

Strand: Reading		Substrand: Context and text	
Grades	Elementary Prep	Elementary 1	Elementary 2
Learning outcomes	P.2.3 Recognise that writing and pictures are used to convey meaning for different purposes	1.2.3 Identify ways in which writing and pictures are structured for different purposes	2.2.3 Interpret how texts are used for different social and cultural purposes
Recommended knowledge	<ul style="list-style-type: none"> recognise the letters of the alphabet and show awareness of the letter-sound relationship recognise that a series of words make up a text 	<ul style="list-style-type: none"> recognise that information can be presented in different ways such as pictures, photographs, posters, charts, graphs, pamphlets, diagrams and picture books according to the purpose and audience 	<ul style="list-style-type: none"> recognise that texts are written for particular purposes and for particular audiences show understanding of purposes for reading such as a recipe book, song book or story book
Recommended skills and suggested activities	<ul style="list-style-type: none"> request information books and other reading materials to be read for particular purposes such as finding out about insects, animals, birds and rivers identify and use different kinds of reading materials such as posters, pictures, labels and letters use picture clues to predict texts and make connections between the illustrations and the words 	<ul style="list-style-type: none"> work out ways in which meaning is expressed through pictures talk about the purposes of different texts such as to provide information, to give instructions or to tell a story compare texts in terms of audience such as children's story books, the Bible and hymn books make a selection of different types of texts such as texts that tell stories, information texts and texts that tell how to make or do something 	<ul style="list-style-type: none"> read a wide range of texts link different types of reading materials to different topics talk about who the text is written for interpret and give opinions about written texts such as favourite stories and their effect on audience identify different parts of a book such as the front cover, the title page, the content page, the index and the back cover and talk about their use predict the topic of a text based on the title and illustrations use advertisements and posters to give and gain information

Strand: Writing		Substrand: Production	
Grades	Elementary Prep	Elementary 1	Elementary 2
Learning outcomes	P.3.1 Use pictures and writing to represent ideas and information	1.3.1 Write texts for a variety of purposes	2.3.1 Plan, write, edit and publish fiction and information texts
Recommended knowledge	<ul style="list-style-type: none"> differentiate between writing and drawing know that pictures and print communicate messages know that the language they speak can be written down know that there are different kinds of writing such as birthday or Christmas cards, stories, letters and texts that give information 	<ul style="list-style-type: none"> begin to recognise features of different types of texts such as narratives: stories, instructions on how to make or do something: procedures, letters and simple factual sentences: reports know that written texts have sequence and order understand that written messages can be rehearsed orally before writing them down 	<ul style="list-style-type: none"> show evidence of careful revision, editing and proofreading in final drafts understand the purpose of note-taking and planning as part of preparation before a written activity understand the power of words such as expressive words and phrases to create excitement in writing and use them
Recommended skills and suggested activities	<ul style="list-style-type: none"> readily use a range of writing materials such as small chalkboards, chalk, crayons, charcoal and paper engage in 'writing-like' behaviour by using pictures and symbols to communicate messages produce written symbols with the intention of conveying an idea or message dictate text for the teacher, older students or other adults to write contribute to group discussions that lead to writing of texts create a series of pictures that tell a story begin to write simple sentences, letters, cards and stories 	<ul style="list-style-type: none"> read own writing to peers and respond to any questions they may ask write about familiar topics from the community try different kinds of writing with the teacher as a whole class, with a partner and by themselves use writing to record simple messages for peers, other teachers and the community write simple stories and simple information texts for big books as a class work with members of the community to make big books and illustrate them 	<ul style="list-style-type: none"> keep a collection of different types of writing keep a journal and write such things as personal experiences, helpful or moving ideas and other items of interest use other texts as models to gain an understanding of how the text is organised write information reports such as weekend games and group project reports plan writing with peers by taking notes, making lists and drawing diagrams use sources such as community members, local newspaper and parents to research information before writing publish a range of texts for other classes in the school and for the community



Strand: Writing		Substrand: Skills and strategies	
Grades	Elementary Prep	Elementary 1	Elementary 2
Learning outcomes	P.3.2 Recognise strategies that help them to write	1.3.2 Use a range of strategies to write texts	2.3.2 Select and apply a variety of strategies to plan, review and edit texts
Recommended knowledge	<ul style="list-style-type: none"> • know that each word in a sentence is separated by a space • recognise that letter shapes in words are always written in the same way • know that letters make sounds in words • understand vernacular letters, for example, 'a' as in akis, anis and mama or 'u' as in tumbuna and bungim by shape and name • know that writing goes from left to right and top to bottom • know that letters make up words and words and phrases make up sentences • know how to handle writing materials such as crayons, markers, charcoal and small chalkboards and paper • recognise differences and similarities in basic letter strokes and small and capital letters in their vernacular alphabet 	<ul style="list-style-type: none"> • know that each word has one correct spelling • recognise misspelt words in own writing • learn how to self-edit and self-correct own written work • know sounds of the letters in the vernacular alphabet • recognise letter-sound relationships and how to use these in spelling words • know how to change letter sounds in known words to make new words • know how to write small and capital letters in script print 	<ul style="list-style-type: none"> • know about various aspects of the writing process such as planning and preparation, drafting, editing, proofreading and publishing • know how to separate sounds and syllables in words • know when to use punctuation marks such as capital letters, full stops and question marks • know how to spell most vernacular words correctly
Recommended skills and suggested activities	<ul style="list-style-type: none"> • apply left-to-right direction in written activities • identify and begin to use capital and small letters • form letters correctly using 'script print' • create messages using known letters • use the letter sounds of their vernacular alphabets to help them spell words • use basic letter strokes to write the letters in the vernacular alphabet 	<ul style="list-style-type: none"> • form most letters of the alphabet correctly • make a vernacular dictionary • make signs and posters for real purposes such as advertising community events or giving directions • locate words needed for writing using big books or other known texts and resources • self-correct own written work by re-reading • write familiar words without copying them 	<ul style="list-style-type: none"> • use lists, drawings and notes to plan their writing • edit own and peers' written work by carefully proofreading the drafts to add, delete and change information • write all the letters of their vernacular alphabets • develop class and individual alphabet books and vernacular dictionary • spell a large number of words correctly

Strand: Writing		Substrand: Context and text	
Grades	Elementary Prep	Elementary 1	Elementary 2
Learning outcomes	P.3.3 Recognise that pictures and print are used for different purposes	1.3.3 Identify some of the purposes of writing	2.3.3 Identify ways in which print and pictures differ according to their purpose and audience
Recommended knowledge	<ul style="list-style-type: none"> • recognise a variety of ways to use pictures and writing in real activities • identify familiar written texts such as signs, advertisements and labels that they see around them • start to understand how pictures are used differently in different texts according to the purpose and audience • understand reasons why people write 	<ul style="list-style-type: none"> • understand that written texts such as notices and posters at marketplaces, shops, health centres and church buildings have messages that help us to gain information • recognise different written vernacular texts that exist in their community • understand the advantages of writing and recording information • recognise types of writing that occur within their families 	<ul style="list-style-type: none"> • understand the purposes of different types of writing used in the community, for example, letter-writing, recipes, hymns, songs, notices and posters • know how familiar texts such as stories, letters, lists and recipes are structured • identify different words in texts such as action words, describing words and words that name things
Recommended skills and suggested activities	<ul style="list-style-type: none"> • create a variety of texts such as simple poems, labels, sentences, letters and cards with the teacher and peers for specific audiences • explore the purposes of a variety of written texts for example, labels in the classroom, notices at the marketplace, church halls and trade store signs and pictures used in the community 	<ul style="list-style-type: none"> • innovate with familiar texts by making changes to such things as the names of main characters, the setting of the text and create different endings to suit different purposes and audiences • identify different types of texts used, such as letters, notices and advertisements and describe their purposes in the community • explore how written materials such as books, posters, signs and newspapers give information to people • work out some of the differences between stories and other forms of writing • identify different types of written communication such as letters, notices, advertisements and how they can be sent or received 	<ul style="list-style-type: none"> • use language appropriately to suit different audiences such as peers, parents and school assembly • select own topics and write for a range of purposes • share own writing with peers • proofread, edit, revise and rewrite own work and that of others to make sure the meaning is clear and it is suitable for the audience • discuss the differences between texts such as narratives and information texts and their uses

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Glossary

Culture and Community

Anecdotal notes	short notes, journals or diaries describing the students' learning performance in class
Captions	words printed above or below a picture, newspaper article or diagram to say what the picture or article is about or to give more information
Content	ideas or knowledge, skills and attitudes put together to develop a learning area for each grade for each subject
Context	everything surrounding the learner or the conditions in which learning takes place
Coordinated learning	the way in which body parts are controlled to move together to perform movement such as kicking, throwing or catching a ball
Criteria	standard principle based on the outcomes on which teachers base their decisions of the students' learning performance
Disabilities	unable to use parts of the body or mind properly. This makes it hard for the person to do things on their own. The person needs family members for help and support
Dodging	a way of moving suddenly aside to avoid an obstacle such as moving quickly away from a partner in a game
Ethics	a group of organised beliefs, morals, rules or principles of behaviour that a person or group of people lives by
Explicit	clear and fully detailed information on a topic, a word or a situation
Fair play	play a game according to rules so that everyone enjoys the game and has an understanding of having one winner and one loser
Foster	helping, promoting or encouraging an idea and developing it to suit the needs in a situation
Holistic learning	a way students learn about all aspects of happenings in the environment, such as deaths, volcano eruption, flooding river in ways that are meaningful to the learner
Introduced games	games such as 'Dog and the Bone' and 'Fill the Bucket' brought into the community by missionaries or others for young children from four to ten years old
Juggling	a game played by keeping several objects in the air at the same time by throwing them up quickly and catching them
Leisure	a time when someone is free from work or duties of any kind
Morals	principles of knowing right from wrong to make decisions so that actions reflect positive attitudes in everyday living

Movement patterns movements such as walk, run, jump, skip are performed repeatedly in a pattern

Cultural Mathematics

Capacity the quantity or amount a container can hold and contain

Chance is the way people predict or make guesses that an event will, may or will never happen

Currency money that is used by the country to buy and sell. For example, in Papua New Guinea, Kina and toea is used to buy and sell goods at the markets and stores

Digit any single number between zero and nine. For example, number ten has two digits

Dimensional shapes shapes that have height and length: two dimensions or height, length, width: three dimensions

Estimate make guesses, predictions and calculations with approximate judgement to solve problems

Geometric shapes patterns of shapes such as oblongs, triangles and squares formed by joining straight lines

Geometry study of angles and shapes that are formed by relating to lines, surfaces and solids such as triangles, cubes and circles

Informal units non-standard units such as arm spans, paces, sticks and ropes used for measuring in the daily activities of different communities. For example, we may use paces to measure the length of a family house

Interpret to work out and say in their own words, the meaning and understanding of pictures, symbols or words

Investigate a way of collecting or gathering information that describes or gives clear meaning and better understanding

Irregular shapes shapes that have uneven or different sized parts

Mathematical concepts mathematical concepts are general ideas such as number, measurement, shapes, pattern and chance

Mathematical language words that describe ideas, knowledge and skills relating to understanding mathematics in the vernacular

Pattern a repeated set of lines, shapes, numbers or colours arranged in order to form a design on a surface

Representation a way of showing a value or of taking the place of a number or an object

Similarities general likenesses of two objects

Symbols signs or marks with special meaning, such as operational signs +, -, x, ÷, =, traffic lights, cultural marks



Symmetrical	having both sides or halves of an object or shape exactly the same
Uncertainty	having doubts, being not sure of or undecided about events that might happen or occur
Visual appearance	the appearance of an object or image of known shape to the eye
Without trading	without 'borrowing' when calculating

Language

Context	a situation in which a spoken or a written communication occurs. When students use oral or written communication they learn to select and present the content of their communication in the form that is appropriate for the audience or context and the situation
Conventional	refers to the standard way of writing words in a language. In the early stage when students are learning to write they usually use made-up spelling words then gradually they learn to spell using standard or conventional spelling
Gestures	such as body gestures, facial expression, eye contact and hand movements help understanding and meaning in spoken communication
Initiate	to start discussions in group work without being told to do so
Innovate	giving new meanings to the main characters of text, changing the setting of the text and giving the text a different ending
Integrate	is to use a topic or a group of related ideas to link learning from one study area to the next
Interpret	make sense of what students 'hear, see and read' using a variety of forms such as pictures, drawings and written texts. They develop skills to help them see how oral and written texts are used for different purposes
Literate	describes a person who is able to read and write. We want our students in Elementary to be able to read and write in the language that is used in the community
Modify	taking an idea and making changes to it to make it suit the situation in the classroom
Multicultural society	a society where people with different languages, cultures and attitudes live and work together and yet maintain their ways of life as much as possible
Recite	to say aloud something that is learned from memory such as saying aloud poems and rhymes
Rehearse	to allow students time to practise things such as role play, a speech or a song before presenting them to the audience
Rephrase	a statement or idea is said in another way, usually to make clearer the meaning of communication

Spontaneous	something done on the spot without any preparation when the need arises
Strategy	a method or way that is used to help others understand and learn new ideas
Text	a spoken or written piece of information that is presented to specific group of people for a particular purpose
Visual	information on pictures, charts, posters, diagrams, photographs, films and television

Appendix: Time allocations for Elementary subjects

In Elementary, the subjects to be taught and their time allocations per week are:

Culture and Community	660 minutes
Cultural Mathematics	180 minutes
Language	360 minutes

All subjects must be allocated the required number of minutes per week. Each subject is equally important for the goal of Integral Human Development.