

Units of work and programming



Writing units of work

Units of work are developed in many different ways around both broad and specific learning concepts. These concepts are identified in the outcomes from the three syllabuses. It is possible to develop a unit of work from a cluster of outcomes or just one outcome. However, due to the integrated nature of learning at Elementary level we will focus on integrated units of work. Integrated units of work are based on more than one outcome. The unit of work describes in detail the content of learning for the students.

In the initial planning of a unit of work, the teacher must identify:

- the content of learning described in the outcomes in the syllabuses
- how learning is going to be organised and delivered
- suitable materials and resources that will enhance learning
- how long a unit of work will take to teach
- the various types of learning activities to meet individual needs of students
- suitable assessment tasks to allow students to demonstrate achievement of the outcomes
- the need to be flexible and allow for spontaneous learning.

Planning of the unit of work is done with the view to encourage teachers to link community activities to students' learning and experiences. In the units of work teachers are required to develop:

- a community calendar
- a yearly plan
- term programs
- teaching and learning plans
- weekly programs.



Making your own community curriculum

The nature of Elementary education requires the curriculum to be developed and taught in the local language or vernacular. This means that suitable community members are identified to work with teachers to develop the local curriculum. They identify relevant cultural knowledge, skills, attitudes and values to provide the basis of the content of learning in their curriculum. The local curriculum must:

- be culturally relevant, community-oriented and taught in an integrated way
- be jointly developed by the teachers and knowledgeable people in the community
- be focused within an environmental context students are familiar with
- enable students to develop better understandings of their culture and language
- help students to transit into Lower Primary.

During the curriculum development process, be mindful that in everyday life students learn in an integrated way. This means that Elementary curriculum is developed and taught using an integrated approach. This approach builds upon students' known experiences to help them acquire new skills, knowledge and attitudes with understanding.

In an integrated approach to teaching and learning:

- learning is planned by connecting common concepts within or across subjects
- students' learning needs to be related to community activities
- new learning experiences are built on past experiences
- learning is focused within a familiar environmental context
- opportunities are provided for a wide variety of student-centred activities
- local resources are used to support learning.

This section of the teacher guide focuses on how to develop a community-based curriculum. The following steps have been arranged in sequence to guide teachers in the process.

Step 1: Developing a community calendar

A community calendar lists the significant cultural and community events that occur in your area in the year. To develop your own community calendar, follow the steps given below to guide you.

1. Collecting information

Visit the local community. Work with your Community Curriculum Committee and knowledgeable people to gather local information. List local information gathered from the community onto the calendar sheet with the help of the committee. Arrange your list of events and activities according to the seasons of the year.





2. List main community events involving students

Identify suitable events and activities for your students from the list developed in step 1.

See the sample below given from North Solomons Province. Present your information in the same way.

Sample activities from North Solomons Province

There are certain activities or events that occur seasonally and can provide open learning situations for the students. Some examples of these are shown below.

Making new gardens	Mother’s Day celebration
Cocoa picking	Independence Day
Food harvesting	Father’s Day celebration
Hunting for certain animals	District tournaments
Fishing for certain fish, like sea worms	Easter
Christmas	Youth sports carnivals

Use the education calendar to include the events that are coming up in the school year. Examples appear below.

Village cleaning	Sports tournament
Planting of food gardens	School closing activities
Cocoa cleaning, picking, selling	Graduations
Village funeral feasts	Selling and buying food stuff and garden produce
Feasting	House building
Fishing	

3. Write community events into the calendar sheets

The community calendar sheet is divided into eight columns.

Column 1: Traditional months

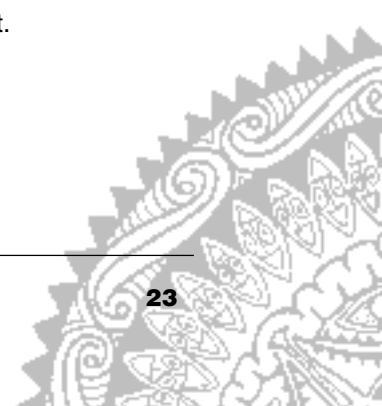
Check with older members of the community for correct names. List the traditional months, windy or wet and dry times used in your community and the seasons.

Column 2: Seasons

Fill in the names of the seasons we have in the country.

Column 3: Environmental changes

Fill in the environmental changes column with information such as when certain trees lose their leaves or when mangoes bear fruit.





Column 4: Seasonal activities

Fill in the seasonal activities column with activities that occur at different times of the year such as planting, making new gardens, fishing, house building, harvesting, when certain fish spawn or are plentiful. If these things are not seasonal in your area then record them in the environmental changes column.

Column 5: Cultural, religious and national activities

Fill in the main festivals and celebrations of your community for the year such as Christmas, Easter, Moka, Yam Festival, Independence, Tolai Warwagira, Hiri Moale and Show Day.

Column 6: Sporting and other community events

Sporting events might include soccer, softball, boat races or volleyball games. Other community events might include the building of a new church, a new community centre or water supply or such activities as choir competitions. Some families may be planning to build new houses, marriages, bride price ceremonies, funerals, feasts or births. As the year goes keep on adding to the calendar. Many of these activities will not be fully planned a whole year in advance.

Column 7: School terms

Show in this section when each school term starts and ends. This column will help you to plan your yearly, daily and term programs.

Column 8: English months

Write in the names of the English months so that they relate to the traditional months.

A sample community calendar is given on the next page to assist you to develop your own community calendar. Do not copy the sample. It is an example taken from a community in North Solomons Province.



Sample community events calendar from a community in North Solomons Province



Traditional months	Seasons	Environmental changes	Seasonal agricultural fishing and hunting activities	Cultural, religious and national activities	Sporting and other community events	School terms	English months
Nonuopira	Wet			New Year		Break	January
Kepirago Paipira Korepira		South-easterly wind	Harvesting	Easter	Rugby Soccer Volleyball Basketball	1	February March April
Upupira Tugipira		Flooding	Fish trapping	Mother's Day World Environment Day Queen's Birthday	Feasting	2	May June
Paipiratuo Kepiragotuo Kampurotuo		Destruction of garden foods famine	Cocoa season	Father's Day Independence Day	Sports tournament	3	July August September
Kipuro Nonuoropira Luugo Kepirago Luugo	Dry	Flowering of trees Fruit trees bearing mango and laulau North west winds	Planting of food gardens Fishing seasons Sea worms	Month of Holy Rosary School closing activities	Sporting associations ending Feasting	4	October November December



Step 2: Mapping and organising outcomes

To develop integrated units of work it is necessary to map and organise the outcomes into groups or clusters. Two common ways of mapping and organising the outcomes are to:

- select outcomes from the Culture and Community and Cultural Mathematics syllabuses that link naturally either in one subject or across both subjects
- identify themes from the community calendar and outcomes from Culture and Community and Cultural Mathematics syllabuses to match the themes.

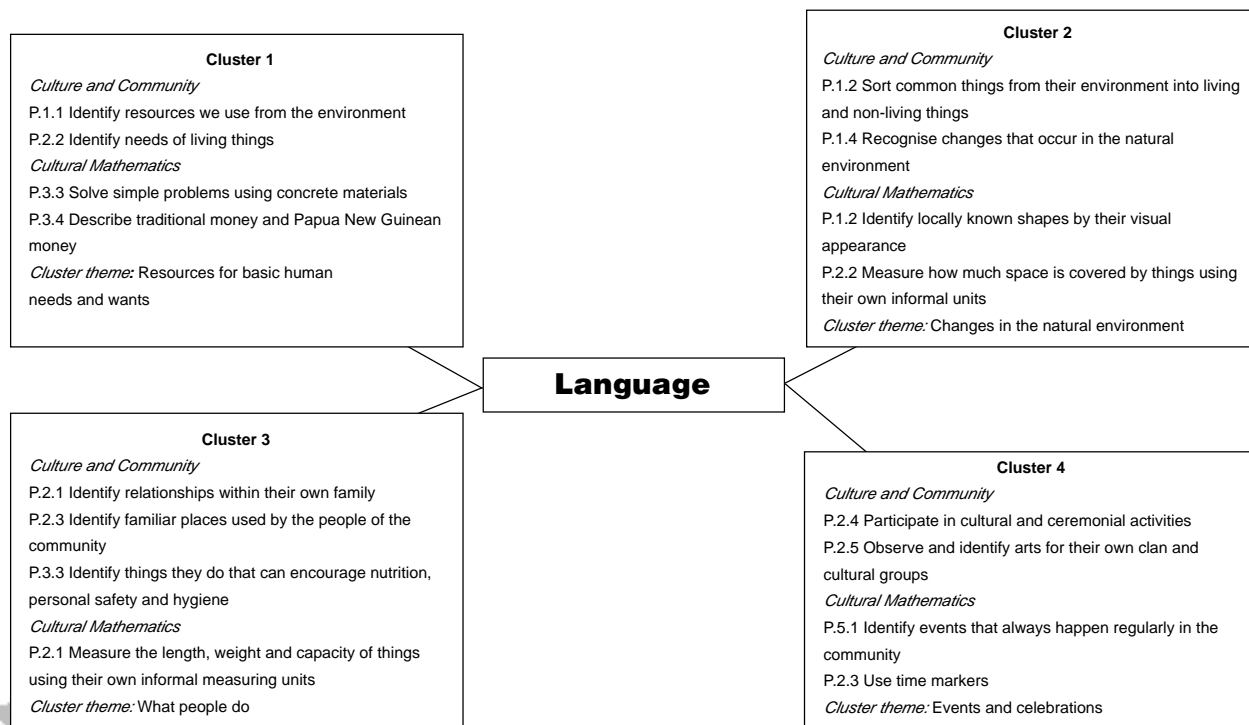
Before clustering the outcomes it would be very helpful to:

- read through your syllabuses and be familiar with the content
- identify outcomes that have common concepts in the subject or across the curriculum
- consider what knowledge, skills and attitudes in the outcomes are appropriate to the language and cultural contexts of the students.

Note that the Language outcomes are linked to all learning areas so will not be clustered in this example. Language outcomes can be added as you begin planning units of work. Teachers are encouraged to work in groups throughout this process. The sample below was developed by a group of Elementary teachers from North Solomons Province.

Sample of mapping outcomes for Elementary Prep

Below are some examples of how you could cluster some of the Elementary Prep outcomes and match them with cluster themes to develop units of work.





Always refer to your identified outcomes to make sure all student activities focus on students achieving them. Study the sample on page 26 and follow the steps below to make your own clusters of outcomes and cluster themes.

A process for clustering outcomes

1. Clustering outcomes

Identify clusters of outcomes from which to plan units of work. Do this by either selecting outcomes from the Culture and Community and Cultural Mathematics syllabuses that link naturally together either in one subject only, or across the two subjects. Another way is to identify themes from the community calendar and pull out the outcomes from Culture and Community and Cultural Mathematics syllabuses to match the themes.

2. Identify common concepts and a cluster theme that links the outcomes

Group the selected outcomes and pick out the ideas and concepts that link these outcomes together. Describe and confirm the links and identify a cluster theme by which you can teach the outcomes. Use this theme to name the cluster of outcomes. These themes will be referred to as cluster themes.

3. Repeat steps 1 and 2 to create other clusters of outcomes and cluster themes

4. Confirm your decisions

Make sure that:

- each cluster has a broad, common learning concept that easily connects all the outcomes
- outcomes are not forced together when they do not really fit
- outcomes only appear in one cluster
- your group discusses, describes, confirms your decisions and gives each cluster a name
- the cluster name relates to the theme you will use to teach that cluster of outcomes.

5. Identify any outcome that has not been clustered

Plan to teach these outcomes separately in their specific subject areas.

Now you should have clustered all of your outcomes for your grade level for Culture and Community and Cultural Mathematics.



Step 3: Identifying smaller themes from the cluster themes

You need to now identify smaller themes from your cluster themes. This will give you themes or topics to plan units of work. The content of learning in the cluster themes is very broad such as Changes in the natural environment or Events and celebrations. To make smaller themes teachers need to:

- make sure the learning content is relevant to the learners’ context and community
- cater for learning in all subjects: Culture and Community, Cultural Mathematics and Language
- identify relevant knowledge, skills and attitudes from the clustered outcomes
- estimate how much time is needed to teach each small theme
- obtain and use local resources to support students’ learning.

When going through this process, make sure that all the outcomes for each grade in all three syllabuses will be taught during the year.

Sample of smaller themes worked out from the cluster themes

Study the sample given below, to help you identify smaller themes from your cluster themes.

Elementary Units of Work			
Unit 1	Unit 2	Unit 3	Unit 4
Cluster theme	Cluster theme	Cluster theme	Cluster theme
What people do	Events and celebrations	Resources for basic human needs and wants	Changes in the natural environment
Theme 1 Family	Theme 1 Festivals	Theme 1 Clothing	Theme 1 Land
Theme 2 Leaders	Theme 2 Community activities	Theme 2 Food	Theme 2 Plants
Theme 3 Community arts	Theme 3 Seasonal activities	Theme 3 Water	Theme 3 Animals
Theme 4 Religion	Theme 4 Recreation and sporting activities	Theme 4 Shelter	Theme 4 Weather

Note: There are events that are happening in the community at certain times of the year such as Easter, Independence Day, Book Week, Education Week and Christmas. Plan to teach these activities at the right times of the year.





Process for developing and sequencing your smaller themes

Follow the steps given to help you develop your yearly program of themes.

1. Look through each of the cluster themes you have developed.
2. Brainstorm main ideas for each cluster of outcomes to identify smaller themes.
3. Estimate how much time is needed to teach each small theme in the cluster theme.
4. List the smaller themes under the cluster themes. Keep the number of smaller themes to a maximum of four for each cluster theme.
5. Repeat steps 1, 2, 3 and 4 for the remaining cluster themes.
6. Refer to your community calendar to ensure that the themes are relevant to the students' community.
7. List the outcomes that have not been clustered.

Outcomes not clustered

The outcomes not clustered in Culture and Community and Cultural Mathematics from the sample given above are listed below so that they will be taught on their own whenever appropriate.

Culture and Community

- P.1.3 Use their senses to gather information about the environment
- P.3.1 Explore basic movements
- P.3.2 Create and play simple games

Cultural Mathematics

- P.1.1 Follow and give simple directions for moving in a space
- P.3.1 Count objects in vernacular using local number systems
- P.3.2 Describe the four operations using simple vernacular words
- P.4.1 Make simple patterns



Step 4: Developing a yearly program

There are many ways to develop a program for the school year. In this section we look at how to develop a yearly program using the clustered unit themes and the community calendar. The yearly program will include:

- suitable units to teach in each term in the school year
- cultural activities with themes that match your community calendar
- special community and calendar events
- opportunities for students to develop the vernacular, cultural knowledge skills, attitudes and values from their communities.

Process for developing a yearly program

The sample below has been done with reference to the information above. Follow the given steps to complete a yearly program for your grade.

1. Consult the community calendar and decide which themes will be taught in Terms 1, 2, 3 and 4.
2. Draw up a table like the one in the sample below for your yearly program.
3. Estimate how much time is needed to teach each small theme.
4. Write names of cluster themes that you want to teach in each term with the smaller themes listed underneath.
5. Complete your yearly program like the sample below.
6. Write outcomes not clustered at the end of each term in the yearly program.
7. Check your yearly program against the community calendar to make sure that the themes are written at the correct term of the year.

Sample yearly program

Class: Elementary Prep Year:

Week	Term One What people do	Week	Term Two Events and celebrations
1	Orientation	1-2	Festivals
2-3	Family	3-4	Community activities
4-5	Leaders		
		5-6	Seasonal activities
6-7	Community Arts		
		7-8	Recreation and sporting activities
8-9	Religion		
		9-10	Culture and Community P.3.2
10	Culture and Community P.3.1		Cultural Mathematics P.1.1
Week	Term Three Resources for basic human needs and wants	Week	Term Four Changes in the natural environment
1-2	Clothing	1-2	Land
3-4	Food	3-4	Plants
5-6	Water	5-6	Animals
7-8	Shelter	7-8	Weather
9-10	Cultural Mathematics P.3.1, P.3.2	9-10	Culture and Community P.1.3 Cultural Mathematics P.4.1

Outcomes that are not clustered must be included in the yearly program. They should be planned and programmed at appropriate times of the year using themes or as separate lessons.



Step 5: Making a term program using themes

Making a term program is important. There are four terms in a year and each class teacher should produce a program for each term. When planning your term program it is important to:

- identify community activities that match the relevant themes for the term
- identify activities in the community suitable to teach as main activities with the class
- always refer to the community and education calendars to make sure that themes are taught at the right times of the year.

Process for developing a term program

Study the sample below. Read the steps given to do your class term program.

1. Draw up a table with five columns.
2. Write in:
 - column 1 the length of time in weeks for teaching each theme
 - column 2 the names of themes that are to be taught in each term
 - column 3 the community activities related to the themes
 - column 4 the main class activities or shared experiences
 - column 5 titles of suitable big books or other relevant information texts. If texts are unavailable write your own.
3. Plan to teach the outcomes that have not been clustered in each term program.
4. Check the program against the sample to see that relevant information is written in the right columns.

Sample term program

Term: 1 Grade: Elementary Prep

Year: 2003

Week	Theme	Community activities	Main class activities	Big books
1	Orientation		Getting to know each other, their names, things they like and dislike	Be familiar with books and other school materials
2-3	Family	Doing these activities together: <ul style="list-style-type: none"> • playing • cooking • singing • working • worshipping • cleaning community • gardening. 	Visit the village to listen to an elder Role-play daily village activities Make models of members of the family using seeds, sticks, stones Have a sharing day to share healthy food brought from home	My Family
4-5	Leaders	Roles of community leaders include: <ul style="list-style-type: none"> • leading meetings • solving problems in the community • going out to meetings • planning and organising feasts in the community • welcoming visitors. 	Name different types of leaders in the community Discuss different responsibilities leaders have Leaders visit the school and talk to the children	Our Leader
6-7	Community arts	Community arts include: <ul style="list-style-type: none"> • making decorations • making baskets • weaving mats • making choppers • making masks and digging tools, axe handles and canoes. 	Guest speaker Excursion to take children to see actual community arts and crafts Describe the uses of bowls, mats, baskets and other pieces of art Describe the use of traditional money	The Magic Spear
8	Religion	Religion activities include: <ul style="list-style-type: none"> • reciting morning and night prayers • practising hymns • decorating church for different occasions • receive holy Eucharist together • attend church services. 	Discuss the procedures of prayer Learn to respect the church Visit the church Listen to church pastors and workers	The Creation
9-10	Culture and Community outcome P. 3.1 <i>Explore basic movements</i>	Activities include: <ul style="list-style-type: none"> • playing games together • practising different ways of moving using different body parts. 	Free-play activities	



Step 6: Writing units of work

Writing units of work, which are similar to teaching and learning plans, is very important. Units of work give a detailed plan of teaching and learning activities and assessment tasks designed to help students achieve particular outcomes. A unit of work helps teachers:

- identify knowledge, skills and attitudes that the community wants their children to develop
- write suitable indicators, learning activities and assessment tasks for each theme
- make sure that assessment tasks will allow students to demonstrate the knowledge, skills and attitudes given in the outcomes
- identify locally relevant resources for the learning of the unit
- estimate number of activities to cater for the duration of the unit.

Process for developing units of work

Follow the steps given to complete a unit of work for your class.

1. List the outcomes from your cluster theme. Don't forget to add the Language outcomes you plan to teach.
2. Choose suitable indicators from the three syllabuses that match your selected outcomes or develop your own to suit the theme. Remember that indicators show what the students know and can do.
3. Draw a table with four columns.
4. Write in column one suitable indicators for each outcome for each subject relevant to the theme.
5. Write in column two suitable teaching and learning activities for each indicator to help students achieve the outcomes.
6. Identify suitable assessment tasks that link with the outcomes. Write these in column three.
7. Develop assessment criteria for each assessment task and record these in column four.
8. List suitable local resources students will use to learn.
9. Check your completed unit of work to make sure that you have sufficiently catered for all three subjects.



Cultural Mathematics outcomes

P.2.1 Measure the length, weight and capacity of things using their own informal measuring units

Indicators	Teaching and learning activities	Assessment tasks	Assessment criteria
<p>Cultural Mathematics</p> <ul style="list-style-type: none"> estimate, compare and measure weight, length and capacity using local units 	<p>Weight</p> <ul style="list-style-type: none"> transfer amounts of water, soil or sand into different containers and say which container is heavy and which is light lift different containers, bilums, bags or baskets and say whether it is heavy or light arrange the containers from heaviest to lightest play a seesaw game to see who is heavy and who is light <p>Length</p> <ul style="list-style-type: none"> estimate the distance from their classroom to the school toilet, the water well to their house, or from the school to the village clinic estimate and measure the length and width of their family homes using own informal units such as paces, sticks and ropes of certain lengths <p>Capacity</p> <ul style="list-style-type: none"> fill water containers of various sizes and say how which container holds the most and which holds the least estimate the number of commonly used smaller containers to fill selected big containers arrange containers according to how much water they hold from the most to the least transfer amounts of water, soil or sand in different containers and say which container holds more and which holds less 	<p>Arrange five different containers:</p> <ul style="list-style-type: none"> from the heaviest to the lightest in order from the one that holds the most water to the one that holds the least water <p>Sort five objects such as sticks or ropes from the longest to the shortest</p>	<p>Students:</p> <ul style="list-style-type: none"> test their guesses by comparing the five objects sort them accurately in the right order according to: <ul style="list-style-type: none"> weight length capacity

Resources

Containers from home, water, bags of sand, measuring units for length, measuring units for weight such as seesaw.

Language outcomes

P.1.1 Communicate with peers and known adults on familiar topics

P.1.3 Use basic requirements of speaking and listening

P.1.5 Identify different oral contexts and situations

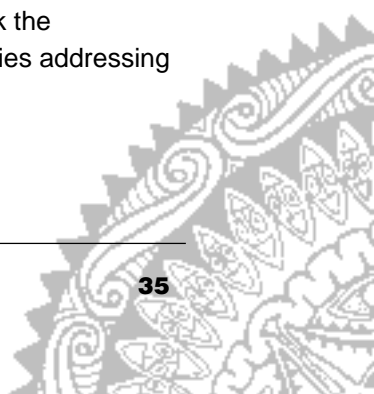
P.2.1 Read and understand short predictable texts

P.2.2 Develop strategies to read and understand short predictable texts

P.3.1 Use pictures and writing to represent ideas and information

P.3.2 Recognise strategies that help them to write

While addressing all of these outcomes briefly, the teacher would probably only choose to assess one or two of them. In this unit of work the assessment tasks focus on outcomes P.1.1 and P.2.1. Activities addressing the other Language outcomes are just for practice and will not be assessed.





Indicators	Teaching and learning activities	Assessment tasks	Assessment criteria
<p>Language - Reading</p> <ul style="list-style-type: none"> • read along with others in big book shared-reading experiences • ask and answer questions about big books • relate personal experiences to the text 	<p>Reading</p> <p>Following the shared-reading experience (SRE) talk, read, talk, read, do, talk</p> <p>Students:</p> <ul style="list-style-type: none"> • predict the big book text using the cover and illustrations or teacher tells a story about the topic of the big book text to students and asks questions about the topic (Talk) • listen to teacher reading big book text or wall charts with expression and right speed (Read) • in small groups discuss the text and ask questions with each other and the teacher (Talk) • read the big book text together with teacher (Read) • play a whispering game or a break-and-order game in groups using key sentences from the big book (Do, Talk) • read and re-read big book focusing on different activities: <ul style="list-style-type: none"> – discussing illustrations: answering questions about the text – hiding and guessing missing words (oral cloze) – making up different endings to the story and teacher writes it on a wall chart – telling stories about the chart text – role-play characters from the story – answering who, when and where questions about the text • write new words on 'word-wall' chart. Do 'word-wall' activity • play break-and-order games with key sentences in small groups • revise words from word wall chart and add and learn more new words • play theme-word game to learn new letter sounds • clap theme words when teacher says them • fast phonics to learn the new sounds. (Group or pair activities) • read small books or wall charts and library texts in pairs • talk about their feelings when helping out with family duties in pairs then do an illustration and ask the teacher to help them write the title for the picture • tell peers about favourite part of the big book or modelled text using picture sequence cards • use letter word cards and word cards to make words, phrases and sentences found in big book text or chart text 	<ul style="list-style-type: none"> • do cloze activity using content of chart text <p>Teacher conferences with small groups of students about the big book text. The teacher asks questions and listens to students' responses to see how well each student understands the text. Use a checklist of assessment criteria and make notes for each student.</p>	<p>Students</p> <ul style="list-style-type: none"> • answer questions correctly about the characters and the main events in the text • relate their own experiences to the text



Indicators	Teaching and learning activities	Assessment tasks	Assessment criteria
<p>Language: Speaking and listening</p> <ul style="list-style-type: none"> describe objects of interest to the class talk about their family experiences respond appropriately to questions 	<p>Speaking and listening</p> <ul style="list-style-type: none"> show and tell peers about a favourite object used by own family at home such as carved objects and tools like a coconut scraper take turns to speak and listen to peers about things that own family members do such as gardening, basket weaving or cooking mumu in small groups retell stories heard from family members to peers role-play different family members and adapt their speeches to suit the characters that they role-play clap for words that begin with same beginning sound such as 'mama', 'mi', 'maski' play a say-it-fast game using level one words listen and identify the sound or the syllable in the words read aloud by teacher and clap when they hear the sound <p>Writing</p> <p>Pre-writing activities</p> <ul style="list-style-type: none"> trace around cardboard letter shapes or shapes of things found in the home trace over their own names make some basic strokes such as or o o o o practise basic letter stroke such as l ? l ? l make up a story that is related to the theme for the teacher to model writing process illustrate characters or events from the story written by the teacher find the letters puzzle: students find the letters on the chart paper that matches the one on the letter card modelled writing lesson using steps for creative writing: talk, write, read; talk, write, read, publish using a topic from the theme, in this unit of work: Families re-read modelled text, edit and publish as a big book: students illustrate a page each in the book 	<p>Students talk to their peers about things their families do</p>	<p>Students:</p> <ul style="list-style-type: none"> speak willingly to the class about the topic speak loudly enough for everyone to hear answer any questions appropriately

Resources

Big book *My Family*, *Elementary Language Resource Book*, flashcard words, *Language Resource Book*, students bring objects from home, cardboard letter shapes and shapes of things in the home, word wall chart, *Activity Book 1*, blank chart, vernacular letter word cards, wall chart with written text, flashcards with letters

See sample language plan (pp40-41) for detailed plan.



Sample of a unit of work for a single outcome not in a cluster

This table shows a sample unit of work for an outcome that has not been clustered. It is important for teachers to plan for these outcomes to be taught separately. It must be taught according to the time frame for each term so that the students acquire the knowledge, skills and attitudes from all of the Elementary outcomes.

Culture and Community outcome: P.3.1 Explore basic movements

Indicators	Teaching and learning activities	Assessment tasks	Assessment criteria
Perform basic whole-body movements such as twisting, balancing, bending and stretching in free-play activities	<ul style="list-style-type: none"> • talk about ways their body parts move • stand and stretch up on toes • bend forwards, backwards, sideways and jump up • twist your body, walk five steps, twist and run five steps • stretch, bend and twist your waist and sit down 		
Perform different types of common movements	<ul style="list-style-type: none"> • walk freely, slowly, fast, tall, small and sideways • run freely, slowly, fast, backwards and forwards, sideways • leap freely in the air, sideways, forwards or over a mark • jump freely, high, low, sideways, fast and slow 	Name a body part and demonstrate different movements it makes	Students: <ul style="list-style-type: none"> • show at least five different body movements • show a simple sequence of at least three movements

Developing a weekly program

A weekly program is developed to sequence the lesson activities from the units of work. These activities are sample lessons for the weekly program. In the weekly program you must:

- state each activity clearly
- sequence activities according to the flow of lessons in each day of the week
- indicate the number of minutes for each activity
- give the total number of minutes for learning in the week.

A process for developing a weekly program

Follow the steps below to develop a weekly program for your class. The sample below will assist you.

1. Look at your unit of work.
2. Select activities and write them according to the order of presenting them as lessons.
3. Write beside each activity the length of time each activity will take.
4. Allocate times to all learning areas so that all subjects are taught effectively.
5. Give the total of given times for each lesson.

Refer to the Appendix for recommended times for each subject.



The sample below is for only the first week of this unit of work. You will need to prepare a weekly program like this for each week of the unit of work. Be sure to make time for the assessment tasks to occur during normal lesson time.

Sample weekly program for first week of the unit of work

Grade: Elem. Prep		Term: One		Week: Two of term	
Theme: Family		Resources: Language Resource Book Activity Books: 1 and 2		Big book: My Family	
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 Morning assembly					
8:15	Culture and Community <ul style="list-style-type: none"> Introduce the theme Use picture KWL 30 min	Language <ul style="list-style-type: none"> SRE: Re-read big book do-talk: break-and-order game tell story from family pre-writing: practise basic strokes shared-reading different ending to big book text do-talk: theme word game word-wall act role-play character model story writing group work 75 min	Language <ul style="list-style-type: none"> shared-reading different ending to big book text theme word game word wall activity role-play: adapt family members' speeches teacher to model writing process group work 75 min	Language <ul style="list-style-type: none"> SRE: with new ending break-and-order game key sentence word-wall illustrate for modelled writing prewriting: practise basic strokes group work 75 min	Language <ul style="list-style-type: none"> SRE: big book text role-play big book characters identify theme word clap for word that begins with same sound group work 75 min
8.45	Language <ul style="list-style-type: none"> Shared-reading talk: predict big book text cover listen to big book read by teacher ask about text do-talk: game show-tell: object their family use talk: with peers about things their family use do: trace around letter shapes 75 min	Cultural Maths Play seesaw to see who is heavy and light 30 min	Cultural Maths Estimate and measure the length and width of some places at school such as the garden bed and the classroom 30 min	Cultural Maths Estimate distances from the classroom to familiar places 30 min	Religious Education Taken by village pastor or a church representative 30 min
10:00 Morning Break					
10:30	Cultural Maths <ul style="list-style-type: none"> use tall and short to describe family members arrange themselves from tallest to shortest 30 min	Culture and Com. <ul style="list-style-type: none"> dramatise hygiene practices for self, home and school make models of family members and describe how they help family 90 min	Culture and Com. <ul style="list-style-type: none"> visit local community to look at family relationships and what they do to keep family members healthy 90 min	Culture and Com. <ul style="list-style-type: none"> talk about members of their family who have special needs make a chart showing what they do for the members of their family with special needs 90 min	Culture and Com. <ul style="list-style-type: none"> talk about familiar places their family members use such as church, market, water well clean the familiar place the family use such as toilets, church, clinic 90 min
11:00	Culture and Community <ul style="list-style-type: none"> imitate and mime roles of family members draw family members and describe roles played to help the family 60 min				
12:00					

Summary: Culture and Community = 450 mins, Cultural Maths= 120 min
 Language = 375 min Religious Education = 30 min Total number of minutes = 975 min



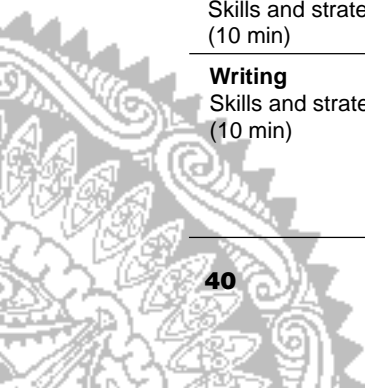
Sample language plan

Key sentence: _____ Key sound (phonics) / syllable: _____

Note: Choose activities to total approximately 75 minutes per day and list them in order of presentation if possible. The focus is on shared-reading experience (SRE) using the big book.

Week 1

Strands	Activities	Assessment	Resources
Day 1 Reading Production (25 min)	Following the <i>shared-reading experience</i> (talk, read, talk, read, do-talk) Talk: students predict the big book text using the cover illustration or teacher tell a story about the topic of the big book text to students or ask questions about the topic Read: students listen to teacher reading big book text with expression and right speed Talk: student in small groups discuss, talk and ask questions about the text with each other and the teacher Read: student and teacher read the big book text together	Teacher conferences small groups of students about the big book text. The teacher asks questions and listens to students' responses to see how well each student understands the text. Use a checklist of assessment criteria and make notes for each student.	big book <i>Family</i> Elementary Language Resource Book Flashcard words Language Resource Book Students bring objects from home Cardboard letter shapes and other shapes Activity Book 1
Reading Skills and strategies (15 min)	Do-Talk: students in groups do whispering game or break-and-order game using key sentence Write new words on 'word-wall' chart. Do 'word-wall' activity		
Speaking and listening Production (10 min)	Show and tell peers about a favourite object used by own family at home such as carved objects		
Speaking and listening Skills and strategies (10 min)	Take turns to speak and listen to peers about things that own family members do such as gardening, basket weaving or cooking mumu in small groups		
Writing Skills and strategies (10 min)	Trace around cardboard letter shapes or shapes of animals and other objects (prewriting activity)		
Day 2 Reading Production (25 min)	SRE: Re-read the big book text (talk, read, talk, read) Retell the big book text using the illustrations as a guide as a whole class and then in pairs.	Students talk to their peers about things their families do	Language Resource Book Word-wall chart Activity Book 1
Reading Skills and strategies (15 min)	Do-talk: Break-and-order game with key sentence in small groups Revise words from word-wall chart and add more new words.		
Speaking and listening Skills and strategies (10 min)	Retell stories heard from family members to peers		
Writing Skills and strategies (10 min)	Make some basic strokes such as or o o o o		





Strands	Activities	Assessment	Resources
Day 3 Reading Production (20 min)	SRE: Re-read the big book text (talk, read, talk, read). Hide words and ask students to supply them (oral cloze) Make up a different ending to the big book text. Students give the new ending and teacher will write it on a chart		Language Resource Book Word-wall chart
Reading Skills and strategies (10 min)	Do-Talk: Theme word game to learn new letter sound Word-wall activity to learn more words from big book text		Blank chart
Speaking and listening Context and text (10 min)	Role-play different family members and adapt their speeches to suit the characters that they role-play		
Writing Production (15 min)	Make up a story that is related to the theme for the teacher to model writing process		
Day 4 Reading Production (15 min)	SRE: Re-read the big book text with the new ending written by teacher in the previous day (talk, read, talk, read)		Language Resource Book
Reading Skills and strategies (10 min)	Do-talk: Break-and-order game using key sentence Do word-wall activity and add new words to the chart		
Writing Production (15 min)	Do illustration to go with the story model by teacher in the previous lesson		
Writing Skills and strategies (10 min)	Practise basic letter stroke such as _ _ _ _		
Day 5 Reading Production (25 min)	SRE: Re-read the big book text (talk, read, talk, read) Role-play characters from the story or an experience that is related to the topic of the big book text in small groups		Language Resource Book Vernacular letter-word cards
Reading Skills and strategies (10 min)	Do-Talk: Clap for theme word when teacher says the word		
Speaking and listening Skills and strategies (15 min)	Clap for words that begin with same beginning sound such as 'mama', 'mi', 'maski'		

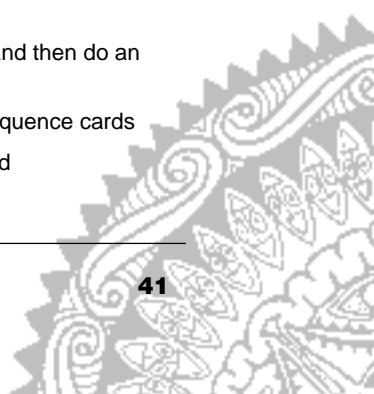
No group activities on Day 1: Four groups rotate to do the different activities on day two, three, four and five.

Group/pair activities (20 min) No. 1: Read in pairs small books or wall charts and library texts

Group/pair activities (20 min) No. 2: Talk about their feelings when helping out with family duties in pair and then do an illustration and ask the teacher to help them write the title for the picture

Paired/group activities (20 min) No. 3: Tell peers about the favourite part of the big book using picture sequence cards

Paired/group activities (20 min) No. 4: Use letter-word cards and word cards to make words, phrases and sentences found in big book text





Writing lesson plans for each lesson

A lesson plan describes the order of how teaching and learning will take place. It outlines outcomes and expected objectives and how students will participate in the learning experiences. These plans will differ depending on the lesson content. When planning and writing lesson plans use the following as a guide:

- have clear learning objectives
- relate student learning activities clearly to the outcomes and objectives
- build new learning on students' known experiences
- plan clear explanations and demonstrations
- write student-centred activities that will cater for different learning needs
- prepare locally relevant resources available for teaching and learning
- estimate how much time each part of the lesson will take.

Lesson plans can be written in several different ways. Here is a recommended format that is easy to follow and can be used for all subject areas. This format has the following parts:

1. lesson objectives
2. introduction and motivation
3. explanations and demonstrations
4. student practice and learning activities
5. assessment
6. total time
7. preparation
8. lesson evaluation.

Each lesson part has been further described below to help you plan and prepare your lessons.

1. Lesson objectives

Lesson objectives are very specific statements that:

- describe the students' achievement for the day in a lesson
- are written at the ability level of the students in a particular grade
- use action words to ensure that students participate actively in the learning.

2. Introduction and motivation

You are advised that this part of the lesson plan is very important as it is designed to:

- focus the students' attention and interest on the objective of the lesson
- arouse the interest and thinking of students on the lesson topic
- build on what the students already know and can do.



Below are examples of possible introductory activities:

- show pictures about the topic
- tell a story
- talk about their experiences which relate to the topic
- revise the previous lesson through questioning
- dramatise some situations relating to the aspects of the topic
- sing a song about the topic.

You may like to add your own ideas to the list.

After listing suitable introductory activities, estimate the time taken for this part of the lesson.

3. Explanations and demonstrations

In this section you as the teacher will:

- explain clearly to students what the class will do in their activities
- show one or two examples for the class to see
- encourage the students to retell in their own words what they will do in the lesson activities.

For example, if your lesson is about the theme 'Family', get students to tell the class about activities families do such as:

- working together
- visiting places together.

Organise group work for the students to do that involves talking, drawing, reading, writing, dramatising, role-play, modelling, miming, singing songs, and reciting poems and rhymes.

In the case of a guest speaker:

- get a student to introduce the guest with the teacher's assistance
- explain to the students what the guest will talk to them about.

Now, estimate the amount of time needed for this part of the lesson.

4. Student practice and learning activities

In this part of the lesson you should:

- carefully plan and write down the activities the students will do to achieve the objective
- have student-centred activities that match explanations or demonstrations given and match the outcomes
- allow plenty of time for students to work on activities individually, with peers and in groups
- encourage students to apply appropriate learning strategies to do their activities.



Below are some of the activities for the students to do:

- talk about
- tell a story
- write
- read
- investigate
- act out or dramatise
- draw or make murals
- play a game
- model items
- identify or recognise
- mime
- go on an excursion
- sing a song
- explain
- listen
- display
- make balls, toy, charts, posters
- collect
- describe
- compare

The activities you plan should encourage the students to:

- actively practise the skills related to the outcome
- have many opportunities to read, write, speak, do things and also listen and follow simple instructions
- gain a better understanding
- achieve the lesson objective.

Give students enough time to explore and talk about ideas with you and other students in order for them to understand and complete their tasks thoroughly.

For example, in Elementary Prep, your objectives for one lesson in the unit of work on 'Family' might be as follows: By the end of the lesson the students will:

- name family members and describe their roles
- draw family members working together.

The students will:

- in groups name family members and give a simple description of each member
- individually draw a picture of his or her family working together
- role-play family members' characters.

Estimate how much time the students need to complete their tasks.

5. Assessment

This part of the lesson is to show to some extent that students have achieved the lesson objectives. The teacher, individual student or group can do this by:

- displaying the completed work with teacher's feedback
- drawing attention to the common errors made in the student activities
- expressing thoughts about a completed drawing or model.

This type of assessment is informal and does not need to occur in every lesson. Some lessons will require more formal assessment when assessment tasks are to be completed by students and individual results recorded by the teacher. Estimate how much time is needed for this step.



6. Total time

Teachers must:

- record the total number of minutes for each part of the lesson
- give total number of minutes for each lesson in the week
- make sure that the lesson time fits in the weekly program.

7. Preparation

For this part of the lesson plan, teachers must make sure that relevant materials are locally available. This will include:

- lesson notes
- teaching materials
- students' learning materials.

Do not prepare materials when teaching is taking place. Do this in your own time before the lesson.

8. Lesson evaluation

Evaluation is done by the teacher at the end of a lesson. This happens in two parts: for the students and for the teachers.

Evaluation for students focuses on:

- how well they have performed
- how well they have completed a task
- how much interest they showed.

Teachers evaluate to see:

- the effectiveness of the lesson in terms of students' learning
- whether learning needs of all students have been met
- the effectiveness of teacher performance and whether you should do some things better or differently
- whether students have achieved the objectives.





Sample lesson plan 1

Subject: Culture and Community

Grade: Elementary Prep

Unit: People

Theme: Family

Lesson topic: Naming family members

Objectives

By the end of the lesson students will be able to recognise, name and talk about their family members from the picture he or she has drawn.

Preparation

Picture charts of families, coloured pencils, charcoal, small chalkboards, cardboard, drawing paper, people.

Introduction and motivation

Introduce the lesson:

- display a picture drawn or printed of a Papua New Guinean family
- talk about pictures of the family displayed in the classroom
- sing family songs such as *Jisas laikim olgeta* and *We are one big happy family*.

Explanations and demonstrations

Explanation

Teacher will explain main points of the lesson:

- that each child is a member or part of a family
- that family members help, care, share, respect, love, play and work together
- that family members are father, mother, brother, sister and baby. Prepare main points on a chart.

Demonstration

Teacher leads the students through the following activities:

- meet a family: one of the children's families or the teacher's family
- create family groups in class
- name members of the family created.

Student practice and activities

Students as individuals:

- draw individual families
- name members of the family drawn
- present a talk about his or her own family drawing.



**Evaluation**

Point and name in vernacular the family members drawn by the class on the chart.

Sample lesson plan 2

Subject: Cultural Mathematics

Grade: Elementary Prep

Unit: People

Theme: Family

Lesson Topic: Counting family members

Objective

By the end of the lesson each student will be able to count in vernacular the number of people in a friend's family and their own family.

Preparation

Chart with game instructions, cardboard and mud figures of family members and number cards.

Introduction and motivation

Introduce the lesson with the following activities:

- look at picture charts of families
- count the number of people in the picture in vernacular
- count the number of family members standing before the class
- discuss the picture generally.

Explanation and demonstration

Teacher will explain in simple short instructions that students will need to know how many people in their family and be able to count them in vernacular.

Explanation

Before the students are given their activities to do in groups or individually, the following points must be made to the students. They will need to:

- count vernacular numbers in order
- count for meaning by one to one matching: picture of father, number word or number symbol in Arabic.



Demonstration

Teacher to show the concepts told in the explanation in an activity form for the students to see. This demonstration activity will be in the form of a number game called Family puzzle. The game goes like this:

- show picture of father or any family member
- show a number card
- put the number card beside the cardboard figure of the father
- repeat this activity for all members of the family.

Student practice and activities

The class in their groups will do the following activities:

- lay out cut-out pictures of groups of family members
- lay out number cards facing up
- place beside each picture a number card that matches the number of people in the picture
- play the number game Family puzzle.

In groups, play the game as shown by the teacher until all family members that have been cut out are organised to form the whole family.

Evaluation

Teacher observes students during activities to see which students have grasped the concept of vernacular counting and which students need help.