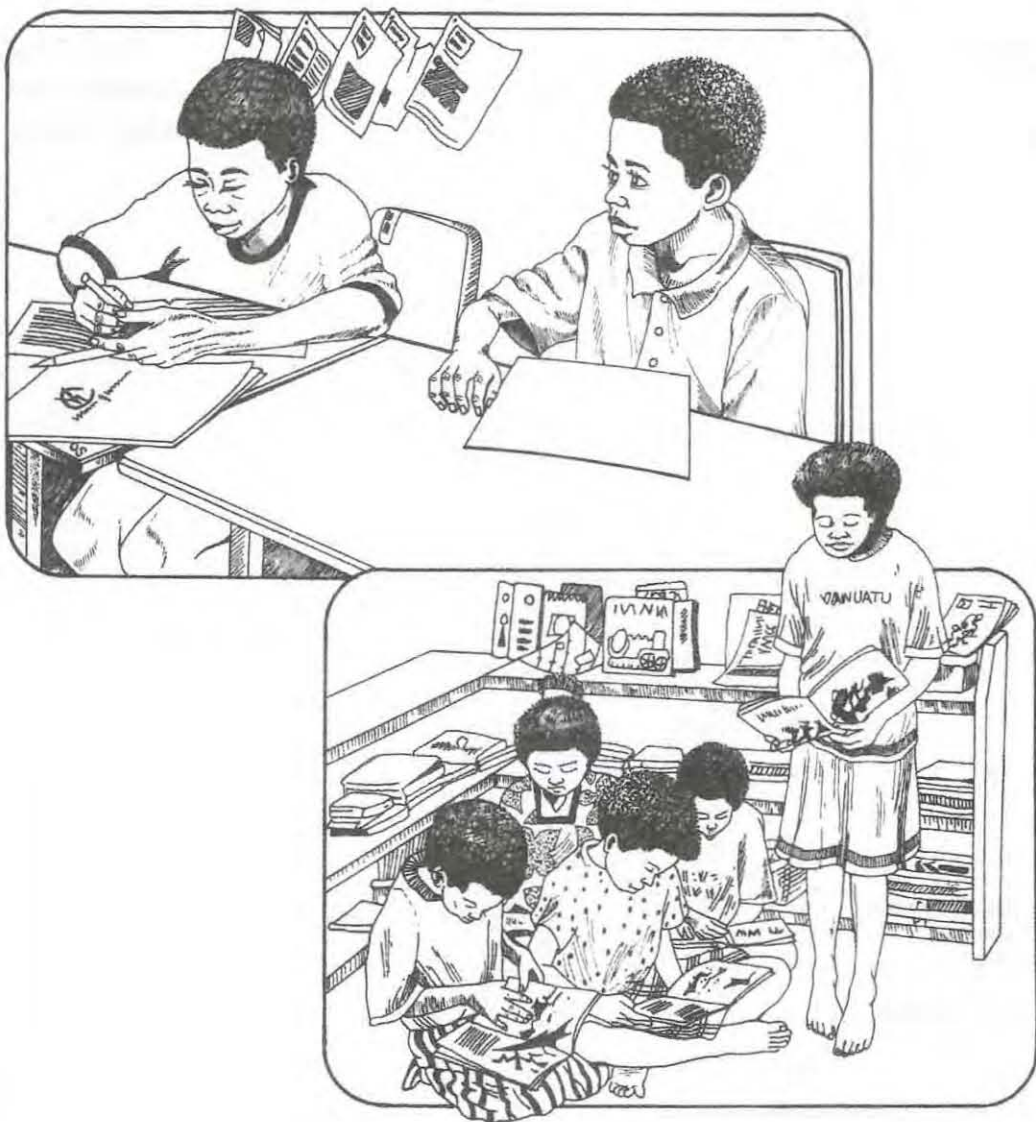


ENGLISH LANGUAGE

YEAR 1

TEACHER'S GUIDE



Department of Education
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Teacher's Guide
Revised edition

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FOREWORD

I am pleased to introduce the *Pupil's Book* and *Teacher's Guide* for Year 1 of the primary English curriculum in Vanuatu.

The units of work in this book provide children with opportunities to use English for communication and school learning. The units include experiences in reading, writing and talking in the context of what families do in their everyday lives. The units also draw on the interests of girls and boys of this age.

The aim of the *Teacher's Guide* is to help you prepare units of work that integrate listening, speaking, reading, writing and learning. It will help you to think about important goals of the language curriculum, as well as the opportunities that children will need to achieve the goals successfully.

The *Teacher's Guide* will also help you to expand your range of teaching techniques. Furthermore, it will encourage you to think about the best conditions for developing literacy.

We hope that you find the *Teacher's Guide* useful. We also hope that the children will enjoy the *Pupil's Book*.

Acknowledgements

We are especially grateful to the New Zealand Education Assistance Programme in Vanuatu which is supporting the development of the primary English curriculum for Years 1-6 of basic education in Anglophone schools. In particular, we would like to acknowledge the role that the Programme has played in funding the illustrations for the Year 1 *Teacher's Guide* and *Pupil's Book*, in meeting printing, distribution and dissemination costs, and in providing consultancy opportunities in both Vanuatu and New Zealand.

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PART ONE

ENGLISH CURRICULUM FOR YEAR 1

INTRODUCTION

Welcome to the *Teacher's Guide* for the Year 1 English Language Programme. The programme has 15 units of work, five units for each term. Each unit has a number of activities for the children to do. A unit will take at least two or three weeks to finish.

Each unit in the *Pupil's Book* begins with experiences with the topic. Listening, speaking, reading and writing are practised together, as children explore the topics and enjoy the Vanua stories. Learning to say the alphabet, to recognize and print the letters, and to spell common words are also part of the language programme. Activities such as imaginative play, drama, music, and art and craft will help children enjoy the creative use of language.

The *Teacher's Guide* is organized in three parts. In the first part, we look at the different kinds of activities that are in each unit of work. In the second part of the *Guide*, we give you some background information on each unit, and some additional suggestions for activities and resources. In the last section, we summarize the objectives, grammar items and new vocabulary that are used in the *Pupil's Book*.

INFORMATION ABOUT THE UNITS

The suggestions for each unit of work in Part Two of the *Teacher's Guide* are organized under a number of headings. The first two subheadings provide the teacher with background information about the theme and with a list of objectives for the unit.

Background

The reasons for choosing the theme are briefly explained. Important aspects of the topic are also mentioned.

Objectives

The things we want children to be able to do in the unit are listed next. The list includes experiences we would like children to have, the language that should be acquired, and the activities or tasks that children should complete.

The objectives are most important for two reasons:

- a The objectives are a checklist of things that should be done during the time spent on the unit.
- b The objectives provide information about what to assess. They tell us the things that children should be able to do by the end of the unit.

Language focus

The next four subheadings summarize the language focus for the unit. The notes are for the teacher's information. They give additional details about the language objectives for the unit.

Vocabulary

The words that are likely to be used during the unit are listed for the teacher. The words are grouped according to the major activities in the unit. In general, children should be acquiring five new words a day (20 words a week at least).

Sound focus

Each unit chooses three sounds that children should practise and link to the letters of the alphabet. Some of the new vocabulary in the unit will make use of the sounds. In addition, the handwriting exercises can practise words that begin with the particular sounds for the unit.

Functional focus

Language is used to get jobs done. Therefore it is important to give children real jobs to do through their talk, their reading and their writing. Each unit highlights some of the uses to which language is put and provides opportunities for children to carry out jobs with a friend, in small groups, and with the teacher, or at home and in the wider community.

Structural focus

Every unit has grammatical constructions that will occur naturally during language activities. Children will need to hear each construction many times before they begin to use it for themselves. The constructions should appear in the text of stories that are made into enlarged books. The constructions should also be used in language and literacy activities where this is appropriate.

Strands of work

The next five subheadings deal with the various strands of work in each unit of the *Pupil's Book*.

Experiences

Every child must have first-hand experiences with the theme. The children's own memories are an important starting point. So, too, are visits to places, visitors to the classroom, displays and pictures.

Listening and speaking

Listening and speaking activities should be done in different kinds of settings - in the classroom, on experience visits, with the teacher, with a friend or in small groups. Children should be encouraged to describe what they are seeing, doing, feeling, thinking or planning to do. Children should be encouraged to ask questions and seek clarification. They should also be helped to say more and to continue a conversation over several turns. Whenever possible, listening and speaking should be linked to reading, writing, and the production of work that can be displayed, reported on, or used by others.

Reading and writing

Children's progress in reading and writing will require the following activities:

1 Language experience stories

The teacher builds up texts from the things that the children are saying about their experiences at school and at home. These texts may be labels and captions associated with pictures, stories recounted by the children, or reports of events. The texts may also be in the form of lists of items, messages, letters or invitations.

2 Shared reading from enlarged books

There must be daily story experiences using enlarged books. These books should be made from the Vanua Readers, the *Ready-to-Read* series, or from other sources of children's literature. Some enlarged Vanua Readers are available from the Curriculum Development Unit.

3 Poems, rhymes and songs

Children gain experience of the sounds and rhythms of English through poems, rhymes and songs. Some of the examples in the *Teacher's Guide* have been written by teachers and children, using familiar experiences.

4 Class books

Each week, children must have opportunities to make their own books using their experiences with the theme, pictures they have drawn and text that the teacher has helped the children to write. The class books should be placed in the reading corner. Children must have access to these during independent reading.

5 Activities in the *Pupil's Book*

The *Pupil's Book* contains activities where children match words with pictures, write captions to pictures, follow simple instructions, or make a picture map for a story or event. Sometimes there is a puzzle or game to play. Children must not write in the *Pupil's Book* during these activities.

6 Independent reading

At least once a week, children should have the opportunity to select their own book for reading. It may be a familiar Vanua story, a book from the class library, or a book brought from home. It may be one of their own stories, or a story published by another child.

In all, it is important that children have daily opportunities to read aloud to a friend or an adult, and to read silently for personal satisfaction. Each unit in the *Teacher's Guide* gives some titles of books that are suitable for the unit.

Language awareness

Literacy development depends on daily experiences with books. It also depends on children developing knowledge about reading and writing. The next three subheadings deal with this important part of the programme.

1 **Alphabet**

For each unit, the teacher is asked to develop activities that help children learn the letter names of the alphabet, letter-sound correspondences, sight vocabulary, rhyming words, and word attack skills using knowledge of language and context. The *Teacher's Guide* provides examples of the different kinds of activities that should be made and used.

2 **Letter-sounds**

The sounds of English need to be practised regularly and linked to the letters of the alphabet. For the various sounds, children need to:

- ◇ Hear the sounds and distinguish them from other sounds.
- ◇ Make and blend the sounds as they say important words from the unit.
- ◇ Link letters to sounds during reading, and sounds to letters during writing.

The letter-sounds that are similar to the letter-sounds in the local languages can be practised first.

3 **Flash cards**

Key words in the unit should be placed on flashcards so that children can learn to recognize the words automatically. It is best to place the word in a phrase. This way, the children are also learning the grammar words that are tricky to learn because they are difficult to illustrate (e.g. *he, she, here, this, where ...*). Here are three examples of flashcards:



Notice the cards should be able to be grouped in different ways.

4 **Handwriting**

A short time should be set aside each day for practising letter shapes, as well as some of the words that are important in the unit.

Creative activities

The language curriculum also includes creative activities, such as drama, imaginative play, art and craft, music, and games.

1 Drama and imaginative play

Drama is the opportunity for children to develop language in imaginative situations and this is an important experience. Some drama situations should be familiar to the children, others should use imaginary settings.

2 Art and craft

Art and craft activities provide opportunities for children to use English to talk about their work.

3 Music, games and other activities

Singing, games, and other activities using local materials can become part of the unit of work. The *Teacher's Guide* gives some suggestions where these are appropriate.

Assessment

Each unit has suggestions for assessment activities. These include:

- a Talking with children about their work
- b Hearing children read on a regular basis, including reading their own writing
- c Observing how children participate in the activities of the unit.

SPECIAL TOPICS

Vocabulary development

The rapid development of vocabulary is one of the main aims of the primary English curriculum. The development will come through experiences with the activities in the *Pupil's Book*, through the reading programme, and through the wider curriculum.

The new words in each unit are listed in Part Two of the *Teacher's Guide*. Notice that the articles which are frequently used with the words are also given. Verbs are listed in their infinitive form, and adjectives and adverbs are listed with the words that they are frequently found with. For example:

a stick, some taro, a bunch of ripe bananas, to walk quickly

New words need to be used in interesting contexts. Actual experiences are best, then pictures and memories. The new words should be seen in stories, and their use encouraged in the children's writing, and in their talk. Class dictionaries can be made in order to record interesting new words.

Vocabulary activities

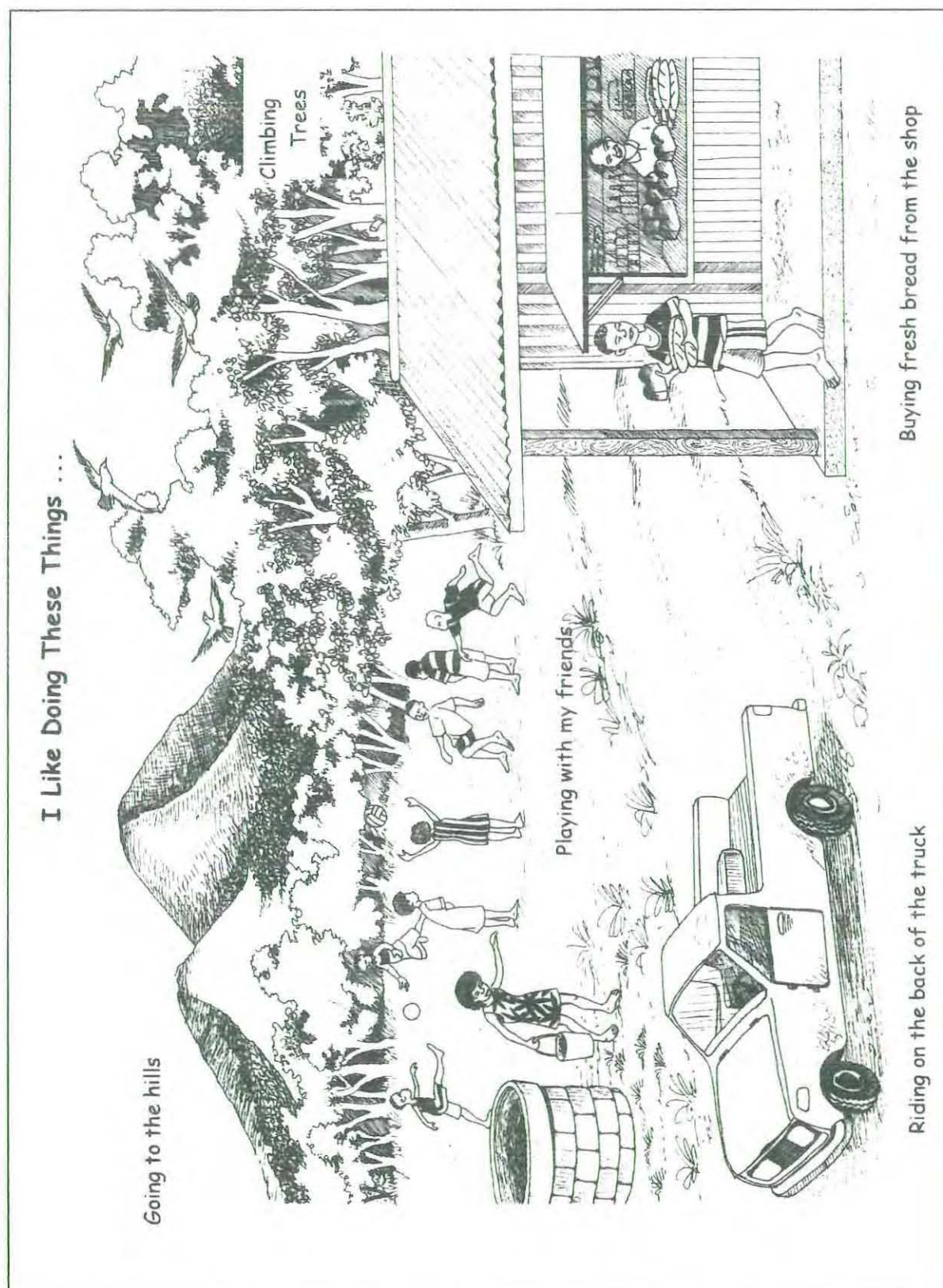
Many activities in the units require children to draw a picture and label interesting things in the picture. Always encourage children to say/write more about the things they are labelling. For example:



Notice that the labels contain the articles and other words that give details about events in the picture. Later, the pictures can be made into a class book.

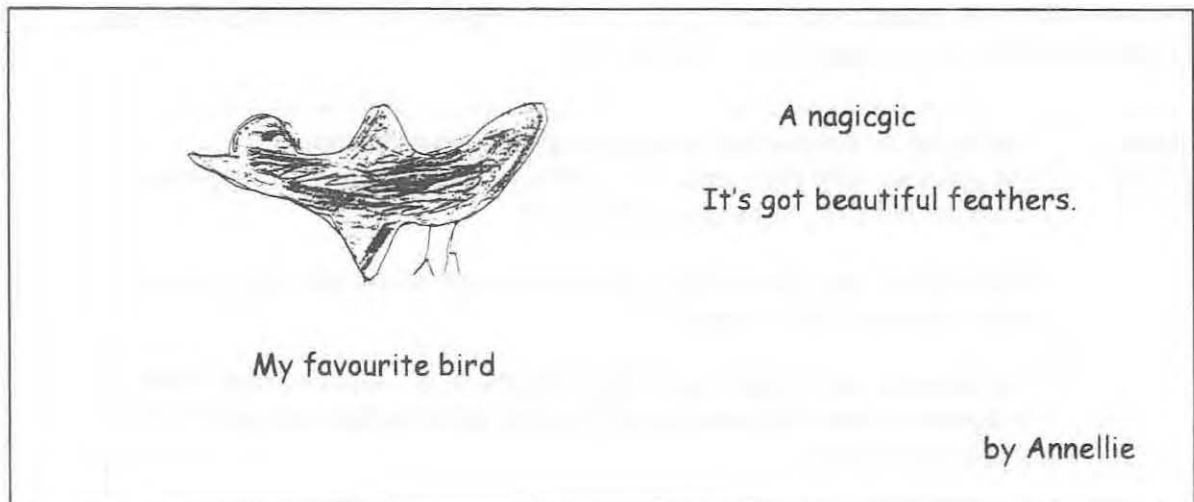
Murals

Most units in the *Pupil's Book* give children the opportunity to make a mural. Every child contributes something to the mural (e.g. a picture of a house, some trees, the animals, or people). The pictures are cut out and pasted on the mural. The teacher writes labels and captions using the children's words. Here is an example:



Language experience stories

A language experience story begins with looking at something, a memory, or talking about the picture that a child has drawn. The teacher listens to the talk and records the child's words. The teacher may also label interesting parts of the child's picture. For example:



Notice:

- ◇ The drawing is usually done by the child.
- ◇ The teacher writes the child's name on the story at first.
- ◇ The child's words are written as a caption by the teacher.
- ◇ The local language may be used in the labelling.
- ◇ An additional comment is added to the label (**It's got beautiful feathers**).

When the story is finished, these things usually happen:

- 1 The child reads the story to the teacher and to friends.
- 2 The child traces over the words, practising the letters and saying the words.
- 3 Sight vocabulary is built up by asking the child to point to particular words (i.e. the word *bird*). Some words can be transferred to flashcards or to letter-sound charts.

My

favourite

bird

- 4 The story is displayed or made into a class book with other stories from the child's group.
- 5 The story is used in the reading programme and read by children during independent reading.

At least two experience stories should be done by children every week.

Shared reading from enlarged books

When we are using an enlarged book, we are putting the enjoyment of the story, the pictures, and related experiences at the centre of the talking. A small group of children will be sitting comfortably on the mat. The teacher will be holding the enlarged book so that everybody can see the pictures and the print clearly.

The story will be read many times during the week. Here are the things that are typically done on the various days.

Monday Day one	<p>The teacher introduces the story by asking children about their experiences with the theme of the story. This is a time for important words in the story to be used and heard.</p> <p>The teacher and the children look at the cover of the book and wonder what the story will be about.</p> <p>The teacher then reads the story to the children. As she reads, she imagines herself in the story, participating in the action, and saying the character's words.</p> <p>After the story is read, children retell parts of the story, using the pictures to remind them of events.</p>
Tuesday Day two	<p>The teacher retells the story again, this time talking about the pictures as she reads. Children are encouraged to join in the repetitive parts of the story. Then children choose parts of the story they like best. These are read again and talked about.</p>
Wednesday Day three	<p>Children recall the story with the teacher. The text is read to verify the children's memory of events. Pictures are discussed and children's experiences are related to details in the story. Important parts of the story are talked about. So, too, is the creation of the book (the cover, the title, the author, the illustrator, the characters ...).</p>
Thursday Day four	<p>The children and the teacher read the story together once more. Children notice and find important words in the story. Children dramatize the story, or create their own stories from pictures they draw and from captions written by the teacher.</p>
Friday Day five	<p>The enlarged book is available for children to look at and read during independent reading.</p> <p>On subsequent days, the story is read again together, at the request of the children.</p>

Notice that children are enjoying the story and are learning about how stories are told and made into books. They may not be reading the story as such, but they are learning how stories are read and thought about by a good reader. Children are also learning that talking about stories can lead to all kinds of interesting thoughts.

Class books

The language experience stories produced by the children need to be published so that they can be read by others in the class. Here are some ideas for publishing the stories.

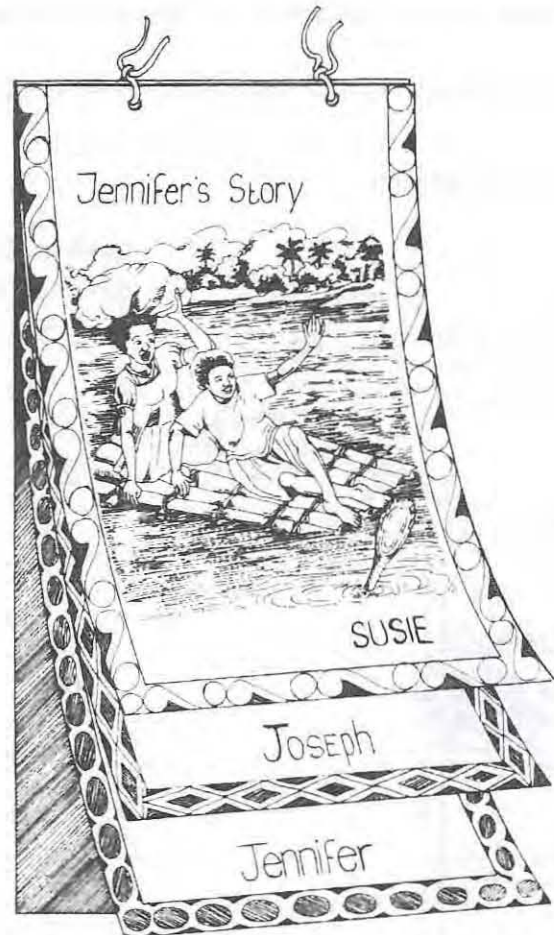
1 Flip books

When you make a flip book the children's stories are pasted on to a piece of card, each story pasted a little lower down than the last one.

Each story has a title, the children's text and a picture. The pages may have a coloured border and the child's name in the corner.

The first page is the cover for the flip book.

In the illustration by the artist, you can see the cover of the flip book, but not the children's texts and pictures. Notice how each page is pasted a bit lower on the back card.



2 Hanging stories

Each child's story is pasted on a piece of coloured card and joined with strings to the next card. When you display a hanging book, check that children can lower and raise the story so that the print is always at their eye level as they are reading.

3 A concertina book

Each child's story is pasted on to a long strip of paper or card that can be folded into a concertina shape.

It is important that the class books be placed in the reading corner where they can be read by other children as part of the reading programme.

Alphabet activities

Children must gradually learn the alphabet during Year 1. Begin with alphabet songs and alphabet charts. Children need to know both the letter names and the usual sounds associated with the consonants and vowels. They must also recognize upper case letters used in personal names and at the beginning of sentences.

Think of creative ways to help children distinguish letters, as in the example below.

Look at the letters

Look at each list of letters.
Start at the top. Go down to the bottom.
Point to the odd letter out.

a	c	d	e
m	c	d	e
a	c	d	e
a	c	b	e
a	c	d	s
a	a	d	e
a	c	d	e

Note: Help the children to look down each column.

Each unit in the *Teacher's Guide* has new suggestions for helping children to learn and use the alphabet.

Sight words

By the end of Year 1, children need to learn to read words such as these by sight.

Children read each word and tick (✓) it.

a		all		am		and		are	
away		at		big		can		cat	
come		dad		they		dog		for	
get		go		going		he		I	
in		is		it		like		look	
me		my		mum		no		of	
on		play		said		see		she	
the		they		this		to		up	
was		we		went		yes		you	

Aim to teach two new sight words every day, and at least three other important words associated with the unit.

Children recognize sight words by the shape of the word. They do not need to break the word down into separate letters. The following activity helps develop this ability.

Find the word that is different

can	can	come	can	can	can
-----	-----	------	-----	-----	-----

Other important sight words include the child's name, important signs, and the labels for interesting things in the unit.

When doing activities with sight words, children will need to understand some special terms, such as:

- ◇ Across the page
- ◇ Down the page
- ◇ Top, middle, and bottom
- ◇ The word that is different

Handwriting

Handwriting is an important part of the programme because it helps children to understand the link between written letters and the sounds they make when we read them.

Writing skills develop slowly. Children need lots of practice with the kind of arm and hand movements needed for writing.

Many letters of the alphabet have similar shapes. It makes sense to practise the letters in these groups.



Reminders

- 1 You must check how children are holding their pencils and how they are sitting at their tables.
- 2 Make sure the children have a sharp pencil. Ballpoint pens are too difficult to control at this stage.
- 3 The pencil should be held between the thumb and the forefinger, and supported by the middle finger.
- 4 If a child prefers to use the left hand, turn the exercise book slightly so that he or she can see the writing as it is formed.

MAKING PROGRESS

Learning to read requires many things to be happening at the same time and over quite a long period (one or two years). What are these things?

- 1 Participation in shared reading activities. The child must be attending to the pictures and the print, answering questions, remembering the story, and asking questions too.
- 2 Each child must recognize his/her own name when it is printed on a label and mixed with two or three other names.
 - ◇ The child needs to be able to point to the various letter in his/her name.
 - ◇ The child must be able to write his/her name from memory (not copy it), using well-formed letters.
- 3 Each child needs to learn the alphabet quickly using alphabet songs, alphabet activities and alphabet games. The child must:
 - ◇ Know the letter names.
 - ◇ Know the order of the letters (*a, b, c, d ...*).
 - ◇ Know the most common sounds associated with the letters.
 - ◇ Know words that start with the letters.

a
ant

b
baby

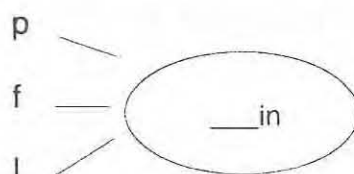
c
cat

- ◇ Hear rhyming words and find them on flashcards.

cat

mat

- ◇ Blend sounds to form words, either real words or imaginary words.



pin
fin
lin (an imaginary word)

- ◇ Know initial and final blends.

String first

Initial blend

Final blend

And so on (see the progressions of work in phonics in Part Three).

- 4 Children must steadily develop a sight vocabulary of the most frequently-used words in their stories or in the units of work, or in the language they are using.

Story

turtle

helicopter

canoe

Unit

mother

father

sister

Language

I


my

me

- 5 The child must be completing at least two language experience stories a week.
 - ◇ The child draws a picture.
 - ◇ The teacher writes a caption and labels the picture using the child's words.
 - ◇ The child reads the words to the teacher and traces over the words.
 - ◇ Some key words are transferred to flashcards for sight practice.
 - ◇ The story is made into a class book with stories from other children.
 - ◇ The class books are read co-operatively in reading time.
 - ◇ Gradually the child takes over the authorship of the text.

6 The child must complete the writing activities that are being done in the class.

- ◇ Handwriting practice
- ◇ Matching pictures and sentences
- ◇ Filling in gaps in a sentence

	<p>Sentences</p> <p>I am _____ my teeth.</p> <p>My brother is brushing his _____ too.</p>
---	--

7 The child must take an active role in independent reading.

- ◇ He/she chooses a story and comes to the teacher to read part of it.

8 The child should be engaged in imaginative play associated with the unit so that the spoken language is developing in imaginary settings.

9 The child should be in a language-rich and print-rich environment where language reading and writing are being used to get real-life things done. Write labels, make lists, write messages, tell a story, write an invitation or tell, invent rhymes and songs, write down instructions, directions, rules, advice, duties. Keep rosters, check out books, keep records, name personal items. Wrap up presents and put people's names on them

10 Children must have the opportunity to read aloud to a helpful adult every day.

- ◇ The text should be easy for the child to read.
- ◇ Expression, getting the words right, and obeying the punctuation are the goals.
- ◇ Words should be read in their natural groups.

My mother	brought	my lunch	for me	today
-----------	---------	----------	--------	-------

- ◇ There should be encouragement, praise, and the noticing of progress.
- ◇ The teacher should be keeping a record of the child's progress.

GENDER EQUITY

Everything that is done at school is for the development of all children - both girls and boys, living in different places, and including children with disabilities. What children are doing in school on a daily basis must be of equal interest and value to everyone.

One area of importance is the way girls and boys are portrayed in the activities in the programme, including language experience stories and book experiences. For example, the following characteristics should be present in the units:

- ◇ The units should include both girls and boys in the illustrations and stories.
- ◇ Girls should initiate important actions in the pictures just as frequently as boys. In the dialogue, girls should speak as often as boys.
- ◇ Girls should be seen as doing everything that boys are capable of doing. Likewise, boys should be seen doing some of the things that girls might traditionally do.
- ◇ Both boys and girls, as well as male and female members of their families, should be involved in jobs around the home, and in providing care for young children.
- ◇ The importance of girls and women should be maintained in all the work associated with the theme.

A second area of importance is the way the *Pupil's Book* and Vanua stories are used in class work:

- ◇ Girls should be encouraged to give their perspectives on a story just as often as boys give their perspectives.
- ◇ Both girls and boys should have turns at leadership.
- ◇ Class discussion should encourage children to think carefully about the roles of girls and boys in stories. Children should also discuss how those roles might be similar or different from those experienced by them in daily life.

Another area of importance is the way the teacher interacts with children during class work:

- ◇ Girls must have the same opportunity as boys to answer questions and talk about stories.
- ◇ Teachers need skills in asking about gender issues in stories.

ASSESSMENT

When we are assessing the progress of children in Year 1, we look carefully at what they can do in each important part of the programme. Here are some of the questions we try to answer from our observations:

- 1 What have children learned from the experiences of the topic - from the visits and the pictures in the *Pupil's Book*? We would be thinking here of:
 - ◇ New vocabulary they can use
 - ◇ Stories that they can tell
 - ◇ Information they can give
 - ◇ Practical things they can do.
- 2 Are the children able to follow instructions, answer questions, tell stories, make choices, give reasons, interact with a friend during a task, present their work, help other children, speak confidently and appropriately ...?
- 3 How well are children participating in daily book experiences? There are lots of things to notice here:
 - ◇ Are the children sitting so they can see the story?
 - ◇ Are they following the print with their eyes?
 - ◇ Are they using both the pictures and personal knowledge to enrich the meaning of the story?
 - ◇ Are they answering the teacher's questions? Are they asking their own questions?
 - ◇ Can they retell important parts of the story?
 - ◇ Can they identify important words in the story? Do they 'say' the punctuation? Do they know the different parts of a book?
 - ◇ Are they turning the pages carefully and handling the book with care?
- 4 What knowledge and skills are children developing in respect to the alphabet, reading words, handwriting and spelling? Here are the things that every child should be able to do:
 - ◇ Write their own name
 - ◇ Know the letters of the alphabet
 - ◇ Find rhyming words
 - ◇ Make words by blending initial consonants with familiar end-sounds.

- ◇ Have a steadily-growing sight vocabulary of the most frequent words in a story (e.g. *a, the, and, in, out, on, he, she, we ...*).
 - ◇ Tell stories that can be written down by the teachers.
 - ◇ Trace over or copy the teacher's words accurately. They should also be able to fill in gaps in a story with missing letters or words.
 - ◇ Make letters from the alphabet and write words reasonably efficiently and accurately.
- 5 What Vanua stories can children read to another person? What titles from the Waka series or from *Ready-to-Read*?
 - 6 What poems and rhymes can children recite? What songs can they sing?
 - 7 What books are the children choosing to look at during independent reading?
 - 8 How often are children contributing to murals, experience stories and class books?
 - 9 Who is showing leadership, creativity and confidence in drama and imaginative play?
 - 10 What parts of the language programme are children enjoying most of all?

It is always important to realize there will be individual differences in what children like best about the language programme and how quickly they are progressing in reading, writing and spoken language. The important point, however, is that everyone should be taking part in the programme successfully and improving over each term. Some may be improving faster than others, but you should still be able to see and record improvements in all children.

PART TWO

INFORMATION ABOUT THE UNITS

UNIT 1: THE FAMILY

Background

When children are learning a new language, it is important to start with the children themselves, their names, and the most important people in their lives: their parents, brothers and sisters, grandparents, uncles and aunties. The children will want to talk about things they do every day: wash, eat, play, help, share, laugh, cry, talk, and look after animals. In this unit, we are putting the family, the home, and the animals around the home at the centre of the first unit.

Objectives

Through the activities in this unit, we want children to:

- a Use the English words for talking about their family and about the important people, things and animals in their lives.
- b Use English greetings and introductions.
- c Take part in book experiences; recognize and say words associated with the family.
- d Write their own names and the names of their brothers, sisters or friends.
- e Say the letter names in the English alphabet, and count to five.
- f Make the letters *m*, *n* and *r*.
- g Respond to pictures and captions, tracing over words and saying them.
- h Enjoy a poem, saying it with others and using actions.

Language focus

Vocabulary

Teach the children to say and understand these words:

Family relationships	Father, mother, brother, sister, grandfather, grandmother, my name, my birthday, our baby, my auntie, my uncle, tall, small ...
About the home	Our house, my bed, my bedroom, the kitchen, a table, a chair, a mat, my clothes, a dress, trousers, pants, a shirt, a skirt, a blouse, a cat, a dog, a pig, a chicken, a parrot, a mouse, a rat, a mango, a mandarin, the market, a man, a marble, a mask ...
Activities	To help, to share, to wash, to play, to run, to climb, to swim, to walk, to say, to sing, to shout, to count, to laugh, to cry, to look after the dog, to go to sleep, to wake up ...

Sounds

Practise the sounds /m/, /n/ and /r/, using important words from the unit (e.g. *mother*, *nana*, *rat* ...).

Language functions

1 Greetings

Hello, goodbye, good morning, good night

2 Introducing people

Hello. I'm Kalo.
This is my sister.
Her name is Leimala.

3 Recognize and write your own name.



Estella

Language structures

- 1 Teach children to respond to this direction when looking at the picture page in the *Pupil's Book*:

Point to (the) _____. For example:

Point to the mother.
Point to the cat and the dog.
Point to the father's trousers.

- 2 Teach children to name things in the pictures they draw:

This is (a) _____.

This is a man.
This is my house.
This is our canoe.

- 3 Teach children to read captions that have this form:

This is my parrot, Peri.
This is my dog, Rocky.

(The teacher writes the captions under pictures the children draw.)

- 4 Help children respond to the language used during book experiences with the Vanua Readers.

Experiences

- 1 Bring members of your own family to school. Alternatively, bring pictures or photographs to introduce the new words in the unit.
- 2 Make a mural of a family. Label the different members of the family. The children help you with the task.
- 3 Children tell each other about their families, bringing family photographs if possible.
- 4 Children dress up as different family members in the play corner.

Listening and speaking

P

Picture page

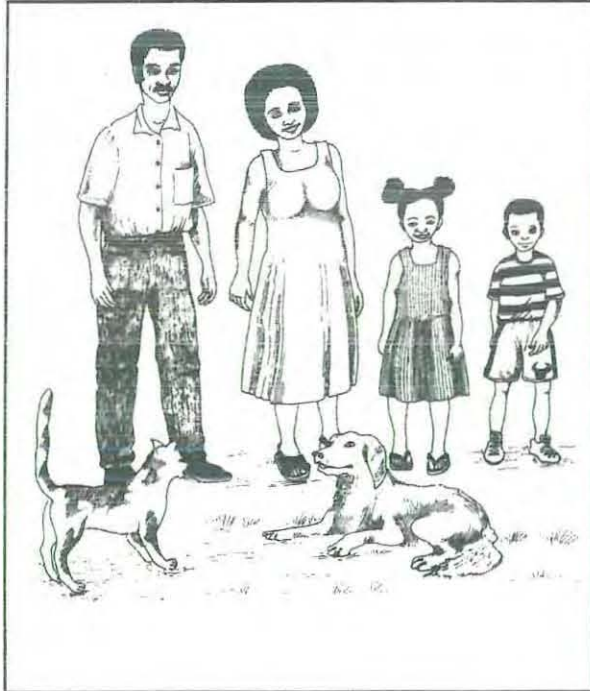
Use the picture on page 1 of the *Pupil's Book* to talk about the important people in a family. For example:

Here is the Kalo family.

Give everybody a name.

Point to:

- ◇ The mother. She's wearing a dress.
- ◇ The girl. She's wearing flipflops.
- ◇ The father. He's wearing shoes.



Notice that you 'say more' about each person you name. (Point to the **boy**. He's the smallest.)

Role play

Children pretend to be members of the 'Kalo family'. They introduce themselves to the class. For example:

"I'm Kalo."

"Hello. I'm Mata."

Morning reports

The children talk about the members of their own families. For example:

"This is Tari. He's my brother."

Our clothes (see page 3)

P

Help children learn the names of the clothes we wear.

Reading and writing

P

1 Language experience stories (see page 2)

The children draw a picture of their family. They say what people are doing. The teacher writes a caption under each picture. Children trace over the words. They say the words with you.

2 Book experiences

Make a Vanua Reader into an enlarged book. Read the story with the children each day for a week. Encourage the children to:

- ◇ Talk about the pictures.
- ◇ Role play the story.
- ◇ Join in the reading.
- ◇ Turn the pages with care.

Suitable Vanua stories include:

Ben Tries To Walk by Daniel Iamiam
I Can Sing by Harray Marudonia

3 Poems and rhymes (see page 2)

P

- a Read the poem on page 2 of the *Pupil's Book*. The children join in the enjoyment of the poem, using actions.
- b Read family poems or rhymes to the children, for example: *There was an old woman who lived in a shoe*.
- c The teacher and the children prepare rhyme cards for reading.

4 Class books

Help the children to make a picture book about families. Write labels and captions for the pictures.

5 Other read-and-write experiences (see page 4)

P

- a **New words** Children need to be able to tell the difference between pictures, words and letters. In the first activity on page 4, children notice how the words begin with the same letter sound, *m*.
- b **Draw and write** Children draw a picture of an animal that they look after. The teacher writes a caption under the picture (see page 4).

P



This is my parrot, Peri.

6 Independent reading

- a Children choose a story for the teacher to read as a shared book experience.
- b Children have time to participate in literacy play, involving pretend reading and writing.
- c Children choose a picture book from the reading corner and share it with a friend. They may also bring books from home and show them to others.

Language awareness

Alphabet

- 1 Help children to learn the letter names of the alphabet. There should be an alphabet chart on the wall and you should print the alphabet along the top of the blackboard.



- 2 Teach children an alphabet song. Teachers in your school will know the tunes and the phrases if you do not know an alphabet song.

Sounds

In this unit, children should practise the sounds /m/, /n/ and /r/. Practise the sounds separately on different days.

- 1 Practise saying words where the sound is in the first part of the word.

/m/	/n/	/r/
M ary m at m an m ango m arket	N ancy n et n ose n ame n est	R obert r at r un r ice r oad

- 2 You could introduce the sound in a song. For example:

Mother goes to market, to market, to market,
Mother goes to market, on Monday at six.

Mother sells mangoes, mangoes, mangoes,
Mother sells mangoes, on Monday at six.

Substitute *manioc* and *mandarins* for *mangoes*. You can use any tune but the words above fit quite well to the tune of *I'm a Little Dutch Girl*.

Again, at the end of the song you could get the children to say the words beginning with the /m/ sound in the song. They could then give examples of their own words.

Make up similar songs for /n/ and /r/.

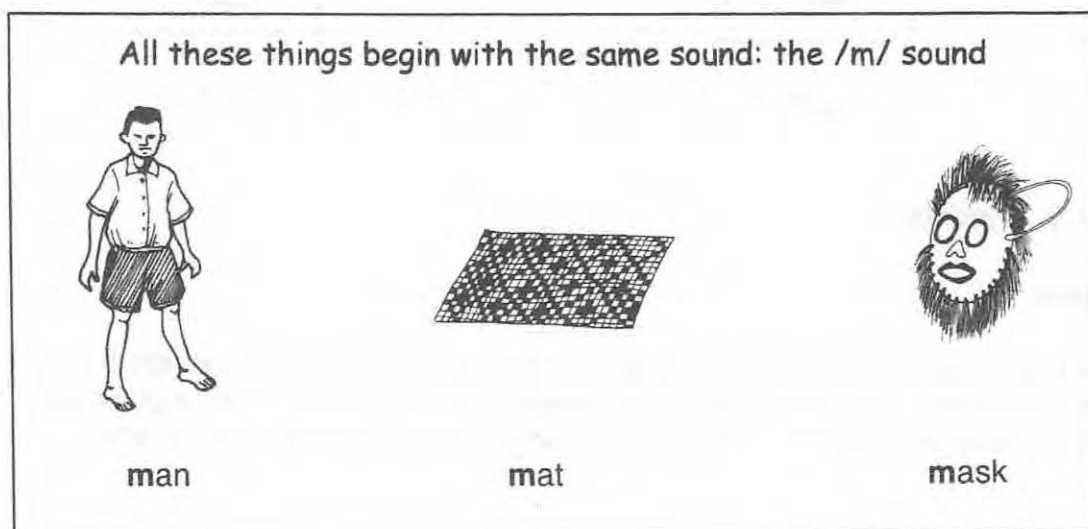
- 3 Play the game 'Stop Me!'

It is important to check that children can hear the target sound. Say a word several times, beginning with the same sound that is being practised. The children have to listen carefully until they hear a different sound being introduced. They then shout, "Stop!" For example:

mat ... mat ... mat ... mat ... mat ... mat ... nat ... ("Stop!")

The game can be played several times using different words each time, but always practising the set sound.

- 4 Another activity is to ask the children to paint or draw a picture of something beginning with /m/. These pictures can be cut out and displayed on the wall.



You can write the names of the objects but it is a good idea to write the letter in a different colour so that it stands out.

Flash cards

Write important words about the family and the home on flash cards. For example:

My father

My mother

Our dog

A mango

The cards can be matched to pictures that the children draw.

Handwriting

1 The children do hand and finger exercises. For example:

- a Opening, closing and stretching the fingers
- b Tapping the fingers on the desk.

2 The children make arched shapes with the index finger in the sand, soil or air, or on table-tops.

3 The children copy arch shapes, from left to right, on to paper. For example:

"Make your pencil hop like a frog."



4 Children practise the letters *m*, *n* and *r* at different times in the unit.

5 Children make words with the letters.

man

__an

mat

__at

Creative activities

Literacy play

There should be a place in the classroom where children can go in small groups to play with literacy materials. Here they pretend to write letters or stories. They experiment with crayons, pens and pencils. They look at picture books and pretend to read.

Drama

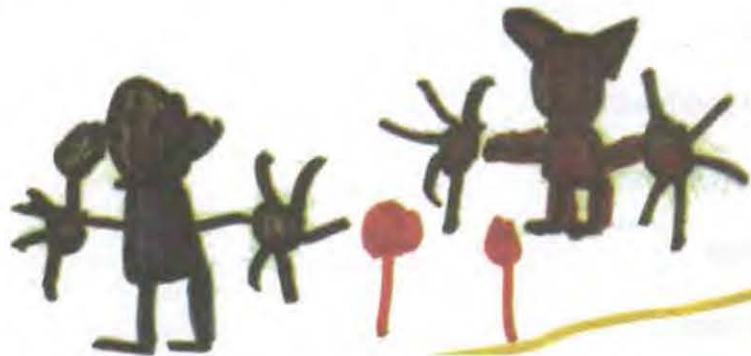
Help the children mime the different jobs in a family home. For example: sweeping, making the fire, cooking, washing the clothes and ironing the clothes.

Singing

- 1 The children sing the song *We are One Big Happy Family*.
- 2 The children sing and act the song *This is the way we sweep the floor ... make the fire ... cook the dinner ... wash the dishes ... dig the garden*
- 3 To the tune of *Happy Birthday To You*, sing to the children *Good morning to you* The children then sing their reply.
- 4 The children and teacher together make up short, simple songs about families.

Drawing

- 1 Children draw pictures of themselves with other family members. For example:



- 2 Draw a clothes line on a large sheet of paper. Children cut out pictures of their family. Paste the pictures on the clothes line. Label the families.

Other activities

- 1 Play the *Family Game*. Give each child a name. For example: father, mother, brother, sister.

When you call out "Good morning/afternoon, brother," for example, all the children named as 'brothers' say "Good morning, Mrs./Miss ..." to you.
- 2 Divide the children into groups of four, five or six children. Make each group sit in a circle on the floor. Give each group a set of cards with pictures of familiar objects. Place these cards upside-down on the floor in the centre of each group. Each child now takes a turn at picking up a card and saying "This is a" If the child is correct he/she keeps the card. If the child does not know the answer he/she returns the card, face down, to the bottom of the pile of cards. The next child takes a turn. Continue until all the cards have been named. The child with the most cards wins.

Assessment

- 1 Look at the objectives for the unit. Have you done each task?
- 2 Can children recognize and write their first names? List the names of the children who cannot do that task.
- 3 What can children remember about the unit? Ask questions and observe their work.
- 4 Can children recognize some of the important words in the unit by sight?
mother ____ father ____ sister ____ brother ____
- 5 How well did children participate in the shared reading of stories?
- 6 What additional resources did you make for the unit?
 - ◇ A mural ____
 - ◇ An enlarged book ____
 - ◇ An alphabet chart ____
 - ◇ Flashcards ____
 - ◇ A poem card ____
- 7 Did you make some new rhymes for the unit?
- 8 Are children looking at the mural on the wall? Are they looking at the alphabet chart? The poem cards?

UNIT 2: SCHOOL

Background

There are other important places in a child's life besides the home. There is the village, the church and the school. In this unit, we put life at school in the centre of our learning. We think of the name of our school, all the things we do there and see there, and all the people that go to the school.

Language is the pathway to a child's education. In Vanuatu we have many pathways to follow: the languages of the mother and the father, the national language (Bislama), and French or English. All pathways are leading to the same place, the education of the child, but the different paths take in different scenery along the way.

Objectives

Through the activities in this unit, we want children to:

- a Use the English words for talking about school, and the important things that children are doing at school.
- b Use English for giving and following directions.
- c Take part in book experiences; recognize and say words associated with experiences at school.
- d Write the name of the school and labels for important places in the classroom.
- e Say the letter names in the English alphabet and count to ten.
- f Make the letters *b*, *h* and *p*.
- g Respond to pictures and captions, tracing over words and saying them.
- h Enjoy a poem, saying it with others and using actions.
- i Re-live school experiences through artwork and drama.
- j Develop their identity as a person who can use many languages.

Language focus

Vocabulary

Teach the children to understand and say these words:

At school	Our school, the classrooms, my class, the flag, boys, girls, the playground, playing, running, jumping, hopping, chasing, skipping, kicking a football, playing marbles, playing hopscotch, playing football ...
Inside the classroom	Tables, chairs, crayons, pens, a piece of paper, standing, sitting, looking, drawing, making, colouring, cutting, pasting, reading, listening, laughing ...
Before going to school	We wash our face, we brush our teeth, we comb our hair, we put on our school clothes, we eat our breakfast, we say goodbye, we carry our school bag, we walk to school ...
Directions	To count, words, sentences, exercise books, a box, to sing, actions, the way to do something ...
Numbers	One, two, three, four, five, six, seven, eight, nine, ten

Sounds

Practise the sounds /b/, /h/ and /p/, using important words that the children know.

/b/	/h/	/p/
B ola b ed b at b ox b ook	H elen h en h at h ot h and	P atrick p en p at p ot p ig

Language functions

- 1 **Counting things (one to ten)**
One ball, two boys, three books ..., ten marbles
- 2 **Naming common actions (verb+ing)**
Playing, running, jumping, hopping, chasing, skipping, drawing, painting, reading, pasting, cutting, laughing, crying ...
- 3 **Responding to directions**
Stand up, come here, sit down ...

Language structures

- 1 **Plurals**
We add -s to the end of some words to show that there is more than one of something.



one ball



two balls



three balls

These words also mean **more than one**: *many, lots, all, some, more.*

One girl, **lots of** girls
One book, **some** books

One hand up, **all** hands up
One pen, **many** pens

- 2 **Playground verbs**

Introduce playground and classroom verbs by giving instructions and doing the actions with the children. For example:

Hop on one foot
Jump up and down

Run to the tree
Play hopscotch

- 3 **Showing things we do every day**, using the present simple form of the verb (see page 8 in the *Pupil's Book*).

For example, children sing this song with actions:

This is the way we wash our face,
wash our face,
wash our face.

This is the way we wash our face
Early in the morning.

(Comb our hair, eat our breakfast ...)

Experiences

- 1 Help children remember the names of interesting things in the classroom. Label the furniture.
- 2 Take the children for a walk around the school. Name the various rooms and buildings. Say what people are doing there.
- 3 Keep the classroom tidy. There should be duty rosters for the many jobs and responsibilities that children have. Duty rosters help children to recognize their name and the names of their friends.

Listening and speaking

P

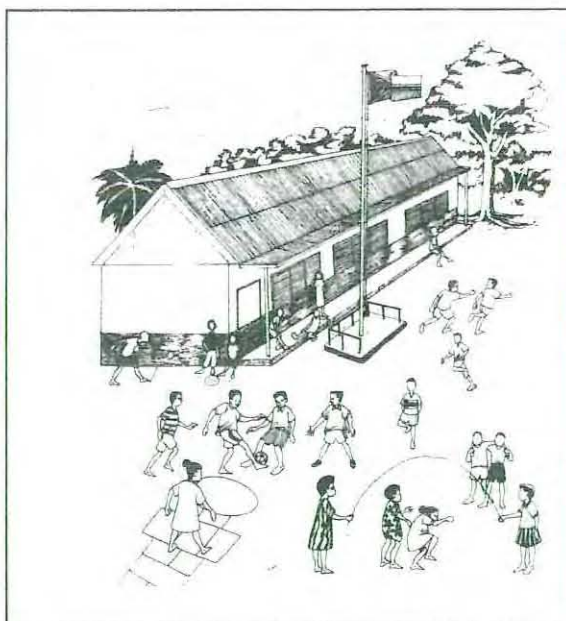
- 1 Use the **pictures** on pages 5-7 to help children learn the words they will be hearing and using at school. For example:

Ask these questions

What can we see in the picture?
What are the boys doing?
What are the girls doing?
What's this? What's that?
What's the name of our school?
What do we do at playtime?

Point to:

- ◇ The flag
- ◇ A football
- ◇ Some marbles
- ◇ The girl playing hopscotch
- ◇ The skipping rope.



- 2 **Morning news** Children say what they see on the way to school. They talk about the games they like playing and the things they like doing at school.
- 3 **Imaginative play** Children 'play school' in groups. They pretend to be the teacher (giving instructions and giving small jobs for people to do ...).

Reading and writing

- 1 **Language experience stories** (see page 5) P
The children draw a picture of their school. The teacher writes a caption under each picture. Children trace over the words. They say the words with you.

- 2 **Shared reading**
Make a Vanua reader into an enlarged book. For example, *At School* by Touran Rarua. Encourage the children to:

- | | |
|---------------------------|-----------------------------|
| ◇ Talk about the pictures | ◇ Role play the story |
| ◇ Join in the reading | ◇ Turn the pages with care. |

Other Vanua stories that relate to this unit are *After School* by Kalkai Taua and *A Piglet at School* by Eunice Simbolo.

- 3 **Poems, rhymes and songs** P
- a Sing the rhyme on page 8 with the children, using appropriate actions.
- b Make up rhymes about school. For example:

Learn to read	I can play
Learn to read, Learn to play. Come to school Every day.	I can play, I can sing. At my school, I can do Everything.

- 4 **Class picture books**
Help the children to make a picture book or mural about their school. Include pictures of the children who go there. Write labels and captions for the pictures.
- 5 **Writing exercise** (see page 8) P
Practise the sentences first until the children are confident with the words. Remember, they must not write in the *Pupil's Book*.
- 6 **Independent reading**
Children select a story to read from the class stories from the last unit, or written by children for this unit. They can choose books from the book corner or bring books from home. They can also read from the enlarged books made by the teacher.

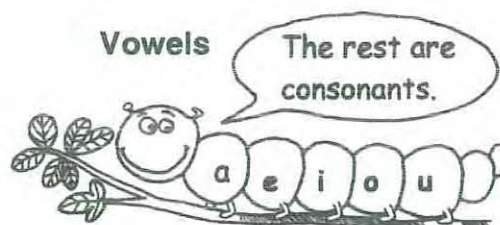
Language awareness

The alphabet

- 1 Make different kinds of alphabet charts for children to look at. For example:



- 2 Make a chart showing the vowels:



Letter sounds

In this unit, children should practise the sounds /b/, /h/ and /p/. Practise the sounds separately at different times in the unit.

- 1 Practise saying words where the sound is in the first part of the word (**b**ox, **h**and, **p**en ...).
- 2 Also practise saying words where the sound /p/ is the last part of the word (**up**, **cup**, **tap**, **top** ...).
- 3 Make up rhymes and songs using words that contain the new sound. For example:

Wear a **h**at, if it's hot.
Feed the **h**ens, if they're hungry.
Wash your **h**ands, if they're dirty.
Say grace, if they're not.

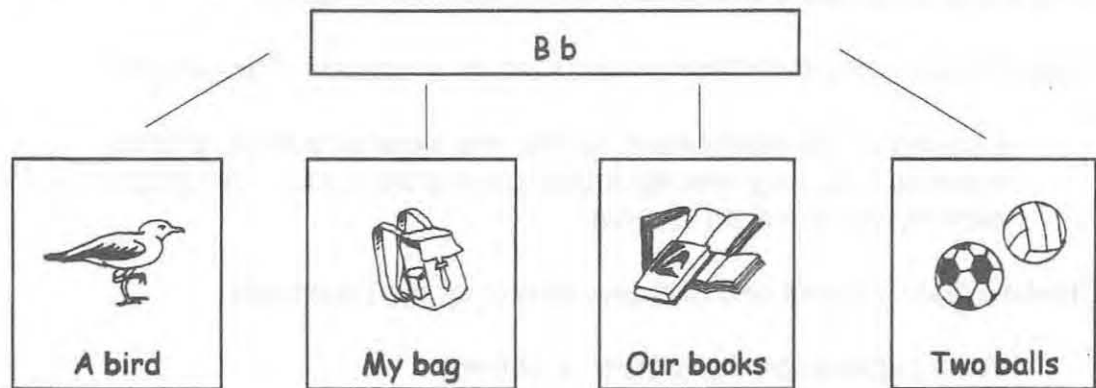
- 4 Practise using numbers with words that begin with the letter sounds /b/, /h/ and /p/. For example:



Five hands up

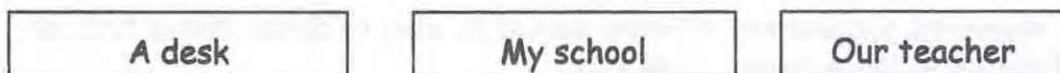
Word charts

Show pictures of things beginning with the new sound. Hang the pictures on the wall.



Flashcards

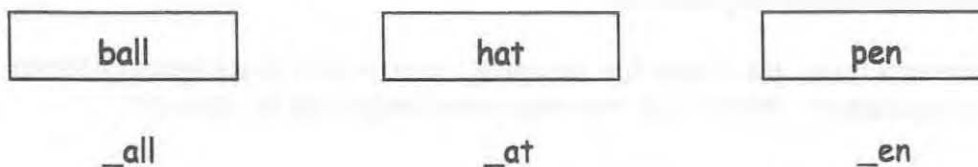
Make flash cards for some of the important vocabulary in the unit. For example:



The cards can be matched to pictures that the teacher or the children draw.

Handwriting

- 1 Children practise making patterns using lines and circles: | ○ | ○ ○ | ○ |.
- 2 Children practise the letters *b*, *h* and *p* at different times in the unit. Help the children to make the 'arms' on each letter tall and straight.
- 3 Children make words with the target letters:



Always help the children to read the words, copy them, draw a picture, say the letter names and give the letter sound. As they write, check the way the children are holding the pencil and sitting at their desk.

Creative activities

- 1 Have a corner in the classroom where children can 'play school'. There should be a dressing-up box there as well as literacy play materials.
- 2 Help children mime the different things we do at school. For example:

Looking at the blackboard, turning the page of a book, playing marbles, skipping, kicking a ball, playing hopscotch, drawing a picture, sitting still on the mat
- 3 Children draw pictures or make decorations for the classroom.
 - ◇ Write captions on the children's pictures.
 - ◇ Cut out some of the pictures and include them on a mural.

Assessment

- 1 The objectives suggest that children should be able to do ten things through participation in the activities of the unit.
 - ◇ How many of the things can they do?
 - ◇ What things can't they do very well?
 - ◇ Who needs special help?
- 2 Check that the children can count to ten. Can they recognize their own names? Can they write their names? Can they recognize the name of their school? Can they read labels for important places in the classroom?
- 3 Ask the children questions to assess what they have remembered. Observe their work to see what they can do.
- 4 What resources have you made for the unit? How many times have children used the resources? Where are the resources displayed or stored?

UNIT 3: GARDENS

Background

The garden is the place where children learn to work with mothers and fathers for the good of the family. Going to the garden usually involves planning, walking some distance together, and carrying things.

It is the place where children learn to work and use different kinds of tools. They learn how to plant and care for crops. They learn when things are ready to eat, and how to collect crops during the harvest period. It is also a place where children can plan, have adventures and good times. The garden is the life of the family.

Objectives

With their families, we want children to:

- a Learn how to become involved in planting and collecting food.
- b Take responsibility for jobs in the garden and for the care of plants.
- c Know the importance of the garden, and the knowledge associated with planting and harvesting crops.
- d Enjoy the experience of going to the garden and the good times that can be spent in the trees nearby.
- e Know the names of the crops, the names of the tools, and the words we use to talk about the work in the garden.
- f Be safe in the garden; know what is dangerous.
- g Be thankful for nature and show respect for God's design.

Language focus

Vocabulary

Help the children to understand and use these words.

Going to the garden	The garden, the path, a basket, some food, a bush knife, the bush, a dog, a bottle of water, a long stick, a bag, a sack, a bucket, the trees, plants, bushes, to carry, to run, to walk ...
At the garden	Taro, kumala, yams, bananas, corn, tomatoes, island cabbages, pawpaw, mangoes, breadfruit, lettuces, sugar cane, beans, weeds, grass, a spade, a bush knife, a basket, to dig, to weed, to plant, to water, to grow, to work, to pull weeds out, to cut, to pick, to work, the soil, the ground, a bucket of water, seeds, the rain, the sun, fruit, vegetables, green, big, little, young ...
Other words	First, second, third, next, last, a piece of sugar cane, some corn, a bunch of bananas, the village, the town, to draw, to put, to colour in ...

Sounds

Practise the sounds /g/, /w/ and /ŋ/, using important words from the unit (e.g. **garden**, **weeds** and **playing**). Practise the sounds separately at different times of the unit.

Vocabulary activities

Use the pictures in the unit, the children's talk and experience visits to introduce the vocabulary in the unit.

Language functions

- 1 Responding to questions such as: *What can you see? What else can you see?* by naming or pointing to things.
- 2 Responding to instructions (by miming actions). For example: *Pull out the weeds. Water the plants. Pick the beans.*
- 3 Sharing information through drawing a picture of your garden and naming interesting things.



Language structures

- 1 Naming things in the garden
 - a Words, and words with plural markings

a bush knife, a banana tree, plants, beans, tomatoes, bananas
 - b Words for things that we do not usually count

water, corn, grass, work
- 2 Naming actions we do in the garden (verb+ing)

weeding, burning, planting, watering, picking, carrying
- 3 Using pronouns in simple statements

One person/thing	Two or more
I	we
you	you
he, she, it	they

I help my mother in the garden.

Experiences

- 1 Take the class to a nearby garden to identify plants and different kinds of activities.
- 2 Display pictures, posters and photographs of gardens.
- 3 Make a picture map or mural of a garden near the school.

Listening and speaking

P

- 1 Use the pictures on pages 9-11 to help children learn the words that they will be using to talk about their own gardens. For example:

Ask these questions

What can you see in the picture?

What else can you see?

What are the family carrying?

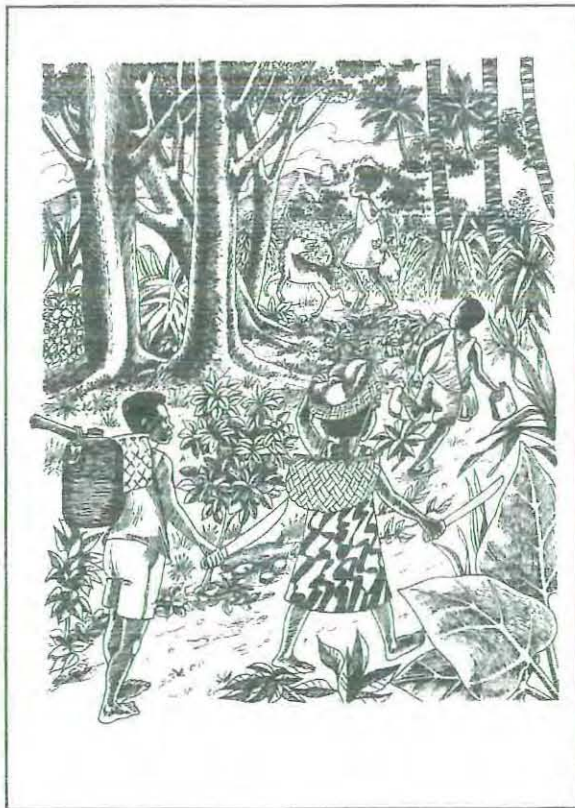
What is the girl carrying?

What is the boy carrying?

What do you take to the garden?

Point to:

- ◇ The dog
- ◇ A bush knife
- ◇ A basket
- ◇ A bottle of water



- 2 Encourage children to talk about their own gardens, the things they take to the gardens, and the work they do there.

Practise using the English names for the vegetables and fruit that are grown in the gardens.

- 3 Talk about insects and birds in the garden. Show pictures of different kinds of gardens.

Reading and writing

1 Language experience stories (see page 5)

P

The children draw a picture of their family garden. The teacher writes a caption under each picture. Children trace over the words. They say the words with the teacher.

2 Shared reading

Make a Vanua reader into an enlarged book. For example, *The Breadfruit Tree* by Lea Liwuslili. Encourage the children to:

- ◇ Talk about the pictures
- ◇ Join in the reading
- ◇ Mime important actions
- ◇ Turn the pages with care.

Another Vanua story that relates to this unit is *A Tree in a Bottle* by Daniel Iamiam.

3 Poems, rhymes and songs

Make up verses about events in the garden. For example:

Tree climbing

This is my tree,
My place to be alone,
My branches for climbing,
My green leaves for hiding,
My sunshine for reading,
My clouds for dreaming,
My sky for singing,
My tree, my beautiful tree.

Rain in the garden

Rain, rain, rain,
Rain in the village,
Rain in the town,
Rain in the garden to help
My tiny, tiny seeds of corn
To grow.

(See *Pupil's Book*, page 14)

4 Class picture books (see page 12)

P

Help the children to make a picture book or mural about their family garden. Include pictures of things in the garden and the jobs that people do. Write labels and captions for the pictures.

5 Writing exercise (see page 13)

P

Practise saying the sentences first until the children are confident with the words. Remember, they must not write in the book.

6 Independent reading

Give children the opportunity to choose books to share or read independently.

Language awareness

The alphabet

- 1 Keep making different kinds of alphabet charts (small letters, large letters; vowel charts, consonant charts). Sing the letters on the charts, to music.
- 2 Help children learn the letter names and the order of the alphabet.
- 3 Begin to teach the sounds associated with the letters by using key words for familiar things. For example:

Letter/word		Letter/word		Letter/word	
a	ant	j	jam	r	rat
b	bag	k	kite	s	sand
c	cat	l	leaf	t	table
d	dog	m	mat	u	umbrella
e	egg	n	nakamal	v	village
f	fish	o	octopus	w	weeds
g	girl	p	pig	x	box
h	hat	qu	question	y	yam
i	ice cream			z	zoo

Letter sounds

The particular sounds for this unit are those associated with the letters *g*, *w* and *ng*.

- 1 Practise saying words where the sound is an important part of the word.

/g/	/w/	/ŋ/
Garry get go give garden	Willin wet we weed water	walking running cutting weeding playing

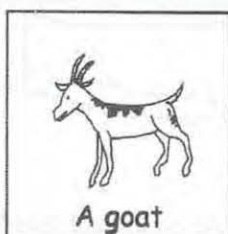
- 2 Also practise saying words where the sound /g/ is the last part of the word (*dog*, *frog*, *pig*, *dig*, *big* ...).

More letter sounds

Make up rhymes and songs that contain the letter sounds. For example:

A **g**oat in a **g**oat
 A **p**ig in a **g**ig
 What is **g**oing on?

- 4 Show pictures of things beginning with the letter sounds. For example:



- 5 Build up word charts that start with /g/ and /w/. Also build up charts of action verbs + *ing* (*jumping, climbing, kicking, chasing...*).

Word recognition

- 1 Make **flash cards** for some of the important vocabulary in the unit. For example:

Taro

Bananas

Sugar cane

Yams

Coconuts

Mangoes

The cards can be matched to pictures that the teacher or the children draw.

- 2 Practise recognizing important sight words associated with the children's experience stories. For example:

Our garden

Mother

Father

My sister

My brother

I We

went

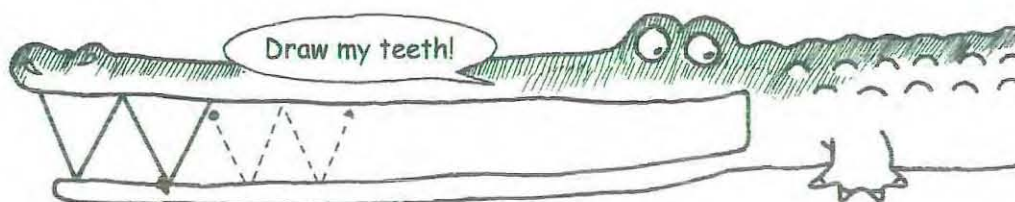
to on

Saturday

Handwriting

- 1 Children practise making patterns using lines and circles ($| \circ | \circ \circ | \circ |$), sloping lines ($\wedge \vee \wedge \vee$) and arches ($\cap \cup \cap \cup \cap \cup$). Make sure the patterns are running from left to right.

For example:



- 2 Children practise the letters *g*, *w* and *ng* at different times in the unit. Some children will find it difficult to control the pencil when writing *w*. They must keep each stroke close to the last one, to stop the letter becoming large and sprawling.

- 3 Children make words with the target letters.

garden

water

running

_arden

ater

runni__

Always help the children to read the words, copy them, draw a picture, say the letter names and give the usual letter sound.

- 4 As the children practise their writing, check the way they are holding their pencils and sitting at their desks. If a child is left handed, turn the book slightly, so that he/she can see the letters easily as they are made.

Drama

Help children to mime the different things that people do in their gardens.

Pulling out weeds, cutting the long grass, planting seeds, watering plants, digging taro, picking breadfruit ...

Assessment

Ask the children to tell you about what they did during their last visit to the garden. Allow them to work in small groups to discuss what they might do when they have a garden of their own.

UNIT 4: HEALTH

Background

A child has the right to a healthy life. What does that mean? One answer to this question says that a child has a right to:

- a A balanced diet from the food produced by nature
- b A clean home, clean clothes and a clean body
- c Clean drinking water
- d Protection from harm
- e Appropriate treatment in times of sickness or accident
- f Safe places to play with appropriate supervision from older people
- g A peaceful family life, based on co-operation, sharing and consideration of others.

Objectives

Through the activities in this unit, we want children to:

- a Recognize and name natural foods that are good for health.
- b Continue to like natural foods.
- c Avoid processed foods except on special occasions.
- d Learn to take care of their clothes and their body.
- e Learn to play safely and avoid dangers.
- f Be kind and considerate; to share and to obey.

Language focus

Vocabulary

Help children to understand and use these words.

Local food	Pawpaw, coconuts, yams, manioc, taro, kumala, breadfruit, carrots, beans, cabbages, sugar cane, mangoes, oranges, bananas, tomatoes, lettuces, eggs, fish, chicken, meat, laplap ...
Food from the shop	Ice cream, lollies, Twisties, potato chips, corn chips, chocolate, lemonade, tinned fish, tinned meat, tinned fruit, milk, coffee, tea, rice, bread, a packet of biscuits, cakes ...
Keeping healthy	Having a shower, cleaning your teeth, combing your hair, making your bed, washing your clothes, drying your clothes, wearing clean clothes, washing your hands, eating fresh food, putting food in the food safe, keeping flies away, keeping the house clean, burying the rubbish, burning the rubbish, washing the dog ...
School food	Lunch, lunchtime, sharing, storing, checking the food is fresh, a sandwich, a bottle of water, some fruit, roast bananas, boiled yam, pieces of sugar cane ...
Preparing food	Cleaning, peeling, grating, wrapping, lighting the fire, making the oven, boiling, baking, roasting, frying, saying grace, eating, washing the dishes, drying the dishes ...

Sounds

Practise these sounds at different times in the unit:

/d/	/i/	/t/
Dorothy dog day door doctor	Jill it in is ill	Tim tap toes taro teeth

Language functions

- 1 Giving information about ourselves
Hello! I'm Jill. I'm six. I have a sore leg here.
- 2 Giving good advice
Eat a piece of yam at lunchtime. Don't eat Twisties.
- 3 Responding to yes-no questions
Do you eat a banana at lunchtime? Yes, sometimes.

Language structures

- 1 Subject pronouns

Singular	I you he she it
Plural	we you they

A person is *he* or *she*, a thing is *it*.
An animal is *it*, but a pet may be *he* or *she*.

- 2 Present simple of *be*

	Long forms		Short forms	
Singular	I am you are	he is she is it is	I'm you're	he's she's it's
Plural	we are you are	they are	we're you're	they're

Hello! I **am** Jill. This **is** Thomas. He's my brother.

- 3 Using adjectives before a noun and after the verb *be*. For example:

clean clothes, **fresh** water, a **sore** leg
I am **sick**. Bananas are **good** for you.

Experiences

- 1 Make a display of items of food grown in the gardens or bought in the store. Label the food with the children.
- 2 Visit the clinic or health centre. Display posters or cut out pictures from magazines.
- 3 Invite visitors to the class to talk about health, local food and traditional ways of caring for yourself.

Listening and speaking

P

- 1 Use the pictures on pages 15-17 to help children learn the words they will be using in this unit. For example:

Let us give the children a name.

Where are they sitting?

Why?

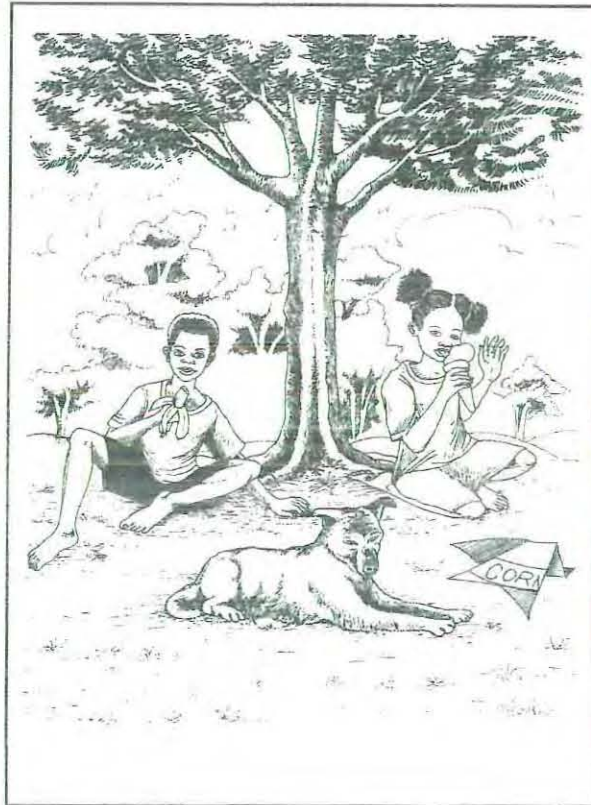
What is the boy eating?

What is the girl eating?

Where did she get the ice cream from?

Who is eating the healthiest food?

What else can you see in the picture?



Point to:

- | | | |
|-------------|----------------|-----------------|
| ◇ The tree | ◇ The children | ◇ The dog |
| ◇ The shade | ◇ The banana | ◇ The ice cream |

Show me:

- | | |
|-----------------------------|--------------------------------|
| ◇ How to eat a banana | ◇ How to lick an ice cream |
| ◇ Where to sit on a hot day | ◇ Where to put the banana skin |

- 2 Children say what they do every day to keep themselves healthy (see page 16).

P

- 3 Children talk about what they like to eat at home and at school (see pages 17-19).

P

- 4 Children make a mural showing the preparation of food for a feast. In the mural, show different ways of cooking food.

Reading and writing

1 Language experience stories (see page 17)

P

The children draw pictures of their favourite food. The teacher writes a caption under each picture. Children trace over the words. They say the words with the teacher.

2 Make a children's story into an **enlarged book**. For example, *Dad's Headache* by Joy Cowley. Encourage the children to:

- ◇ Talk about the pictures
- ◇ Join in the reading
- ◇ Role play the story
- ◇ Turn the pages with care.

Other Vanua stories that relate to this unit are:

The Sick Doll by Eunice Simbolo
The Breadfruit Tree by Lea Liwuslili

Corn by Raymond Nasse
Lap-lap by M. Alexis Liatlatmal

3 Poems, rhymes and songs

Read to the children poems or rhymes about healthy babies, healthy families, clean homes and clean villages. Help the children to create their own short poems. For example:

To Hospital

To hospital, to hospital,
There's no need to cry.
Because doctors and nurses
Are all standing by.

Healthy

Healthy,
Stay healthy.
It is wise
To stay healthy.

4 Class picture books

Help the children to make a picture book or mural about healthy food. Write labels and captions for the pictures.

5 Writing exercise (see page 20)

P

Practise the sentences first until the children are confident with the words. Remember, children must not write in the book.

6 Independent reading

Provide children with opportunities to choose a book for reading time.

Language awareness

Alphabet

- 1 Keep revising the letter names and the order of the alphabet. Use your alphabet charts regularly.
- 2 Build up lists of common words that begin with /d/ and /t/. Put the words on flashcards so that they can be sorted according to their initial letter.
- 3 Play the game ‘Stop me!’ Say a word several times that begins with the sound that is being practised. The children listen until they hear a different sound being introduced.

tin ... tin ... tin ... tin ... tin ... tin ... tin ... **din** ... (“Stop!”)

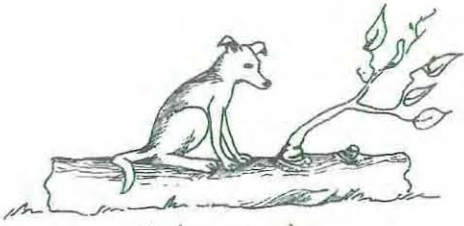
- 4 Combine words that begin with the same letter. Put them on flashcards for the children to say. For example:

Ten toes	Two teeth	Eight tall trees
----------	-----------	------------------

- 5 Ask children to make rhyming pairs from lists of common words. Keep saying the words with the children. For example:

Find the rhyming pairs

dog	big
dice	lock
door	mice
dock	log
dig	floor



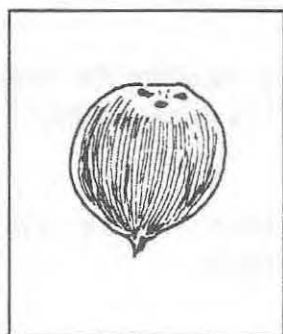
A dog on a log

- 6 Make up three-letter words that have the /i/ sound as the vowel, as in *bin, din, fin, kin, sin, pin, tin, win* Making and saying the word with the children is the important process, not understanding the meaning of the word.
- 7 Choose a group of letters that make a single sound, for example *sh /ʃ/* as in **ship**. Practise common words that have this sound at the beginning and then at the end of the word.

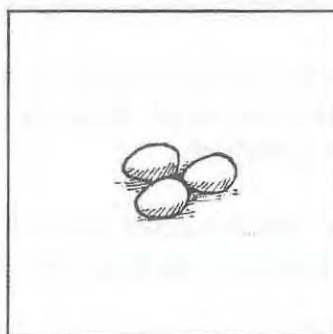
Beginning	End
ship, shell, shirt, shoe, shop, short, shout, share ...	Fish, dish, wish, bush, push, rush, rubbish, splash, brush, wash ...

Flashcards

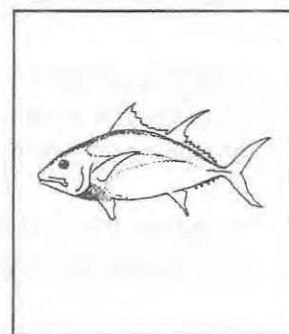
Make flashcards for some of the important vocabulary in the unit. For example:



a coconut



some eggs

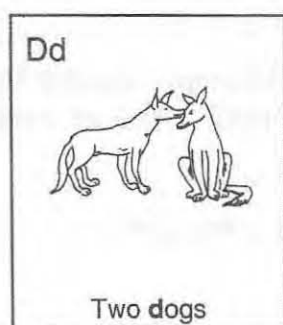


a fish

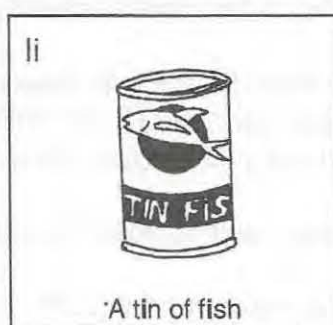
The cards can be matched to pictures that the teacher or the children draw.

Handwriting

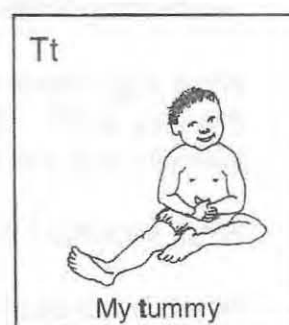
- 1 Children practise making patterns using lines and circles: | o | o o | o |
- 2 Children practise the letters *d*, *i* and *t* at different times in the unit. Help the children to start at the right place in making each letter.
- 3 Children make groups of words with the target letters:



Two _ogs



A t_n of f_sh



My _ummy

Always help the children to read the words, copy them, draw a picture, say the letter names and give the letter sound.

- 4 As the children practise their writing, check the way they are holding their pencils and sitting at their desks.

Creative activities

- 1 There are a number of imaginative play opportunities for this unit associated with jobs in the home, preparing local food or visiting the clinic.
- 2 Ask the children to mime an activity such as sweeping, washing the clothes, making the beds, scrubbing the floor, brushing teeth. The other children have to guess the activity being mimed.
- 3 In pairs, the children can mime scenes such as washing and hanging clothes, cutting and cooking vegetables, washing and drying dishes.

Other pairs of children have to guess.
- 4 Children paint pictures of their favourite foods for a mural.

Assessment

- 1 Check the objectives for the unit. Have the activities helped children to achieve the goals of the unit?
- 2 Are the children participating fully in:

 ◇ Book experiences? ◇ Imaginative play?

Who are initiating talk? Who are not really involved in the activities? How are you helping these children to be more involved?
- 3 What sight words are children learning to recognize? Who are not able to do this very well? What letter sounds can the children make? Who are having difficulty with this? How are you helping them?
- 4 What important information have children learned during the unit?
- 5 What resources have you made for the unit?

UNIT 5: PETS

Background

Children form an attachment to animals that is an important part of their development. The animals may be a special possession such as a puppy, a kitten or a parrot. Other animals may be part of the livelihood of the family, such as hens, chickens or pigs.

When children have pets, they are learning to take responsibility for the care and the well-being of the animal. They are carrying out duties towards the animal (feeding, cleaning, exercising and protecting the animal) as well as learning respect for life.

Animals that the family depend on for food also have to be cared for. Children will help their parents gather the eggs, collect food for the animals, feed them, clean where they stay, and protect them from danger. They learn from their parents how to keep the animals healthy and safe, and how to protect the home environment from the habits of the animals.

Animals will have their own names. The death or killing of an animal may be an emotional time for children. Watching animals care for their young arouses curiosity and teaches important lessons about nature.

Children will talk to animals as an expression of affection or displeasure, or in the attempt to train the animal to behave appropriately.

Objectives

With their families, we want children to:

- a Take proper care of animals.
- b Carry out their duties responsibly and with good sense.
- c Know about animals and their needs.
- d Know the contribution that animals make to the welfare of the family.
- e Know what is appropriate food for different animals.
- f Play sensibly with animals, looking after their welfare and protecting them from danger, cruelty and suffering.
- g Accept that they will need to take turns at doing unpleasant jobs associated with keeping animals.
- h Tell their parents if someone is ill-treating animals.

- i Be curious about animal **life**, and come to respect the ways of nature.
- j Know about pet clinics; what to do if an animal becomes sick or has an accident.
- k Know how to train a pet animal to behave appropriately and respond to commands.

Language focus

Vocabulary

Help children to come to understand and use the following words:

Pets	A pet, a cat, a kitten, a dog, a puppy, a bird, a parrot, a fish, a fish bowl, a seat, the grass, to feed, bow-wow-wow, miaow, to purr ...
Looking after a pet	To look after something, to wash, a basin, a bowl, to put, milk, meat, bones, to run, to clean, a cage, a pond, small, to brush, to stroke ...
Activities	A pet, at home, to tell someone about something, different, to write, to match, a stick, a piece of string ...

Sounds

The /p/ as in **p**uppy, the /f/ as in **f**ish, and /k/ as in **k**itten.

Language functions

- 1 Responding to questions that begin with *what* and *why*
What is Paul doing? Why?
- 2 Giving important information about pets
I give our dog some rice and vegetables after dinner.
Our cat likes fish and milk.
- 3 Giving reasons, using *because*
Why is Thomas cleaning the parrot's cage? Because it's dirty.

Language structures

1 Using possessive adjectives

Pronoun	Adjective	Example
I	my	My parrot
you	your	Your dog
he	his	His cat
she	her	Her pig
it	its	Its tail
we	our	Our school
you	your	Your village
they	their	Their house

2 Present simple form of the verb with *he/she/it*

My dog **eats** meat and bones.

My parrot **likes** pawpaws and ripe bananas.

3 Countable and uncountable nouns

a banana

some bananas

a cat

three cats

But *meat, fish, milk, bread* and *rice* are 'uncountable', so no **-s**.

We feed our cats with **fish** and **milk**.

Experiences

- 1 Show the common family pets in Vanuatu and elicit or teach the relevant vocabulary.
- 2 Look after a pet animal in the school. Carry out the responsibilities of caring for it.
- 3 Make a mural of the different kinds of pets and animals that children have at home. Show the food the animals like to eat.

Listening and speaking

1 Picture page (page 21)

P

Children identify the various animals in the picture.

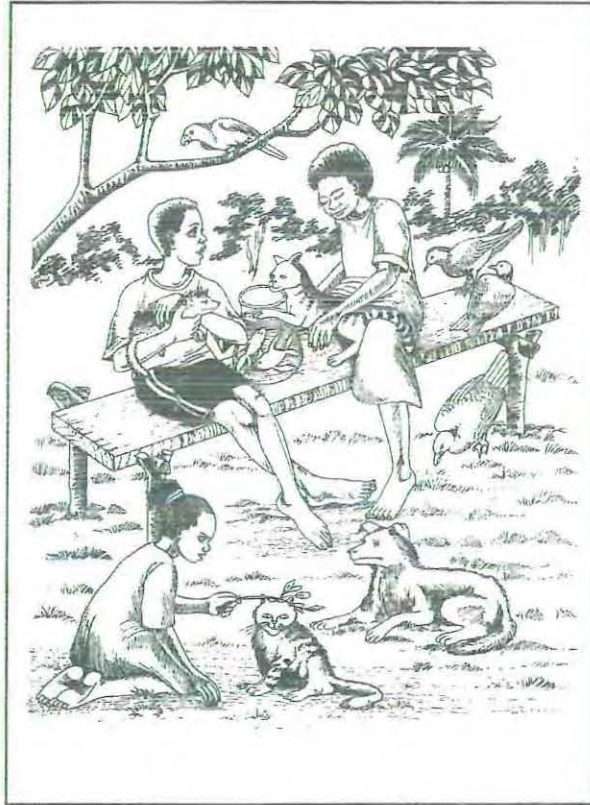
What animals can you see?

Which ones are the children's pets?

How do we know?

Do you have any pets at home?

Tell me about them.



2 Morning talks

Children talk about their pets at home. Encourage the children to give information about their pets. For example:

- | | |
|----------------------------|-------------------------------|
| ◇ The pet's name | ◇ The food it likes to eat |
| ◇ How you care for the pet | ◇ What the animal likes to do |

3 Telling stories

Encourage children to tell stories about their pets. For example:

- ◇ Calling your pet in the morning
- ◇ Places where it likes to sleep
- ◇ Adventures with your pet
- ◇ Funny things that sometimes happen to it

Reading and writing

1 **Language experience stories** (page 22)

Children draw a picture of their pets. They colour the picture and write the pet's name. The teacher can write a caption under the picture, using the children's words.

P

- ◇ Children trace over the words.
- ◇ Children read the captions to their friends.

2 **Shared reading** There are three Vanua stories that can be read during this unit:

Leitau's Turtle by Eunice Simbolo
My Rooster by Nanette Vakessa
Rebecca and the Piglet by Nanette Vakessa

Make the stories into a large book and use the shared-book method steps during the week.

3 **Poems and rhymes** (page 22)

Read the poem with the children. Ask comprehension questions. Then encourage the children to write their own poems using the same pattern.

P

4 **Reading and writing activities**

a **Looking after a pet** (page 23)

Children look carefully at each picture on page 23 and the words alongside. They then:

P

- ◇ Find the person's name in the caption.
- ◇ Identify the animal and other interesting things in the picture.
- ◇ Say what the person is doing and why.

Next the children practise reading the caption with the teacher. Lastly, they identify important words in the caption and match them with things in the picture (names of people, animals, things, actions ...).

b **Who eats what?** (page 24)

Children match the animals with the food they like to eat. The children can then draw pictures of their own animals and say what kind of food they like best of all.

P

5 **Class books**

The experience stories, poems and responses to the activities in the *Pupil's Book* can be collected and placed into class books for use in the reading programme.

6 **Independent reading**

Children must have the opportunity to choose their own reading material during the week. Children should visit the reading corner regularly for this purpose.

Language awareness

Alphabet

- 1 **Recognizing letters** Practise recognizing letters and knowing their sounds. The ability to distinguish between letters is an important reading skill. Make activities like this and do them with the children.

Which letter is different?

a m a a a a



Start here. Go this way → → → → →











- 2 **Sorting words according to their first sound**

For example:

Pp		puppy	pin	pen	pig
	Paul	parrot	pawpaw	pet	pot

Common words beginning with *f* are *Fred, fan, feed, fire, fish, four, five, food, foot, fruit*. Words beginning with *k* include *Ken, kitten, kite, kangaroo, key, kitchen, kettle, kick, kind, king, kiss*.

- 3 **Identifying rhyming words** Children find rhyming words in lists or by sorting word cards.

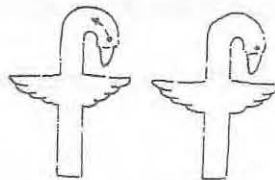
 cat	 cot	 pen	 sun	 bin
 mat	 hen	 pot	 pin	 bun

Ask the children to name each of the pictures in the top row. Point to each word and read it with the children. Help the children to identify the rhyming words in the bottom row by reading the words aloud. Use the terms 'top' and 'bottom'.

- 4 **Knowing the alphabet** Draw the outline of a common object using the letters of the alphabet in sequence. Children join the letters in order to find out what the picture is about.

Handwriting

Practise words with the letters *p*, *f* and *k*. The letter *f* is hard for children to make because it changes direction. Colouring activities using an interesting form of the letter shape can help.



Creative activities

- 1 Help children draw their pets, or make animal masks or soft toys in animal shapes. Animal masks can be used in drama activities; the soft toys in imaginative play.
- 2 To music, tell the children to hop like a parrot on a perch, curl up to sleep like a kitten, dive and glide like a fish, shake yourself like a dog after a swim, scamper like a puppy, creep, arch your back and pounce like a cat
- 3 Help children to make up their own rhymes such as:
 - a I have a little ... (puppy, kitten ...)
Her name is
When I (feed her, take her for a walk ...)
She goes (bow wow wow, miaow miaow miaow ...)
 - b I love my little His name is
He lives in a And says
- 4 Teach the children songs about animals or pets. Perhaps there are local songs, or songs that you make up together using the children's rhymes.

Assessment

- 1 Remember that assessment begins with the objectives of the unit. There are two things to ask here:
 - a Have we done all the suggested activities? Which activities were done well? Done not so well? Not done at all?
 - b Who can do the target accomplishments? Who can do them confidently? Who need support or special encouragement?
 - 2 The next thing to check is the way children are participating in book experiences:
 - a Are they attending to the story?
 - b Are they participating in the discussion of the story?
 - c Are they showing their understanding of the story during follow-up activities?
 - d Can they read parts of the story to you?
 - 3 Then we must assess the literacy knowledge that will be developing slowly within the children:
 - a Do they know the alphabet?
 - b Can they recognize letters, especially at the start of words?
 - c Can they find rhyming words?
 - d Can they make and say words with a familiar consonant-vowel-consonant pattern (*pin, din, tin, bin ...*)?
 - e Are they developing a sight vocabulary of grammar words (*I, my, is, are, has, have, and ...*)?
 - f Are they building up a sight vocabulary of important words in the units (*mother, father, school, play, like, dog, cat ...*)?
 - 4 Lastly, can they remember the important ideas in the units? Can they retell experiences? Can they read their experience stories to you? Can they write their name? The names of their brothers and sisters? The name of their school? Can they recite favourite poems? Are they joining in drama activities? Art and craft activities? Do they initiate imaginative play?
-

UNIT 6: SHOPPING

Background

Most villages have a local store and children will have gone to buy things there with their parents. In towns, there is a wide range of shops that children will have seen: bookshops, video shops, clothing shops, cafes, supermarkets, craft shops, fish markets, poultry shops, and general stores that sell everything.

In the village, people gather their own food and share it with relatives and neighbours. When we go shopping, we buy food or clothes using money. Some things we have to buy because of our style of life: kerosene for lamps; matches to light a fire; petrol or diesel for cars, trucks and outboard motors; clothes and flip-flops, knives, pots, plates and so on. Sometimes we go to the shop to buy things that we don't really need, but we might just feel like having, such as an ice cream, lollies, chocolate, chips and lemonade.

Money is earned through work. Perhaps crops are sold in the market, perhaps a family member has a job, or the family owns a plantation or a water taxi or a bus. Children might be given money as a treat and they have to decide what they will spend it on.

Objectives

By the end of the unit, we want children to:

- a Name things that are sold in the local store.
- b Know the names of the money we use in Vanuatu; read the price of things and know how to count the change.
- c Practise shop language - asking for things politely; waiting your turn to be served; and saying 'thank you'.
- d Keep the environment clean by putting rubbish in bins, or taking it home.
- e Know the local foods that can be gathered from the environment, and how they relate to processed food or food brought into Vanuatu from other places in the world.
- f Know the value of money, the hard work that is needed to earn it, the importance of saving, and the need to make wise decisions when you decide to spend money.
- g Know the importance of honesty, such as asking for (not taking) money from the home; paying for things in the shop (not taking and hiding them).
- h Value the sharing of money, the giving of money in Sunday School, and the sharing of things that have been bought.

Language focus

Vocabulary

Help children to come to understand and use the following words:

At the shop	A store, a shop, a village shop, fish, island cabbages, a roll of cabbages, bread, a loaf of bread, fishing lines, fishing hooks, a tin of fish, milk powder, a bottle of kerosene, a packet of soap powder, pots, a lantern, flipflops, a shirt, a dress, some eggs, to buy, to sell, some money, a kettle ...
Going shopping	The family, a shopping trolley, some soap, a bar of soap, a toothbrush, a comb, to push, to take, to put, clothes, a dress, a shirt, a shelf (shelves), money ...
Making a classroom shop	A book, some sugar cane, a fish, some eggs, a basket, some pencils, a taro, a cake, an orange, a lemon ...
Activities	At the shop, each thing, to find, to go shopping, to make a shop, to bring, to pretend, pretend food, pretend money, to take turns, to copy, to colour ...

Sounds

Practise these sounds at different times in the unit:

/ʃ/	/æ/	/w/
Shelley	Ann	Willie
shop	hat	we
ship	bat	wet
shell	fat	want
shoe	cat	water

Language functions

Talking in a shop

- a Saying what you want:
 I want some coloured pencils, please.
- b Responding to questions and requests:
 How many pencils? What colours?
 Come and choose the pencils
 900 vatu, please.
- c Using words to say how many things or how much of something you want:
 I want six eggs, please.
 I want some rice and a tin of fish.

Language structures

1 Plural of nouns

If it is easy to count the things, here are the rules:

Rule	Singular	Plural
Add s	one egg	two eggs
Add <i>es</i> after <i>ch, o, s, sh, x</i>	one bunch a tomato a dress one brush a box	two bunches some tomatoes some dresses two brushes two boxes
y after a consonant ⇒ <i>ies</i>	a baby	two babies
Irregular plurals	one foot a man	two feet several men

2 Simple present tense

Use the simple form of the verb:

I want, you want, we want, they want

But add on -s to the verb if the subject is *he, she* or *it*:

He **wants** some eggs. She **wants** an ice cream.

3 Using numbers with uncountable nouns

Practise these expressions of quantity with uncountable nouns:

two loaves of bread; three pieces of sugar cane; four taro; two boxes of matches; two tins of lemonade; two packets of soup; three cakes of soap

Experiences

The language for this unit is best learned and practised through setting up a 'class shop' where children can buy and sell items with 'pretend money' (see page 29 in the *Pupil's Book*).

Listening and speaking

- 1 Use the pictures on pages 25-27 to help children to learn the words they will be using in the unit.

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For example:

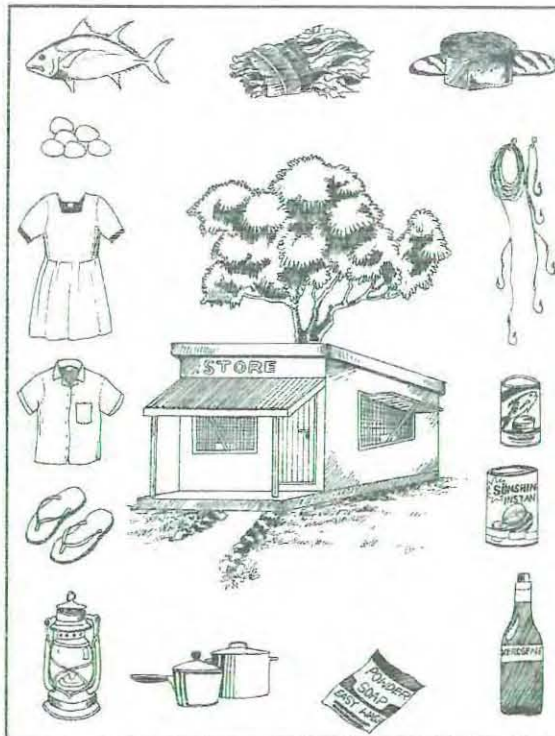
Can you name the things in the picture? Let us start at the top with the fish

Let us buy four things from the shop. What will we buy?

What do you buy when you go to the shop? What does your mother buy? Your father?

Point to:

- ◇ The fish
- ◇ A loaf of bread
- ◇ A tin of milk powder
- ◇ Some fishing lines and hooks



Which things go together?

For example:

- ◇ The fish and the fishing lines
- ◇ The lantern and the bottle of kerosene
- ◇ The eggs, the bread, the tin of fish ...

- 2 **Make a classroom shop** (page 29)

P

Children bring some things from home to sell in the shop. They make some pretend food and some pretend money. Children take turns in playing in the shop corner, and being the shopkeeper. Children begin to learn the money names and how to ask for things in English.

Reading and writing

1 Language experience stories

Children draw pictures of the village shop. The teacher writes a caption under each picture, using the children's words. Children trace over the words and say the words to you.

2 Book experiences

Make an enlarged book for a story about going to the shop. Base the story on a class experience, or a story told to you by a child, or an imaginary shop with an unusual shopkeeper, selling unusual things.

Choose a Vanua reader and base a book experience around the story.

3 Poems, rhymes and songs (see page 28)

P

Read poems and rhymes about going to the shop and buying things. Help the children to create their own short poems. For example:

What I like

I like shopping,
I like shopping,
Yes I do,
Yes I do.

What will I buy?

I will buy some biscuits,
I will buy some biscuits,
Yes I will,
Yes I will.

Substitute other items for *biscuits*, such as *toothpaste*, *sugar*, *Milo*, *eggs* ...

4 Class picture books

Help the children to make a picture book or a mural about a visit to a shop. Write labels and captions for the pictures.

5 Writing exercise (see page 30)

P

Children make lists of food they grow in their garden, and food they buy from a shop. Illustrate the lists and make into a class book.

6 Independent reading

Give children opportunities to read independently from books and language experience stories kept in the book corner.

Language awareness

Alphabet

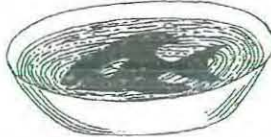
- 1 By now the children should know the letter names for the English alphabet. Each week, you should practise saying the alphabet in order, as well as the letter names for the vowels.
- 2 Build up lists of common words that begin with the letters *a*, *sh* and *w*. Put the words on flashcards so that they can be sorted according to their initial sound.
- 3 Practise the short sound /æ/, as in *ant* or *cat*. Build up words that begin with a short *a* or have a short *a* as the first vowel.

First sound	Second sound
ant	cat
apple	fat
am	hat
ambulance	mat
and	can
animal	man
at	ran
arrow	dad

- 4 Ask children to make rhyming pairs from lists of common words. Keep saying the words with the children. For example:

Find the rhyming pairs

fish	fat
cat	dig
pet	dish
pig	pot
hot	wet



A fish in a dish

- 5 Combine words that begin with the same letter. Put them on flashcards for the children to say.

Two wet worms	A shoe shop
---------------	-------------

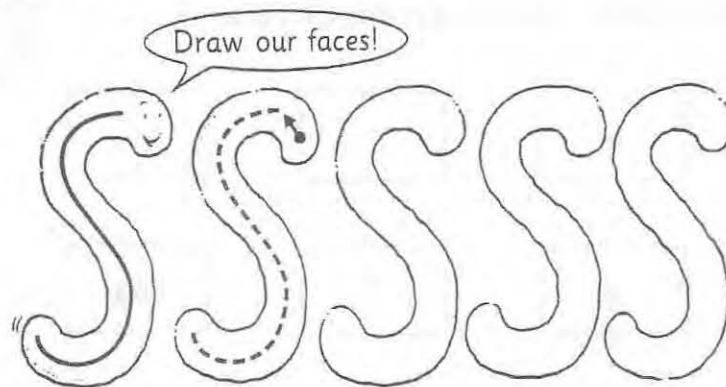
Flashcards

Make flashcards for some of the important vocabulary in the unit. For example:

some bread	six eggs	the shop
------------	----------	----------

Handwriting

- 1 The letters for this unit are *s*, *a* and *w*. Some children will find the letter *s* difficult to write as the pencil has to keep changing direction. Here are two activities that might help.
 - a The letter *s* curves and twists like a worm. Draw a stripe in each worm. Use a different colour for each stripe.



- b Practise forming the letter *s* in wet sand, using your finger or a stick.
- 2 Children practise the letters *s*, *a* and *w* at different times in the unit. Help children to start at the right place in making each letter. Check how they are holding their pencils, and sitting at their desks.

Creative activities

1 Imaginative play

Children 'play shop' (see page 29). Part of the game can involve wrapping up mystery parcels. Children choose a parcel and find out what is inside the parcel.

2 Art and craft

Help children to make things for the classroom shop. They may be cut-out fish, or fruit, wrappers for tins and parcels, pretend money, toys and clothes made from local materials

Assessment

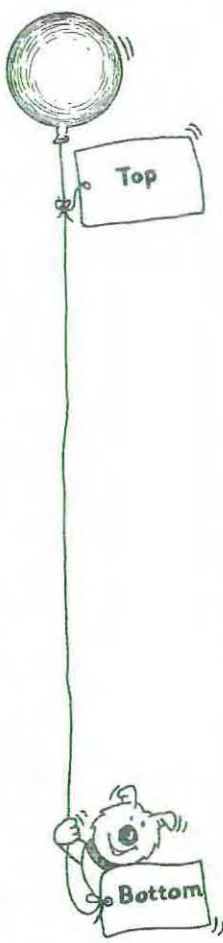
- 1 Check the objectives for the unit. How many of the activities did you do?
- 2 Hear children read from their language experience stories.
- 3 Give recognition to children who make books about shopping. Use comments, stars or stamps. Display all the books in the book corner. Read some of the stories with the children.

Assessment task

Think of interesting ways to help children recognize common words by sight. For example:

Look from top to bottom. Which word is different?

can	in	I	like
can	in	I	like
come	in	I	like
can	in	it	like
can	on	I	like
can	in	I	look



UNIT 7: GAMES AND TOYS

Background

Play is a very important part of a child's life. Children grow physically, emotionally, socially, morally and intellectually through engaging in play with other children and with adults. They learn to win and lose graciously, and keep to rules (and not to cheat). They learn to include others in a game, to help younger children to take part in the game; to take turns, learn to co-operate, and to share.

Some games bring adventure and excitement into a child's life, but many expose the child to dangers. So keeping safe is an important part of playing these games.

Some children's games have been handed down over the generations; some games are invented and appear to occur spontaneously. Some games are imaginative and creative. Some games are taught to children in an organized way (e.g. soccer and netball) because we play those sports in Vanuatu. Some games need special equipment, but children are good at improvising - the inside of a palm tree or a special kind of mandarin may be used as a ball; vines can be used for skipping ropes, and stones for marbles.

Toys are made for children by adults, or children make their own toys. In playing with the toys, children are using their imagination. They act out the activities of real life, practising the language of the event, and learning the skills associated with the actions. For example, children look after dolls as they would a baby; they might use old tyres as if they are driving a truck; they might dress up in old clothes to be different people; or use coconut shells as boats.

Objectives

Through the activities in this unit, we want children to:

- a Participate in games.
- b Use toys creatively and imaginatively.
- c Act out real-life situations using toys, dolls and other environmental material.
- d Learn to keep the rules of a game.
- e Include others in the game, giving turns and helping younger children.
- f Know the names of the important games that children play in the local area.
- g Know how to settle disputes in games without fighting.

- h Accept responsibility in a game, by being the leader.
- i Help children who are not so confident in the game.

Language focus

Vocabulary

Help children to understand and begin to say these words:

Games	A game, to play, to like, marbles, skipping, hopscotch, football, hide-and-seek, chasing, poison ball, snakes and ladders ...
Things we play with	A skipping rope, a ball, a bat, dice ...
Playing games	
a Hide-and-seek	To hide, to look for someone, to find, to have a turn, a hiding place, good, to count, behind, under, inside, a bush house ...
b Leaf game	A leaf, long, wide, thin ...
Activities	To name, a game, to copy, good, to ask, to find, a puppy ...

Sounds

The sounds that we will be focusing on in this unit are:

/dʒ/	/ɔ/	/r/
jump	hop	run
jam	pot	read
jar	shop	reef
jelly	top	river
job	drop	roof

The letter *j* is an example of a single letter producing two sounds together when a *j*-word is pronounced (*j* = /dʒ/). In this unit, concentrate on the short *o* sound (*octopus*), rather than words where the *o* sound is long (*open*). Other common words that start with a short *o* are *on*, *of*, *orange*, *off* and *often*.

Language functions

- 1 Giving instructions
Stand here. Close your eyes. Count to twenty. Count slowly.
Then try and find us.

- 2 Saying what you like to do or like doing
I like to play marbles.
I like to play with Thomas and Joseph.

Notice that we can use the *-ing* form of the verb after *like*.

My dog likes chasing our cat.
Marie likes hiding in a tree.

- 3 Expressing disagreement
No! It isn't your turn. It's Peter's turn. It's your turn after that.

I can see Violet behind the stone.
No, you can't. It's Jill.

Language structures

- 1 Present simple in yes/no questions

Children should be able to respond to questions like this:

Do you like playing hide-and-seek, Joseph? Yes, I **do**.

Notice that we use *do* with *I*, *you*, *we* and *they*, but *does* with *he*, *she* or *it*.

Does Violet like playing poison ball? No, she **doesn't**.

- 2 *Can* for ability

We use *can* to say we have the ability to do something.

I **can** play marbles. I **can't** play football very well.

If you are asking a question, begin with *can*.

Can you play snakes and ladders?

The short answer to this question is:

Yes, I **can**. or No, I **can't**.

The expression *cannot* or *can't* are alternatives.

Language structures (contd.)

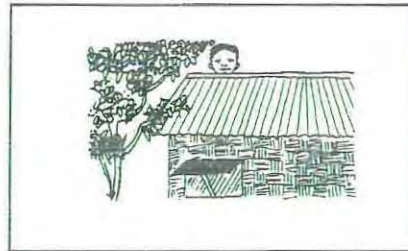
3 Prepositions of place

When children play games such as hide-and-seek, prepositions of place become important.

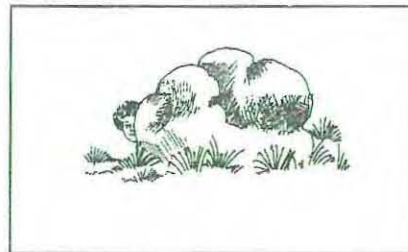
Where is Violet?
She is **hiding in the box**.



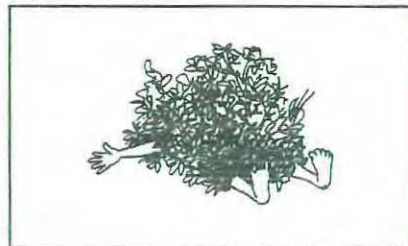
Where is Patrick?
He's **on the roof**.



Where is Susie?
She's **behind the bush house**.



Where is Nakou?
He's **under the leaves**.



Experiences

The best way to learn the English language vocabulary associated with games is to play the games with the children. Notice they will have a rich vernacular vocabulary for the local games they like playing.

Listening and speaking

- 1 Ask questions about the pictures on pages 31-35 in the *Pupil's Book*. Help children learn the words they will be using in the unit.

P

Questions:

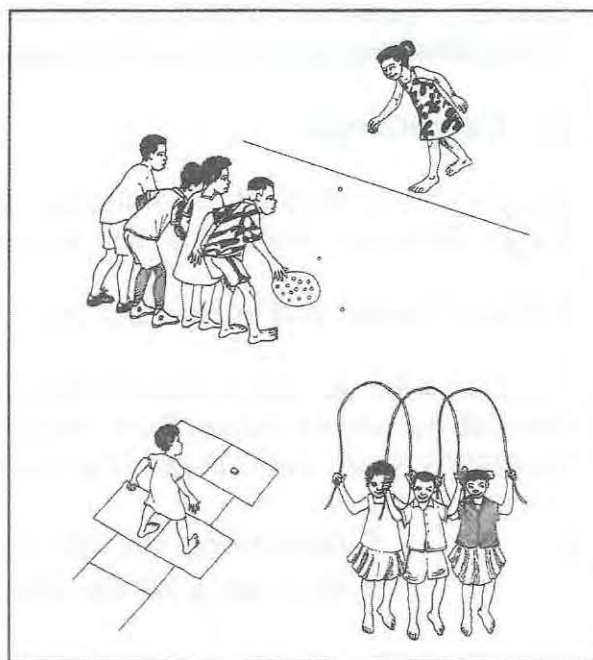
What are the children doing?

What games can you play?

Show me how to play the game.

What do we need?

What are the rules?



- 2 Use the pictures to help children respond to the important vocabulary. For example (page 32):

Point to:

◇ A bat
◇ Dice

◇ A ball
◇ The large ball

◇ A skipping rope
◇ The cricket bat

- 3 Play one of the games shown in the various pictures (e.g. hide-and-seek or the leaf game). Talk about the rules.
- 4 Play a new game with members of the class. Agree on the rules. Talk about the best part of the game. A hard part. An easy part.

Reading and writing

1 Language experience stories

Play some games together and then use the experience to write captions under pictures. Children can bring toys to school, or make them in the classroom. Imaginative stories can be written about the toys.

2 Book experiences

Make a Vanua story into an enlarged book. For example, *The Sick Doll* by Eunice Simbolo. Follow the recommended steps for shared reading.

3 Poems, rhymes and songs (see page 36)

P

Read or make up poems and rhymes about games or favourite toys. Illustrate the poems, display them, and read them with the children. Dramatize the poems where appropriate. Here are some examples of simple rhymes:

- a I like running, running, running
 I like running all day long.

Invite the children to substitute other words in place of *running* (*hopping, skipping, climbing ...*).

- b I can play marbles,
 I can play hide-and-seek
 Let me show you how.

Again, other games can be substituted in the verse.

4 Class books

Help the children make a class book about their favourite toys, or the games they like playing the best.

5 Writing exercises

Make lists of favourite games and toys with the children. Draw or cut out pictures to illustrate the lists.

6 Independent reading

Find time to hear children read from their language experience stories, or from a Vanua story. Encourage independent reading in the book corner.

Language awareness

Alphabet

- 1 Continue to practise the letter names in the English alphabet, using charts that you or the children make.

- 2 **Making words**

Help children make words using a consonant-vowel-consonant pattern. The words do not have to be real words. The important thing is for the children to make words and say them. Here are some word parts that children can experiment with.

Make Some Words									
Word parts									
ab	ad	ag	am	an	ap	at			
For example (using the first word part):									
bab	cab	dab	fab	gab	hab	jab	kab	lab	mab
nab	pab	rab	sab	tab ...					

- 3 Build up lists of common words that start with the letters *j*, short *o* and *r* (see Sounds under Language focus).

- 4 Play the game 'Stop Me' using a word that begins with the letter *j* or *r*.


jam ... jam ... jam ... jam ... Sam ... ("Stop!")

- 5 Combine words that begin with the same letter. For example:

Jelly and jam. Run, rats, run. Off, octopus, off.

- 6 Find the rhyming words.

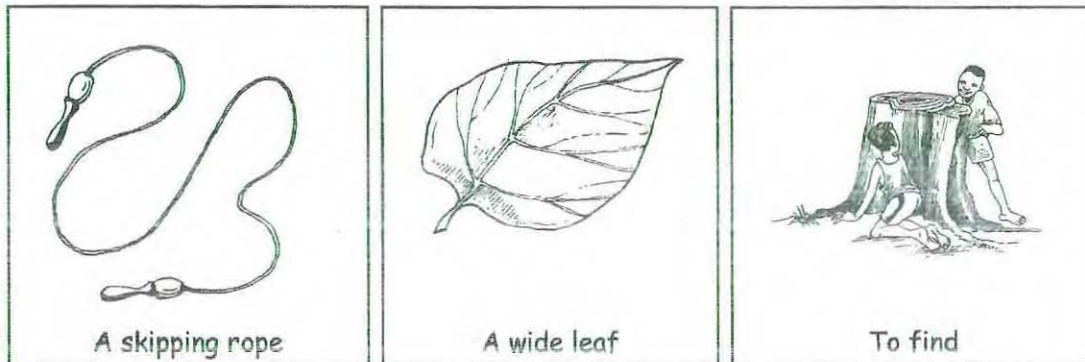
Find the rhyming pairs	
bat	day
box	rat
play	fox
skip	top
hop	flip



A fox on a box

Flashcards

Make flashcards for some of the important vocabulary in the unit. Use the pictures at the bottom of the pages in the *Pupil's Book* as a start. For example:



Handwriting

The letters *j*, *o* and *r* should be practised during this unit.

- a The letter *j* has a 'tail' that should be consistent in length and not too long.
- b The letter *r* begins with a down-stroke, and the pencil has to go straight back up again, without lifting from the paper.
- c The *o* is based on the oval. Make sure children start the letter at the correct place.

Creative activities

Use old cardboard boxes to make pretend cars, boats or planes. Children use these to go on imaginary journeys.

Assessment

- 1 Check the objectives for the unit. Which objectives were achieved?
- 2 Ask individual children questions such as:

What's your favourite toy?
What game would you like to play today?

UNIT 8: THE WEATHER

Background

Weather words include the sun, the clouds, the rain, the wind, the times of day and night, and how we feel. The weather influences what we do: when we go to the garden, when we go fishing, when we sit in the shade of a tree, when we do the washing, or hang the clothes outside. The weather affects what we wear and what games we like to play. Sometimes the weather brings dangers: high winds, heavy rain, flooding, landslides, and thunder and lightning.

In Vanuatu, we have a dry season and a wet season. In the dry season, we have to be careful with water. In the wet season, mosquitoes become a special problem. Children might get colds in the wet season. We need to protect animals from the weather and we must look after our food when it is very hot.

Objectives

Through the activities in this unit, we want children to:

- a Know the words we use to talk about the weather.
- b Say the games they like to play in the rain.
- c Talk about what they do when it is very hot, in the evening time, or when it is windy.
- d Observe how animals change their behaviour with the weather.
- e Keep a weather chart at school on the wall. Children add weather pictures to the chart each day.
- f Learn rhymes about the weather and enjoy stories where the weather is an important part of what happens.
- g Talk about keeping safe at different times: when it is very hot; when there is lightning, or if it is very windy or very wet; or when the sea is rough.
- h Become curious about the weather: where does the rain come from? What makes the wind? Why is the sea rough/calm today? Why does thunder come after lightning; where does the sound come from, what is the light in lightning, what makes it, why is it dangerous, and why should we not stand under a tall tree in a thunderstorm or hold metal things in our hands? What are clouds and why do they move?

Language focus

Vocabulary

Help children to understand these words and begin to use them in their talk:

Talking about the weather	The weather, a cloud, clouds, the rain, to rain, raining, wet, cold, the sun, sunny, hot, the shade, cool, the wind, windy, to blow, blowing hard, an umbrella ...
Playing in the rain	To jump, to dance, to swim, to hide, to stay inside, a puddle, the sea, a pond, a river, a stream, to splash, to stamp, to stomp, everyone ...
Safety	To be safe, thunder, lightning, rain, to stand, to hold, to walk, a bush knife, heavy rain, a stream, a drain, to slip over, to be careful, a car, the driver, to change, when to get (home), hot sun, to sit, long, too, strong, strong wind, old, old trees, to touch, powerlines, to keep close to home ...
Days of the week	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
Activities	After, safety, a day, a week, a weather picture ...

Sounds

Practise these sounds at different times in the unit:

/ʃ/	/ŋ/	/w/
shell	sing	wind
shine	raining	wet
shiver	shining	weather
shelter	blowing	water
shade	flying	wear

Language functions

- 1 Knowing the days of the week
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.
- 2 Providing information about the weather
It is sunny today and hot.
The wind is blowing.
It is going to rain this afternoon.
- 3 Warning people not to do something
Don't go out in the rain.
Don't splash people.
Don't sit in the sun.

Language structures

- 1 Talking about the weather

When we talk about the weather, we use: *It is* + a weather word.

It is hot this afternoon.

It is windy outside.

It is a little bit cold now.

Take an umbrella. **It is** raining quite hard.

- 2 Giving advice

We use the simple form of the verb to give instructions or advice.

If it is hot:

Sit in the shade. Keep the sun away from your food.

If the wind is very strong:

Keep away from coconut trees. Keep away from old trees.

We use *Do not (don't)* + verb to tell people what they should **not** do.

Don't cross streams alone. **Don't** touch powerlines.

- 3 Saying what you **want to do**

I **want to** stamp and stomp and jump in every puddle.

Experiences

Children will slowly learn new words as you talk about the weather each day, and keep a weather chart. Words associated with safety can be learned through drama, role play, and listening to stories.

Listening and speaking

- 1 Use the weather outside, and the pictures in the *Pupil's Book* (pages 37-38) to talk about children's experiences with the weather. For example:

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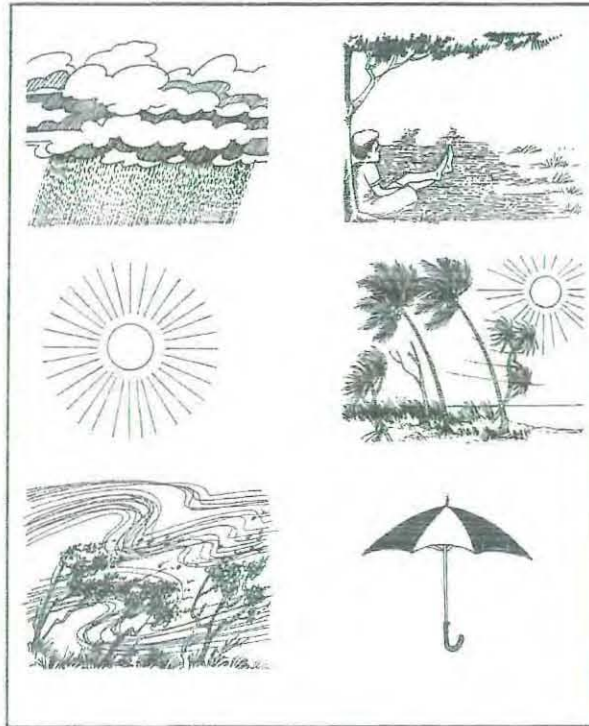
Questions:

What is the weather like today?

Is it hot? Is it windy? Is it wet?

Point to:

- ◇ The girl sitting in the shade of the tree
- ◇ An umbrella
- ◇ A strong wind. The wind is bending the trees and making the leaves fly.



- 2 Talk about all the things we do when it's wet. When it's hot. When it's windy. (See page 38.)

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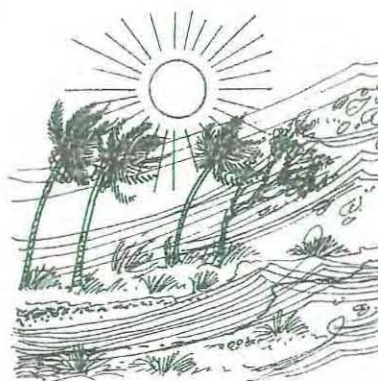
- 3 Talk about keeping ourselves safe during bad weather or when the sun is very hot (pages 40-41).

P

Thunder and Lightning



Strong Wind



Reading and writing

1 Experience stories

P

- a Children make a weather picture for each day of the week. The weather pictures are put on a class mural, or made into a class book. Write labels and captions and the days of the week.
- b Record children's stories about what they do in the rain (see page 38). Produce other stories for what they like doing on windy days, and very hot days.
- c Make charts to remind children about keeping safe during bad weather, or if the sun is very hot (see pages 40-41).

2 Book experiences

Make a story into an **enlarged book** for shared reading. Encourage children to:

- ◇ Talk about the pictures
- ◇ Join in the reading
- ◇ Role play the story
- ◇ Turn the pages with care

3 Poems, rhymes and songs

P

Read the poem 'After the Rain' in the *Pupil's Book* (page 39). Teach other poems, for example:

Where Do You Go?

White sheep, white sheep,
On a blue hill.
When the wind stops,
You stand still.

When the wind blows,
You walk away slowly.
White sheep, white sheep,
Where do you go?

4 Class books

Publish children's stories in class books. Put these books in the book corner. Hear children read from them. Encourage children to read the class books during independent reading.

5 Read-and-write experiences

Playing in the rain (page 38)

Children read the captions and do the actions. They identify interesting things in the pictures and relate them to the words in the text. Lastly, children draw their own pictures, showing what they like to do in the rain.

P

6 Independent reading

Hear children read to you in the book corner.

Language awareness

Alphabet

- 1 Revise the letter names in the alphabet. Practise saying the sounds associated with the letter names. By now children will be noticing that some letters have more than one sound (e.g. *giant* and *great*). Encourage children to notice words where this occurs.
- 2 Help children make three-letter words from beginning and end sounds.

b bed
r red
sh shed

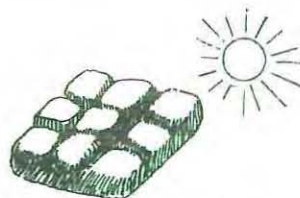
b _____
p _____
l _____

Other end sounds with a short *e* are *-en* and *-et*.

- 3 Play rhyming games such as 'Stop Me!' and finding rhyming pairs.

Finding rhyming pairs

sing	leg
peg	dish
wish	ring
bed	bun
sun	red



A bun in the sun

- 4 Combine words that begin or end with the same sounds. Put them on flashcards for the children to say.

Shells on the shelf

Jumping and splashing

Running in the rain

Alphabet book

Help children make pages for an alphabet book. Each page has a new letter, a picture of a key word that begins with that letter, and a list of other words that start with the letter.

Flashcards

Prepare cards that describe different kinds of weather. Children choose the appropriate cards for a weather chart (see *Pupil's Book*, page 42). Also put the days of the week on cards. Children can put the days in order, and pick out the name of the particular day.

Handwriting

The letters for this week are *sh*, *ng* and *w*. These letters are made in different ways. Check that children are starting the letters in the right places.

Singing

Children sing the song about Tokone. Tokone is a lazy boy. When it rains, he has a good reason for doing nothing. Here is the first verse of the song:

On Monday morning he got up,
It's raining, it's raining again!
'I can't go to school today,' he said,
It's raining, it's raining again.
Tokone! Tokone!
It's raining, it's raining again!

Repeat the verse for each day of the week with different things that Tokone cannot do. For example:

Monday Tuesday Wednesday Thursday Friday Saturday Sunday	Tokone can't go to school Tokone can't play football Tokone can't go shopping Tokone can't go swimming Tokone can't get the water Tokone can't dig in the garden Tokone can't make laplap
--	---

Assessment

- 1 There are eight objectives for this unit. Which activities have the children done? What can they do? What interesting things have they talked about?
- 2 What additional resources did you prepare for the unit? What still needs to be made for the unit?
- 3 Did you hear the children read from a book they chose for themselves? Who are reading confidently? Who appear to be at risk in their literacy development?
- 4 Are children taking care of the *Pupil's Book*? Have some books become damaged? Have those books been repaired?
- 5 Look at the children's work on display. When was it done? Is it time to change it?
- 6 Think about the reading programme. What can most children do confidently? What are the things that children cannot do so well?
- 7 Is there a good balance in your language programme? Are all parts of the language curriculum being done regularly?
- 8 What records are you keeping about the progress of children in English?

UNIT 9: THE SEA

Background

For many children the beach, the reef, the lagoon and the sea are important places. They have been to those places, done things there with their families, and had exciting times. For children who live far from the sea, those places exist only in their imagination. They look at pictures, they listen to stories, and perhaps go to the sea on special occasions. Many children will have been in boats, canoes and water taxis. Others will have flown over the ocean in planes. Children from inland areas will know about water from their experiences with streams, rivers, ponds or lakes.

The sea is an important source of food. This food is sometimes shared on special occasions with people who live far from the sea. The sea is a place to play in, but it is also a place that has many dangers. At this age, some children will be learning to swim, others may have a fear of the water that could remain with them for a long time. Learning to keep safe near water is an important outcome of the unit.

The beach and the sea must be kept clean. Rubbish thrown into the sea spoils the sea and affects life in the sea. The bush protects the reef from too much fresh water and from mud that can be carried down from rivers.

Objectives

Through the activities in this unit, we want children to:

- a Know the words associated with the sea and the activities that children do in the lagoon, on the reef, in rivers, in ponds and lakes.
- b Know the names of some fish that people catch.
- c Learn about fishing.
- d Know the areas that are closed by taboo near their village and the reasons for it.
- e Learn about the dangers of water and the sea; know what to do if dangerous situations arise.
- f Know how to cross streams safely.
- g Begin to learn to swim.
- h Take part in activities to clean the beach.
- i Make a mural showing the beach, the lagoon, the reef, the ocean.

- j Participate in book experiences and imaginative play associated with the sea.
- k Collect shells and use them for art and craft activities.

Language focus

Vocabulary

Help children come to understand and use these words:

On the reef	The reef, the children, the sea, birds, fish, shells, a turtle, starfish, coral, waves, large, small, seaweed ...
On the beach	The beach, sand, coral, a coconut tree, a canoe, rubbish, old tins, a shell, a crab, bottles, cans, pieces of wood, to throw away, to pick up, to bury ...
Swimming in the sea	To swim, to swing, to splash, to shout, to dive, to wade, a towel, to dry, to play, to jump, a ball, a rope, to tie, to hold on to something, to let go, to chase ...
Make a boat	A boat, a sail, a mast, a flag, a parrot, bamboo, a box, a chair, some leaves, the crew, to sail, an island ...
On the sea	A ship, a yacht, a sailing canoe, a speedboat, a water taxi, to paddle, a turtle, to sail ...
Activities	To pretend, to take, to collect, a face, an ear, eyes, a nose, a mouth, hair, whisker ...

Vocabulary activities

Use pictures or first-hand experiences to introduce important words about the sea.

Sounds

The sounds for this unit are /s/, /e/ and /f/.

/s/	/e/	/f/
sea	egg	fish
sail	engine	fire
sand	every	feed
Saturday	end	find
seven	elephant	food

Language functions

- 1 Responding to *wh*-questions such as:

What can you see?
Where are the children?
What are they doing?

- 2 Naming things you see on a beach

starfish, crabs, shells, sand ...

- 3 Naming common actions associated with being near the sea

swimming, diving, fishing, paddling a canoe ...

Language structures

- 1 Present continuous tense for describing actions (*be* + verb + *-ing*)

The children **are swimming** in the lagoon.
Josey **is splashing** in the water.

- 2 Prepositions of place

in the sea, **on** the reef, **in** the boat, **on** the island ...

- 3 Talking about what you are going to do. We use *be going to* + verb for an intention or plan

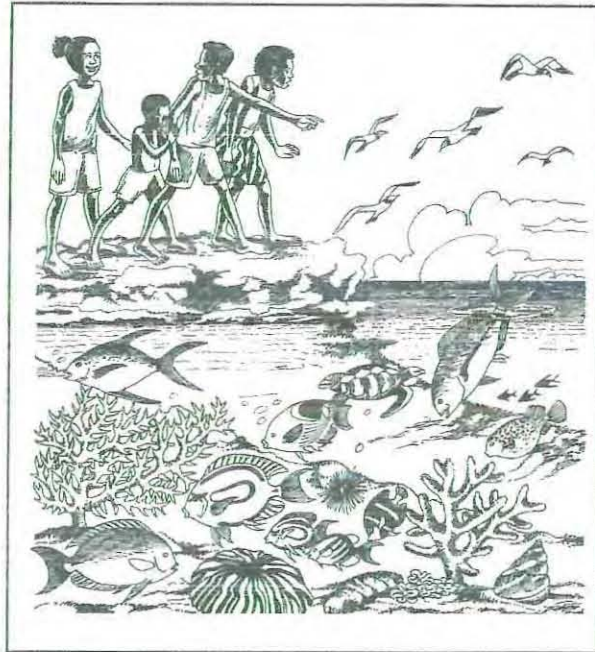
We are going to sail to the island.
We are going to catch some fish for our food.
We are going to take our friends with us.

Listening and speaking

- 1 Use the pictures in the *Pupil's Book* (pages 43-45) to help children learn the words they will be using in the unit. For example:

Questions

- What can you see?
What else can you see?
Where are the children?
What are the fish doing?
What are the birds doing?



- 2 **Point to:**

- | | | |
|-------------|-----------------|--------------|
| ◇ The reef | ◇ The coral | ◇ The turtle |
| ◇ The birds | ◇ A large shell | ◇ The clouds |

- 3 **Memory game**

Encourage children to look at a picture and remember the things they saw.

I saw with my little eyes: some large fish, some small fish, a turtle,
some birds, some coral, a bêche de mer

Can they remember five things? Eight things? Ten things?

- 4 **I spy with my little eye**

Play 'I Spy' with the children using the pictures and letter sounds. For example:

I spy with my little eye something beginning with /f/.

- 5 If possible, take the children to the sea. Encourage them to talk about their experiences at the beach.

Reading and writing

1 Language experience stories

Children draw pictures about the sea or tell stories about their experiences there. Write captions under the pictures for the children, or write their stories down. Children trace over the words. They say the words with you.

2 Shared reading

Make a children's story into an enlarged book. For example, *Papa went Fishing* by Eunice Simbolo. Encourage children to:

- ◇ Talk about the pictures
- ◇ Join in the reading
- ◇ Role play the story
- ◇ Turn the pages with ease

Other Vanua stories that relate to this unit are *The Devil Octopus* by Margaret Lobu and *Molse and Molkas* by Louise Cyske.

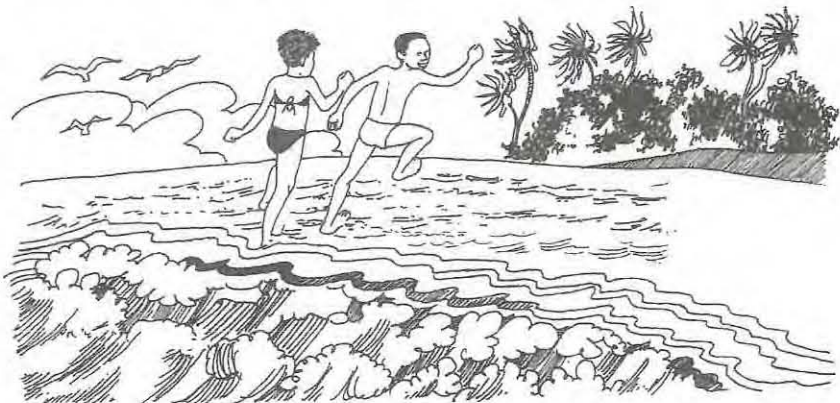
3 Poems, rhymes and songs

Read poems or rhymes about the sea with the children. Help the children create their own short poems. For example:

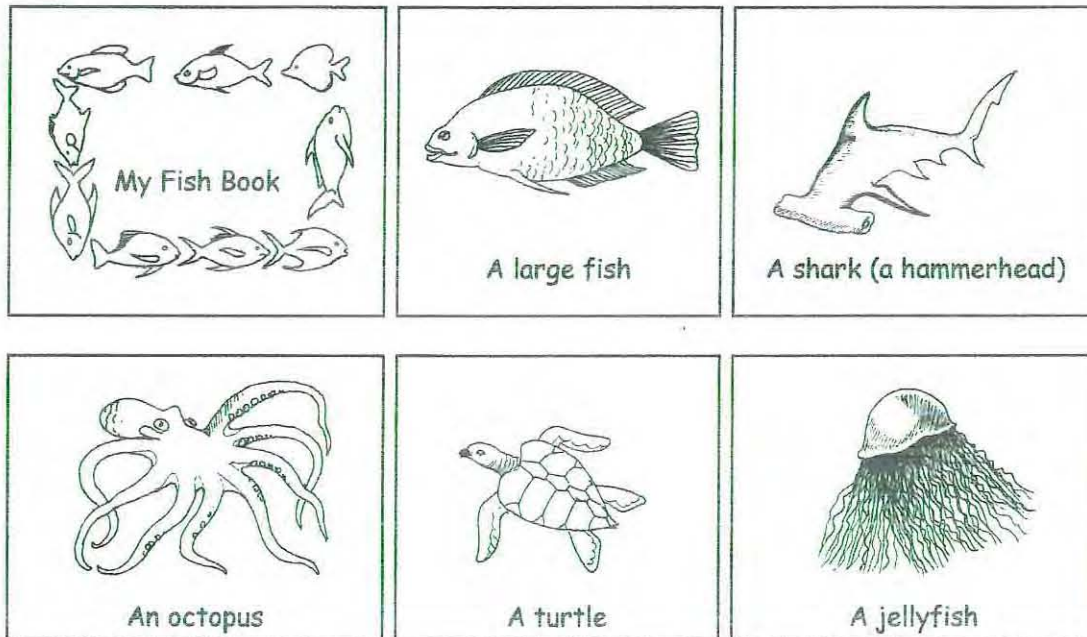
Waves

There are big waves
And little waves
Green waves and blue
Waves you can jump over
Waves you can dive through
Waves that rise up
Like a water wall
Waves that swell softly
And don't break at all

Waves that can whisper
Waves that can roar
And waves that run at you
Running on the shore.



Help children make a display of things they find on the beach. Children can also make picture books about different kinds of fish, or different kinds of boats (see page 47). Label the pictures for the children. Here is an example of a book about fish.



5 Read-and-write experiences

On the sea (page 47)

Children collect pictures of ships or things that live in the sea. They make their collections into a class book with relevant captions.

6 Independent reading

Children choose stories to read from the book corner. This is also a time for the teacher to listen to children reading aloud from self-chosen material.

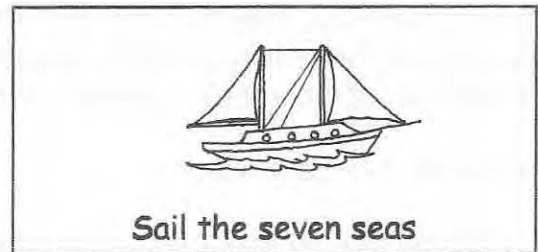
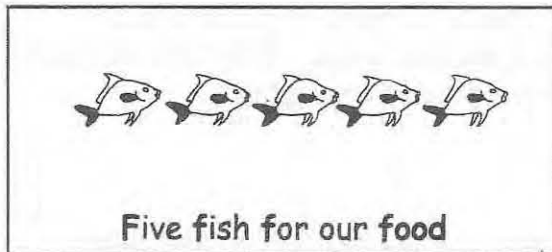
Language awareness

Alphabet

- 1 Have fun listening to rhyming words with the children, for example:


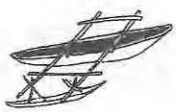
Does *elephant* rhyme with *fish*?
Does *crab* rhyme with *sand*?
Does *boat* rhyme with *float*?

- 2 Make up jingles and sentences that begin with the same letter sound.



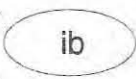
- 3 Find pairs of words that rhyme.

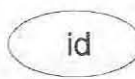
Finding the rhyming words

sand	hope		
play	canoe		
rope	land		
bamboo	day		

a piece of bamboo a canoe

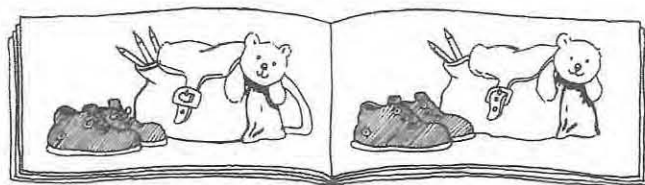
- 4 Making words (real words and nonsense words) using these sound patterns:

b _____
f  _____
r _____

l _____
k  _____
d _____

- 5 **Spot the difference**

Spot-the-difference games are good for concentration and for memory, too.
For example:



Handwriting

Practise the letters *s*, *e* and *f* at different times in the unit. Some children may find these three letters difficult to write because the pencil has to keep changing direction. When practising the letter *e*, use words with a short *e* sound (e.g. *egg*) rather than words in which the *e* letter sound is long (e.g. *eat*).

Creative activities

Imaginary play (see page 46)

P

Use boxes, bamboo, leaves, rope and old sheets to make a pretend boat. Children put up the sails and pretend to sail to a faraway place. They take things they will need (food, water, maps, a lantern, a telescope and an anchor ...).

Art and craft (see page 48)

P

Show children how to make faces out of shells. They can also make other kinds of pictures out of the things they gather from the beach.

Assessment

- 1 Check the objectives. How many of the activities have the children done during the unit?
- 2 What new resources have you made for the unit?
- 3 Did you hear each child read at some time during the week? Who are making good progress with their reading? Who need special help?
- 4 Are children beginning to write their own captions for their language experience stories?
- 5 What experiences have children talked about during the unit?

UNIT 10: THE SKY

Background

The sky represents a world of wonder for children. At night the moon and the stars help us to understand our place in the universe. During the day, the clouds, the changing patterns of weather and the flight of birds are things we become curious about.

Planes fly and people travel safely by them through the skills and knowledge that we have learnt from science.

We breathe the air, but where does the oxygen come from? We pour smoke into the sky from our fires. Where does that go? Trees reach into the sky, drawing water up their trunks, turning their leaves towards the sun. What is their role in the air we breathe?

Children fly kites, they watch the birds, they climb trees and hills, they ask questions and they think.

Objectives

Through the activities in this unit, we want children to:

- a Ask questions about nature.
- b Know about the air and the way we depend on trees to keep our air clean and good.
- c Look at the moon and the stars and ask questions about them.
- d Look at birds and wonder about how they fly.
- e Ask about aeroplanes and the people that make them, fly them and look after them.

Language focus

Vocabulary

Help children to come to understand and use the following words:

The sky	The sky, a cloud, the sun, birds, the sea, a boat, white, yellow, blue, brown, green ...
In the sky	At night, the moon, the stars, a bat, a helicopter, a plane, the sun, clouds, tall, birds, butterflies, a flying fox, a kite, a balloon, rain, lightning, to fly, to hold ...
At the airport	The airport, a plane, the pilot, to land, to get into the plane, to sit down, a wheel, the wings, the propeller ...
Other words	To give, to cool, to chase, a fan, a good sleep, numbers, one, two, three, four, five, six, seven, eight, nine, ten ...

Sounds

The sounds /k/, /ʌ/ and /n/ as in the following words:

/k/	/ʌ/	/n/
cat	up	night
canoe	cup	name
car	cup	number
colour	but	nose
kite	umbrella	nine

Language functions

1 Naming colours

white, yellow, blue, brown, green, red and black

2 Naming actions

flying a kite, holding two balloons, flying in an aeroplane

3 Counting items (one to five)

one helicopter, four balloons

Language structures

1 Responding to questions (about colours)

Can you name the colours?

What colour is the sun?

What colour are the clouds today?

2 Giving information, using different sentence patterns

The clouds are white today.

The boy is flying a kite.

I can see an aeroplane.

It is landing on the runway.

3 Responding to questions that begin with *How many ...?*

How many birds can you see?

A lot. Look. There are some in the tree.

Experiences

1 Make collections of leaves. Talk about their special job on the tree.

2 Look at pictures of aeroplanes, the night sky and imaginary space travel. Make and fly a kite.

Listening and speaking

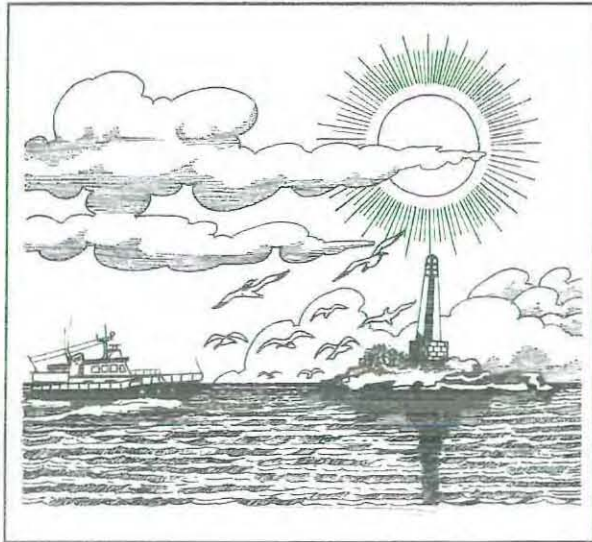
- 1 Use the pictures in the *Pupil's Book* on page 49 to introduce important vocabulary. For example:

P

Questions:

What can we see in the picture?

Let's give everything a name.



- 2 **Point to:**

- ◇ The boat
- ◇ The sun
- ◇ The birds. How many can we count?

- 3 Go outside and look at the sky. What can we see? (But be careful not to look at the sun. It can damage your eyes.)
- 4 Talk about the colours you can see. The colour of the sky, the clouds, the trees, the sun
- 5 Talk about night-time. The moon, the stars, the animals who like to be awake at night-time
- 6 Make a mural of all the different things that we can see if we look upwards (see page 51).

P

Reading and writing

1 Language experience stories

Use the children's pictures and their words to write captions about the things they have drawn or they want to tell you. Children trace over the words. They say the words with you.

2 Shared reading

Make a children's story into an enlarged book, for example the Vanua reader *White Hibiscus and the Sun* by T. Callixto. Encourage the children to:

- ◇ Talk about the pictures
- ◇ Join in the reading
- ◇ Role play the story
- ◇ Turn the pages with care

3 Poems, rhymes and songs (see page 54)

Read the poem on page 54 in the *Pupil's Book*. Children talk about the pictures and join in the poem in different ways. Help children to make up simple rhymes and poems about the sky, the sun, the clouds, the stars and the moon. For example:

P

I am glad the sky is painted blue
And the Earth is painted green
With such a lot of fresh air
All coming in between.

Slowly, slowly, slowly,
High up in the sky
See the silver stars
Silently passing by.

4 Class picture books

- a Help the children to make a picture book or a mural about the sun, the moon, the clouds and the stars. Include all the things we see and do in the air.
- b Make a colour book with the children.

5 Writing exercises

P

- a Help children to identify the colour of important things (see page 50).
- b Children count items and complete the captions (see page 53).

The children should practise their sentences before writing them in their exercise books. Remember that the children must not write in the *Pupil's Book*.

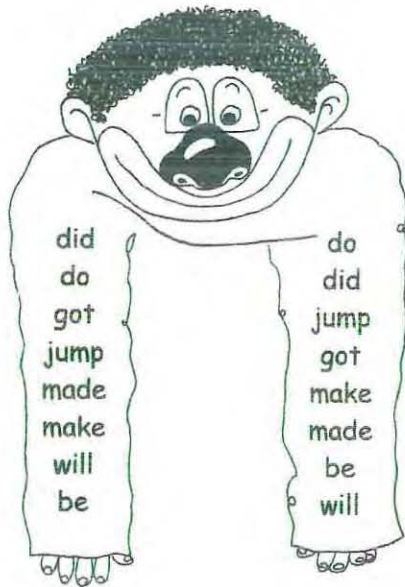
6 Independent reading

Encourage children to read independently from books they choose from the book corner. Listen to children read to you every day.

Language awareness

Alphabet

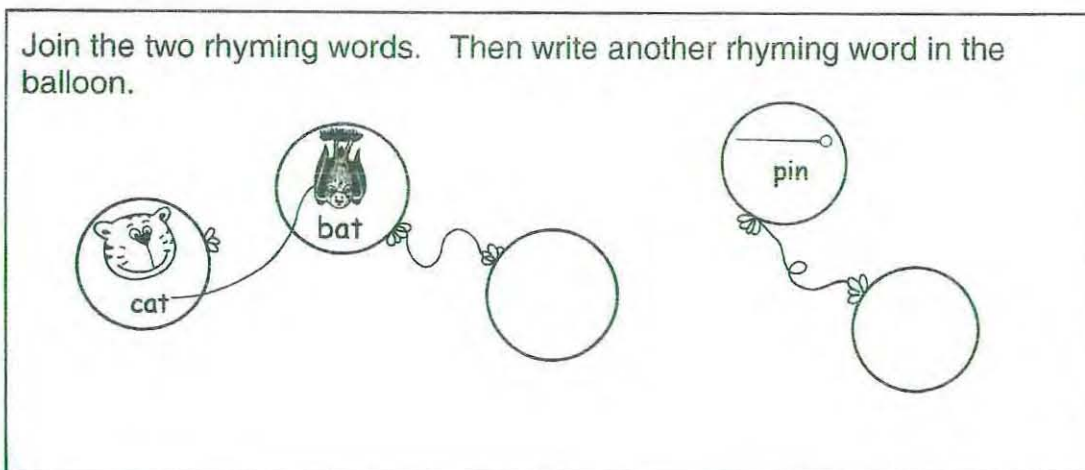
- 1 Children find pairs of matching words on a chart. Think of interesting ways to present this activity. For example:



Children join each pair of words, using a piece of string or a stick.

Use words that children need to know 'at sight'. We sometimes call these 'school words'.

- 2 Use your creativity to design interesting ways to present rhyming words. For example:



Other words that can be drawn on balloons are: *mug, jug; pin, fin; hen, ten; hot, pot*, and so on. If children can think of another word for themselves, encourage them to experiment with letters to make up a word.

Flashcards

Make flashcards for some of the important words in the unit. Make flashcards for the important colour names.

Handwriting

Practise words that contain the letters *c*, *u* and *n*. Choose the words carefully so they represent the sounds /k/ (*cat*), /ʌ/ (*cup*) and /n/ (*net*).

Creative activities

Drama

Ask the children to mime certain weather conditions such as:

- a Cold (shivering)
- b Hot (fanning)
- c What they do when it is raining and when the weather is fine.

The miming may take place inside the classroom or outside the classroom. Demonstrate if necessary.

Singing

- 1 Children sing this song to the tune of 'Frère Jacques'.
 - a Are you skipping? (repeat)
Boys and girls. (repeat)
Yes we are skipping (repeat)
In the sun/under the sky. (repeat)
 - b Twinkle, twinkle little star
- 2 Children may sing their well-known songs about the sky, the sun or the clouds. Accept the songs in Bislama and in the vernacular.
- 3 The teacher and children together make up short, simple songs about the sky, the sun or the clouds.

Art and craft

Children draw pictures of, or make, an imaginary bird. Encourage the use of colour or natural materials.

Assessment

Because it is now the end of the term, we must look over the work you have been doing with the children.

- 1 First we have to look at the objectives of the last unit. There are two things to ask here:
 - a Have we done all the suggested activities in the *Pupil's Book* and *Teacher's Guide*? Which activities were done well? Done not so well? Not done at all?
 - b Who can do the target accomplishments? Who can do them confidently? Who need support or special encouragement?
- 2 The next thing to check is the way children are participating in book experiences:
 - a Are they attending to the story?
 - b Are they participating in the discussion of the story?
 - c Are they showing their understanding of the story during follow-up activities?
 - d Can they read parts of the story to you? Can they identify important words in the story?
- 3 Then we must assess the literacy knowledge that will be developing slowly within the children:
 - a Do they know the alphabet? Can they recognize letters, especially at the start of words? Can they find rhyming words? Can they make and say words with a familiar consonant-vowel-consonant pattern (*pin, din, tin, bin ...*)?
 - b Are they developing a sight vocabulary of grammar words (*I, my, is, are, has, have, and ...*)?
 - c Are they building up a sight vocabulary of important words in the units (*a shop, toys, the sun, the sea, fish, the sky, blue, green ...*)?
- 4 Lastly, can they remember the important ideas in the units? Can they retell experiences? Can they read their experience stories to you? Can they recite favourite poems? Are they joining in drama activities? Art and craft activities? Do they initiate imaginative play?

UNIT 11: OUR FOOD

Background

For thousands of years, people have eaten natural food that they have grown, gathered or caught in the place where they lived. Only now are we able to choose to eat food made, rather than grown, bought rather than gathered, or food transported thousands of kilometres from another country. Doctors are saying we should eat more of the food we have always eaten, and less of the food that is now made in Vanuatu (ice cream, lemonade, tinned meat ...) or brought from other countries (rice, sugar, tinned fish, tinned vegetables, tinned fruit, chocolate, lollies ...).

What we eat every day will affect us throughout our life. Too much sugar and we will have problems with our teeth; too much fat in our diet will lead to overweight and problems with our health. If we don't grow our food, we don't work together as a family, we don't get healthy exercise, and we don't get the pleasure of seeing things grow under our care.

We are fortunate in Vanuatu to have a climate where plants grow quickly and in abundance. We must guard that fortune for the future of our people. The bush protects our soil; it is the home of our wildlife; and it contributes to the quality of the water in our streams and in the lagoon.

In this unit, children will also come to know about the different ways of cooking food, both in their village and in other parts of Vanuatu.

Objectives

Through the activities in this unit, we want children to:

- a Name important foods in their diet.
- b Group food in different ways. For example:
 - ◇ Fruit and vegetables
 - ◇ Grown under the soil; grown above the soil
 - ◇ Good for our teeth; bad for our teeth
 - ◇ Grown by our family; bought in the shop; sold in the market.

Other categories include: carried in a basket, carried on a stick, carried on a mother's head; carried by young arms; eaten by animals and birds.

- c Say what their favourite food is. For different categories of food, say why they like it, and make a judgement about whether it is good for you.
- d Help their mother choose the food for tea and help in the preparation of it.

- e Help their parents grow, gather and prepare food.
- f Make a mural showing examples of important foods grown in Vanuatu.
- g Plan their own lunch with their mother and keep a record of what they are eating.
- h Share their food with others.
- i Know about the food that people from other countries like.
- j Know customs about food (saying grace, serving others first, eating what is on your plate, taking your plate to the kitchen and helping with the washing up).
- k Watch how their mother prepares the food in the kitchen - roasting, baking, making coconut cream, preparing leaves, making the fire, gathering the stones, wrapping the food, covering the food, sharing the food, serving the food.
- l Become interested in how food is cooked in other places in Vanuatu and in other countries.

Language focus

Vocabulary

Help the children to come to understand and use these words:

At the market	The market, a bunch of bananas, pawpaw, a coconut, an orange, a lemon, a mango ...
The best food	Taro, a pumpkin, fish, a pineapple, beans, carrots, sugar cane, a chicken, tomatoes, an island cabbage, an octopus, coconut crab, shellfish, a lobster, squid, eggs, a turtle, a clam ...
Making the dinner	To dig, to pick, to clean, to scrape, to cut, to peel, to cook, to taste, to say grace, to eat, to share, to enjoy, to wash the dishes, to dry the dishes, a plate, a knife, a fork, a spoon, a cup
Activities	To choose, food, to make the dinner, to cook, seafood, to write

Sounds

Practise the sounds /l/, /e/ and /b/ using the following key words:

/l/	/e/	/b/
lemon	egg	bananas
lagoon	enjoy	buy
leaves	enough	basket
lettuce	ever	beans
loaf of bread	every	bunch

Language functions

1 Naming items of food:

an orange, a lemon, a taro, a yam, a watermelon, laplap, manioc ...

2 Using numbers and quantifiers to say how many or how much:

four yams, a piece of sugar cane and a bunch of bananas

3 Stating preferences:

I like mangoes. I don't like sago very much.

Language structures

1 Countable and uncountable nouns:

two bananas, three fish, two pawpaw, two sacks of rice, three pieces of sugar cane ...

2 Responding to the question, "What can you see?"

Some taro, a pumpkin, two fish

3 Using the future simple (*will* + verb):

I **will** choose the fish for my tea tonight. I **will** also choose the beans and the taro.

Experiences

Displays of food

- 1 Bring some local food into the classroom to introduce the new vocabulary. Remember that children will already know local names for the food.
- 2 Bring examples of food that is made in Vanuatu and sold in shops (bread, lemonade, tinned meat ...).
- 3 Bring examples of food that comes to Vanuatu from countries overseas (rice, sugar, flour, tinned fish, tinned vegetables, tinned fruit, chocolate ...).

Picture page

F

Use the pictures in the *Pupil's Book* on pages 55-56 to give children opportunities to use the names of important local food. For example:

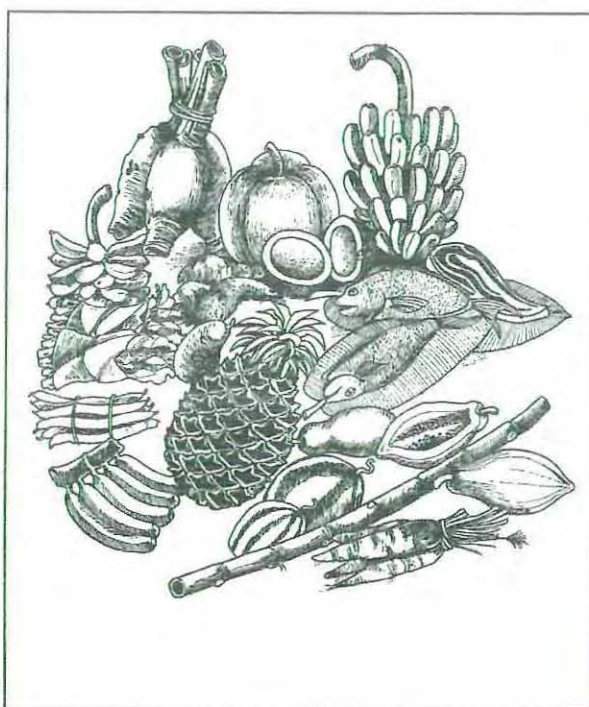
Point to the taro.

How many fish can you see?

What is your favourite food?

Choose three things for your tea tonight.

Which food do we get from the bush? The garden? The sea? The store?



Murals

Children cut out pictures of local food and group them in different ways on the mural (e.g. from the gardens, from the sea, from birds and animals ...). The teacher helps the children prepare labels and captions for the mural.

Listening and speaking

- 1 Children bring some of their favourite food from home and show it to others.
- 2 Children take turns to say what they had for breakfast.
- 3 Make a fruit salad with the children. Talk about the fruit you are using, and how you are cutting it up.

Ask the children to describe how they roast fish or make tuluk laplap.

- 4 Give the children the opportunity to answer questions such as:
 - ◇ What is your favourite fruit?
 - ◇ What types of food do we have in Vanuatu?
 - ◇ Why do we wash fruit and vegetables before we eat them?

The children may continue to ask questions about food, working in pairs or in groups. For example:

What is your favourite fruit? My favourite fruit is
Why do you like ripe bananas? I like ripe bananas because they are ...]

- 5 Help children plan a shared lunch for the class.

Reading and writing

- 1 **Language experience stories**
Children draw their favourite fruit or vegetables. The teacher writes a caption under each picture. Children trace over the words. They say the words.
- 2 **Shared reading**
Make a favourite story into an enlarged book. For example, Vanua stories such as:
 - The Enormous Taro* by Louise Cyske
 - Ten Brown Coconuts* by Keitaha Neribo
 - Pawpaws for Lunch* by Estelle Bakeo

Other stories that are appropriate for the unit include:

I Want an Ice Cream by Joy Cowley
The Chocolate Cake by June Meiser

During shared reading, encourage the children to:

- | | |
|---------------------------|----------------------------|
| ◇ Talk about the pictures | ◇ Role play the story |
| ◇ Join in the reading | ◇ Turn the pages with care |

Reading and writing (contd.)

3 Poems, rhymes and songs

Read the poem 'Sea Food' on page 59. Talk about the artist's drawing. Encourage the children to name the various items of seafood in the picture.

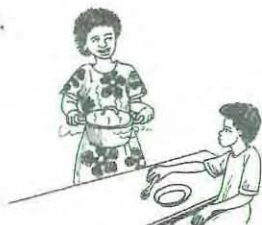
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Read other poems with the children. Here are two that can be put on poem cards:

Rice

by N. Avuru

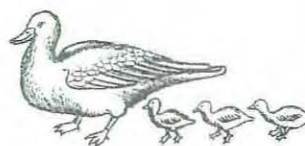
Rice! Rice! Rice!
How you bore me
Every day I eat you
Every day I see you
You make me sick sometimes
Why don't you change?
Change your flavour, colour and taste
Become interesting, wonderful, or anything.
Well Rice, goodbye for now
You boring, boring rice.



Ducks

by Amy Fitzroy

Noisy ducks
Quiet ducks
Fat ducks
Skinny ducks
Dirty ducks too.



Help children to create rhymes and songs about food they like. Here are some examples:

A B C

A for avocado
B for breadfruit
C for carrot
Food for everybody.

This song can be
sung to the tune of
'Row, row, row your boat'.



Cook the Dinner

Cook, cook, cook the fish,
Cook the yams and crabs,
Breadfruit, pumpkin, island cabbage,
Cook them well and eat.

Cook, cook, cook the eggs,
Cook the meat and corn,
Kumala, peanuts, green beans,
Cook them well and eat.

Reading and writing (contd.)

4 Read-and-write experiences

P

- a **Good food** (page 57) Children join the words to the appropriate pictures by pointing or using a piece of string.
- b **Making dinner** (page 58) Children match the caption with the relevant picture. The children should start with the words and then look for the appropriate picture.
- c **Supplying the missing words** (page 60) Practise the sentences first until the children are confident with the words. Remember, children must not write in the *Pupil's Book*.

5 Picture books

Look again at the objectives of the unit. There are many ideas there for making picture books with the children from their experiences (e.g. a book on food that is good for our teeth ...). These picture books should become part of the independent reading programme.

6 Independent reading




Give children a time during the week to select a story to read for themselves. The book may be:

- ◇ One of the enlarged books made by the teacher for the unit
- ◇ A book from the reading corner
- ◇ A class book that a group of children has made
- ◇ A child's own story that has been published by the teacher, or a story written by a friend.

Language awareness

Alphabet

- 1 Revise the alphabet using an alphabet chart and by singing an alphabet song.
- 2 Make pages for an alphabet book using the first letters of important words in the unit. For example:

B b  A b unch of b ananas	C c  Count the c oconuts	E e  E ggs e verywhere
---	---	--

Take care with the words you list for the vowels. Do not mix long and short vowels in the same list.



- 3 Children practise writing their name and their teacher's name.

My name _____

My teacher's name _____

- 4 **Finding rhyming words**

Children look at flashcards, say the words and join the rhyming words with a stick or piece of string.

dog 	frog 
--	---

Other rhyming words for this activity include *cat, hat; moon, spoon; fish, dish; star, car; can, man; and pen, hen.*

- 5 **Making words**

Help children make real or imaginary words using consonants and the ending sounds:

ed	eg	en	et
(bed	leg	hen	net ...)

Handwriting

Practise making the letters *l*, *e* and *b* in words associated with the unit. In practising the letter *e*, use words that contain the short *e* vowel (e.g. *eggs*).

Drama and other activities

- 1 Ask children to mime eating different kinds of food (e.g. a mango, a plate of rice, a ripe banana ...). Children can also mime getting, cleaning and preparing different kinds of food.
- 2 Help children to draw their own lunch. When children have completed their drawings, have them displayed under the heading 'My Lunch' prepared on a large sheet of plain paper.
- 3 Help children to make some jigsaw puzzles from cut pictures or drawings of local fruits such as: mangoes, oranges, mandarins, pawpaw, lemons, pineapples etc.
- 4 Help children to write the names of some of the food in alphabetical order. For example:
 - a avocado
 - b banana, bean, breadfruit
 - c corn, carrot, cabbage
- 5 Help children to make 'an edible person' using vegetables and fruit. Discuss with the children what to use for the different parts of the body before they begin.

Assessment

- 1 Look back at the objectives for the unit. Which tasks have the children done? Which haven't they done?
- 2 What resources have you made for the unit?
- 3 Make a list of the children you believe are 'at risk' in their literacy development.
 - ◇ Make a list of reasons why you think they are 'at risk'.
 - ◇ Make a plan for helping the children most at risk.
 - ◇ Share the plan with other teachers, the head teacher and the children's parents.
- 4 List the names of the children who are making the best progress in reading. Think of reasons why you are including their names on the list.
- 5 Listen to five children a day read to you. Use stories from the unit. Make notes on what they are doing successfully.
- 6 Check what children have learned from the unit by asking *what*-, *which*- and *where*-type questions.

Assessment tasks

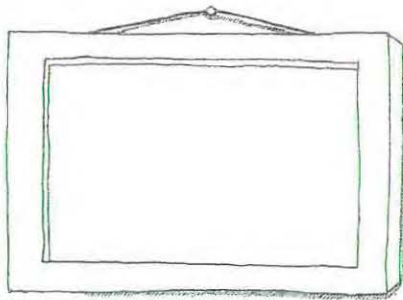
Think of interesting ways for children to show you what they can do. For example:

See what I can do

I can draw a picture of myself.

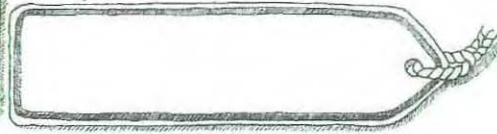
I can write my name.

I can write down my favourite food.



My picture

My name is:



My favourite food is:

1.

2.

3.

You are really good
at writing now!



UNIT 12: OUR CLOTHES

Background

We are lucky in Vanuatu that the climate is warm, so the clothes we wear do not have to be thick and heavy, as in colder countries. Children have several sets of clothes: clothes for school, clothes for church, and clothes for everyday life. Clothes are bought from the shop or made by family members, given as presents, or 'handed down' from older brothers and sisters. Clothes may be too big or too small, or fit just right for the child.

The colours and the patterns can make a child feel special. Clothes are looked after with love and care by mothers; they get dirty and need to be washed regularly, and perhaps ironed. They are folded, hung on hangers, packed in suitcases, or put in boxes or cupboards. You have to be careful that cockroaches, moths or mice do not spoil your good clothes.

Clothes wear out, are lost, or given to a friend. Sometimes clothes get torn and need to be mended. Holes appear and have to be stitched.

Objectives

Through the activities in this unit, we want children to:

- a Know the names of the different items of clothing worn by family members.
- b Know how to care for their clothes: children should help with the washing, drying, ironing, folding and putting away of clothes.
- c Keep their bedrooms tidy, putting their dirty clothes in a washing basket, and hanging up clothes they are going to wear again.
- d Learn to wear the right kind of clothes for different activities.
- e Know that it is important to wear clean clothes, dry clothes, and your own clothes.
- f Experience the fun of dressing up in your parents' clothes.
- g Know why it is important to care for clothes (they take time to make, or cost money, or have been given to you as a present).
- h Watch how clothes are made, and help where appropriate in the process.
- i Have fun making clothes for dolls, or clothes for imaginative play.

- j Look at clothes that are worn in other countries or by people from those countries in Vanuatu.
- k Be curious about why certain kinds of clothes are worn by people in a particular country.

Language focus

Vocabulary

Help children to begin to understand and use these words:

What are you wearing?	To wear, a dress, a skirt, a blouse, a shirt, pants, a belt, a T-shirt, trousers, flipflops, a uniform, a hat, a cap, a pair of shoes, a ribbon ...
Important jobs	To wash clothes, to dry clothes, to iron clothes, to fold clothes, to put clothes away, to hang clothes up, to make new clothes, to take your clothes off, to sew ...
Washing day	A basin, the tap, a bucket of water, to wash, to scrub, soap, a scrubbing brush, to carry, to hang clothes on a line, a clothes line, pegs ...
Special clothes	Custom clothes, pandanus, coconut fibre, leaves, to make, to paint, to wear, school clothes, a uniform, a pair of flipflops, new, to lose, a school bag ...
Activities	A dressing-up box, old clothes, to pretend ...

Sounds

Practise the sounds /w/, /i/ and /r/, using important words from the unit. For example:

/w/	/i/	/r/
wear	in	red
wash	flipflops	rag
water	if	run
wet	ill	rip
want	important	rub

Language functions

- 1 Naming different kinds of clothes:

A dress, a skirt, a shirt, pants, my flipflops, my best clothes ...

- 2 Naming actions we do with clothes:

Washing, drying, ironing, folding, hanging up, wearing, tearing, mending, sewing ...

- 3 Saying what people are doing in a picture:

The mother **is** washing the clothes.

The children **are** hanging the wet clothes on the line.

Language structures

- 1 Saying what people usually do, using the present simple tense:

My mother washes my clothes on Saturday. I help too.

- 2 Using adjectives to say more about our clothes:

I have a **new** dress for Sunday School.

I put my **dirty** clothes in the basket.

- 3 Responding to a warning:

Don't drop your dirty clothes on the floor.

Don't leave the soap on the ground.

Don't lose your flipflops.

Special forms (present simple tense)

Pronoun	<i>be</i>	<i>have</i>	<i>do</i>
I	am	have	do
we/you/they	are	have	do
he/she/it	is	has	does

Experiences

- 1 Bring a suitcase of clothes to the classroom to teach the important vocabulary.
- 2 Have a box of clothes for children to use in their imaginative play.
- 3 Look at photographs and pictures that show clothes worn by different people, in different places and at different times.

Listening and speaking

P

- 1 Use the picture pages in the *Pupil's Book* to initiate talk about clothes and the jobs associated with making and caring for clothes. For example, 'washing day' on page 63.

Point to:

- ◇ The clothes line
- ◇ The scrubbing brush
- ◇ The basket of wet clothes ...

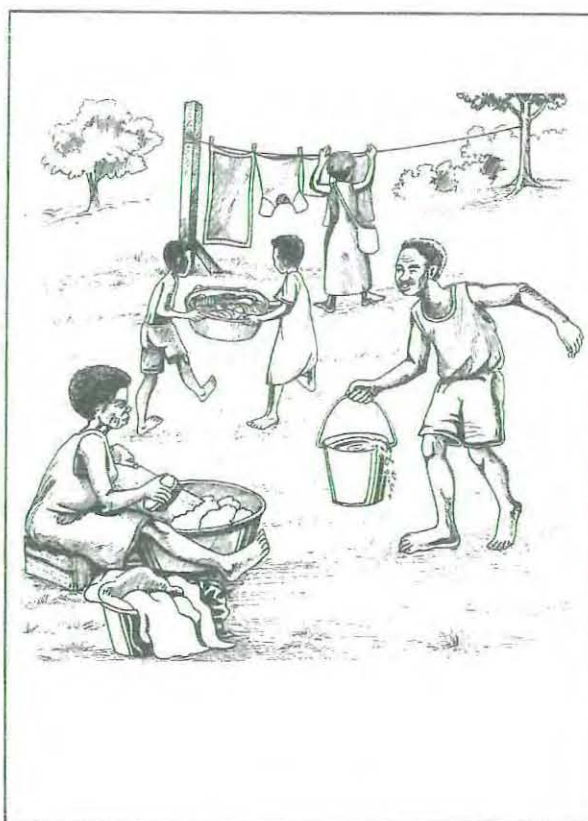
What is this person doing?

- ◇ The mother
- ◇ The father
- ◇ The children
- ◇ Their older sister ...

What clothes are they washing?

Who has the hardest job? The easiest job?

How do you help your parents on washing day?



Other pictures are on pages 61, 64 and 65.

- 2 Children talk about their own clothes and how they help at home.
 - ◇ What do you do with your dirty clothes? What happens then?
 - ◇ What clothes do you wear to Sunday school? To custom ceremonies? At school? After school?
 - ◇ Who makes your clothes? (See the Objectives for other questions.)

Listening and speaking (contd.)

- 3 Children choose clothes from the dressing-up box and pretend to be a particular person or doing a particular thing (I'm wearing flipflops because the sand is very hot. I'm wearing a white dress because I am going to church with my mother.).

Reading and writing

1 Language experience stories (page 65)

P

- a Children draw a picture of themselves coming to school in the morning.

The teacher helps children to write interesting captions and labels.

Display the pictures or make them into a class book.



- b Children say how they help their mothers with the washing, drying, folding or putting away of their clothes. Write the words for the children to illustrate.
- c Children say what their best clothes are. They say where these clothes came from (a present, made by a family member, bought from the shop ...).
- d Other ideas for language experience stories include:
- ◇ Drawing imaginary clothes for dolls, or for themselves
 - ◇ Drawing pictures to remind themselves to look after their clothes.

Help children to write labels and captions. Make some of the work into class books. Use the stories in the reading programme.

Reading and writing (contd.)

2 Shared reading

Make a favourite story into an enlarged book and share the story with the children. Here are some stories that might be available at your school:

Who Wears This Hat? by Beverly Randell

Smarty Pants by June Melser

The Tiny Woman's Coat by Joy Cowley.

During shared reading, encourage children to:

- ◇ Identify important words
- ◇ Choose the best part of the story.
- ◇ Role play events

3 Poems, rhymes and songs

P

- a There is a poem on page 66 of the *Pupil's Book*. Ask children to illustrate the poem for a poem card.
- b Work together to create simple rhymes. For example:

Your Clothes

Wash, wash
Wash your clothes,
Wash them well,
Wash and dry them all.

Rinse, rinse,
Rinse your clothes,
Rinse them all,
Rinse and dry them all.

Hang, hang,
Hang your clothes,
Hang them straight,
Hang and dry them all.

Children match pictures from the *Pupil's Book* with the appropriate verses.

Children help the teacher write other verses for:

- ◇ Ironing the clothes
- ◇ Folding the clothes and putting them away.

Children learn some of the verses so they can recite them.

4 Class books

Publish the work of groups of children in class books. Use these in the reading programme.

Reading and writing (contd.)

5 Read-and-write activities

P

- a **Important jobs** (page 62) Children join the sentences with the right picture, using sticks or pieces of string. (They must not write in their books.)
- b **Custom clothes and school clothes** (pages 64-65) Children answer questions about custom clothes (page 64). They say what they wear to school (page 65).

P

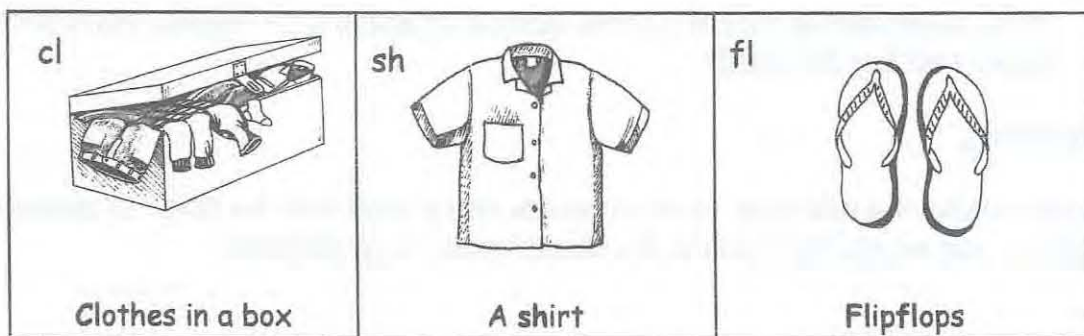
6 Independent reading

Provide children with the opportunity to choose the story they want to read in free reading time. Have plenty of choices for the children and a system for them to make their choices.

Language awareness

Alphabet

- 1 Revise the alphabet using an alphabet chart and by singing an alphabet song.
- 2 Make pages for an alphabet book using the first letter blends of important words in the unit.



These letters are known as two-letter initial consonant blends.

- 3 Children practise writing their name and their friend's name.

My name _____

My friend's name _____

Language awareness (contd.)

- 4 Finding rhyming words. Children look at each picture. They say the word and join it to a rhyming word.



Other rhyming words include: *cap, tap; leg, peg; brush, crush; dress, mess* Make sure the rhyming words have the same spelling pattern (e.g. *low, mow, tow* but not *toe*).

5 Making words

Help children to make real or imaginary words using consonants and the ending sounds:

ib id ig im in ip it ix

For example (for the first end-sound):

bib, dib, fib, jib, nib, rib ...

In this exercise the meaning of the word is *not* important. Rather, can the child make and say the word?

Handwriting

Practise making the letters *w, i* and *r* in words associated with the unit. In practising the letter *i*, use words that contain the short *i* vowel (e.g. *flipflops*).

Drama

- 1 Ask the children to mime an activity such as washing the clothes, hanging the clothes, ironing and folding the clothes. The other children have to guess the activity being mimed.
- 2 Children may bring their big brothers' and big sisters' clothes to school. They use the clothes to dramatize scenes such as mother and father washing, folding and ironing the clothes.
- 3 Encourage imaginative play using clothes from the dressing-up box (see page 66).

Other activities

- 1 Help the children to construct a wall frieze of clothes. Use cut pictures, too, for the frieze.
- 2 Make word jigsaw puzzles using words such as: *dress, shirt, skirt, blouse, clean, dirty, rinse, wash*.
- 3 Help children to work in groups to produce captions such as:

A dress

This is a dress

A shirt

This is a shirt

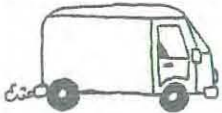



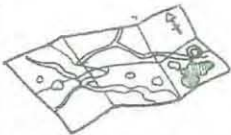
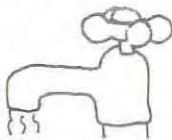



Attach these captions to the wall frieze.

Assessment

- 1 Check the list of objectives for the unit. Which tasks have you done with the children?
- 2 How much have the children learned? To find out, ask children about their clothes and other things they bring to school from home.
 - ◇ Whose shirt is this?
 - ◇ Whose shoes are these?
 - ◇ Whose pencil is this?
 - ◇ Whose school bag is this?
- 3 Divide the children into pairs and let them ask and answer questions about how they help to look after their clothes in their homes:
 - ◇ Who washes the clothes?
 - ◇ Who folds the clothes?
 - ◇ Who puts away the clothes?
 - ◇ Who irons the clothes?
 - ◇ Who mends the clothes?
 - ◇ Who buys the clothes?
- 4 Listen to each child in the class read from their language experience stories. What words are they recognizing by sight?
- 5 What resources have you made for the unit?

Assessment tasks

Help children make words by joining different first letter-sounds with an end sound. Think of interesting ways to practise this. For example:

v			
m	<input type="text"/>	<input type="text"/>	<input type="text"/>
f	an	an	an
c			
t	<input type="text"/>	<input type="text"/>	<input type="text"/>
m	ap	ap	ap
b			
h	<input type="text"/>	<input type="text"/>	<input type="text"/>
r	at	at	at

UNIT 13: OUR HOMES

Background

The home is another way of looking at family life. The home is the security of the child and the context in which the child grows and develops in all aspects. The home is more than the house or the things in the house. It is the people, the life, the work, the fun; it is a place where love, caring and sharing are experienced. It is where our memories are formed.

The children in the class may come from different kinds of homes, and this must be treated with sensitivity. Perhaps a father is away, perhaps an older brother or sister is at school in town. Perhaps a grandparent or member of the family needs special care and attention.

Children leave their homes in the morning to come to school and they return home in the afternoons. The home is the centre of the child's life.

Objectives

Through the activities in this unit, we want children to:

- a Talk about the things they do at home, their duties and responsibilities.
- b Know the words that refer to the different things in the home.
- c Role-play events that occur in family life.
- d Come to know the traditional values involved in making a home.
- e Compare traditional houses with houses made from non-traditional material.
- f Welcome people to the home; keep the home clean and tidy; make the home attractive and an interesting place.
- g Look after and share possessions.
- h Respect other family members.
- i Enjoy evening time together.
- j Be good members of the family.

Language focus

Vocabulary

Help the children to understand and say these words:

Our home	The kitchen, the dining room, the sitting room, the bedroom, the shower, the fire, the table, a form, a bench, a mat, a bed, a pillow, a sheet, a bucket, some water, the soap, a brush ...
Houses	A television, a lamp, a bath, a chair, a refrigerator, a sink, a bench, a stove, gas, electricity ... A roof, the walls, the door, a window, curtains, a swing, a seat, toys ...
Outside	To sit, to crawl, to climb, to play, to pick up ...
Jobs	To make a bed, to help to feed, the grass, a leaf (leaves), a mat ...
Things in the house	A cup, a plate, a table, a chair, a pot, a mat, a bed, a basin, a picture, a book, a knife, a fork, a ball ...
Other activities	A berry, red, a parrot, to leave, thank you, thanks, to eat, to see, a kangaroo, stepping stones, numbers, one, two, three, four, five, six, seven, eight, nine, ten, to go forwards, to go backwards ...

Vocabulary activities

Use the pictures in the unit, children's talk and experience visits to introduce the vocabulary in the unit.

Sounds

Practise the sounds /k/, /æ/ and /h/ using important words from the unit. In practising /k/ include words that use the letters *k* and *c* as the initial letter.

/k/	/k/	/æ/	/h/
kitchen	cat	mat	house
kite	cage	fat	home
keep	cake	man	heavy
kitten	car	fan	help
kick	cold	bat	hook

Language functions

- 1 Naming things in the house and naming parts of the house
A table, a chair, a bed, the shower ...; the kitchen, the bedroom, the bathroom, the sitting room ...
- 2 Naming activities that take place in and around the house
Washing, ironing, cooking, playing, saying grace, eating, cleaning your teeth, saying prayers, sleeping ...
- 3 Counting, using numbers 1-10. Learning the days of the week and the months of the year.
Two hens and six chickens.
Today is Thursday. It is October now.

Language structures

- 1 Using the present simple tense to say what we do every day or at special times
We **say** grace before we **begin** to eat.
We **sit** under a tree, if it is very hot.
- 2 Using time words
In the morning, I feed my dog.
Then I eat my own breakfast.
- 3 Prepositions of place
We sit **under** the tree.
We climb the tree **beside** our house.
We put the dry leaves **in** a sack.

Experiences

P

- 1 Show pictures of local houses (see page 67). Ask these kinds of questions:

How many rooms are there in the house? What are they used for?
Where is the food cooked?
Where is the bathroom? The toilet?
What is inside the house?

- 2 If possible, visit a brick or concrete house. Ask these questions:

How many rooms are there in the house? What are they used for?
Where is the food cooked?
Where is the bathroom? Where is the toilet?
What is inside the house?

- 3 Make model houses out of cartons, matchboxes, dry leaves or sticks. Display the models. Label and write captions.

Listening and speaking

P

- 1 Use pictures of houses to practise the new vocabulary (e.g. pages 67-68).

Point to:

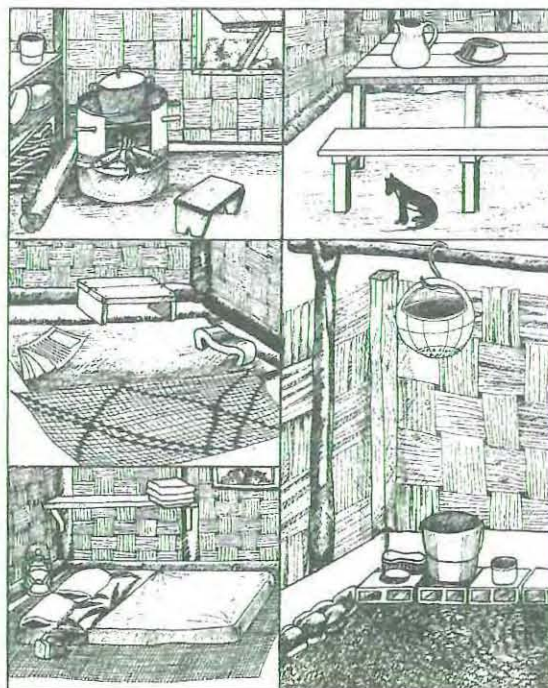
- ◇ The kitchen
- ◇ The cooker
- ◇ The pot, the fire ...

Tell me

- ◇ What is on the kitchen shelf.
The shelf in the bedroom.
- ◇ What is on the table. On the bedroom floor.
- ◇ How the shower works.

What can you see in the bathroom?
The sitting room? The dining room?
The kitchen?

Where do we cook the food? Eat
our meals? Go to sleep? Sit with
visitors? Wash ourselves?



Listening and speaking (contd.)]

- 2 Children **exchange information** about their own homes. They share experiences of visiting other homes, such as their grandparents' place.
- 3 Children and teacher **discuss** the different sorts and shapes of houses in Vanuatu. For example:

A round house, with a thatched roof and bamboo walls, or
A triangular house, with a thatched roof and bamboo walls, or
A rectangular house, with metal roof and walls (corrugated iron).

Which animals (if any) should be allowed in the house?

- 4 Using pictures or photographs, tell the children about **houses in other countries**. For example:

A bure from Fiji; a fale from Samoa; and houses in Australia, such as flats ...

- 5 Using pictures or drawings, discuss the **homes made by animals and insects**: a bird's nest, a spider's web or an anthill. Teach the children to respect the homes of animals and not, for example, disturb birds' nests.

Reading and writing

P

- 1 **Language and experience stories** (page 69)
 - a Children draw a picture of their house. They label interesting things in their picture.
 - b Children draw a picture of things near their house (see page 73). Again, labels and captions are prepared for the picture.

2 **Shared reading**

Make an enlarged book to read with the children. For example:

Houses and *Here's a House* by Beverly Randell
My Home and *Who Lives Here?* by June Mesler

Encourage children to recall important information in the story. Help children to recognize key words.

Reading and writing (contd.)

3 Poems, rhymes and songs

P

- a There is a poem on page 74 of the *Pupil's Book*. The form of the poem can easily be adapted for other animals and their food.
- b Teach the children rhymes involving houses, or events in houses. For example:

Diddle diddle dumpling,
My son John
Went to bed with his stockings
on.
One shoe off and one shoe on,
Diddle diddle dumpling,
My son John.

Goosey goosey gander,
Where shall I wander?
Upstairs and downstairs,
And in my lady's bed.
There I met an old man
Who would not say his prayers.
I took him by the left leg
And threw him down the stairs.

- c Help the children to create their own simple rhymes such as:

Beds, tables, pictures, mats,
What do you have in your house?

In the kitchen,
In the kitchen,
Can you see the pots and pans?

4 Read-and-write experiences

P

On pages 70-71 there are reading and writing exercises for children to do. They use sticks or pieces of string to match the words with pictures of children doing things outside their homes (page 70). They write a list of jobs they do every day in the house, from the model on page 71. The list of jobs can be illustrated and made into a class book for reading practice.

5 Puzzle (see page 74)

P

Help children make different kinds of number paths (e.g. a path through the bush to a cave). Children should be able to follow the path with their finger. Collect the puzzles into a puzzle book.

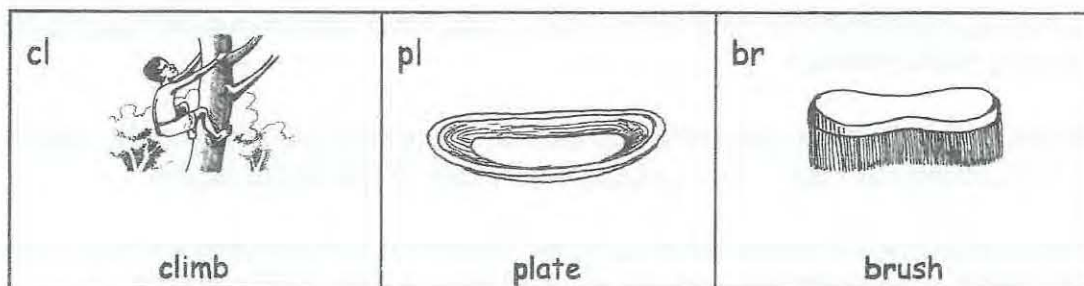
6 Independent reading

Give children time to look at books and practise their reading from familiar material.

Language awareness

Alphabet

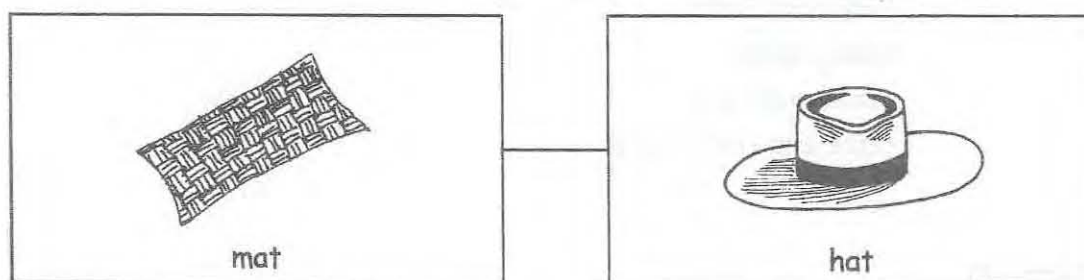
- 1 Practise the alphabet using charts and alphabet songs.
- 2 Make pages for an alphabet book using initial consonant blends and important words from the unit.



- 3 Children practise writing their name and the names of their brothers and sisters, or important members of their families.

My name _____	Names of my brothers and sisters _____ _____ _____
----------------------	---

- 4 **Finding rhyming words** using some of the vocabulary in the unit. For example:



Other rhyming words include: *room, broom; bed, red; door, floor; window, yellow; toys, boys; pot, cot;*

- 5 **Making words**

Help children to make up words using consonants and these ending sounds:

ob od og op ot

(*job, lob, nob, bob, sob, rob, fob ...*)

Handwriting

Practise making the letters *k*, *c*, *a* and *h*. Use only words with a short *a* when practising the letter *a* (e.g. *mat*).

Drama

- 1 Ask the children to mime an activity usually done at home, such as eating, sleeping, gardening or watching a video. The other children have to guess the activity being mimed.
- 2 In pairs, the children can mime scenes such as washing and drying the dishes, or sweeping the floor. Their classmates have to guess the action.
- 3 Ask the children to mime some actions associated with building a house, such as splitting the bamboo, weaving the bamboo, cutting the wood etc.

Other activities

Outside the classroom, divide the class into three equal groups called Hats, Cats and Rats. Each group should stand together in a separate circle a few metres away from the other groups. The Hat group should stand between the Cats and Rats. The children named as Hats say the following rhyme loudly. When they reach the last word, they shout "Run!" Each cat then has about ten seconds to chase and catch a rat. Play the game three times, so that each child has a turn at being in each group.

Hats, hats,
Hats and cats.
Hats, hats,
Hats and rats,
Cats and rats RUN!

Assessment

- 1 Look at the objectives of the unit. Have you done all the activities with the children?
- 2 Have you been using English? Or are you still using the local language(s) or Bislama? If you are using the local language, what are you using it for?
- 3 How many new sight words can the children recognize from flashcards?
- 4 Have you heard each child read from a familiar book? Have you noted what they can do successfully?

UNIT 14: COLOURS

Background

Colours form an interesting part of children's memories. Is it the green of a particular leaf, is it the red of the hibiscus flower, is it the colour of the orange, the special colours of the sea in the early morning, the colours in the illustrations of a Bible story, the colours of birds and fish, or fruit, flowers and berries? Is it the colours in the sky at sunset?

Children cannot talk about the colours they see in nature if they don't know the colour names. They must also stop, look and marvel at nature.

Objectives

Through the activities in this unit, we want children to:

- a Know the colour names.
- b Talk about favourite colours.
- c Use colour in their artwork.
- d Mix colours and notice the effect.
- e Choose colours to make a pattern.
- f Sort things by colour.
- g Remember things that have particular colours.
- h Play games that are based on colour names.
- i Know the Bible story about the rainbow.
- j Recognize the colours in the national flag.

Language focus

Vocabulary

Help children come to understand and use the following words and phrases:

Colours	Yellow, blue, red, black, white, green, brown, pink, purple ...
Size	Big, bigger, biggest, long, longer, longest, tall, taller, tallest, an animal, a pig, a snake, a giraffe, a horse, a dog ...
Activities	A maze, a pot, gold, to block the way, which, a parrot, a reef fish ...
Others	A rainbow, a thing, an elephant, a tiger, a lion, a zebra, a zoo, a picture, crayons, coloured pencils, paint, face paint, to paint, to colour in, pretty, beautiful, bright, grey, many, a few, a monkey ...

Children will learn the colour names slowly and with experience. 'The Colour I Spy' is a good game to play. A child says, "I spy with my little eye something blue." Children then guess what the object is.

Sounds

Practise these sounds during the unit:

/p/	/ɔ/	/j/
pink	orange	yellow
pig	octopus	yam
pot	often	young
puppy	hot	yesterday
pineapple	pot	year

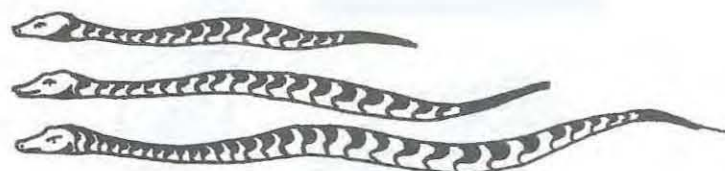
Language functions

1 Naming colours

Red, green, yellow, black, brown, white, blue, pink, orange, grey ...

2 Responding to questions beginning with *Which*: Which animal is the biggest? The longest? The tallest?

Which snake is the longest?



First snake

Second snake

Third snake

Making a decision by choosing the **first**, **second** or **third** item from among the choices

Which snake is the longest? The **third** snake.

Language structures

1 Sentences beginning with *There is/There are* ...

There is a flying fox in the tree.

There are four blue things in the picture.

This sentence pattern may be difficult for the children because the first two words have no meaning. The important words are the words that follow *there is/there are* (*a flying fox; four blue things*). These words determine the choice of *is/are*. For example, we use *There is* ... if we are going to introduce one thing; *There are* ... introduces more than one thing.

2 Possessives

We use 's to show who owns what.

Amy's pig. John's pig. Jill's pig.

Notice the short form:

Which pig is the biggest? Amy's.

3 Using colour words to say more about nouns

The **red** hen. The **blue** flower. Bring a large, **green** leaf.

Listening and speaking

- 1 Use the pictures in the *Pupil's Book* on pages 75-77 to help children learn important colour names. For example:

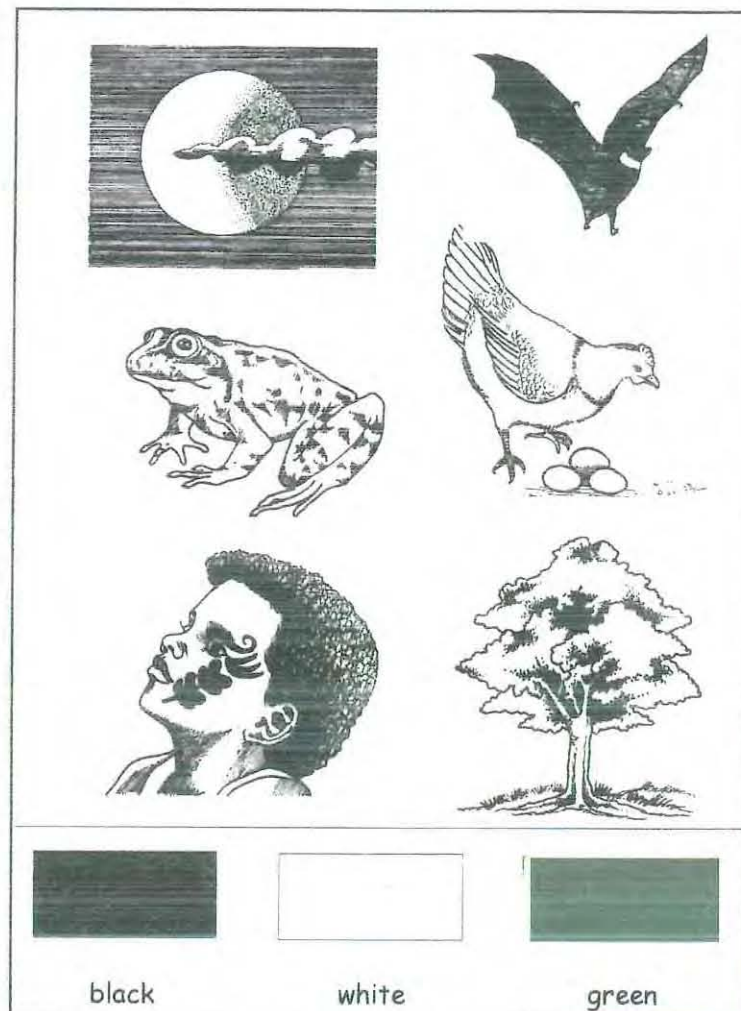
What colours should these things be?

- ◇ The moon
- ◇ The sky at night
- ◇ A flying fox
- ◇ A frog beside a pond ...

Point to things that are green. How many green things are there in the picture?

What other things are usually green?

What is your favourite colour?



- 2 Children sort things according to their colours. For example: green leaves and brown leaves; red flowers and white flowers
- 3 Children paint pictures and talk about the colours that they are using.
- 4 Children identify things by their colour.

Which pig is the biggest? The black pig.

- 5 Children make a mural from pictures of things that represent different colours. For example, an animal chart that contains a black dog, a pink pig, a white horse, a green frog, a brown cow, a grey cat, a parrot with green, blue and red feathers

Reading and writing

- 1 **Language experience stories** Children paint a picture. The teacher writes a caption under each picture. The children trace over the words. They say the words with you.
- 2 **Shared reading** Make a favourite story into an enlarged book. For example, use the Vanua stories:

Ten Brown Coconuts by Keitaha Neribo
White Hibiscus and the Sun by Tanimio Callixto
My Rooster by Nanette Vakessa
 or *Little Red Hen* by Joy Cowley.

During the shared reading, encourage the children to:

- ◇ Talk about the pictures
- ◇ Join in the reading
- ◇ Role play the story
- ◇ Turn the pages with care.

- 3 **Reading for meaning** Children respond to the questions on page 78. They practise responding orally, and by pointing, before writing the answers in their exercise books. P

- 4 **Rhymes** Read the poems on page 79 in the *Pupil's Book*. Encourage children to make up their own rhymes using the same form. For example: P

The Moon

Look at the moon.
 It's white tonight,
 It's true,
 It's very, very white
 Tonight.



What is green?

I like green,
 I like green.
 What is green?
 Leaves are green
 When they're on the tree.



Children colour the poem cards.

- 5 **Colour books** Make a colour book from the children's experiences of colour in the environment. For example:

White	Black	Green
Feathers are white if they come from my hen.	Our pigs are black, very very black.	My favourite colour is green. Just like new leaves.

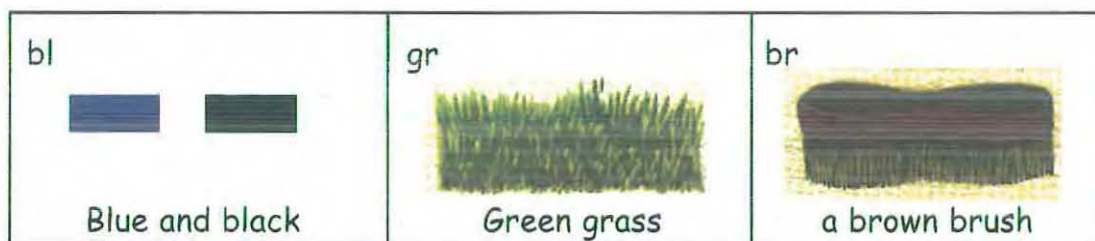
Reading and writing (contd.)

- 6 **Independent reading** Hear children read from self-chosen material on a regular basis. Keep notes on each child's reading performance.

Language awareness

Alphabet

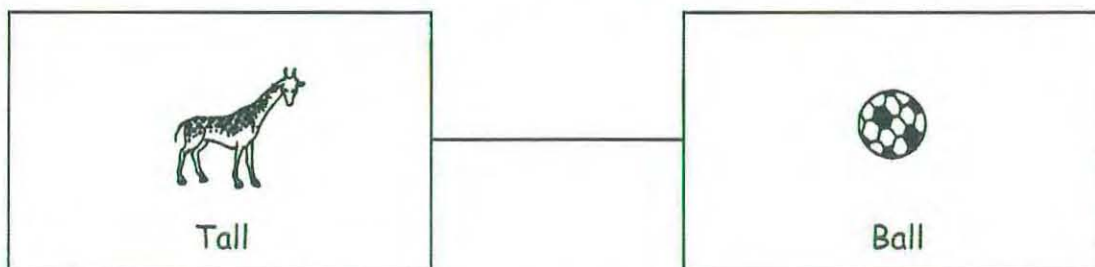
- 1 Keep revising the letter names and the order of the alphabet. Use your alphabet chart regularly.
- 2 Make pages for an alphabet book using the first letter blends of important words in the unit.



- 3 Children practise writing the name of their school.

My school _____

- 4 Finding rhyming words using important vocabulary in the unit. For example:



Other rhyming pairs include: *big, pig; long, song; snake, take; gold, cold; thing, string*

- 5 **Making words** Help children to make up words using consonants and these ending sounds:

ed eg en et

(Red, bed, fed, Ted, wed ...)

Handwriting

Practise making the letters *p*, *o* and *y* in words used in the unit. In practising the letter *o*, use words that have a short *o* (*orange*, *pot*, *hot* ...).

Mazes (see page 80)

P

Help children make mazes using paths that are blocked by fallen trees or other obstacles. Colour the maze. Children can tell a story as they trace through the maze. As a variation, they pick up things and count them as they go.

Other activities

- 1 Show children what happens when we mix two colours. For example, yellow and blue (green), red and green (brown), blue and red (purple).
- 2 Help the children to colour the flag of Vanuatu.
- 3 Sing songs that refer to colours ('Baa Baa Black Sheep', 'Ten Green Bottles', 'Jesus Loves the Little Children' ...).

Assessment

- 1 Do children know the important colour names? Can they point to things that are of a particular colour? Can they group items that are green, or yellow, or red? Can they count the green things, the yellow things, the red things ...?
- 2 How are children participating in book experiences?
 - ◇ Are they attending to the story?
 - ◇ Are they contributing to discussion of the story?
 - ◇ Are they showing their understanding of the story during follow-up activities?
 - ◇ Can they read parts of the story to you?
- 3 Are children re-reading their language experience stories? Do they talk to their friends about their writing?

Assessment task

The words on this page are important school words. Use the list as a record of progress, ticking the boxes as children learn to read the words.

Words I Can Read

I can read these words and use them in my writing.

about	<input type="checkbox"/>	don't	<input type="checkbox"/>	last	<input type="checkbox"/>	our	<input type="checkbox"/>	three	<input type="checkbox"/>
after	<input type="checkbox"/>	door	<input type="checkbox"/>	laugh	<input type="checkbox"/>	out	<input type="checkbox"/>	time	<input type="checkbox"/>
again	<input type="checkbox"/>	down	<input type="checkbox"/>	little	<input type="checkbox"/>	over	<input type="checkbox"/>	too	<input type="checkbox"/>
an	<input type="checkbox"/>		<input type="checkbox"/>	live	<input type="checkbox"/>		<input type="checkbox"/>	took	<input type="checkbox"/>
another	<input type="checkbox"/>	first	<input type="checkbox"/>	lived	<input type="checkbox"/>	people	<input type="checkbox"/>	tree	<input type="checkbox"/>
as	<input type="checkbox"/>	from	<input type="checkbox"/>	love	<input type="checkbox"/>	pull	<input type="checkbox"/>	two	<input type="checkbox"/>
						push	<input type="checkbox"/>		
back	<input type="checkbox"/>	girl	<input type="checkbox"/>	made	<input type="checkbox"/>	put	<input type="checkbox"/>	us	<input type="checkbox"/>
ball	<input type="checkbox"/>	good	<input type="checkbox"/>	make	<input type="checkbox"/>				
be	<input type="checkbox"/>	got	<input type="checkbox"/>	man	<input type="checkbox"/>	ran	<input type="checkbox"/>	very	<input type="checkbox"/>
because	<input type="checkbox"/>		<input type="checkbox"/>	many	<input type="checkbox"/>				
bed	<input type="checkbox"/>	had	<input type="checkbox"/>	may	<input type="checkbox"/>	saw	<input type="checkbox"/>	want	<input type="checkbox"/>
been	<input type="checkbox"/>	half	<input type="checkbox"/>	more	<input type="checkbox"/>	school	<input type="checkbox"/>	water	<input type="checkbox"/>
boy	<input type="checkbox"/>	has	<input type="checkbox"/>	much	<input type="checkbox"/>	seen	<input type="checkbox"/>	way	<input type="checkbox"/>
brother	<input type="checkbox"/>	have	<input type="checkbox"/>	must	<input type="checkbox"/>	should	<input type="checkbox"/>	were	<input type="checkbox"/>
but	<input type="checkbox"/>	help	<input type="checkbox"/>		<input type="checkbox"/>	sister	<input type="checkbox"/>	what	<input type="checkbox"/>
by	<input type="checkbox"/>	her	<input type="checkbox"/>	name	<input type="checkbox"/>	so	<input type="checkbox"/>	when	<input type="checkbox"/>
		him	<input type="checkbox"/>	new	<input type="checkbox"/>	some	<input type="checkbox"/>	where	<input type="checkbox"/>
call	<input type="checkbox"/>	his	<input type="checkbox"/>	next	<input type="checkbox"/>		<input type="checkbox"/>	who	<input type="checkbox"/>
called	<input type="checkbox"/>	home	<input type="checkbox"/>	night	<input type="checkbox"/>	take	<input type="checkbox"/>	will	<input type="checkbox"/>
came	<input type="checkbox"/>	house	<input type="checkbox"/>	not	<input type="checkbox"/>	than	<input type="checkbox"/>	with	<input type="checkbox"/>
can't	<input type="checkbox"/>	how	<input type="checkbox"/>	now	<input type="checkbox"/>	that	<input type="checkbox"/>	would	<input type="checkbox"/>
could	<input type="checkbox"/>		<input type="checkbox"/>	off	<input type="checkbox"/>	their	<input type="checkbox"/>		
		if	<input type="checkbox"/>	old	<input type="checkbox"/>	them	<input type="checkbox"/>	your	<input type="checkbox"/>
did	<input type="checkbox"/>		<input type="checkbox"/>	once	<input type="checkbox"/>	then	<input type="checkbox"/>		
dig	<input type="checkbox"/>	jump	<input type="checkbox"/>	one	<input type="checkbox"/>	there	<input type="checkbox"/>		
do	<input type="checkbox"/>	just	<input type="checkbox"/>	or	<input type="checkbox"/>	these	<input type="checkbox"/>		

UNIT 15: VILLAGES

Background

A child is a person who is special to the family, and to the village. The home is the place where the identity of the child is nurtured; the village and the town are the places where the child's identity is enriched.

It is the village that protects the home and the family. It also protects the child as he or she steps into the wider world. It is the place where you get your help from; you learn the importance of customs, and the need to respect rules. You learn to accept the consequences of your actions there, and you learn what people expect of you.

Objectives

During this unit, encourage children to:

- a Talk about the special places in the village (the church, the nakamal, the store, the community hall, the school, the pre-school, the sportsground, the chief's house, the clinic, the walking paths, the gardens, the bush, special trees, places that children play, the streams ...).
- b Talk about safe places in the village in times of danger (e.g. during floods, landslides, cyclones ...).
- c Talk about important people in the village: their parents, the pastor or priest, the chief, the medical officer, the policeman for the province; people who have special skills and knowledge (grandparents, elders, storytellers, builders, bakers, fishermen, hunters, carvers, weavers, gardeners ...) and people who share special things they have (a truck, a chainsaw, an outboard motor a water taxi, horses and other animals ...).
- d Talk about the special jobs that different people in the village do, their responsibilities and custom duties (the chief, the women, the men, the youth, the pastor, the medical officer).
- e Make a mural of the village, showing important places and where the families live.
- f Listen to custom stories told by elders in the village.

Language focus

Vocabulary

Help children to come to understand and use the following words and phrases in their talk:

Our village	
a Places	The village, the lagoon, the beach, the river, the stream, a pond, the bush, the gardens, the walking paths, the sports ground, special trees, the church, the nakamal, the school, the pre-school, the store, the chief's house, other people's houses, the clinic ...
b Important people	Your parents, the pastor, the priest, the chief, the medical officer, the policeman for the province, people who have special skills and knowledge (grandparents, elders, storytellers, builders, bakers, fishermen, hunters, carvers, weavers, gardeners ...) and people who share special things they have (a truck, a chainsaw, an outboard motor, a water taxi, horses and other animals ...); the men, women and children in the village ...
Places to play in the village	A place, in front of, behind, next to, in, long grass, the lagoon, the beach, the river, to swim, to climb, to hide, a shady spot ...
Activities in the village	To go to church, to sing hymns, Sunday school, to listen, to play, to work, to make, to grow up, to marry, to have children, to hunt, to make fences, to dig drains, to build a house, to build a pig pen ...

The new words will be acquired as the children take part in the experiences and activities of the unit. Some specific activities that will help vocabulary development include:

- ◇ Experience visits of different kinds
- ◇ Looking at photographs and pictures
- ◇ Book experiences using the Vanua readers and the children's own stories
- ◇ Poems, rhymes and songs
- ◇ Imaginative play
- ◇ Making picture maps and murals

Please aim at five new words a day.

Sounds

Practise the sounds /v/, /æ/ and /t/ at different times in the unit. Here are some common words that use these sounds:

/v/	/æ/	/t/
a village	an animal	a water tap
vatu	an apple	a teacher
Vanuatu	an ant	vatu
to visit	to pat	hot
very	a bat	a spot

Language functions

- 1 Naming important places in the village
The church, the school, the nakamal, the chief's house, the pastor's house, the village store, the gardens, the bush, the stream, the lagoon ...
- 2 Naming important activities in the village
Going to church, going to the garden, picking up rubbish, looking after animals, playing, attending custom ceremonies, listening to stories, helping with jobs ...
- 3 Asking permission
Can I go with Violet to her house?
Can I come too? (to the wedding feast)
Can we go swimming this afternoon?

Language structures

- 1 Revising the *-ing* form of the verb
Swimming in the lagoon, climbing a tree, hiding in the long grass, playing with a football, collecting coconuts, burning the rubbish, getting water from the next house ...
- 2 Using the *-ing* form of the verb after *like*
We like climbing trees.
We like sliding down the bank.
We like eating laplap.
- 3 Prepositions of place
In front of our house, in the trees, in the bush, in a cave, next to the church, beside the road, beside the creek, on the hill, under the tree ...

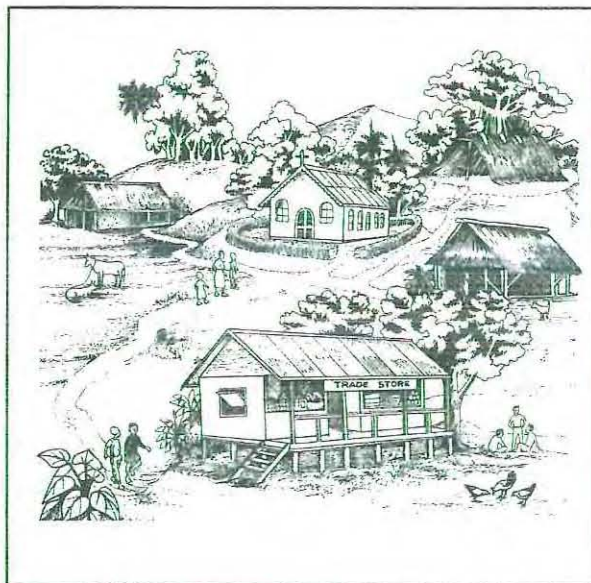
Experiences

Picture page (page 81)

P

Children look at the picture of a village in the *Pupil's Book*. They **point to** important places in the village. For example:

- ◇ The church
- ◇ The village shop
- ◇ The nakamal
- ◇ The houses in the village
- ◇ The path from the store to the church
- ◇ Hens pecking for seeds and worms



Can you see these things in your village? Tell the class about your village.

Experience visit

If the school is near a village, visit the village with some questions to answer:

- ◇ How many houses are in the village?
- ◇ Is there a school? A kindergarten? A church?
- ◇ Where is the groundwater well?

Picture maps

Help children to make a large mural of a village. They draw and cut out pictures of important places (e.g. the church, the village garden, important trees, the creek ...). The teacher writes the labels and captions for the mural. Children cut out the labels and paste them on the mural.

Listening and speaking

- 1 Encourage children to talk to the class about their own village. They talk about:
 - ◇ The size of the village
 - ◇ The different buildings in the village
 - ◇ Whether there is a school in the village, a clinic, a kindergarten
 - ◇ Where the children play.
- 2 Invite an important person from a nearby village to talk to the children about how different responsibilities are carried out by members of the village. (Later, children will make class books from this information.)
- 3 Discuss the importance of keeping the village clean. Children work in groups to plan ways to keep their village clean. They try out their ideas in the school compound.

Reading and writing

1 Language experience stories

Children draw pictures of an important place in their village (or an important person or an important activity). The teacher writes labels and captions for each picture. The pictures can be used on the mural or collected together and made into class books.

2 Shared reading

Make a Vanua reader into an enlarged book. For example:

The Village Tree by Estelle Bakeo

How Taripoaliu came to live in Siviri by Eunice Simbolo

Other stories that relate to the theme include:

The Kuia and the Spider by Patricia Grace

Blessing Yams in Niue by Jennifer Wendt.

During shared reading, encourage children to:

- | | |
|---------------------------|-----------------------------|
| ◇ Talk about the pictures | ◇ Role play the stories |
| ◇ Join in the reading | ◇ Turn the pages with care. |

4 **Read-and-write experiences** (page 82-83)

P

- a **Reading** Use the children's experiences to build up an information story about people in a particular village. The children say what the people usually do in the village. There is an example on the top of page 82 in the *Pupil's Book*.
- b **Pretend** Encourage imaginative play associated with the roles of important people in the village (see the second activity on page 82). Use a box of old clothes to start the activity.
- c **Your village** The intention of the last activity on page 82 is for children from the same village to work together to make a picture map of their village.
- d **Places to play** Discuss where children like to play in their village. The children then match the words on page 83 with the appropriate pictures, using sticks or pieces of string.

5 **Poems, rhymes and songs** (see page 84)

P

There is a poem on the last page of the book.

- ◇ Enjoy the poem with the children, saying it many times together.
- ◇ Notice the rhyming words in the poem.
- ◇ Discuss the artist's illustration.

Write other rhymes that have a similar form. For example:



6 **Independent reading**

Each week, children must be given time to select a story to read for themselves.

Language awareness

Alphabet

By now the children should know the alphabet well enough to join dots in alphabetical order. Think of interesting ways to present the task. For example, children join the dots to find out what Olivia has caught.



Handwriting

Practise making the letters *v*, *a* and *t* using words associated with the unit. When practising the letter *a*, choose words that contain a short *a* sound (e.g. *apple*).

Drama and other creative activities

- a Plan opportunities for children to dramatize custom stories, or important events, associated with their village. It may follow the reading of an enlarged book about the story or event.
- b Make a model village with the children. Use local materials and cardboard cut-outs.
- c Teach children a local song. Look at local musical instruments and use them to create sound effects for the drama or the song.

Assessment

Because you are now at the end of the Year One *Pupil's Book* you will need to answer these questions.

- a What parts of the programme did children enjoy the most?
- b What parts of the programme do you need to make better resources for?
- c What can children do now that they could not do very well at the beginning of Term 3?
- d In your opinion, which children are most at risk in their literacy development? Why is this?
- e What observation notes have you kept about individual children? What records have you kept on the class?
- f What will you need to do to improve the language programme for Year One if you are teaching this level again next year?

PART THREE

LANGUAGE FOCUS IN THE YEAR 1 *PUPIL'S BOOK*

GRAMMAR SUMMARY

Unit	Language functions	Language structures
Unit 1 The family	<p>Greetings Hello, goodbye, good morning, goodnight</p> <p>Introducing people Hello. I'm Kalo. This is my sister. Her name is Leimala.</p> <p>Recognize and write your own name</p>	<p>Responding to this direction: Point to (the) _____. For example: Point to the mother. Point to the cat and the dog.</p> <p>Naming things in a picture story: This is my parrot, Peri.</p> <p>Help children respond to the language used during a book experience</p>
Unit 2 School	<p>Counting things (1-10): One ball, two boys, three books ..., ten marbles</p> <p>Naming common actions (verb+ing): Playing, running, jumping, hopping, chasing, skipping ...</p> <p>Giving and following directions: Stand up, come here, sit down</p>	<p>Plurals: One ball, two balls, a lot of balls</p> <p>Responding to instructions using playground verbs: Hop on one foot, run to the tree, jump up and down</p> <p>Showing things we do every day, using common verbs and appropriate actions: This is the way we wash our face, comb our hair, eat our breakfast ...</p>
Unit 3 Gardens	<p>Responding to questions such as: ♦ What can you see? ♦ What else can you see? by naming and pointing to things</p> <p>Responding to instructions (by miming actions), for example: Pull out the weeds. Water the plants.</p> <p>Sharing information through drawing a picture and naming interesting things in the picture: My father. He's digging a hole.</p>	<p>Naming things using words with plural marking: plants, beans, tomatoes</p> <p>Using words for things we do not usually count: water, corn, grass, work</p> <p>Naming actions that we do in particular places: weeding, digging, planting</p> <p>Using pronouns in simple sentences: I help my mother in the garden.</p>
Unit 4 Health	<p>Giving information about ourselves: Hello! I'm Jill. I'm six.</p> <p>Giving good advice: Eat a piece of yam at lunchtime. Don't eat Twisties.</p> <p>Responding to yes-no questions: Do you sometimes eat a banana at lunchtime? Yes, I like them.</p>	<p>Subject pronouns: I, you, he, she, it, we, you, they</p> <p>Present simple of <i>be</i> (long and short forms): Hello! I am Jill. This is Thomas. He's my brother.</p> <p>Using adjectives before a noun and after the verb <i>be</i>: clean clothes, fresh water, a sore leg; I am sick; Bananas are good for you.</p>

Grammar summary

Unit	Language functions	Language structures
Unit 5 Pets	<p>Responding to questions that begin with <i>what</i> and <i>why</i>: What is Paul doing? Why?</p> <p>Giving important information about pets: I give our dog some rice and vegetables after dinner. Our cat likes fish and milk.</p> <p>Giving reasons using <i>because</i>: Why is Thomas cleaning the parrot's cage? Because it's dirty.</p>	<p>Using passive adjectives <i>my, your, his, her, its; our, your, their</i>: my parrot, our school</p> <p>Present simple form of the verb with <i>he/she/it</i>: My dog eats meat and bones.</p> <p>Countable and uncountable nouns: a banana, some bananas We feed our cats with fish and milk.</p>
Unit 6 Shopping	<p>Talking in a shop</p> <p>a Saying what you want: I want some coloured pencils, please.</p> <p>b Responding to questions and requests: How many pencils? What colours? Come and choose 900 vatu, please.</p> <p>c Using words to say how many things or how much of something you want: I want six eggs, please. I want some rice and a tin of fish.</p>	<p>Plural of countable nouns: one egg, six eggs, some tomatoes</p> <p>Simple present tense: I want a loaf of bread. My sister wants an ice cream.</p> <p>Using numbers with uncountable nouns: three pieces of sugar cane two tins of fish four packets of soup</p>
Unit 7 Games and toys	<p>Giving instructions: Stand here. Close your eyes. Count to twenty</p> <p>Saying what you like to do or like doing: I like to play marbles. Marie likes hiding, not finding.</p> <p>Expressing disagreement: No! It isn't your turn. It's Peter's turn. It's your turn after that.</p>	<p>Present simple in yes-no questions: Do you like playing hide-and-seek, Joseph? Yes, I do. Does Violet like playing poison ball? No, she doesn't.</p> <p>Can for ability: I can play marbles. I can't play football very well. Can you play snakes and ladders? Yes, I can.</p> <p>Prepositions of place <i>in, on, behind, under</i>: Where is Violet? She's hiding in the box.</p>

Grammar summary

Unit	Language functions	Language structures
Unit 8 The weather	<p>Knowing the days of the week, <i>Monday, Tuesday, Wednesday ...</i></p> <p>Providing information about the weather: It is sunny today, and hot. The wind is blowing. It is going to rain this afternoon.</p> <p>Warning people not to do something: Don't go out in the rain. Don't sit in the hot sun.</p>	<p>Talking about the weather: It is hot this afternoon. It is windy outside.</p> <p>Giving advice: Sit in the shade. The sun is very hot. Keep away from coconut trees. Don't cross streams alone.</p> <p>Saying what you want to do: I want to stomp and stomp and jump in every puddle.</p>
Unit 9 The sea	<p>Responding to <i>wh</i>-questions: What can you see? Where are the children? What are they doing?</p> <p>Naming things you can see at the beach: starfish, crabs, shells ...</p> <p>Naming actions you do at the beach: swimming, diving, fishing ...</p>	<p>Present continuous tense for describing actions: The children are swimming in the lagoon. Josey is splashing in the water.</p> <p>Prepositions of place: in the sea, on the reef, in the boat, on the island</p> <p>Talking about plans: We are going to sail to the island. We are going to catch some fish for our food.</p>
Unit 10 The sky	<p>Naming colours: white, yellow, blue, brown ...</p> <p>Naming actions: flying a kite, holding two balloons ...</p> <p>Counting items (one-five): one helicopter, four balloons ...</p>	<p>Responding to questions (about colour): Can you name the colours? What colour is the sun? What colour are the clouds?</p> <p>Give information, using different sentence patterns: The clouds are white today. The boy is flying a kite. I can see an aeroplane. It is landing on the runway.</p> <p>Responding to questions that begin with <i>How many ...?</i>: How many birds can you see? A lot. Look. There are some in the trees.</p>

Grammar summary

Unit	Language functions	Language structures
Unit 11 Our food	<p>Naming items of food: an orange, a lemon, a yam, a taro ...</p> <p>Using numbers and quantifiers to say how many or how much: Four yams, a piece of sugar cane and some fish.</p> <p>Stating preferences: I like mangoes. I don't like sago very much.</p>	<p>Countable and uncountable nouns: two bananas, three fish, two sacks of rice</p> <p>Responding to the question "What can you see?": Some taro, a pumpkin, two fish</p> <p>Using the future simple: I will choose the fish for my tea tonight.</p>
Unit 12 Our clothes	<p>Naming different kinds of clothes: a dress, a skirt, a shirt, a pair of pants, flipflops, my best clothes ...</p> <p>Naming actions we do with clothes: washing, drying, ironing, folding, hanging up ...</p> <p>Saying what people are doing in a picture: The mother is washing the clothes. The children are hanging the wet clothes on the line.</p>	<p>Saying what people usually do, using the present simple tense: My mother washes my clothes on Saturday. I help too.</p> <p>Using adjectives to say more about our clothes: I have a new dress. I put my dirty clothes in the basket.</p> <p>Responding to a warning: Don't drop your old clothes on the floor. Don't leave the soap on the ground. Don't lose your flipflops.</p>
Unit 13 Our homes	<p>Naming things in the house and naming parts of the house: a table, a chair, a bed, the shower ...; the kitchen, the bedroom, the sitting room ...</p> <p>Naming activities that take place in and around the home: washing, ironing, cooking, playing, saying grace, eating, cleaning your teeth ...</p> <p>Counting, using numbers 1-10, learning the days of the week and the months of the year: Two hens and six chickens. Today is Thursday. It is October now.</p>	<p>Using the simple present tense to say what we do every day or at special times: We say grace at mealtimes. We sit under a tree, if it is very hot.</p> <p>Using time words: In the morning, I feed my dog. Then I eat my own breakfast.</p> <p>Prepositions of place: We sit under the tree. We climb the tree beside our house. We put the dry leaves in a sack.</p>

Grammar summary

Unit	Language functions	Language structures
Unit 14 Colours	<p>Naming colours: red, green, yellow, black, brown, white, blue, orange, pink, grey ...</p> <p>Responding to questions beginning with <i>which</i>: Which animal is the biggest? The longest? The tallest?</p> <p>Making a decision by choosing the first, second or third item from among the choices: Which snake is the longest? The third snake.</p>	<p>Sentences beginning with <i>There is/There are</i>: There is a flying fox in the tree. There are four blue things in the picture.</p> <p>Possessives: using 's to show who owns what: Amy's pig. John's pig. Jill's pig. Which pig is the biggest? Amy's.</p> <p>Using colour words to say more about nouns: the red hen, the blue flower Bring a large, green leaf.</p>
Unit 15 Villages	<p>Naming important places in the village: the church, the school, the nakamal, the chief's house, the village store, the gardens ...</p> <p>Naming important activities in the village: going to church, going to the garden, picking up rubbish, looking after animals, playing, attending custom ceremonies, listening to stories, helping with jobs ...</p> <p>Asking permission: Can I go with Violet to her house? Can I come too (to the wedding feast)? Can we go swimming this afternoon?</p>	<p>Revising the <i>-ing</i> form of verbs: swimming in the lagoon, climbing a tree, hiding in the long grass ...</p> <p>Using the <i>-ing</i> form of the verb after <i>like</i>: We like climbing trees. We like sliding down the bank. We like eating laplap.</p> <p>Prepositions of place: in front of the house, in the trees, in the bush, inside a cave, next to the church, beside the road, under a tree, on the roof ...</p>

PRONUNCIATION GUIDE

Vowels

1	/ɑ:/	far; start; large ; father	7	/ɔ:/	saw; more; four
2	/æ/	have; fat; bad	8	/ʊ/	could; good; would
3	/e/	egg; bed; head	9	/ʌ/	but; cut; blood
4	/ɪ/	sit; give; sing	10	/u:/	you; use; fool; do
5	/i:/	me; eat; agreed; piece	11	/ɜ:/	learn; third; word
6	/ɒ/	hot; lost; long	12	/ə/	mother; about; forget
			13	/i/	city; very; jockey

Consonants

14	/b/	bed; big ; brother	26	/s/	see; hits; mass
15	/d/	did ; dog; bed	27	/t/	time; put; winter
16	/f/	five; if; coffee	28	/v/	van; have; lovely
17	/g/	good; leg; pig	29	/w/	with; white ; woman
18	/h/	hat; have ; who	30	/z/	zoo; nose; runs; easy
19	/j/	you; yellow; young	31	/ʃ/	ship ; sugar; wish
20	/k/	can; kicking ; lucky	32	/ʒ/	pleasure; measure
21	/l/	leg; yellow; old	33	/ŋ/	sing; running; singer
22	/m/	me; money; summer	34	/tʃ/	cheap ; watch; reaching
23	/n/	no; money; can	35	/θ/	thin ; thick; bath
24	/p/	put; happy; up	36	/ð/	then ; weather
25	/r/	run; hurry	37	/dʒ/	joy; judge; general

Diphthongs

38	/aɪ/	five; nine; alive; why	43	/eə/	there; hair; where; bear
39	/aɪə/	fire; higher	44	/ɪə/	hear; nearly
40	/aʊ/	out; down; sound	45	/oʊ/	going; so; slowly
41	/aʊə/	flower; sour	46	/ɔɪ/	boy; toilet; coin
42	/eɪ/	say; eight; paint; again	47	/ʊə/	poor; sure

IRREGULAR VERBS

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
be	was	been	leave	left	left
beat	beat	beaten	lend	lent	lent
become	became	become	let	let	let
begin	began	begun	lie	lay	lain
bend	bent	bent	light	lit	lit
bite	bit	bitten	lose	lost	lost
blow	blew	blown	make	made	made
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
burn	burnt	burnt	read	read	read
buy	bought	bought	ride	rode	ridden
catch	caught	caught	ring	rang	rung
choose	chose	chosen	run	ran	run
come	came	come	say	said	said
cost	cost	cost	see	saw	seen
cut	cut	cut	sell	sold	sold
dig	dug	dug	send	sent	sent
do	did	done	set	set	set
draw	drew	drawn	shake	shook	shaken
drink	drank	drunk	shine	shone	shone
drive	drove	driven	shoot	shot	shot
eat	ate	eaten	show	showed	shown
fall	fell	fallen	shut	shut	shut
feed	fed	fed	sing	sang	sung
feel	felt	felt	sink	sank	sunk
fight	fought	fought	sit	sat	sat
find	found	found	sleep	slept	slept
fly	flew	flown	smell	smelt	smelt
forget	forgot	forgotten	speak	spoke	spoken
freeze	froze	frozen	spell	spelt	spelt
get	got	got	spend	spent	spent
give	gave	given	stand	stood	stood
go	went	gone	sweep	swept	swept
grow	grew	grown	swim	swam	swum
hang	hung	hung	swing	swung	swung
have	had	had	take	took	taken
hear	heard	heard	tear	tore	torn
hide	hid	hidden	tell	told	told
hit	hit	hit	think	thought	thought
hold	held	held	throw	threw	thrown
hurt	hurt	hurt	understand	understood	understood
keep	kept	kept	wear	wore	worn
know	knew	known	win	won	won
lead	led	led	write	wrote	written
learn	learnt	learnt			

INTEGRATED VOCABULARY LIST

A

a
about
an action
after
air
an airport
an animal
to ask
my auntie
away

B

a baby
back
backwards
a bag
a ball
a balloon
a banana
a bar (of soap)
a basin
a basket
a bat
a bath
a bathroom
to be
to be careful
to be safe
the beach
a bean, beans
beautiful
a bed
a bedroom

behind
a belt
a bench
a berry, berries
best
big, bigger, biggest
a bird
a birthday
a biscuit
black
a blouse
to blow
blue
a boat
a bone, bones
a book
a bottle
bow wow wow
a bowl
a box
a boy
bread
breadfruit
bright
to bring
a brother
brown
a brush
to brush
to brush your teeth
a bucket
a bucket of water
to build
a builder
a bunch of bananas
to bury
the bush
a bush knife

a butterfly
to buy

C

a cabbage
a cage
a cake
a can (of something)
cane
a canoe
a cap
a car
careful
a carrot
to carry
a cat
a chair
to change
to chase
chasing
a chicken
a chief
a child, children
chocolate
to choose
a choice
a church
a clam
a class
a classroom
clean
to clean
to climb
close
to close
clothes

a clothes line
a cloud
a coconut
a coconut tree
coconut fibre
cold
to collect
a colour, colours
to colour
to colour in
coloured pencils
a comb
to comb
to cook
cooked
cool
to cool
to copy
coral
corn
to count
counting
a crab
to crawl
a crayon
a crew
to cry
crying
a cup
a curtain
custom
custom clothes
to cut
cutting

D

to dance
a day
dice
to dig
different

to dine
a dining room
to dive
a dog
a door
a drain
to draw
a drawing
a dress
to dress
to dress up
a drink
a driver
to dry
to dry clothes
to dry the dishes

E

each
an ear
to eat
an egg
eight
electricity
an elephant
eleven
to enjoy
every
everyone
eyes
an exercise book

F

a face
face paint
a family
a fan
a father
to feed

a fence
a few
fibre
to find
a fire
first
a fish, fish
a fish bowl
a fish hook
a fishing line
five
a flag
flipflops
to fold (clothes)
to fly
a flying fox
food
a food safe
a foot
a football
a fork
a form
forwards
four
a fox
Friday
fruit

G

a game
a garden
gas
to get
to get home
to get into
a giraffe
a girl
to give
to go
to go backwards
to go forwards

to go shopping
to go to sleep
good
goodbye
a grandfather
a grandmother
grass
green
grey
to grow
to grow up

H

hair
a hand
to hang (clothes)
hard
hard work
a hat
to have
health
healthy
heavy
heavy rain
a helicopter
to help
to hide
hide and seek
a hiding place
to hold
to hold on to something
home
at home
a hook
to hop
hopping
hopscotch
a horse
hot
hot sun
a house

hungry
to hunt
a hymn

I

an ice cream
in
in front of
inside
into
to iron (clothes)
an island
an island cabbage

J

jam
a jug
to jump
jumping

K

a kangaroo
to keep
kerosene
to kick
a kitchen
a kite
a kitten
a knife

L

a ladder
the lagoon
a lamp
land
to land

a lantern
large
last
to laugh
laughing
a leaf, leaves
to leave
to learn
a lemon
lemonade
to let
to let go of something
a lettuce
a light
to light (a fire)
lightning
to like
a line
a lion
to listen
a loaf of bread
a lobster
a lolly, lollies
long, longer, longest
to look
to look after someone
to look for
to lose
lunch
lunchtime

M

to make
to make the dinner
to make your bed
a man, men
a mango
a mandarin
manioc
many
a marble, marbles

a market
to marry
a mask
a mast
a mat
a match
a maze
meat
men
miaow
milk
milk powder
Monday
money
a monkey
the moon
morning
a mother
a mouse
a mouth

N

a nakamal
my name
new
next
nine
a nose
a number

O

an octopus
of
off
old
on
one
an orange
our

over

P

a packet
paint
to paint
a painting
a pair
pants
paper
a parrot
to paste
pasting
a path
a pawpaw, pawpaw
to peel
a peg, pegs
a pen
a pencil
a pet
to pick
to pick up
a picture
a piece of something
a pig
a pig pen
a pillow
a pilot
a pineapple
pink
a place
a plane
a plant
to plant
a plate
to play
playing
playground
play lunch
poison
poison ball

a pond
a pot
powder
power
powerlines
to pretend
pretend food
pretend money
pretty
a propeller
a puddle
to pull
to pull out
a pumpkin
a puppy
purple
to purr
purring
to push
to put
to put something away

Q

a question

R

rain
to rain
a rainbow
raining
a rat
to read
red
the reef
a refrigerator
a rhyme
a ribbon
ripe
a river

a road
to roast
roasted
a roof
a room
a rope
rubbish
to run
running

S

safe
safety
a sail
to sail
a sailing canoe
sand
a sandwich
Saturday
to say
to say grace
a school
a school bag
school clothes
to scrape
to scrub
a scrubbing brush
the sea
seafood
a seat
seaweed
second
to see
to sell
a sentence
seven
to sew
the shake
to share
a sheet

a shelf, shelves
a shell
shellfish
a ship
a shirt
a shop
a shopkeeper
a shoe
short
to shout
a shower
to shower
to sing
singing
a sink
a sister
to sit
to sit down
a sitting room
six
to skip
skipping
a skipping rope
a skirt
the sky
a sleep
to sleep
a good sleep
to slip (over)
small
a snake
snakes and ladders
soap
soap powder
a speedboat
to splash
a spoon
squid
to stand
to stamp
a star, the stars
a starfish
to stay

to stay inside
a step
a stepping stone
a stick
a store
a stove
a stream
string
to stroke
strong
a strong wind
sugar
sugar cane
the sun
Sunday
Sunday school
sunny
to swim
swimming
a swing
to swing

T

a table
to take
to take turns
to talk
to talk about something
tall
a tap
taro
to taste
a taxi
tea
to teach
a teacher
teeth
to tell
ten
to thank
thanks

thank you
the
their
thin
a thing, things
thirsty
three
to throw
to throw away
thunder
Thursday
to tie
a tiger
a tin (of something)
tiny
tired
to
a toe
a tomato
too
a tooth
a toothbrush
to touch
a towel
a toy
a tree
a trolley
trousers
Tuesday
a turn
a turtle
twelve
twisties
two

U

an umbrella
my uncle
under
a uniform
up

V

a vegetable
very
a village
a village shop

W

to wade
to wake up
to walk
walking
a wall
to wash
to wash your clothes
to wash the dishes
water
a water taxi
a wave
to wave
the way to do something
we
to wear
weather
Wednesday
a weed
to weed
a week
wet
a wheel
when
whiskers
white
why
wide
the wind
a window
windy
a woman, women
to wonder

wood
a word
work
to work
to write

X

Y

a yacht
a yam
yellow
you

Z

a zebra
the zoo

