live.</td>
</tr>
<tr>
<td>(Supporting points or arguments)</td>
<td>The men have to go further away to find animals to hunt.</td>
</tr>
<tr>
<td></td>
<td>Also when it rains the soil is washing away because the trees are gone.</td>
</tr>
<tr>
<td>Recommendation</td>
<td>I think people should not cut down trees near where they live.</td>
</tr>
<tr>
<td>(What should be done)</td>
<td>They should plant new trees so animals have a place to live and</td>
</tr>
<tr>
<td></td>
<td>the soil does not wash away when it rains.</td>
</tr>
</tbody>
</table>

To introduce arguments, teachers can listen for the disagreements that children have in and out of the class and use some of these as issues for class discussions. Young children may need to be encouraged to express opinions on matters that are important to them. Arguments for and against issues can be listed to show that there are often different points of view about ideas.

Written arguments can be published as posters on issues such as the environment, You should not throw rubbish on the ground; cleaning teeth, You should clean your teeth everyday, etc. At lower primary it is important to encourage children to begin to provide reasons for their views on issues eg We should keep our community clean so people don’t get sick.

1. Ask participants to work in pairs to make a list of topics suitable for argument texts with their class eg looking after the school
C. Matching texts and their purposes.

1. Organise the participants into groups of 4 or 5. Give each group an envelope with text pieces in it. Explain that they must put together each text, and match it with the text type and purpose labels.

2. Ask the participants to think about the reading skills involved in the task, to talk about the clues they used when they worked out the order of the pieces of text eg Was it because they knew the text structure? What word would come next? or What would make sense? Point out that reordering jumbled pieces is a good classroom activity, children can reorder a familiar text.

3. Add to the list of text types that have been introduced in this and the previous two sessions. Divide the text types into narrative or factual. Ask participants’ to find the information on genre (or text type) in the Language Resource Book and the Language Syllabus for Lower Primary for future reference.
Session 2.3

The Teaching and Learning Cycle

• Building the field

• Modelling

• Joint Construction

• Guided Practice

• Independent Construction
The Teaching and Learning Cycle

The purpose of this session is to:

- Introduce participants to the teaching and learning cycle
- Identity the purpose of each stage of the teaching and learning cycle
- Illustrate appropriate strategies for each stage
- Consider the roles of the teacher and children during the teaching and learning cycle

Materials required:
- Participant’s Workbook
- A large wall chart of the teaching and learning cycle
- Envelopes of jigsaw text How to Catch Fish Using Spiderwebs
- Envelopes with Kunai Roof picture sequence
- Copies of ‘Community Life’ program sequence

Preparation required:
- Check that participants have all the materials they need
- Organise the participants into groups of 4 or 5, choose a recorder and presenter.

1. Introduce the teaching and learning wall chart to the participants and read with them through the section entitled Introducing the teaching learning cycle in their Workbooks.
As we know, young children learn in their homes and communities through particular types of interactions with adults and other important people. This includes doing activities together, children observing others, adults and older brothers and sisters acting as models for children, supporting children until they can do them independently. (Refer to examples in Session 1.2) This kind of support is also used for learning in the classroom through a teaching and learning cycle.

1. Introduce participants to the stages of the teaching and learning cycle.

**Building up knowledge of the field or topic**

2. Point out the building up field or topic step in the wall chart. Ask the participants to read the section in their Workbooks titled *Building up Knowledge of the Field or Topic*.

*Building up Knowledge of the Field or Topic*

This is the step in the teaching and learning cycle. It is very important for young language learners. When building the field, teachers and children develop shared knowledge of the topic or theme. Children are introduced to and given opportunities to hear and use the vocabulary of the topic. Teaching and learning experiences that help build this shared topic knowledge include excursions, big books, picture talks, art and craft activities. The important thing is that children have experience with the topic and its language. Because this stage of the teaching and learning cycle is do with understanding and knowledge then it is likely that teachers and children will use the vernacular during the activities which build the field. English will be used once children understand the ideas and activities.

In the following classroom, the teacher is beginning to work comparing elementary and grade 3 classrooms. Here is one way of building up the children’s knowledge of the field or topic.

The teacher uses a map to introduce children to the topic. She guides the children’s attention to what to look for eg Don’t forget the people, the things we do.....
The children visit or talk about their elementary school. Visiting allow the children to see differences themselves. Talking in small groups allows the children to share ideas, to assist each others’ memory of elementary school. The teacher reminds the children of what to focus on.

Children work in pairs so that they can share their ideas. The teacher uses questions to assist the children to sort their ideas into those that are the same and those that are different.

The children put their knowledge together. The teacher assists the children to compare elementary and grade 3 classrooms by organising the information into a list for them.

2. Distribute copies of the bird poster below. Ask the participants to label five things on the picture using vernacular and English eg wing, claws, crest. Then ask them to choose one label and add a describing word to it eg sharp claws.
3. Invite participants to make comments about this activity – what did they notice as they labelled the diagram of the bird? How will they manage the use of vernacular and English during transition? Is it possible to translate easily between vernacular and English? If not, why not?

4. Ask each group to discuss the kinds of activities that might be used for building the field with children. As each group shares their ideas, write the list on the large wall chart. Suggest that participants note the ideas on the retrieval chart in their workbook. List might include teaching learning activities such as brainstorming, excursions, big books, observations, drawing, labelling, posters, pictures, a classroom visitor.

**B. Modelling**

1. Identify the next stage in the teaching learning cycle wall chart. Ask the participants to read the section in the workbook entitled *Modelling*.

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### Modelling

This is an important step in the teaching and learning cycle and involves a number of things which teachers do to show children how to do activities and how the language associated with those activities works.

Modelling activities include:
- telling children about aspects of language
- showing children examples of language in big books and wall charts
- having children reassemble sentences, whole texts
- cloze activities which focus on particular language patterns.

Teachers model sentence structures for children during class discussions when they repeat the children’s language for them.

Teachers model or demonstrate reading when they read big books, shell books, journals, readers and wall charts to their children. When teachers tell and read stories they model how narratives are used. When children work together, they often provide models for each other.
2. Ask the participants to identify the modelling that is happening in the following lessons.

3. Ask the participants to note the action words associated with the role of the teacher and the roles of the children here. *What can they say about their roles?*

4. Hand out an envelope with jigsaw of *How to Catch a Fish using Spiderwebs*, to each group. Ask the participants to reassemble and consider what aspects of language are being modelled here? *(Eg *The order of instructions and the language of instructions.*)*
5. Ask participants how might this activity might be adapted to use in the classroom? *(Some suggestions: Pictures drawn by teacher or children or from magazines or old texts. A large wall chart might be cut up and shared with children)*

6. Ask participants what skills children need to complete such activities? *(They need to recognise the structures of texts, to read topic words, to recognise sentence patterns, to think what would make sense, to put ideas in order, to work cooperatively (if a group activity)).*

C. Joint Construction

1. Identify the Joint Construction stage of the teaching learning cycle wall chart. Ask the participants to read the section in their workbooks entitled Joint Construction or Negotiated texts.

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**Joint Construction or Negotiated texts**

In this stage of the teaching learning cycle, the teacher and children do an activity together. Joint construction is an important step in learning. It is a point at which children, with the help of their teacher, are able to participate in an activity before they are able to manage it by themselves. Children’s participation, whether it be learning language or learning to light a fire, enables them to move ahead towards doing things by themselves. The joint activity may involve oral or written language. A story or event can be retold sometimes with pictures to help. When teachers and children jointly put together a text, children learn how to put ideas into order.

Joint construction often means the teacher and children writing a text together. When writing with a teacher, the children are able to see how talk changes when it is written down. Children learn a range of writing processes such as drafting, editing and publishing. They also learn a range of spelling strategies, like ‘sounding out’.

In this classroom the teacher and children have made masks together. Now they are jointly constructing a recount of the activity.
2. Ask the participants for words that describe what the teacher is doing in this lesson. For example, the teacher asks questions, listens, writes, reads, re-states, and explains, while the children listen, recall, answer and watch.

3. Give each group an envelope with the pictures to *Making a Kunai Grass Roof* in them. Ask each group to discuss the pictures and to write a recount of the event. Invite the group presenters to read their recounts.

4. Ask each group to think of ways teachers can organise joint ‘construction activities in their classrooms. (The teacher writing with the children on the blackboard is one way; Using pair and small group work is another. Teacher might jointly construct part of a text, or change or add to texts that children know.)

**D. Guided Practice**

1. Highlight the guided practice stage of the teaching and learning cycle wall chart. Ask participants to read the section entitled *Guided Practice* in the workbook.
Guided Practice

The guided practice stage of the teaching learning cycle is the point at which children are able to practise and therefore consolidate their learning with the support of the teacher and other children. Children will work individually, in pairs or in small groups during guided practice activities on skills introduced and taught earlier in the teaching learning cycle. Children are able to recycle vocabulary associated with the theme or topic. They may work on activities from building the field or modelling or joint construction. Some of the kinds of activities suitable for guided practice are shown below.

2. Ask the participants to think about activities which might be used for guided practice. Use those described in the pictures as starting points. Make a list of these activities under the guided practice section of the teaching learning cycle. Invite participants to copy the list down for their own use.
3. Ask the participants to discuss the roles of the teacher and children during guided practice. The teacher’s role during guided practice is to prepare materials, to organise groups, provide help when needed. It is an ideal time for observing and assessing children’s learning. The children will be actively doing, talking, writing and reading during this period.

E. Independent Construction

1. Point out this stage on the teaching and learning cycle wall chart. Ask the participants to read the section entitled *Independent Construction* in their workbooks.

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**Independent Construction**

This stage of the teaching learning cycle refers to the point when children are able to accomplish tasks by themselves. Tasks might include doing an activity such as making a mask, reading a book independently, making a shell book. These activities will be accomplished individually sometimes and at times with other children. This is the stage that teachers aim toward. However not every teaching objective will be able to be performed independently in lower primary. Children will be able to do more independent language tasks in vernacular than they can in English. Teachers will need to support children in building up the field or topic knowledge prior to independent construction.

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2. Hand out the copies of the community life program sequence. Read through the classroom practice with the teachers. Ask them to identify the stages in the teaching learning cycle.

3. Ask the participants to look closely at the roles of teacher and children at the different stages. What can be said about the roles of the teacher and those of the child at different stages? In the beginning the teacher is directing children’s language and attention, over time children need less guidance and are able to perform tasks for themselves.
Resources for Session 2.3
How to catch Fish with Spider Webs

1. Cut a forked branch from a small tree.

2. Twirl the forked branch around a spider web.

3. Remove the sticky web and twist it onto the end of a long fishing line.

4. Throw the line into the sea or river.

5. Wait until something pulls on the line.

6. Pull in the line. The fish's mouth will be stuck to the sticky web.
Making a Kunai Grass Roof
Session 2.4

A. Teaching the stages of the teaching and learning cycle

B. Micro-teaching the teaching and learning cycle

C. Reflecting on the teaching and learning cycle
A. Teaching the stages of the teaching and learning cycle

The purpose of this session is to
• provide practise in teaching of the various stages of the teaching/learning cycle
• collaboratively complete a plan for teaching a procedural text
• stimulate reflective evaluation of the teaching and learning cycle

Materials required:
• Participants’ workbook
• Chart paper and large pens for each group
• The teaching learning cycle wall chart from previous session.

Preparation:
• Check that all participants have required materials
• Organise the participants into small groups of 4 or 5 with a leader, a recorder and a presenter

1. Explain to the participants that they are going to plan a unit of work around the theme ‘Fishing’ using the teaching and learning cycle. Each group will take a stage of the cycle and plan activities for that stage.

2. Give each group one of the task cards, chart paper and marker pens and explain the following activity.

3. You are going to plan a unit of work for lower primary on ‘Fishing’. The text type you will focus on is a ‘procedure’.

Task Cards

Group 1 Building the field: Plan at least 3 activities you would use to build up the children’s field knowledge of ‘Fishing’. Look back to the kinds of activities that are used in this stage. Which may be adapted? How would you sequence them?

Group 2 Modelling: You are going to teach the children how to write some instructions about how to cook a fish. How would you model the activity (ie how to tell someone how to do something)? Think about the vocabulary you want to use. Think about the structure of a procedure text (Refer back to Session 2.1). Look at the kinds of activities that are used in the modelling stage. Choose two activities and describe how these could be used to model a procedure for how to catch fish.

Group 3 Joint Construction: You are going to jointly construct a procedure “How to cook a fish” with the children. How will you do this?

Group 4 Guided Practice: Select and describe 3 activities which children will do that are related to the theme. The activities may be about building the field, or modelling the text.
**Group 5 Independent Construction:** Design an activity where children can independently construct an oral procedure. How will you set up the activity? What support will you give to the children?

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**B. Micro-Teaching the teaching and learning cycle**

1. Have each group micro-teach their activities in their group and discuss the outcomes.

**C. Reflecting on the teaching and learning cycle**

1. Invite each group to share their activities with the whole group. Discuss which activities would be in vernacular, which would be in English.

2. Ask the participants to discuss the applications of the teaching and learning cycle for children in lower primary. *What are the advantages for teachers and children?*
   - The teaching and learning cycle is very supportive for young learners, it provides lots of opportunities for children to watch and practice tasks.
   - The teaching and learning cycle is focussed on children’s learning and their progress over time. Ideas and concepts are built on what children know.
   - The teaching and learning cycle allows children to focus on a topic, practice language, and build vocabulary and ideas.
   - The teacher needs to plan carefully in advance, to be clear about what to focus on in a unit and how to use the teaching and learning cycle.
   - The teacher will need to decide which language to use at different points.

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**The Teaching and Learning Cycle**

1. Building children’s knowledge of the field (topic)
2. Modelling of the oral or written text
3. Joint construction of the oral or written text
4. Guided practice of the oral or written text
5. Independent construction of the oral or written text
Session 3.1

Looking and Talking (1)

A. Using objects, children’s drawings, picture stories and community texts as stimulus for talking

B. Questioning techniques for using objects, drawings, picture stories and community texts for talking activities

C. Practice in using questioning techniques to stimulate children’s looking and talking
Session 3.4

Looking and Talking (1)

The purpose of this session is to:

- Demonstrate the use of objects, children’s drawings, picture stories and community texts to encourage talking
- Practise the use of objects, children’s drawing, picture stories and community texts to encourage talking
- Demonstrate the use of questions to encourage children’s looking and talking
- Practise the use of questions to encourage children’s looking and talking

Materials required:
- Participant’s workbook
- Lower Primary Language Syllabus
- A collection of objects such as a bilum, as basket, a hammer, a knife, a comb etc
- Paper, crayons for each participant

Preparation:
- Check all participants have required materials
- Organise participants into groups of 4-5 with a leader, recorder and reporter.

A. Using objects, children’s drawings, picture stories and community texts to encourage talking

1. Explain the purpose of the session
   Outline the purpose of the session as stated above.

2. Ask the participants to read the section in their Workbooks entitled
   Children’s Talk, before the session, and be prepared to discuss the main points.

Children’s talk

Learning a language requires children to become competent with both oral and written forms of the language. We have already discussed the importance of oral and written texts in language learning. We can go further and say that children’s oral language supports their development of reading and writing skills in both vernacular and English. Through talk, children are able to express and clarify ideas without having to worry about the physical effort of holding a pencil, forming letters or decoding the words on a page. Language skills such as describing, comparing, persuading, instructing are best taught orally before children are expected to read and write texts for such purposes. However as well as being important for literacy development, oral language is the basis for learning about the world in particular about the content of subject areas. Therefore teachers need to plan for talking and listening, as well as reading and writing in their programs and
daily lessons. Literacy activities usually provide plenty of opportunities for children to practise using their talking and listening skills. While much classroom talk in the early stages of Grade 3 will be in vernacular, teachers need to plan for the use of English in supported and structured ways.

To encourage children to talk, teachers can use
- objects
- children’s drawings
- picture stories
- community texts (storyboards, songs and art)

**Using objects as stimulus for talk**

Many common objects such as bilums, bowls, baskets, gardening tools can be used to encourage discussion. The teacher chooses one object for example, a bilum, and puts it where the children can see it. The teacher then guides the children to talk about the object, the talk may be about its appearance, its uses and how it is made or where it is bought.

When they are comfortable in participating in talks about objects as a class, children can be encouraged to take part in small groups and partner talking. The teacher might ask each group for four sentences about the object. With sufficient modelling and practice, children will be able to do individual talks about objects (these talks are sometimes called ‘show and tell’).

**Children’s drawings**

Children’s drawings are also good stimulus for language development. Children can be asked to draw something from their environment (an object, another person, or a scene), or they may draw from memory (their homes, their garden, their family).
When children are drawing objects, people and places in their environment, they are learning to observe details. In this example, the teacher has asked the children to draw a part of their school.

Sometimes children may need to learn to look or observe. The teacher should then assist by pointing out details. For example, when drawing pictures of the school, the teacher might remind children to include the plants and trees they see, the people, and what they are doing. Over time children will learn to look for themselves.

Children will often include details that are not immediately noticed by the teacher. This can be an important starting point for talking about the drawing eg Tell me about this part of your picture. When children are drawing from memory, they include details that they think are important. Often teachers are able to see how children see and understand the world through their drawings.

Asking children to draw provides a text (a visual text, rather than oral or written text) that can then be used to further language work. This might be done in small groups, pairs or individually. In the following classroom scenes, the children label their drawings of the school ground and then talk about them.
**Picture stories**

Picture stories use pictures, drawings, pictures from cut up paper, and posters to encourage talk. The teacher prepares a picture each day for use in whole class discussions. The details of the picture should be clear. Pictures made from cut out paper such as the one below, can be bright and colourful.

![Picture Story Example](image)

This picture is related to a recent natural disaster in PNG. *Can you guess which one?*

Pictures can be related to the class theme or to a topic of interest to the children. The teacher introduces the picture, asks children to look and think about the picture. Then the children are asked to make comments about the picture. When children are new to picture stories the teacher will need to prompt them for information eg *What can you see? Tell me about this part. Do you know the name of that in English?*

**Community texts**

Community texts refer to texts that children are familiar with in their homes and communities. Songs and local art are a good example. In some areas carvings and storyboards are good to use because of the details they include and the number of different ‘stories’ it is possible to develop from one board. Community texts in town areas might include packets and advertisements such as OMO, Milo and Trukai Rice. These texts are more likely to be used for factual information rather than story telling.

3. Discuss the importance of encouraging children to talk in ways which will help them learn and how might this be encouraged.
B. Questioning techniques for using objects, drawings, picture stories and community texts

1. Ask the participants to read the section in their workbooks entitled Encouraging Talk.

**Encouraging Talk.**

When children are new to an activity such as object or picture talks, they will need support to complete it. The teacher should begin by asking some questions which guide the children’s attention. For example s/he may ask questions about the appearance of the object eg What colour/s is the bilum? What is it made from? What kinds of patterns are in the wool? What size is it?

*Note:* The teacher may choose to introduce English for description during these sessions. The use of words to describe shape, size, colour and texture in English can be taught and practised using ‘both language’ charts such as this example.

<table>
<thead>
<tr>
<th>Describing words</th>
<th>(t/p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>soft</td>
<td></td>
</tr>
<tr>
<td>hard</td>
<td></td>
</tr>
<tr>
<td>large</td>
<td></td>
</tr>
<tr>
<td>small</td>
<td></td>
</tr>
<tr>
<td>rough</td>
<td></td>
</tr>
<tr>
<td>smooth</td>
<td></td>
</tr>
</tbody>
</table>

When using objects, pictures, drawings or community texts, teachers should aim to extend children’s language beyond what the children can see. For example, the teacher might ask further questions about the bilum What do you use the bilum for in your family? Who uses it? Then perhaps Who do you think has made the bilum?

Questions about children’s drawings, picture talks and community texts will include:

- What happened?
- Tell me how you did that?
- How many are there?

In the following classroom sequence, observe how the teacher uses questions to extend the children’s language.
Teachers can support children’s classroom talk by

- modelling language patterns
- accepting and re-saying children’s partly correct language
- completing children’s answers if they are having difficulty

Most of the language during early transition will be in vernacular, sometimes it will be in English, at other times both will be used.

2. For this activity, make sure that each group has an object to look at. Ask the participants to discuss and record ways in which they could talk about their object with children in classrooms. Include the questions they would use to begin and extend children’s talk.

3. Invite each group to share their ideas.

C. Practice in using questioning techniques to stimulate children’s looking and talking

1. Hand out paper and crayons to participants. Ask them to draw a picture of their home when they were in grade 3. Ask them to include family members, details which show the location (coastal/inland), the activities that the family did. Ask them to add a sentence about the picture in their vernacular and in English.
2. Ask the participants to share their pictures with the other group members. Each group member asks the artist a question about the picture. Ask participants to try and organise their questions so that they go from ‘easy’ to ‘deeper’.

3. Display participants’ pictures.

4. Ask the participants to read through the speaking and listening objectives from the Lower Primary Language Syllabus (pages 11-13). Look particularly carefully at the vernacular and English objectives, and remind participants that children will be able to do much more in vernacular than English. Ask the participants to identify which objectives would be appropriate for the activities described in this session.

Note:

<table>
<thead>
<tr>
<th>Vernacular</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Children will be able to:</em></td>
<td><em>Children will be able to:</em></td>
</tr>
<tr>
<td>Make oral descriptions of things they have seen/done</td>
<td>Make oral descriptions of immediate things they have seen/done</td>
</tr>
<tr>
<td>Take part in conversations at a level appropriate to their interests</td>
<td>Include some relevant English words in a predominantly vernacular discussion</td>
</tr>
<tr>
<td>Begin to develop an awareness that people use language for different purposes</td>
<td></td>
</tr>
</tbody>
</table>
Session 3.2

Looking and Talking (2)

A. Using shell books to bridge to English

B. Composing stories in vernacular and simplified English
Looking and Talking (2)

The purpose of this session is to:

- Use the strategies of looking and talking to compose shell book stories in vernacular
- Write simplified English texts for shell book vernacular stories

Materials required:
- Participants’ workbooks
- Copies of small shell books
- Paper for drafting
- Paper, pencils, marker pens, rulers

Preparation:
Read through the session carefully and decide how you will organise writing the shell book story this will depend on the resources you have available. Do you
- have groups of participants who share a common language?
- have a copy of the shell book for each person?
- have a copy of the shell book for each group?
- If you don’t have a shell book, make one from the pictures provided below
- Check that participants have the necessary materials.
- Organise the participants into groups of 4-5, with a recorder, a presenter and a leader.

1. Explain the purpose of the session to the participants. Tell them that this is a practical session, they will be writing a shell book in vernacular and English. A shell book is a book with pictures but no writing. Children and teachers make up the sentences to go with the pictures.

2. Choose one copy of a shell book. Explain that you are using a small copies of shell books, that usually they are written as a big book. Look at the first two pages with the whole group inviting them to describe the pictures. Use the questioning techniques from last session, ask the participants to think about Who, When, Where, What and Why? Have participants begin to draft a story in their vernacular to accompany the first two pages.

3. Ask the participants to discuss the shell book in their groups, identifying the kinds of questions that encourage shared ideas.

4. Invite participants to share some of their discussions with the whole
5. Ask the participants to write a story in vernacular for their book. For grade 3 this should be about 4-6 sentences for page. This may be constructed in groups (if sufficient numbers) or by individuals. Some participants may choose to write individually.

6. Now ask the participants to write a simple English version of the story underneath the vernacular version of their story. This will be about 1 or 2 sentences on each page. The English language should be simple and be supported by the illustrations and perhaps repetition.

7. Discuss the advantages of using this text as a transition strategy. Ask the participants to consider how this kind of bilingual text provides support for children learning English? Because children know the content of the story in vernacular, they are able to concentrate on the language patterns and sounds. It therefore makes reading easier. Each time they read the English story they are practising the sounds and patterns of the language. Children transfer their knowledge of print and how it works (which they've already learned to do in vernacular) into English. The teacher would write the simplified English story with the children after the vernacular story is well known.

8. This session can be concluded in either of two ways. Encourage the participants to share their work and provide editing help to each other. The participants can be given time to copy their vernacular and English texts into shell books provided. They may make their own shell book using the one provided as a model and adding pictures as well as text.
9. The pictures below from the Grade 1 Our English for Melanesia Series are for using in a shell book. Cut these pictures out and paste them onto blank paper. Leave room for sentences to be written under or beside each picture.
Session 3.3

Big book writing workshop (1)

A. The purposes of using big books

B. Planning, topic/content; text type

C. Drafting simple sentence structures, repetition

D. Editing
Big book writing workshop (1)

The purpose of this session is to:

- explain the purposes of big books
- explain the processes of big book writing
- draft and edit a text for a big book

Materials required:
- Participants’ Workbook
- Cardboard, heavy poster paper, scissors, marker pens, rulers
- A sample big book
- Copies of the school journal and OESM readers with different text types

Preparation:
- Check that all participants have required materials
- Organise the participants into groups of 4-5, with a leader, a recorder and a presenter.

A. The purposes of using Big Books

1. Explain the purpose of the session.
   Outline the purpose of the session as stated above.

2. Read the big book to the participants.

3. Ask the participants to identify the advantages of using big books in the classroom. Answers might include everyone can see, enjoyment, teaching reading lessons is easier.

4. Ask the participants to read the section entitled The Purpose of Big Books in their workbooks.

The Purpose of Big Books

Big books are an important reading strategy. Big books can be used to teach children reading and they can also be used for practising reading and writing skills. Big books help a teacher to model good reading for a group of children. The teacher can show children how to use pictures and prediction as ways of understanding what is written. The teacher can also show how sentence and word patterns and punctuation are used in books. Because big books are used many times, children are able to practise their reading skills, many words become recognised automatically and phonics skills can be developed using the sounds in the big books. Fluency in spoken English is also improved when children read big books together.
Big books can be made by teachers and children together. When children help make a big book, they are learning about books and about the language being used. There may be community members with stories and artwork who may contribute to big books. Big Books can be written to suit classroom topics and themes. Teachers can write big books based on traditional stories or children’s experiences. Teachers can simplify stories from the school journals and OESM readers. They can also change known stories to make ‘new’ ones with the children. (We will look further at making big books with the children in the next session)

B. Planning, topic/content and text type

1. Explain to the participants that they are going to make a big book to use with their class. It should be about 8-10 pages long, the Lower Primary Language Syllabus recommends that English big books for grade 3 have about 1-3 short sentences per page.

2. Ask the participants to choose a topic or theme for their big book. It should be related to a curriculum area.

3. Ask the participants to choose a text type.
   Refer back to the earlier sessions when we looked at labelling/comments, recounts, descriptions, narratives, procedures, information reports. Participants may choose an English song or rhyme form the Bridging in Lower Primary Booklet to turn into a big book.

4. Invite the participants to look at an example of a big book, the school journals and OESM readers. These can provide ideas for text types, story lines, and layout. Point out that many of the texts in the journals and readers will be too lengthy for our purposes here. However, participants might decide to simplify one of these for their big book.
C. Drafting simple sentence structures, repetition

1. Explain that the participants are now going to draft their texts for the big books. Ask them to read the guidelines for Drafting transition texts in their workbooks.

Drafting transition texts

Good reading materials for children learning English should be easy and interesting to read.
- Firstly, the subject matter should be of interest to the children and relevant to their lives. The book may be about aspects of community, school events or class projects and topics.
- The amount of English text on a page is should be no more than 1-3 sentences.
- The text should be linked to clear illustrations, which can include labels which repeat key words of the sentences.
- Sentence structures are simple.
- The texts may have a good deal of repetition in words and phrases or sentences. Songs and rhymes are often made into big books because they have repetition and the children often know them orally.
- Looking at models of the different text types (Sessions 1.4 to 2.3) helps writers to organise the information in the book and to choose particular language patterns.

2. Ask the participants to draft the text for their big books.

D. Editing

1. Write the following checklist where all participants can see it.

Do the words flow smoothly?
Is the text clear and ‘natural’?
Is the language level suitable for lower primary?
Are the sentences short? Can long sentences be redrafted?
Are there too many ideas? Can some ideas be included in the pictures?
Check punctuation and spelling.
2. Ask the participants to read the draft story to themselves and make any changes. Have participants swap stories with someone else to suggest any further changes.

3. Distribute A3 paper for big books. **Books may either be one page picture, one page text or have picture and text on one page.** Ask participants to write their text in pencil onto the pages of their book. The print should be large and in the correct script. Remind participants to leave space for binding on the left hand side of the page. Trace over the pencil in heavier pen. The pen used should be suitable for the paper available, if the paper is thin use a lighter pen so that the back page is not marked. Sometimes it may even be better to write the text onto a smaller piece of paper and to paste it onto the page like this:

![Fish have fins.](image)

4. Explain that participants will complete the big book during the next session.
Session 3.4

Big Book Writing Workshop (2)

A. Illustrating a Big Book

B. Binding and Covering a Big Book

C. Making Big Books with Children
Big Book Writing Workshop (2)

The purpose of this session is to:
• Illustrate a big book
• Bind and cover a big book
• Consider ways to make big books with children

Materials required:
• Participants’ workbooks
• Big books from previous sessions
• Marker pens, coloured pencils
• Off cuts of coloured paper or cloth (if available)
• Cardboard, glue, staples, tape

Preparation:
• Check participants have all the materials required
• Organise participants into groups of 4-5, with materials distributed among groups

A. Illustrating a Big Book

1. Explain to the participants that they are going to illustrate their big books now. Show them some of the illustrations in the big books, journals and readers. Discuss the ways in which the illustrations support the reading of the story. They should be clear and easily seen by groups of children. They should relate directly to the text on the page. Discuss different ways of illustrating – drawings, cut-out and glueing, maps, labels, paint, coloured pencils, and combinations of these.

2. Suggest that participants plan the illustrations in pencil first.

3. Allow time for participants to complete their illustrations.

B. Binding and Covering a Big Book

1. Explain to participants that they need a title page and front and back covers. Allow time to make these from cardboard. Add title, author and illustrator details. Discuss ways of covering books – cardboard from boxes, an extra sheet of paper. Sometimes covers and pages can be different shapes:
Books may be shaped according to the topic, for example, a book about fish can be fish-shaped, a book about plants might be shaped like a leaf. The important thing to remember is that allowance needs to be made for the binding.

2. Ask the participants to order the pages in their books and add page numbers.

3. Demonstrate to the participants how to staple and tape books. Discuss alternative ways of binding books, for example, making and reinforcing holes then tying with string, traditional materials, metal or plastic rings.

4. Allow time for participants to complete the binding the books. Ask the participants to tidy their work areas. Explain that you will be returning to their big books in a short while.

C. Making Big Books with Children

1. Remind participants that it is possible and desirable to make big books with children using a similar process as they have just been through. Ask them to read the section entitled Making Big Books with Children and Children writing their own stories in lower grades in their Workbooks.

Making Big Books with Children

1. Choosing a book
   a. Teacher chooses a simple, short, and interesting book.
   b. Children choose favourite books from class library or from home and teacher adapts text to suit children’s English language
   c. Children write their own stories to make into big books (getting children to collectively write stories for big books has the advantage that children will learn to read words that are already in their vocabulary.)

2. Writing the story
   a. The teacher copies each page (or paragraph) of text onto large, blank pieces of paper.

3. Illustrating the book
   a. Teacher gives each child (or small group) a page to illustrate, using coloured pencils, or crayons.
b. As the children create the picture the teacher asks questions to ensure that the picture is about the text on that page.

c. Teacher (or children) prepares the cover and title page for the book.

4. Organising and assembling the book
   a. Bring the class together as a group to put the pictures and text together. All the children should be involved in putting the story into the correct sequence.
   
   b. Hang the sequenced pages of the story on the wall at a height from which the children can read it.

   c. Re-read the book often and after about a week staple the pages together and attach the cover.

Children writing their own stories in lower grades.

In lower primary, this is best done as joint construction or joint negotiation. That is, the teacher writes the story on large sheets of paper for the children as they compose the text together.

Before writing
Before writing the story the class talks about what kind of text they will write. The teacher may use a picture, an object, an experience, or a story to help children to think of ideas, to provide an appropriate text structure and vocabulary. The pre-writing talk should focus on the content, the vocabulary, and other examples of the text type eg the structure of recounts or stories the children already know. The teacher will ask questions to encourage the children to talk.

Writing
- The teacher asks for (or provides) a beginning sentence and writes it on the blackboard. The teacher then reads the sentence back to the class pointing to each word as it is read.
- The teacher asks for another sentence, What happens next in this kind of writing? or What happens next? or What did we do then?, writes it on the board, and repeats the reading process showing how the first sentence is linked to the second.
- After 3 or 4 sentences, the teacher asks for a concluding sentence and repeats the reading process.

After writing
- When the text is on the board the children and the teacher read it together. The children then choose a title for the writing and the teacher prints the title above it.
- Later the teacher copies the text onto large paper, the children illustrate it and together they make it into a big book.
2. Explain to the participants that they will be using their big books for further activities in the next sessions. Ask the participants to display their books on the tables and invite them to move around the room and inspect each other’s books. Encourage them to think about the different content, text types and styles of layout and illustrations that they observe.
Session 4.1

Learning to read using whole texts

A. Shared reading

B. Guided reading

C. Independent reading

D. Micro-teaching
Learning to Read using Whole Texts

The purpose of this session is to

- Explain the processes of reading
- Explain key strategies in teaching reading: Shared, Guided and Independent Reading
- Practice using key strategies in the Big Book

Materials required:
- Participants’ Workbook
- Participants’ Big Books
- Lower Primary Language Resource Book

Preparation:
- Make sure participants have necessary materials
- Organise participants into groups of 4-5, appoint a leader, a recorder and a presenter

A. Shared reading

1. Explain the purpose of the session.
   Explain the purpose of the session as outlined above.

2. Ask the participants to read and discuss the section in their workbooks titled, Learning to Read in Lower Primary

   Learning to Read in Lower Primary

   Children in lower primary already will be on the way to becoming effective readers in vernacular. Children learning to read in English have particular needs. The reading topics and vocabulary, the kinds of texts, the language patterns and sounds will be new to children who are learning to reading in English. Teachers can assist children by building up knowledge of the topic before reading by explaining the topic in the vernacular, and using pictures and children’s experiences to support their reading in English. They can also provide support by using stories, songs and poems with predictable and repetitive language patterns and by providing lots of opportunities for children to practise the sounds, words and sentences of English by reading together often.

PASTEP: Jones & Pickford 2000
Strategies for teaching reading in bridging classrooms include:

- **Shared Reading** (*teacher reads for the children*)
- **Guided reading** (*children read for the teacher*)
- **Independent reading** (*children read for themselves*)

**What is Shared Reading?**
The teacher reads for the children during shared reading sessions. Texts such as big books, wall charts, copies of small books are used so that children can see clearly. Shared reading may happen with whole class or groups of children. The children join in reading with the teacher when they are familiar with the book.

**Why is shared reading good for young language learners?**
The teacher demonstrates reading for the children. Children see reading processes being used and practise them as part of a large group. Children in lower primary will have participated in shared reading in vernacular during elementary schooling.

Children learn:
- reading in vernacular and English is a similar process
- reading in English should be enjoyable and make sense
- to use their knowledge of the world in vernacular when reading in English
- to use their knowledge of English language patterns in reading
- to use English sound, letter and word knowledge to read.

**How do I organise a shared reading session?**
The teacher chooses a suitable book, it should be connected to classroom themes or topics of interest to the children. In this way they will be familiar with the ideas and vocabulary.

The teacher reads the text, pointing to each word. Children listen and watch. The language chosen by the teacher will depend on the teacher’s objectives. If the
objective is English and the text is in English then the teacher will read in English with some explanations in vernacular. The teacher may cover different words in the book asking children to look at the pictures and suggest what the text is about. The language used will be vernacular with some English translations of names and actions. The teacher helps the children to comment on the book eg what they liked/didn’t like, what puzzled them.

The teacher rereads the story, doing some of the following:

- Thinking aloud eg I wonder why……., I think….., Would we do that?
- Trying to ‘trick’ children by putting in wrong words and the children give correct word
- Covering words or groups of words with a piece of paper, and the children guess what the word is
- Highlighting words, letters, word endings, different sounds, and punctuation, Who can find the word starting with ‘gr’, or which means the same as, or rhymes with ...
- Observing the illustrations carefully, How did she do that? Could we do that?

What happens after shared book?
Children and teacher participate in language activities that relate to the shared book. These activities should be topic related eg information grids, vocabulary webs, drawing and labelling, sentence transformations, word building, matching exercises. These strategies will be explained in later sessions.

2. Using their big books, ask the participants to role play a shared book session with two other participants.

B. Guided Reading

1. Ask the participants to read and discuss the section in their workbooks titled, Guided Reading.

Guided Reading

What is guided reading?
The children read to the teacher during guided reading sessions. They may read small books, shell books, wall charts, or big books. The teacher works with a small group of children, usually while the others are doing other activities. Children will be used to guided reading sessions using vernacular, in lower primary there should be time for guided reading in English too.
**Why is guided reading good for young language learners?**
The children take turns to read and practise their English reading skills. The teacher listens and helps when needed.
Children learn:
- to use their knowledge of the topic in vernacular to support English reading
- to use language patterns of English
- to use knowledge of English letter, sound, word patterns.

**How do I organise a guided reading session?**
1. The teacher selects an English text that is not too difficult and not too easy.
2. The children are grouped with others who have similar English reading abilities.
3. The teacher gathers children in a space a little away from the other children, perhaps on a mat.
4. The teacher introduces the text, making sure all the children can see a copy.
5. Children read a section of the text in turn.
6. While each child reads, the teacher listens and the other children follow the words in their copies of the text.

*Children practise, try, predict, self-correct.*

*Teacher observes, prompts, guides, assesses, supports*

Note: If a child cannot read the word, the teacher reads it and then together they read the sentence. The teacher may choose to use vernacular to support English reading here.

**What happens after guided reading?**
Children re-read text to each other in pairs.

2. Using their big books, ask the participants to **role play** a guided reading session with two other participants.
C. Independent Reading

1. Ask the participants to read and discuss the section in their workbooks titled, *Independent Reading.*

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**Independent Reading**

*What is independent reading?*

The children select texts and read for themselves during independent reading. They often read alone but may read with another child. Sometimes this is known as ‘silent’ reading. Many children, however, may need to say the words as they read them particularly in the early stages of reading in a new language. Children also often like to read together during this time, they can support each other’s reading skills by talking about the books and helping each other with new words. In lower primary, teachers should allow the children to choose books either in vernacular or English.

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*Why is independent reading good for young language learners?*

The children practise using the skills they have learned in shared and guided reading in vernacular and English. Some teachers model independent reading during this time by reading themselves. Teacher can monitor children’s reading development by observing how they read, what they read and which language they read in. Children learn:

- reading by practising
- to record their individual reading
- to select texts for their own use or interest

**How do I organise for independent reading?**

- Teacher makes time during the day for quiet reading, this may be an activity that the whole class does together or it may be an activity done when children have free time.
- The teacher makes sure there is enough reading materials such as big books, small books, shell books, magazines, posters, pamphlets, wall charts. These should be stored in a place in the classroom which is easy for children to get to.
• Independent reading may take place in the classroom at desks or on mats, or outside on verandahs or under trees.

*Children select, read, practise, discuss, record*
*Teacher observes, records, encourages*

• Children select texts and read to themselves.
• The teacher organises children into groups of 2 or 3, each child tells the others something about their book eg *My book was about the rooster, the pictures were good.*
• Children write details of their reading in an Individual Reading Record. The records may be kept in children’s books, in folders, envelopes or on a wall chart. Here is an example:

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Vernacular or English</th>
<th>Child’s drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/5</td>
<td>Mekeo the Rooster</td>
<td>Vernacular</td>
<td></td>
</tr>
<tr>
<td>15/5</td>
<td>At school</td>
<td>English</td>
<td>Child’s drawing</td>
</tr>
</tbody>
</table>

**What happens after independent reading?**
The teacher monitors children’s reading by talking to them about their reading and looking at individual reading records.
2. Ask the participants to consider ways of organising for independent reading in the classrooms. Write the following discussion questions for everyone to see.
   - *When can independent reading be timetabled?*
   - *What will the children read?*
   - *Where are the places that they can read independently?*
   - *How can children record their reading?*

3. Ask the participants to share their discussions. Make sure participants are familiar with the information on reading in pages 25-30 of the Lower Primary Language Resource Book.

D. Micro-teaching

1. Ask the participants to organise themselves into small groups. Explain that they are going to practise reading their big books to each other as if in a shared and guided reading situation. They can re-read the steps on shared and guided reading.

2. Invite participants to discuss the activity
Session 4.2

Vocabulary Development

A. Illustrating and making bilingual word and number charts, word mobiles, labelling and phrase charts, vocabulary webs and information grids.

B. Using vocabulary development resources in a print walk.
Vocabulary Development

The purpose of this session is to:
• Illustrate and make bilingual word and number charts
• Illustrate and make vocabulary webs
• Illustrate and make information grids
• Use vocabulary development resources in a print walk

Materials required:
• Participants’ Workbooks
• Examples of bilingual charts, a labelled diagram, a vocabulary web, an information grid
• Card, scissors, marker pens, colours, paints, glue,
• Collage materials – bush materials, cloth, plastic, food packets

Preparation:
• Check that participants have all the materials they require
• Organise participants into groups of 4-5, if possible into vernacular groups

A. Illustrating and making bilingual word and number charts, word mobiles, labelling and phrase charts, vocabulary webs and information grids.

1. Outline the purpose of the session.
   Explain the purpose of the session as outlined above.

2. Ask the participants to read the section in their Workbook titled, Vocabulary Development.

Vocabulary Development

Vocabulary development means being able to say, read and write the word and to know the contexts in which that word is used. In whole language classrooms, vocabulary teaching and learning occurs as children work through themes and topics in class. Vocabulary is learnt as they speak, read and write activities to do with those themes and topics. In early stages, teachers might explain the meanings of English words or phrases in vernacular for children. However they will soon learn to recognise these for themselves if they are reused and practised frequently in other activities. A key strategy for teaching English vocabulary during transition is the use of wall charts. There are a number of charts that are used in lower primary classrooms. These include:
• Bilingual word and number charts (written in both languages)
• Word mobiles
• Labelling and phrasing
• Vocabulary webs
• Information grids
Bilingual word and number charts
Teachers can make bilingual charts for numbers, theme words, shapes, colours and describing words. They should be clear and easy to read and children can assist by writing vernacular words and making illustrations.

<table>
<thead>
<tr>
<th>Number Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Colour Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>blue</td>
</tr>
<tr>
<td>red</td>
</tr>
<tr>
<td>white</td>
</tr>
<tr>
<td>yellow</td>
</tr>
<tr>
<td>black</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Describing Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>small</td>
</tr>
<tr>
<td>large</td>
</tr>
<tr>
<td>smooth</td>
</tr>
<tr>
<td>rough</td>
</tr>
</tbody>
</table>

*Kuanua

Other bilingual language charts may be made for ‘days of the week’ and ‘shapes’.

Word mobiles
Word mobiles can be made by the children using words from the current topic, theme or big book. They can make the mobiles in small groups as a cooperative exercise. They are made from cardboard, string and marker pens.
Labelling and phrasing
Many of the texts used for label/comment activities provide wall charts for vocabulary development.

**Vocabulary Webs**
Vocabulary webs help learners understand the relationships between words.
Vocabulary Webs

Information Grids
Information grids are charts for recording information which can then be used for talking and writing activities.
Information grids are usually constructed with the children as the teacher and children build up knowledge of the field or topic together.
They are then used for talking, for example, *Tell me about a fish. A fish swims and lives in water. Which animals fly? What is the difference between a crocodile and a bird?*

<table>
<thead>
<tr>
<th>Animal</th>
<th>Flies</th>
<th>Swims</th>
<th>Slithers</th>
<th>Lives in water</th>
<th>Lives on land</th>
</tr>
</thead>
<tbody>
<tr>
<td>A fish</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A snake</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A crocodile</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>A bird</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>A turtle</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fruit</th>
<th>Colour</th>
<th>Shape</th>
<th>Skin</th>
<th>Taste</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pawpaw</td>
<td>yellow</td>
<td>long, round</td>
<td>smooth</td>
<td>sweet</td>
</tr>
<tr>
<td>Mango</td>
<td>orange</td>
<td>oval</td>
<td>smooth</td>
<td>sweet</td>
</tr>
<tr>
<td>Pineapple</td>
<td>yellow</td>
<td>round</td>
<td>rough</td>
<td>sour</td>
</tr>
<tr>
<td>Banana</td>
<td>yellow</td>
<td>long, thin</td>
<td>smooth</td>
<td>sweet</td>
</tr>
</tbody>
</table>

3. Explain to participants that they are now going to participate in a ‘resource making workshop. They are going to make resources to support vocabulary development in transition to English activities. Show models of vocabulary charts to the participants.
Explain that they will make each of the following for use in their classrooms:
- a bilingual language number chart 1-10
- a bilingual language chart for either shapes, days of the week, describing words
- a word mobile using vocabulary from their big book
- and one of either a labelled diagram, a vocabulary web or information grid using vocabulary from their big book.

4. Allow time for the participants to make their resources. Encourage them to plan each resource and provide advice where necessary.

5. Assist the groups to organise and display their resources in group spaces.

C. Using vocabulary development resources in a print walk

1. Explain to the participants that they are now going to use the resources for a print walk.

A print walk is a strategy for doing language work and reading practice. It involves teachers and children reading and talking about materials that are around the classroom. Because children know the material they are able to read more easily. Teachers should choose different charts for each print walk and change the order in which the charts are read. Sometimes the whole class may read, sometimes half the class reads first then the other half. Print walks can be used as warm-up activities for lessons or when changing between lessons.

2. Demonstrate a print walk for the participants using 2 or 3 bilingual language charts and some of the other resources.

3. Ask the participants to practise using the print walk strategy in turn, using some of their groups’ resources.
Session 4.3

Literacy support activities (1)

A. Making words with letters: Alphabet cards

B. Matching pictures, labels, sentences: Picture cards
Literacy support activities (1)

The purpose of this session is to:
• Illustrate, make and use Alphabet cards with Big Book vocabulary
• Illustrate, make and use Picture cards and labels/phrases with Big Book vocabulary

Materials required:
• Participants’ workbooks
• Cardboard, marker pens, scissors, coloured pencils
• A set of alphabet cards
• A matching activity or game
• Envelopes for storing cards.

Preparation:
• Check participants have all the materials required
• Organise participants into groups of 4-5

A. Making words with letters: Alphabet cards

1. Outline the purpose of the session.
   Explain the purpose of the session as outlined above.

2. Show the participants the set of alphabet cards. Ask the participants to read the section titled Making words with letters: Alphabet cards.

Making words with letters: Alphabet cards

This activity helps children develop their English vocabulary and builds reading (sight vocabulary) and spelling skills. The activity can be done in small groups and should be organised around class themes or big books. At first, children can be given the words they have to make, then they can make up words from memory or from books and wall charts. When they are given word endings such as –ed, -s and -ing, they can build onto the words they know, for example, fish – ing or walk – ed.
Alphabet cards are made by ruling up a sheet of cardboard into a grid of 60cm x 60cm. This will make 36 cards of approximately 10cm square. Write the letters of the alphabet onto the squares, add some extra vowels and the endings –s, -ed, -ing.

3. Ask the participants to make a set of alphabet cards each. Give each participant an envelope in which to store the cards. Ask the participants to make a set of flash cards (word cards) for their big books.

4. Suggest to the participants that they check to see if children can make 2 or 3 words at once from the letters. If not, they will need to make more of the most used letters (a,e,i,o,u,s,r,t,n,d, etc.)

B. Matching pictures, labels, sentences: Picture cards

1. Ask the participants to read the section in their workbooks titled Matching.

Matching

Matching exercises are important language and literacy activities for children. When children match pictures to written language, they are practising English vocabulary. When children match words and phrases they are practising recognising English text. There are several different types of matching exercises.

Matching word to word or phrase to phrase. The teacher prepares a set of cards with vocabulary from a big book. Children match the card with the words or phrases in the big book.

Matching words to pictures. Teacher prepares cards with pictures and cards with words or phrases, children match the picture with the relevant word or phrase. The pictures and language should be relevant to a current big book, theme or topic. Labelled diagrams may be turned into matching exercises. Children are given a copy of the diagram and cards with words or phrases, they match these to the correct part of the diagram.

Matching words to letter sounds. Teacher prepares cards with either pictures or beginning sounds on them. Children match pictures and beginning sounds.
Most of these activities can be played like a ‘memory’ game. All the cards are turned face down and children take turns to select 2 cards, if they match the child keeps the cards. If not they are put face downwards again and the next child has a turn. Play continues until all the cards are gone.

2. Ask the participant to design and make a matching game using the vocabulary from their big book. Give out the resources and move around providing support as necessary.

3. Invite the participants to share their activities and briefly describe how they might be used.
Session 4.4

Literacy Activities (2)

A. Expanding, completing and combining sentences

B. Making sentence makers to support Big Book

C. Making a paper slide or flip book

D. Cloze activities
Literacy Support Activities (2)

The purpose of this session is to:
- Explain sentence transformation ie expanding, completing and combining sentences
- Make sentence maker resources with Big Book sentences
- Make a paper slide or flip book
- Demonstrate sentence transformation and cloze activities

Materials required:
- Participants’ workbooks
- Cardboard, scissors, marker pens, stapler

Preparation:
- Check that participants have all the materials they require
- Organise participants into groups of 4-5

1. Outline the purpose of the session to the participants.  
   Explain the purpose as outlined above.

2. Ask the participants to read the section in their workbooks titled, 
   Sentence Transformation.

Sentence Transformation

The following activities provide opportunities for children to build their English vocabulary and knowledge of sentence structure. The activities provide opportunities for guided practice in small groups. Because children are given words already written on cards, they can use the cards to make sentences.

Sentence Makers
Sentence makers are word cards which children use to make sentences. Word cards can be made from sentences and words in big books, shell books, classroom readers, spelling lists, handwriting sentences, and any other print that children experience.

Expanding sentences
These sentences can then be expanded by adding adjectives, adverbs, phrases and clauses.
**Sentence transformations**
Sentence makers can be used to transform or change part of a sentence by changing one word at a time. A noun must be changed for a noun, a verb must be changed for a verb.

**Changing nouns**
- We walked to the river.
- We walked to the school.

**Changing verbs**
- We ran to the river.
- We ran to the school.

**Changing from singular to plural**
Teachers should discuss with children all the changes that are needed to a sentence when words are changed from singular to plural.

- **Singular form**
  - Vagi is going to the river.
- **Plural form**
  - Vagi and Tau are going to the river.

**Changing present, past and future tenses**
Teachers should discuss with children all the changes that are needed to a sentence when words are used in the present, past and future tenses

- **Present tense**
  - I am eating kaukau.
• Past tense

| I was eating kaukau yesterday . |

• Future tense

| I will be eating kaukau next week . |

A. Making sentence makers to support Big Book

1. Explain that the participants are going to make a set of word cards for their big book. Distribute card, scissors and markers. Ask the participants to prepare either an expansion or transformation activity to build on the sentence making.

2. Invite the participants to present their sentence transformations to the other members of their group.

C. Making a paper slide or flip book

1. Ask the participants to read the section in their workbooks titled, Making a paper slide or flip book.

Making a paper slide or flip book

Sentences can also be transformed by using slide or flip books. Children can make these. A paper slide is a piece of cardboard with an almost complete sentence written on it. The word which is left out is replaced by a strip of paper threaded through the card. Children read each sentence as they pull the paper through.

Flip books are similar to slide books except that the words omitted are written on sheets of paper which are attached so that they can be flipped over.
2. Ask participants to make either a paper slide book or a flip book. They may use vocabulary from their big book or from a classroom topic or theme. Distribute resources for making the resource.

3. Invite participants to display their books for others to look at.
C. Cloze activities

1. Ask participants to read the section in their workbook titled, *Cloze Activities*.

**Cloze Activities**

Cloze activities are good for children’s reading skills, their English vocabulary and grammar knowledge. The teacher chooses a short familiar text and leaves out different words. For example, if the teacher was teaching the children about instructions and wanted to focus on the words at the beginning of sentences, she might prepare the following text from the school journal (Junior 1 1996):

*How to make a tambaran mask*

_____ a bamboo skin
_____ a face with a pen or charcoal.
_____ the face with a knife
_____ a rope to fit your head.

*Now you have a tambaran mask to play with.*

Children choose the words (verbs) from the following.

*Cut    Find    Tie    Draw*

Other cloze exercises can focus on nouns, or pronouns, prepositions or sentence endings. Texts that are jointly constructed make excellent cloze exercises and provide further opportunities for children to read and practise the English vocabulary of the theme or topic. Teachers can make cloze exercises in wall chart size and the children have the missing words on pieces of paper.

2. Explain that the participants are now going to make a cloze exercise from the language in their big book. It should be able to be used as part of a language lesson in their classroom. It may be in large chart form or it may be written up on a wall chart or blackboard.

3. Allow time for the participants to design and make their close activity.

4. Invite the participants to share their cloze activities.
5. Point out to participants that during the past 4 sessions, they have made a number of resources which can be used with their big book. They could now use these resources in language sessions in their classroom. They will be able to make similar resources with other texts.
Session 5.1

Building Participants’ Knowledge of the Sounds of English

A. Teaching Pronunciation

B. From sounds to parts of words

C. From words to sentences

D. Using English sounds to support sounding, spelling and reading
Building Participants’ Knowledge of the Sounds of English

The purpose of this session is to

• build participants’ knowledge and skill at identifying and using the sounds of English
• link a knowledge of phonics and English sounds to the teaching of sounding, spelling and reading
• **NOTE: This session may be provided as a self-instructional module**

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**Materials required:**

• Participant’s Workbook
• Bridging to English in Lower Primary
• Lower Primary Language Resource Book

**Preparation:**

• Check that all participants have required materials
• Organise participants into pairs

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Guide participants through the following information and exercises found in their Workbooks

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**A. Pronunciation**

Pronunciation activities should support the language being taught in the classroom. Words and phrases for pronunciation practice should be selected from the language that children are learning in class. Where words and phrases are introduced for the first time there will be a need for pronunciation practice. (*Approaches to teaching the sounds of English are discussed in section D. The following sections are for participants practice in English.*)

**The Basic vowel sounds**

The following vowel sounds are the basic sounds of the English vowel system. You may notice that some are different from vernacular sounds. The sounds are underlined in the following words.
Say the words and listen to the sounds that the underlined letters make.

1. see  6. bus  11. law
2. it  7. stop  12. bird
3. say  8. two  13. my
5. fat  10. no  15. boy

Instructions

Say the sentence below and listen to the underlined sound. Find that sound in the list of sounds given above and write down the number.

Example
That bird is big.
The vowel sound in That = the vowel sound in fat, number 5.
The vowel sound in bird = the vowel sound in number 12.
The vowel sound in is = the vowel sound in it, number 2.
The vowel sound in big = the vowel sound in it - number 2.
Your answer should be 5, 12, 2, & 2.

You are now ready to try Exercise 1 yourself. The answers are provided below. Check the answers to see if you are correct or if you are not sure that you are correct.

Exercise 1

Write the vowel numbers (1-15) above the underlined vowel sounds.

- The teacher gave us a long reading test
- The dog chased the cat
- The weather is fine
- I will come on Sunday
- Please don't be late
- The bus stops on the next corner
- How did you get so many books?

PASTEP: Jones & Pickford 2000
Contrasting Vowels

Contrasting vowels are vowel sounds that are different. Vowel sounds can be practiced in their sound groups like fat, hat, sat, etc. or they can be contrasted with each other like fat -> fit; stop -> step; boy -> bay where the vowel changes. The reason for practicing contrasting words with small vowel changes is that many children find it difficult to hear the differences. Some sounds are more difficult to hear than others but must be said and heard correctly or the meaning of the word will be changed. For example, if a teacher says, 'I saw a sheep in the water', there may be confusion over whether the teacher saw a 'sheep' or a 'ship'. The following exercise gives practice in hearing the difference between vowels that sound similar but may be difficult to hear the difference unless they are said clearly.

Instructions

To do this exercise you will need a partner who will read one word form each pair. You will need to underline the word you think you hear. The speaker may refer to the Answer section for guidance or choose own words. When you have finished, check to see if you are correct.

Exercise 2

Listen to the following words and underline the word you hear.

Group 1
eat  it
seat  sit
feet  fit
meet  mit
heat  hit
feel  fill
steal  still
meal  mill
sheep  ship
leap  lip
Consonant and Vowel digraphs

A digraph is a pair of letters (a pair of consonants or vowels) which only make one sound, for example, in the word ship the consonants, s and h are not sounded separately the word is not s-s hip. The s and the h are combined to make the sound sh. 'sh' is a consonant digraph. In the word seat the vowels e and a join to make a long e sound. 'ea' is a vowel digraph.
Look at the following consonant digraphs

- **ch** as in chin
- **wh** as in when
- **ch** as in choir
- **sh** as in shop
- **th** as in thank you
- **ph** as in phone

Children should practice these digraphs in initial (beginning), medial (middle) and final (end) positions and note how the digraph sound changes as it changes position in a word, as in the following examples.

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>chicken</td>
<td>anchor</td>
<td>much</td>
</tr>
<tr>
<td>share</td>
<td>wishful</td>
<td>wash</td>
</tr>
<tr>
<td>there</td>
<td>weather</td>
<td>breath</td>
</tr>
<tr>
<td>phrase</td>
<td>elephant</td>
<td>graph</td>
</tr>
<tr>
<td>whip</td>
<td>nowhere</td>
<td></td>
</tr>
</tbody>
</table>

Look at the following vowel digraphs. In each case the first vowel is the letter which is sounded while the second vowel is silent.

- **ea** as in meat, seat, heat, read, lead
- **oa** as in boat, coat, float, loan, moan
- **ie** as in field, yield, shield, piece, niece
- **ai** as in rail, sail, nail, rain, gain

Some words, however, like **read** (reeeed or red) and **lead** (leeeeed or led), can be pronounced with short or long vowel sounds.
B. From sounds to parts of words

Syllables and suffixes

Words can have one or more spoken part. Each spoken part is called a syllable.

Here are some examples of one-syllable words, 'we', 'go', 'come', 'stay', 'have', 'book', 'head'.

These words have only one spoken part where the mouth makes one full movement. Say each of these words and notice the movement of your mouth, it should only have one continuous movement.

The following are examples of two-syllable words - 'table', 'hurry', 'after', 'mother', 'father', 'arrive', 'return', 'paper', 'pencil'. Say each of these words and again notice the movement of your mouth, it should have more than one continuous movement.

In these words there are two spoken parts, two mouth movements. In two-syllable and three syllable words one part is said stronger with a longer vowel sound, while the other part or parts are spoken weaker and have shorter vowel sounds.

The following are examples of two syllable words where the first syllable is sounded stronger.

(’) marks the syllable which is stronger (the accented syllable). It appears before the stressed syllable.

'ta-ble, 'fa-ther, 'af-ter, 'pen-cil

Here are examples of two syllable words where the second syllable is sounded stronger.

re-'turn, ar-'rive, a-'sleep, to-'day

Here are some three syllable words which have three spoken parts: 'afternoon', 'wonderful', 'medicine', 'understand', 'beautiful', 'discover', 'remember' and three mouth movements.

Each of these words can be broken into syllables and sound stresses:

• First syllable stress: 'beau-ti-ful, 'yes-ter-day, 'won-der-ful
• Second syllable stress: di s-'cov-er, re-'mem-ber
• Third syllable stress: af-ter-'noon, un-der-'stand

PASTEP: Jones & Pickford 2000
Exercise 3

Listen to the following words and break them into syllables:

- teacher, president, fourteen, November, because, sister, medicine

Example: teach-er

Listen to the following four sentences and mark the stronger (accented) syllables.

Place the mark over the first vowel letter in the stronger (accented) syllable.

Example:

Somebody took my motorbike
S'omebody took my m'otorbike

1. We have a beautiful garden
2. I wonder if it will rain tomorrow
3. I have a meeting in the afternoon
4. We will go to the hospital on Monday

Reduced syllables

There are five vowel letters in English a,e,i,o,u. In some words these vowels are not fully sounded but reduced to an 'er' or neutral sound with the tongue in its rest position. In the following words the reduced vowel is in the first syllable.

Say the following words reducing the underlined vowel.

Example:

tonight, today, tomorrow - sounds like t'night, t'day, t'morrow
agree, around, about, asleep,
collect, compare, complete,
police, potato, polite,

In the following words the reduced vowel is in the second syllable.

Say the following words reducing the underlined vowel.

Example:

problem, welcome, system - sounds like probl’m, welcm, systm.
movement, government, payment,
helpful, careful, useful, seven, given, happen,
In each of these examples you will notice that reduced vowels can be grouped around particular word beginnings and endings.

**Exercise 4**

To learn how reduced vowels sound and feel, listen to these sentences and repeat them. While repeating you should also pay attention to the saying of strong and weak syllables.

1. I'll see you tonight at seven o'clock.
2. I suppose we should agree on a time to meet.

Now underline the reduced vowels in these sentences.

3. The telephone is around the corner.
4. What about coming to dinner today?

**Suffixes**

Suffixes are letters or groups of letters which are added to the ends of words and change their meanings.

*Regular past tense*

The regular past tense is formed by adding the suffix *-ed* to a verb. If the verb ends with a 't' as in 'wait' or 'd' as in 'need' the *-ed* is pronounced as an extra syllable, 'wait-ed' and 'need-ed'.

If the verb ends with any other sound the *-ed* is sounded as a 't' or 'd' for example, 'looked' is sounded as 'look(t)', 'controlled' is sounded as 'control(d)'.

Say and listen to the following sentences. In these sentences the past tense verb is pronounced as an extra syllable.

I want-ed to go
We wait-ed for the rain to stop
They all attend-ed class
Say and listen to the following sentences. In these sentences the past tense verb is not pronounced as an extra syllable, the -ed is said as a 't' sound, and the 'e' is not sounded.

I washed (washt) the clothes
She watched (watcht) the game
He kicked (kikt) the ball

Say and listen to the following sentences. In these sentences the past tense verb is not pronounced as an extra syllable, the -ed is said as a 'd' sound, and the 'e' is not sounded.

I played (playd) the piano
They waved (wavd) goodbye
She called (calld) out loudly.

Exercise 5

Listen and repeat the following sentences. Write a 't', 'd' or 'ed' at the end of the sentence to show how the past tense verb is sounded. The first one is done for you.

1. He laughed at the joke. (t)
2. The crowd cheered the players.
3. The car stopped at the lights.
4. The truck was loaded with furniture.
5. Everyone enjoyed the movie.
6. My name was added to the list.
7. He worked all day.
C. From words to sentences

Sentence rhythm and stress

Sentence rhythm and stress refers to the way we sound out larger expressions of language. Just as words have strong and weak parts and reduced vowels, so also do sentences have strong and weak parts and reduced words. A speaker gives stress to parts of a sentence to help the listener understand the meaning. The following sentence has three sentence stresses. Each of them is underlined.

The children swam and played

Exercise 6

Listen to the following sentences and repeat them placing stress on the underlined words or word parts, to feel the rhythm.

- The boys are going to town
- Today is March the fifth
- Can you get me some rice and fish and sugar?
- The classes finished on Monday.
- My sister is driving to Vanimo.
- I waited for the taxi but it was late.
- She's coming next month.
- Please may I have a drink?
- First I finished my tea, then I had some fruit.

In the following sentences you will notice that not all words are sounded in their strong form. The following words have their sounds reduced, they are sounded in their weak form, with the vowels left out.

Practice repeating the sentences in the weak forms.
- She cooked fish 'nd rice. (and)
- The girls walked t' class. (to)
- I found s'm money. (some)
- The summer rains 'r coming. (are)

PASTEP: Jones & Pickford 2000
• I had 'n apple for lunch. (an)
• She c'n come at two o'clock. (can)
• We need lots 'f practice. (of)

## Strong forms

<table>
<thead>
<tr>
<th></th>
<th>Weak forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>and</td>
<td>'nd</td>
</tr>
<tr>
<td>to</td>
<td>t'</td>
</tr>
<tr>
<td>some</td>
<td>s'm</td>
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The use of strong and weak word forms varies amongst English speakers and may depend upon the nature of the occasion when speech is used.

### Exercise 7

☞ *Say and listen to the following sentences and underline the words that are spoken in their weak form. There may be more than one reduced word in a sentence.*

1. We walked to the beach
2. How are you today?
3. Can you get some more paper, please?
4. Now and then we go to the movies.
5. Talking to visitors is one of the best ways to learn English.
6. May I have some green tea?

### Holding end sounds

☞ *Say and listen to the following sentences. Read them on the page and look at the end of the underlined words. You will notice that the end of some words is held if the beginning of the next word has the same sound. After listening, say these sentences aloud.*

• I want to go home.
• Can you help Peter?
• You should do more writing.
I found some money.
Mary likes swimming.
I wish she was feeling well.
The dog grabbed the ball.

Exercise 8

In the following sentences, underline the word ends where the sounds are held. There may be more than one in a sentence.

1. She's my favourite teacher.
2. I like climbing trees.
3. Everyone enjoyed drinking the mint tea.
4. I took careful notes in class.
5. He has been nine times.
6. They had trouble with their car.
7. At the Forum Motel they give very good service.
8. She loves to practice singing.

Test

1. Identify the underlined sounds by referring to the 15 vowel sounds on page 1.
   a. I had no choice but to go without you.
   b. Would you like me to help?

2. Underline the syllables which are reduced in these words
   a. success, suggest, suppose
   b. woman, human, postman.

3. Underline the reduced vowels in these sentences.
   a. If you are careful it won't happen again.
   b. The problem was solved by the police.
4. Write the end sound for the underlined verbs. Write either 't', 'd', or 'ed'.
   a. The students were tested.
   b. She lived in Rabaul for two years.

5. Put a line under the word endings that are held when spoken.
   a. One night it rained until morning.
   b. You should look carefully before crossing the road.
Answers to Exercises

Exercise 1

5 12 2 2
That bird is big.

1 3 6 6 7 1 4
The teacher gave us a long reading test.

7 3 5
The dog chased the cat.

4 2 13
The weather is fine.

13 2 6 7 6 3
I will come on Sunday.

1 10 2 3
Please don't be late.

6 7 7 4 11 12
The bus stops on the next corner.

14 2 8 4 10 4 9
How did you get so many books?

13 5 10 15 6 8 10 2 14 8
I had no choice but to go without you.

9 8 13 1 8 4
Would you like me to help?

Exercise 2

eat   it
seat   sit
feet   fit
meet   mit
heat   hit
feel   fill
steal  still
meal   mill
sheep  ship
leap   lip

PASTEP: Jones & Pickford 2000
bull ball
pull Paul
full fall
wool wall
took talk
hook hawk

bit bet
mit met
lid led
did dead
fill fell
pin pen
tin ten
big beg

band bend
mat met
sat set
pan pen
man men
land lend

Exercise 3

teach-er, pres-i-dent, four-teen, No-vem-ber, be-cause, sis-ter,
med-i-cine

1. We have a b'eautiful g'arden
2. I w'onder if it will rain tom'orrow
3. I have an m'eeing in the after'n'oon
4. We will go to the h'ospital on M'onday

Exercise 4
The telephone is around the corner.
What about coming to dinner today?
Exercise 5
1. He laughed at the joke. (t)
2. The crowd cheered the players. (d)
3. The car stopped at the lights. (t)
4. The truck was loaded with furniture. (ed)
5. Everyone enjoyed the movie. (d)
6. My name was added to the list. (ed)
7. He worked all day. (t)
8. The students were tested. (ed)
9. She lived in Australia for two years. (d)

Exercise 7
1. We walked to the beach
2. How are you today?
3. Can you get some more paper, please?
4. Now and then we go to the movies.
5. Talking to visitors is one of the best ways to learn English.
6. May I have some green tea?

Exercise 8
1. She's my favourite teacher.
2. I like climbing trees.
3. Everyone enjoyed drinking the mint tea.
4. I took careful notes in class.
5. He has been nine times.
6. They had trouble with their car.
7. At the Forum Motel they give very good service.
8. She loves to practice singing.
D. Teaching phonics, sounding & spelling

Make participants aware that the lower Primary Language Resource book and the Bridging to English book provide support for the teaching of the sounds of English a phonics chart to support children’s learning of English as well as a process for teaching.

Phonics charts and cards

Ask participants to review the phonics chart and associated activities in the lower Primary Language Resource book

- Making bilingual sound charts or cards

Making language resources with children gives them a sense of ownership of the activity and the language. When making phonics charts or cards, teachers can do the writing and children can illustrate.

Teaching strategies

Inform teachers that they should be mindful of the ways letter sounds in vernacular and English differ. Children should be taught the difference when learning to speak English. The Bridging to English booklet provides teachers with guidance in how this should be done by teaching children which sounds are the same, which are different and which are new sounds.

Both the Language Resource Book and Bridging to English booklet provide an approach to teaching phonics.

Step through the teaching strategy, See, Hear, Say and Write, with participants using either book.

Have teachers look at the following aids and inform them that they can be used to teach the sounds of English while helping children to learn to spell.

- Spelling chart

This chart begins with children’s names. As new words are learned they can be added to the list. Teachers may wish to have children draw a personal chart and keep a record of new words they learn.
Phonetic spelling charts
  •  Letters that go together
  •  Ways of spelling different sounds

These charts help children to see how patterns of letters are grouped in words. They also show that the same pattern of letters does not always have the same sound and that the same sound can be made with different patterns of letters.
When new words are introduced, teachers can compare them with the words on the charts. Teachers may wish to build onto these charts by identifying words that look similar but sound different, and words which sound the same and look different.
Spelling Chart

A - Agatha, Alo
B - Amka, Baro
C - Daro
D - Eddie, Ela
E - Forova
F - Gimani, Greg
G - Ilarou
H - Itakon, James
I - Kalal, Lucy, Liana
J - Merrik, Nava
K - Vai, Vessi
L - Yaking
M - Poka, Philip
N - Rose
O - Sia, Samuel
P - Sione
Q - Tarabu
R - Vai, Vessi
S - Yaking
T - Wai, Vessi
### Phonetic Spelling

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

## Letters that go together

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Phonetic Spelling

Letters that go with ‘h’

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Words with ‘oo’

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Other ways sounds are written

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Ways of spelling the sound ‘take’

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Ways of spelling the sound ‘hear’

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Ways of spelling the sound ‘each’

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Ways of spelling the sound ‘far’

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PASTEP: Jones & Pickford 2000
Session 5.2

Do Talk Record

A. Total Physical Response

B. Do Talk Record
Do Talk Record

The purpose of this session is to

- Explain total physical response as language learning strategy
- Explain Do Talk Record as an approach to teaching language
- Model Do Talk Record
- Plan for using Do Talk Record in the classroom using a storyboard

Materials required:
- Participants’ Workbook
- Bridging to English in the Lower Primary
- Language Resource Book for Lower Primary
- Do Talk Record sheets – How do birds fly?

Preparation:
- Check that all participants have required materials
- Organise participants into pairs

A. Total Physical Response

1. Ask participants to read the section titled, Total Physical Response, in Bridging to English in the Lower Primary (page 10).

2. Ask the participants to talk through the steps on page 10 with their partners. In turn choose an object each and practise a TPR activity.

B. Do Talk Record

1. Ask participants to read the section titled, Do Talk Record, in their workbooks.

Do Talk Record

Do Talk Record is a way of teaching and learning language where both the teacher and children are involved in planned activities. Whenever people use language, they do so because they want to communicate. It is often said that wanting to communicate and make meaning is the driving force behind language use. Children learn language from situations that have meaning for them. This is meaning which comes from real life experiences to which language is added.

PASTEP: Jones & Pickford 2000
Do Talk Record requires teachers to plan meaningful experiences:
- activities for children to do eg making a mask, looking at fruit, reading a big book, observing animals, keeping collections, a visit.
- to talk about the activity eg retelling, discussing, roleplaying, describing
- to record the talk eg drawing pictures, labelling, writing

_read Kathy’s Fruit Lunch and label the steps Do, Talk and Record._

**Kathy’s Fruit Lunch**

I planned to prepare a Fruit Lunch with the children and then we were going to write about it. I told the children to bring fruits and they brought fruits for this lesson. First of all this is what I did, I told the children to sit in their small groups and I asked them to open their eyes, I ask them, what they saw on the desk. From there they have the fruits and they were talking about the shape, colour, how it feels, how it looks like, what drinks do they make out of fruits and many ideas came in when were talking. Then I ask them to feel the fruits, smell and tap the fruits with their finger and hear the different noise the different fruits produce. For example a pawpaw made a high sound while a sugar cane made a low sound. After all this, the last thing was tasting the fruits. Before that the children had banana leaves on the desk and they cut up the fruits and place it nicely on the leaves.

When everybody was finished. I prayed for God's blessing to be on the fruits and the children had a fruit lunch. Everybody enjoyed the lunch, while eating I asked them what each fruit tasted like and they all were talking. When the children finished eating there was some left so I asked them to write a poem about fruits.

1. Ask the participants to think about the following:
   - Kathy purposely organises her lesson around situations and things the children are familiar with.
   - There is a lot of activity in the lesson, children bringing fruit, looking, touching, talking, feeling, listening, blessing, eating, writing creatively.
   - Children were motivated and interested.
   - Kathy reports, 'I asked them what each fruit tasted like and they all were talking … they know about it so they can talk about it easily and write a good work'.
In this language lesson, Kathy demonstrates that **doing** activities is an important starting point for language learning.

2. Direct the participants to page 34 of the Language Resource Book for Lower Primary. Ask them to read through the material. Point out that the initial talk phase shown in this book is optional. The teacher will often do this planning prior to involving the children.

3. Read the following to the participants.

   'Remember that DOING may include role play, watching, observing, reading, making, visiting. Different activities or doing will mean different language. The language involved in role playing a visit to the hospital will be different from that which occurs when children are making masks. Hence the teacher need to plan for the talk that takes place'.

4. Ask the participants to identify the kinds of language used in the hospital role play eg greeting, asking questions, describing with particular text types, language patterns and vocabulary. Then do the same with mask making eg retelling, describing, sequencing with different text types, language patterns and vocabulary.

5. Hand out the sheets, ‘How do Birds Fly?’. The sheet shows a teacher working through a Do Talk Record lesson with her children. Explain that you are going to consider the kinds of language that is being used at each stage with the participants. Read the following to the participants:

   'The teacher’s focus here is to discuss how birds fly with the children. She wants them to watch the movement of the birds and to think about how flying is possible. She does not want to develop a complicated explanation but to develop the children’s observation and thinking or wondering skills.’

4. Look at the first row of pictures, the Doing. Ask the participants to talk about the first two pictures in pairs, discuss what the teacher and children are doing. What are the roles for each?

5. Ask the participants to write onto the sheet, what the teacher and children might be saying. Remind participants to **look back at the session on looking and talking**. In that session, we discussed the kinds of questions that help children to focus on what the teachers wants, as well as prompt them for longer answers.

   Invite participants to share their responses with the whole group.
6. Ask the participants to think about the kinds of talking and writing that might go on after the observations.
   • Will it be retelling how the birds took off from the tree? *First they put their wings out....*
   • Will it be describing their flying? *The wings were stretched out...*
   • How might the children respond?
   • What kinds of questions will encourage the children to think carefully about what they see?
   • What might the teacher say next?

   Invite participants to complete the TALK and RECORD stages and share their responses with the whole group.

7. Point out to participants that it is difficult to know how children will respond in teaching and learning situations. Teachers need to be listening to and acting from children’s responses during the teaching. However, part of the task of the teacher is to plan for language learning outcomes. A Do Talk Record approach to language lessons enables the teacher to do this.

8. Ask the participants to get into pairs and make a list of activities such as observing birds which could be used for Do Talk Record lessons. Join with another pair and share lists.
PASTEP: Jones & Pickford 2000
Sessions 5.3 & 5.4

Do Talk Record: Making a Storyboard (1)

A. Modelling the task

B. Construction of a storyboard
Do Talk Record: Making a Storyboard (1)

The purpose of these sessions is to:
• Make a storyboard

Materials required:
• Participants’ workbooks
• An example of a storyboard
• Cardboard, glue, bush materials, coloured paper, marker pens, scissors, paint, rope or thread for handle

Preparation:
• Ensure that participants have all the materials they need
• Organise the participants into groups of 4-5, distribute materials to the groups

Making a storyboard

1. Outline the purpose of these sessions.
   Explain the purpose of these sessions as outlined above.

2. Explain to the participants that they will be participating in a Do Talk Record sequence of activities in the next 2 sessions. First they will do an activity which requires them to make storyboards, then they will talk about their storyboards and finally record or write about the storyboards.

   Show the participants the example of the storyboard, reminding them of the usefulness of storyboards as a strategy for language teaching. Talk about your storyboard and identify parts of it for the participants.

   Ask the participants some of the questions you might ask if you were using the storyboard in the classroom. Remind the participants of the session in which the storyboard was used to encourage oral language (session 3.1). Remember to include questions which go beyond labelling.

   Talk about how you made your storyboard, the materials you used, how you achieve the different stories on the board.
3. Ask the participants to read the section in their workbooks titled, *Storyboards*.

**Storyboards**

A storyboard is an example of a community text. It can be used for many different language activities. A storyboard shows a lot of detail about community life. It has many ‘stories’ because it contains small events, and different places, people and animals. Teachers can use storyboards for talking, reading and writing about familiar and meaningful aspects of children’s lives.

Storyboards for classroom use can be made by the teacher or by the children. The process is as follows:

- Talk about the community, identify people, places, transport, tools activities, events.
- Choose a strong piece of cardboard for a base and a piece for the figures.
- Plan the layout of the storyboard by talking, drawing on a sheet of scrap paper.
- Draw and colour figures of people, animals, places, activities etc.
- Paste the figures onto the heavy cardboard.
- Cut out the figures.
- Cut the cardboard base into the shape of a storyboard.
- Glue the figures onto the cardboard base.
- Add details with markers or paint.
- Add the handle.
4. Ask the participants to make their storyboards following the instructions in their Workbooks. Remind them that the early talking and planning stages are important for stimulating ideas. Allow sufficient time for participants to make their boards. Encourage participants to think of ways for showing different stories. Provide support, resources and assistance where necessary.
Session 6.1

Do Talk Record: Making a Storyboard (2)

A. Talking about storyboards

B. Recording information about storyboards
Do Talk Record: Making a Storyboard (2)

The purpose of this session is to
• Talk about the storyboard
• Write about the storyboard using a text type eg narrative, description, label or comment

Materials required:
• Storyboards
• Paper for drafting
• Paper for publishing

Preparation:
• Check participants have all the materials they require
• Organise the participants into new groups of 4/5, try to ensure that participants are in different groupings from the last session. Appoint a leader to ensure that discussion goes smoothly.

A. Talking about the storyboards

1. Ask the participants to present their storyboards to the other members of their groups. This is the Talk stage of the Do Talk Record sequence. They should talk about at least 3 different parts of their storyboards. The talk should be more than labelling, they should describe and explain the scenes. Encourage other members of the group to ask questions of the presenters.

2. Ask the participants to consider how they would organise making, and talking about, storyboards in the lower primary classroom. Answers might include: Children make a group storyboard. Children use vernacular to plan and make storyboard. Vernacular is used to explain and describe boards but teacher encourages labelling in English. Each child in a group says 1 thing about the storyboard. The teacher chooses one storyboard each day for a period and uses it for whole class discussion.

B. Writing about storyboards

1. Explain to the participants that now they are at the Record stage of Do Talk Record. Now they are going to write about their storyboards. They should choose either a narrative/story, a description or a label/comment text. Remind participants of these different text types and their structure by referring to sessions 1.4, 2.1 and 2.2.
2. Remind participants of the writing process.
   - Choose the text type
   - Write a draft
   - Read it and make changes
   - Show it to someone else and make changes
   - Check spelling and punctuation
   - Publish the final copy

Distribute paper for draft copies and for final copies. Allow sufficient time for participants to complete the text. Move around assisting as necessary.

3. Invite the participants to share their texts with the whole group. This can be done orally if the group size permits or the texts and storyboards can be displayed around the room.
Session 6.2

Assessing children’s literacy learning

A. Ways of assessing children’s language and literacy learning in Grade 3

B. A transition to English continuum

C. A beginning language and literacy checklist
Assessing children’s literacy learning

The purpose of this session is to

• Examine and discuss ways of assessing children’s language and literacy learning in Grade 3
• Discuss a Transition to English continuum
• Develop a beginning language and literacy checklist

Materials required:

• Participant’s Workbook
• Bridging to English in the Lower Primary
• Elementary scope and sequence (extract)
• Lower Primary Language Syllabus
• Lower Primary Language Resource Book

Preparation:

• Check that all participants have required materials
• Organise participants into groups of 4-5 with a leader, recorder and reporter.

1. Explain the purpose of the session. Outline the purpose of the session as stated above

2. Ask the participants to read and discuss the following suggestions about assessing children’s language and literacy learning.

A. Ways to monitor and assess children’s language and literacy learning

In lower primary there will be times

• when teachers use the children’s vernacular as the language of instruction;
• transition times when vernacular is used to introduce and explain English; and
• times when only English is used.

The choice of the language to use at a particular time, and how it is used, is the teacher’s. The teacher makes this decision after consulting the syllabus and its objectives and after making an evaluation of children’s needs.

PASTEP: Jones & Pickford 2000
It is wise to assume that children coming into Grade 3 will have had different preparations in elementary school. While most children will have basic literacy skills in the vernacular, and an introduction to speaking in English, there will be some who do not read and write well in their vernacular, and may not be able to speak in English.

It is important for teachers to assess the progress children have made in learning to read and write in vernacular. It is also important to assess children’s oral and written understanding of simple English.

Assessment involves giving children simple activities and observing their responses. What is learned from these observations should be linked to the teaching program.

**Monitoring children’s activity**

Much of what a teacher learns about a child’s English literacy development will be based on observation and monitoring.

Observation and monitoring means

- watching what children do
- listening to children talk
- collecting and evaluating samples of children’s drawing and writing
- observing and listening to children while they read charts, labels, shared books and readers

**Watching what children do**

Teachers can watch children as they participate in whole class, small group, pair and individual activities in the different subject areas. When watching children, teachers can look for:

- *Which language/s do children choose to use?*
- *In which situations do children choose to use different languages?*
- *Are the children confident with the topic and activities?*
- *Do they understand classroom instructions and routines?*
- *Do they interact well with each other?*
- *What kinds of strategies do they use to complete a task eg do they look at wall charts to help spell words, or do they repeat new words to themselves?*

3. Have participants read the following Case Study and answer the questions in their groups.

**Case Study**

*This case is from a lower primary teacher’s journal. The children had written the first drafts of their stories several days previously. Now the teacher has returned the drafts and the children are editing and publishing their final copies. The teacher is moving around assisting individual children and asking others to read their stories to her.*

I handed back their papers and asked them to read their stories to me. Elijah read his story but when it was Dana’s turn, she was confused. She couldn’t say a word. Perhaps she forgot everything over the holiday. I told her to listen while I read her the story. When I finished, I asked her to read the story back to me. Her story had two
sentences. She read the first sentence but couldn’t read the second one, so I asked her ‘What did the two children see in the bush’? ‘Tupela lukim wanpela baby karai istap long diwai’, she answered. Since her answer was in pidgin, I translated it to English. I said ‘They saw a baby crying in the tree’. Then I asked her to repeat after me and then I told her that what she had just said was the next sentence. I asked her to read the story again and this time she read it correctly. When I later went back to Dana and found out that she had finished copying her story which I had written on a piece of paper. Elijah was busy reading his story over again and putting fullstops where necessary. His story was long and interesting but there weren’t many fullstops. His story was a continuous one.

Questions:

1. The teacher has focussed on Elijah and Dana. Can you see where she has made observations as a result of watching the children? Underline these observations.

2. How is the teacher able to help Dana because of her observations?

4. Invite each small group to share their discussions with the whole group.

5. Ask the participants to look at following activity. The children are making a storyboard of community life in groups. What might the teacher look for here in order to assess children’s language and literacy development?
6. Invite participants to discuss their responses with the whole group. Responses might include:
   - *Which language does the child use?*
   - *Does she or he share resources with others?*
   - *Does the child work alone on a part of the board?*
   - *Does she or he try and discuss ideas with other children?*

7. Ask the participants to read the section entitled *Listening to Children Talk* in their workbooks.

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*Listening to Children Talk*

It is important to provide opportunities for children to talk about what they have done, what they are doing, as well as while they are doing things. Providing activities that encourage children to talk in English, like labelling a picture or performing different actions, creates opportunities for teachers to monitor what children say and how they say it.

In the early stages, children’s use of English will be limited to a few words and phrases. Rather than trying to listen to every child at any one time, teachers will find it easier to choose a group of children to monitor each week and record some responses. For example, a group of children might be asked to describe a picture, the teacher can listen and note down a sample of each child’s speech. Children’s talk can be assessed when they answer questions, or when they tell or retell a story, or explain a picture or describe an action in their own words. In the following picture, these children in late grade 3 have been asked to tell each other in English what they did on the weekend.

This teacher could use a grid like the one below to record and collect her observations of the children in later grade 3 or Grade 4, talking to each other about what they did on the weekend, in English.

<table>
<thead>
<tr>
<th>Children</th>
<th>Recounts personal events</th>
<th>Repeats or restates words not understood by listener</th>
<th>Uses patterns such as ‘On Saturday…’, ‘Last night…’</th>
<th>Speaks clearly and confidently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kalal</td>
<td>☺</td>
<td>☻</td>
<td>☻</td>
<td>☻</td>
</tr>
<tr>
<td>Nava</td>
<td>☺</td>
<td>☻</td>
<td>☻</td>
<td>☻</td>
</tr>
<tr>
<td>Lucy</td>
<td>☺</td>
<td>☻</td>
<td>☻ uses ‘and’ repeatedly</td>
<td>☻</td>
</tr>
<tr>
<td>Forova</td>
<td>☻ names and actions only not yet able to link ideas</td>
<td>☻ repeats words for listener</td>
<td>☻ uses ‘and then’ as learned pattern</td>
<td>☻</td>
</tr>
</tbody>
</table>
Evaluating samples of children’s writing
Children will need to be given the opportunity to do different kinds of writing in English. Most children will begin by labelling objects, people and places. They will also do a lot of copying from the board. They will copy the date, teacher’s notes and spelling words. Copying is a language transition strategy that gives children practice in using English words and sentences modelled by the teacher. It is important that children are able to imitate good writing models. It can be accompanied by a translation in vernacular as in this example.

4. Observing and listening to children while they read charts, labels, shared books and readers.
• In reading, children are taught to use pictures as hints or cues to the meaning of sentences. Teachers can observe to see if children look at the pictures when they are unsure of a word or sentence.
• When trying to decode a new word, children would have been taught to ‘sound out’ the word by saying its letter sounds. Teachers can observe to see if children are using this strategy to help them decode new words.
• Children using the strategy of self-correcting their mistakes is another strategy that teachers should monitor. Where children are not able to identify or self correct mistakes they will need to be taught the word or phrase again.
• Teachers should also monitor how often children seek assistance either from the teacher or form other children. Asking for help is an important strategy that children should learn.
• All of these strategies will need to be taught to children and monitored by teachers, they do not happen by themselves. The last two strategies, self-correcting and seeking assistance may be difficult for some children to adopt.
B. Reviewing the Transition to English Continuum

1. Read the following with the participants.

To assist with the ongoing evaluation of children’s English language and literacy learning a Transition to English Continuum has been provided. The continuum is divided into four stages:
- From Elementary
- Early Grade 3
- Later Grade 3, and
- Early Grade 4.

This continuum helps teachers identify what children can do when they enter Grade 3. It also outlines what most children should be expected to do by the end of Grade 3. The continuum is a guide only. Not all children will know and be doing the same things at the same time. Individual children may be at a different points of language learning from those outlined in each stage. For example, a child may demonstrate ‘later Grade 3’ oral ability and ‘early Grade 3’ reading ability. The important thing is to work as close as possible to the point where children are at in the different areas of literacy learning.
2. Direct participants to the continuum, invite them to make any comments then ask them to read the section titled, *Developing a Beginning English Literacy Checklist*, in their Workbooks.

## C. Developing a Beginning English Literacy Checklist

Developing a Beginning English Literacy Checklist

This continuum can be used as a checklist to help teachers identify what children can do when they enter Grade 3. Further assistance with developing checklists is available in the Lower Primary Language Syllabus and the Lower Primary Language Resource Book and by referring to the Elementary Scope and Sequence.

1. Invite participants in their groups, to compare the continuum with the relevant sections of the Lower Primary Language Syllabus, Bridging to English booklet, Language Resource Book, and by referring to the Elementary Scope and Sequence extract in session 1.1.

2. Ask participants to consider if any other focuses should be included in a checklist. Note these down.

3. Discuss ways of recording and storing assessment information, for example, checklists, samples of children’s writing, and notebooks. These may be kept in individual folders for each child. The folders may then be used for making judgements about children’s learning, for reporting to parents, for making decisions about the classroom program.

4. Remind participants of the ‘Community Texts’ program from session 2.3.
   In their groups, ask the participants to
   - identify 3 simple activities from this unit which might be used to check children’s oral, reading and writing development in English
   - discuss how the information might be collected and recorded (eg checklists, notes, samples of writing)
   - identify ways of storing that information (record books, folders, portfolios)

5. Invite each group to share their discussions.
## Beginning transition to English continuum/checklist (draft from Language Resource Book; Bilingual Education and Bridging, etc)

<table>
<thead>
<tr>
<th>From Elementary</th>
<th>Early grade 3</th>
<th>Later grade 3</th>
<th>Early grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oral language</strong></td>
<td><strong>Communicates in spoken English in classroom routines and highly structured situations</strong></td>
<td><strong>Communicates in spoken English in controlled classroom situations</strong></td>
<td><strong>Communicates in spoken English in a wider range of classroom situations</strong></td>
</tr>
<tr>
<td>Retells stories with some detail</td>
<td>Uses one word labels usually nouns or verbs connected with classroom themes, topics</td>
<td>Listens to short stories using known content</td>
<td>Tells a short story based on personal experience</td>
</tr>
<tr>
<td>Recounts events in sequence</td>
<td>Uses well-practised ‘chunks’ of language eg chants, repetitive structures from big books</td>
<td>Follows instructions</td>
<td>Understands simple teacher explanations when supported by pictures, familiar vocabulary</td>
</tr>
<tr>
<td>Talks and listens in whole class and small group activities</td>
<td>May respond in vernacular</td>
<td>Retells a short story about known topic</td>
<td>Talks with other children in group activities related the theme/topic</td>
</tr>
<tr>
<td>Participates in classroom routines</td>
<td>May choose to participate non-verbally in English activities, that is to watch, listen and do rather than say</td>
<td>Speaks with acceptable pronunciation of English sounds and speech patterns</td>
<td>Uses English with varying degrees of grammatical accuracy</td>
</tr>
<tr>
<td>Communicates in English in some classroom routines</td>
<td>Begins to recognise differences in sounds between English and vernacular</td>
<td>Talks about familiar things in English after talking about them in vernacular</td>
<td>Extends understandings of differences between vernacular and English eg ways of telling stories, word meanings, dialects of vernacular</td>
</tr>
<tr>
<td>Joins in rhymes and songs</td>
<td>Takes risks in saying new English words</td>
<td>Becoming aware of separate uses for vernacular and English</td>
<td>Communicates in vernacular in a variety of classroom situations demanding more detail and problem solving.</td>
</tr>
<tr>
<td>Follows simple instructions.</td>
<td>Uses letter-sound knowledge of vernacular to attempt pronunciation of new English words</td>
<td>Recalls and says words with a given letter in the beginning, middle and end positions in words</td>
<td></td>
</tr>
<tr>
<td>Distinguishes spoken English from vernacular</td>
<td>Practises English by copying, repeating, memorising</td>
<td>Communicates in vernacular in classroom activities such as discussions, role plays about familiar ideas and information.</td>
<td></td>
</tr>
<tr>
<td>Knows the letters of the English alphabet and most of their sounds</td>
<td>Continues to use vernacular to communicate in most classroom and playground activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Reads familiar texts in vernacular confidently, using pictures and words as clues</strong></td>
<td><strong>Reads new to reading in English</strong></td>
<td><strong>Reads comprehends short familiar texts in English with contextual support</strong></td>
</tr>
<tr>
<td>Joins in shared reading</td>
<td>Joins in shared reading</td>
<td>Begins to recognise familiar words and short word clusters from memory</td>
<td><strong>Selects and reads story and factual genres on familiar topics</strong></td>
</tr>
<tr>
<td>Takes part in ‘silent’ reading activities</td>
<td>Makes predictions in vernacular and begins to understand English in shared reading</td>
<td>Reads short known stories and factual texts</td>
<td>Reads own stories to teacher and other children</td>
</tr>
<tr>
<td>Knows how to hold books, turn pages, looks carefully at pictures</td>
<td>Can ‘read’ familiar English texts from memory and using picture cues</td>
<td>Shows comprehension (eg of characters and events) through drawing, story maps, sequencing pictures using limited English</td>
<td>Reads and retells events from short familiar texts</td>
</tr>
<tr>
<td>Works out meanings of words in context</td>
<td>Can recognise words and short word clusters on well known topics in English eg on wall charts, word lists, in big books.</td>
<td>Reads familiar stories in vernacular and English (diglot)</td>
<td>Names the main idea in a short text</td>
</tr>
<tr>
<td>Reads new words by ‘sounding out’</td>
<td>Knows English alphabet letter-sound relationships</td>
<td>Beginning to understand meanings of words such as the, and, is.</td>
<td>Compares characters and events in simple stories</td>
</tr>
<tr>
<td>Names the characters and events</td>
<td></td>
<td>Reorders jumbled sentences</td>
<td>Begins to use a range of reading skills ie prediction, decoding, sight</td>
</tr>
</tbody>
</table>

**Note:** The checklist is a draft from Language Resource Book; Bilingual Education and Bridging, etc.
Session 6.2

<table>
<thead>
<tr>
<th>in a story</th>
<th>uses nouns (particularly) and verbs to understand pictures and writing.</th>
<th>Uses some phonic skills to decode (initial sounds, blends)</th>
<th>Uses some phonic skills to decode (initial sounds, blends)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognises own name or part of it in print</td>
<td>Reads quietly for pleasure</td>
<td>Reads some English sound patterns eg –ing in reading, writing, -st in station, stop</td>
<td>Reads some English sound patterns eg –ing in reading, writing, -st in station, stop</td>
</tr>
<tr>
<td>Beginning to develop reading skills in English</td>
<td>Participates in reading English translations of known vernacular texts</td>
<td>Uses dictionaries, word charts to work out meanings of new words</td>
<td>Uses dictionaries, word charts to work out meanings of new words</td>
</tr>
<tr>
<td>Reads community texts eg Milo, OMO</td>
<td>Continues to read texts in vernacular for different purposes.</td>
<td>Reads to another child</td>
<td>Reads to another child</td>
</tr>
<tr>
<td>Particpates in reading English translations of known vernacular texts</td>
<td></td>
<td>Reads a range of story and information texts in vernacular containing some unfamiliar ideas.</td>
<td>Reads a range of story and information texts in vernacular containing some unfamiliar ideas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Writing**

- **Writes short texts in TP about familiar topics, beginning to see different purposes for writing**
  - Writes stories about personal experiences and observations
  - Writes recounts, instructions
  - Rewrites village stories in own words
  - Checks and makes corrections to own writing
  - Uses basic punctuation marks eg full stops, capital letters, question marks.

- **Writes simple English messages for classroom purposes**
  - May write texts which contain vernacular and English words
  - Understands writing conventions such as direction, page layout, word spacing
  - Copies sentences, captions, short texts
  - Writes labels for pictures
  - May choose to use vernacular
  - Writes words using letters of key sounds heard eg pg for pig
  - Uses vernacular to help spell English words
  - Writes neatly

- **Writes short English texts**
  - Takes part in negotiated writing eg writing wall stories, big books
  - Writes short texts that show simple structure eg beginning middle end, steps
  - Uses basic punctuation marks eg full stops, capital letters, question marks.
  - Writes texts closely related to spoken English
  - Uses known English patterns in writing eg Last night... , in the house
  - Uses wall charts and word lists to assist spelling
  - Uses invented spelling
  - Spells words on basis of English pronunciation
  - Uses English to vernacular dictionary
  - Checks own work

- **Eats independently and creatively in vernacular in a range of forms at an acceptable level of accuracy.**

Further assistance with developing checklists is available in the Lower Primary Language Syllabus and the Lower Primary Language Resource Book

PASTEP: Jones & Pickford 2000
Session 6.3 & 6.4

Organising the Classroom

A. Planning the physical environment for whole language

B. Organising time for whole language sessions

C. Grouping children for whole language sessions
Organising the classroom

The purpose of this session is to:
• Plan the physical environment for whole language
• Organise the time for whole language lessons
• Group children for whole language lessons

Materials required:
• Participants workbooks
• The Lower Primary Language Syllabus
• The Lower Primary Resource Book

Preparation:
• Check participants have all the materials required
• Organise participants into groups of 4-5, appoint a leader, a presenter, a recorder

A. Planning the physical environment for whole language

1. Outline the purposes of the session.
   Explain the purposes of the session as outlined above.

2. Ask the participants to study the two classroom plans in the section in their Workbooks titled, *Supporting young language learners*. Ask them to make a list of the ways in which these classrooms help children’s development in language (vernacular and English). Remind the participants of the important principles of whole language classrooms (immersion and child-centered).

3. Assist the participants to identify the following:
   • A lot of printed language in the classroom
   • Bilingual language charts
   • Labelling of objects
   • Pictorial support for written language
   • Displays of children’s work
   • Theme or topic work
   • Spaces for group work
   • Materials organised for group work
   • Easily accessible material
   • Big books and stand for shared reading
4. Ask the participants to use the blank classroom diagram to draw in how they might organise their own classrooms for language learning.

5. Ask the participants to share and discuss their plans with others in their group.

6. Invite the presenters of each group to report on discussions.

**B. Organising time for whole language sessions**

1. Explain that whole language classrooms need to have well organised routines, as well as places to store materials. Weekly timetabling and the daily language lessons are important aspects of organisation in the Lower Primary years. Ask the participants to read the information on timetabling in the Lower Primary Language Syllabus and the Language Resource Book for Lower Primary.

2. Ask the participants to read the sample timetable in their workbooks and compare it with their current timetables.

3. Ask the participants to read the information in their Workbooks titled,
Planning the literacy session

The daily literacy session is usually between 90 – 100 minutes long. During that time teachers should plan to include:

- introductory or warm up activities eg print walk, chants, rhymes, picture talk, new stories
- shared or modelled reading
- literacy activities eg vocabulary, spelling, phonics, sentence making
- guided reading
- joint construction or negotiation of texts
- individual reading
- individual writing
- concluding activities eg teacher reading, children reading

Some learning experiences will be planned in vernacular, others in English, in some lessons, both vernacular and English will be used. The amount of time spent on each activity and language will be determined by the needs of the children and will vary from day to day.

Not all of the activities listed above will be included in every session. For example, a teacher may choose to jointly construct a text with the children one day, and leave independent writing until the next.

Sometimes activities will happen at once, for example, the teacher may be working with a guided reading group while others are completing literacy activities.

The literacy session should be introduced carefully, with new activities explained and practised. The children need to become familiar with the routine and what is expected of them.

- Look at the examples of literacy lessons from a unit ‘Comparing elementary and grade 3 classes’.
- Identify the activities that the teacher has planned the session. The idea of the literacy activities is that the children complete them over 2 days, during this literacy session the children would complete two of the four activities. The teacher begins the session with a warm up activity using the phonics charts. She would usually finish with a short activity such as inviting children to share work, reviewing the morning’s work or perhaps reading a story.
4. Ask the participants to discuss the following questions in their groups:

   What are the issues about timetabling in their lower primary classes currently?
   Do the participants need to make changes in their timetabling?
   If so, what changes will they make?

C. Grouping children to support language learning

1. Ask participants to write down the advantages and disadvantages of group work in their situations

2. Ask participants to identify situations where different kinds of groups could be used.
3. Ask the participants to read and discuss the section in their Workbooks, titled, *Some Advantages of Group Work.*

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**Some advantages of group work**

Working in groups:
- allows children to interact with a smaller number of people and to act independently of the teacher.
- helps children to learn to cooperate with different children.
- increases children’s opportunities to participate in the lesson.
- allows teachers to give children work at the level they need.

**Some situations where different kinds of groups could be used**

Teachers may organise
- ‘similar ability’ pairs or groups when a number of children have a similar learning need.
- ‘mixed ability’ pairs or groups when children with different knowledge or skills are required to share that knowledge or skills with each others.
- interest groups where there is a choice of activities, so that children can do the activity they are interested in.
- vernacular groups for lessons conducted in the vernacular where there is more than one vernacular in a class. Children’s learning and social identity is strengthened when they work with others who speak the same language.

**Some ways to overcome disadvantages**

- Group learning activities should be structured to promote cooperation. Cooperative learning occurs when children work together to achieve group goals.
- To promote cooperative learning, it is important that tasks are shared and rotated so that all children have an opportunity to experience different roles and tasks.
- Group leader: a child responsible for gathering materials, keeping the group on task and getting agreement from group members.
- Group reporter: a child responsible for reporting to the class what the group has decided.
- Group recorder: a child responsible to write down what the group decides.
- Group work needs to be supervised and monitored by the teacher. Some children work individually despite being in groups and competition may exist in some groups.
- Some studies have shown that there are **gender differences** in communication styles in the classroom. In general, boys tend to respond to questions more confidently, aggressively, and quickly, regardless of the quality of their responses; they tend to speak more freely and spontaneously in class, formulating their answers as they speak. Girls, on the other hand, tend to wait longer to respond to a question in class, choosing their words carefully, reflecting on the question and constructing an answer before they speak.
- Some studies have also shown that girls tend to be interrupted more frequently than boys; when this happens, they get the message that their contributions are not as valuable, and they may hesitate to join discussions in the future.
- Some studies have shown that male teachers tend to call on boys more frequently than they call on girls, and that they react more positively to the responses of boys.
4. Have participants discuss these observations and compare them with experiences in their own classes. Ask them to record ways they can support equality of participation in their class.

(When discussions are concluded add the following suggestions)

Suggestions

- To encourage class participation teachers can try waiting before choosing someone to answer a question. By waiting two or three seconds it is possible to encourage more children to participate in questions and answers.

- Having children discuss a question with their neighbour for a few minutes before the teacher asks for responses, gives children time to think through their ideas more clearly.

- Self monitoring who is being called upon so that opportunities for participation are shared evenly between boys and girls, or children from different vernacular or community backgrounds.

- If possible, rearrange the classroom seating. Set up desks in a U-shape or, for smaller classes, seat children around tables. This can help children better develop personal and cooperative working relations with each other.