

Bilum Books SBC English Trainer Manual



This manual is designed to help Trainers run a 3-day training workshop for Elementary teachers. The workshop shows teachers how to use *Bilum Books SBC English* to implement the NDoE Standards-Based English Syllabus and teach their students to read and write.

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Training of Teachers Program Overview

Bilum Books SBC English for Papua New Guinea: Elementary Prep, One and Two

Day 1 morning	Day 2 morning	Day 3 morning
<p>Session 1: 8.30 – 10.00 (90 mins)</p> <p>Introduction</p> <ol style="list-style-type: none"> 1 Bilum Books: our commitment to literacy – a letter to teachers 2 What skills do children need in order to read? 3 The NDoE <i>Standards-Based ENGLISH Syllabus for Elementary Schools</i>. How <i>Bilum Books SBC English for Papua New Guinea</i> covers the 4 language learning strands from the Syllabus as an ‘all-in-one’ program. 	<p>Session 1: 8.30 – 10.00 (90 mins)</p> <p>Speaking & Listening – Reading & Comprehension</p> <p>Teacher presentations</p> <p><i>Teachers work in groups to present lessons in Speaking and Listening, Reading and Comprehension and Talking Drills.</i></p> <p><i>Encourage questions and answers/ discussion.</i></p>	<p>Session 1: 8.30 – 10.00 (90 mins)</p> <p>Phonics (E1, E2)</p> <ol style="list-style-type: none"> 1 How to teach a sound that has more than one letter pattern, e.g. sound /f/ frog, phone, cliff, laugh. (E1 Terms 3, 4 and E2) 2 Working from the board 3 Phonics lessons in Elementary 2 <p><i>The trainer models a Phonics lesson with teacher participation using sounds from E1 (Terms 3 and 4) and E2 to teach a sound that has more than one letter pattern.</i></p>
Morning break	Morning break	Morning break
<p>Session 2: 10.30 – 12.00 (90 mins)</p> <p>About Bilum Books SBC English</p> <ol style="list-style-type: none"> 1 The aim and content of the program 2 The books at each level 3 Bilum Books Teacher Guides: weekly and yearly overviews; how the language strands from the Elementary English Syllabus are woven into the teaching program each day, in every week, Terms 1–4 4 Bilum Books Student Books A and B: graded reading and comprehension; skills pages (phonics, common words, grammar, writing); themes that match NDoE themes 5 Assessment: regular assessment to measure students’ progress throughout the year to achieve the Content Standards specified in the Syllabus 6 Bilum Books SBC Quiz: How well do teachers know the books? Teachers complete the quiz in groups of 3 or 4. (20 min) 	<p>Session 2: 10.30 – 12.00 (90 mins)</p> <p>Reading fluency – Common Words</p> <ol style="list-style-type: none"> 1 Common Words and reading fluency 2 Common words in the NDoE Elementary English Syllabus 3 Presentation of Common Word lessons 4 Bilum Books Picture Dictionary and Teacher Guide <p><i>The trainer demonstrates Common Word lessons with teacher participation.</i></p>	<p>Session 2: 10.30 – 12.00 (90 mins)</p> <p>Phonics (E1, E2)</p> <p>Teacher presentations</p> <p><i>Teachers work in groups to present a Phonics lesson that teaches a sound and the different letter patterns that can be used to write that sound, e.g. sound /ee/ tree, me, leaf.</i></p>
Lunch break	Lunch break	Lunch break

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Day 1 afternoon	Day 2 afternoon	Day 3 afternoon
<p>Session 3: 1.00 – 2.30 (90 mins)</p> <p>Speaking & Listening – Reading & Comprehension</p> <ol style="list-style-type: none"> 1 Speaking and Listening: the importance of spoken English 2 Reading and Comprehension: teaching reading (before students read; while they read; after they read) and comprehension – getting meaning from print 3 Talking Drills: speaking and listening with a focus on grammar; how to practise/drill the correct use of spoken English <p><i>The trainer models a Monday lesson with teacher participation.</i></p>	<p>Session 3: 1.00 – 2.30 (90 mins)</p> <p>Phonics (EP, E1)</p> <ol style="list-style-type: none"> 1 What is phonics? 2 Introducing sounds (EP Term 1) 3 How to teach a sound and letter pattern (EP Terms 2, 3, 4 and E1 Terms 1, 2) 4 Oral Work – Teacher Guide (Steps 1 and 2) 5 Student Book activities (Steps 3 and 4) 6 Phonics lessons for one week 7 Phonics lessons in Elementary One Terms 1 and 2 <p><i>The trainer models a Phonics lesson with teacher participation.</i></p>	<p>Session 3: 1.00 – 2.30 (90 mins)</p> <p>Writing and Assessment</p> <ol style="list-style-type: none"> 1 Bilum Books SBC English and Writing: What writing skills do teachers need to teach at Prep, One and Two? <i>The trainer models a Writing lesson with teacher participation.</i> 2 Assessment – formative and summative 3 Bilum Books SBC English Assessment <i>Teachers work in groups to practise allocated Assessment tasks.</i>
Afternoon break	Afternoon break	Afternoon break
<p>Session 4: 3.00 – 4.30 (90 mins)</p> <p>Reading & Comprehension</p> <ol style="list-style-type: none"> 1 The reading progression from EP to E2 2 Comprehension – literal, inferential, evaluative 3 Reading and presenting the Bilum Books scripted reading lessons 4 Preparation for teacher presentation of lessons 	<p>Session 4: 3.00 – 4.30 (90 mins)</p> <p>Phonics (EP, E1)</p> <p>Teacher presentations <i>In groups, teachers prepare and present a phonics lesson. They teach the sound and the letter that matches the sound.</i></p> <p><i>Encourage questions and answers/discussion.</i></p>	<p>Session 4: 3.00 – 4.30 (90 mins)</p> <p>Workshop summary and review</p> <ol style="list-style-type: none"> 1 Addressing issues that come up from lesson presentations 2 Review and revisit teaching areas as required 3 Answer specific questions about Bilum Books SBC English program.
Dinner break	Dinner break	
<p>Evening session (optional)</p> <p><i>Teachers work in groups to prepare lessons in Speaking and Listening, Reading and Comprehension and Talking Drills.</i></p>	<p>Evening session (optional)</p> <p>Phonics review – encourage questions and answers/discussion</p>	

DAY 1

Day 1: Session 1

8.30 – 10.00

INTRODUCTION

Session objectives

The focus of this session is on:

- introducing Bilum Books: our commitment to literacy (see also Appendix 1, page 42)
- understanding the skills children need in order to read
- Standards-Based Elementary English: what is in the NDoE Syllabus and how *Bilum Books SBC English* helps teachers to teach it.

8.30 – 9.00

1 Bilum Books: our commitment to literacy

Read the following letter to teachers – or read the letter together (Appendix 1, pages 42–43 can be photocopied). The letter gives information about Bilum Books, our commitment to literacy and why early reading is critical. It also explains the *Bilum Books SBC English* program.

Pause a couple of times to ask teachers questions to check they understand the content.

Dear Teachers,

We wish you well for this workshop and thank you for using *Bilum Books SBC English for Papua New Guinea*.

Bilum Books publishes quality school books to support teachers and students in Papua New Guinea. We produced our first books in 2016 but the Bilum Books directors – Ray O'Farrell, Irene Sawcak and Sara White – have over 45 years of experience as teachers and publishers of books for PNG.

Bilum Books was launched in Kiunga. Why? To demonstrate our commitment to grassroots education in PNG. Our partnership with Christian Books Melanesia (CBM) means we can deliver books quickly because the CBM warehouse in Lae holds stock of all our books. CBM distributes our books nationwide so that schools and re-sellers can obtain them quickly and easily.

At Bilum Books, our core commitment is to literacy. Why? No skill is more crucial to the future of a child than literacy. No skill is more crucial to the future of Papua New Guinea than literacy. To become a rich nation, we must first become a literate nation. Bilum Books has a commitment to train the teachers in the schools that buy our books so they can get the most out of the program. Our work with education officials and teachers has taken us to every province in the country.

Early literacy is especially important. Acquiring literacy is more difficult as students grow older. Children who do not learn to read in the early Grade levels

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are more likely to drop out of school early. Studies show that the gap between good readers and poor readers increases dramatically towards the end of Grade 2 – and the gap is likely to widen over time. Reading success in Elementary Grade Two means Primary School success.

We must teach literacy well in the early years. The teaching of literacy at elementary level counts most of all. You are the teachers who will give one of the greatest gifts

Questions for discussion

What do we know about literacy levels in PNG?

Why is literacy important?

Why is early literacy so important?

What happens if a child falls behind in the early years?

a person can receive – literacy! If you follow the program in *Bilum Books SBC English*, you will teach your students to read and write.

Bilum Books SBC English for Papua New Guinea took five years to develop. It has been guided by the findings of the World Bank Early Grade Reading Assessment (EGRA) that was carried out in PNG. The results were published in 2015. In the new Syllabus, the Rationale on page 1 acknowledges EGRA:

“The results from the Early Grade Reading Assessment (EGRA) in Papua New Guinea showed that children are not learning basic reading and writing skills. EGRA and the OBE Exit Report recommend the use of scripted lessons, the teaching of phonics and greater student access to reading materials.”

The EGRA report identifies solutions to the problem:

“... teachers need practical guidance to identify the skills and activities needed to develop early grade reading and writing skills as well as information about how best to sequence it ...”

This is exactly what **Bilum Books Teacher Guides** do: they identify the skills and activities teachers need in order to teach their students to read and write; and guide teachers by giving them a sequence. In other words, they give teachers a program that is planned day-by-day and week-by-week for Terms 1, 2, 3 and 4.

EGRA also states “Beginning readers require suitable texts on which to practise their newly emergent skills...”

Questions for discussion

What is EGRA?

Why do you think the report was commissioned?

What were the findings of this report?

What is the value of the report?

This is exactly what **Bilum Books Student Books** do: they give students suitable reading texts carefully graded, and activity pages to practise the skills of comprehension, phonics, writing and reading common words by sight.

The *Bilum Books SBC English* program fully aligns with the new Department of Education *Standards-Based English Syllabus*. This Syllabus introduces the teaching of phonics and common words. It is structured to teach the four core English language learning strands: Speaking and Listening, Phonics, Reading, and Writing. The Syllabus has also introduced Content Standards to show the knowledge and skills that students must achieve in each Strand by the end of each Grade.

Throughout the development of *Bilum Books SBC English* we worked closely with curriculum officers and classroom teachers to create an ‘all-in-one’ English program that weaves together the four language learning strands of the Syllabus. It is written

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especially for students in PNG who are learning English as their second (or third) language. It is culturally relevant.

Results from teachers in pilot schools using these books are overwhelmingly positive: 94% say their children's learning of English has improved as a result.

Bilum Books SBC English helps teachers to teach the new Standards-Based Syllabus. In the words of one teacher: *'Thank you, Bilum Books. I was lost in the bush. Now I am on the clear road.'*

Enjoy our books. Thank you for your work.

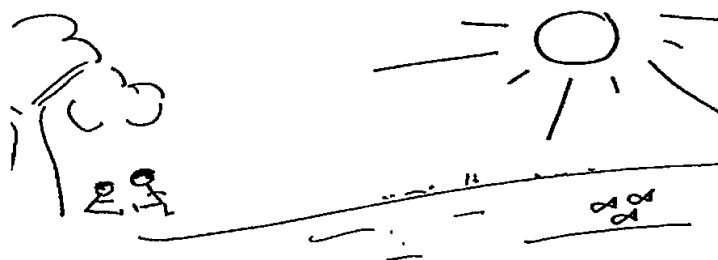
Irene Sawczak, Sara White and Ray O'Farrell

9.00 – 9.45

2 What skills do children need in order to read?

The best way to explain the foundation skills that students need in order to read is to use a simple example to demonstrate the skills.

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



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

Ask teachers: *If you want young students to read these sentences, where do they start?*

Talking (Speaking and Listening)

Early readers must begin by looking at the picture and talking about the picture. This:

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

The teacher must ask questions to encourage students to talk about the picture, for example:

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

Common words (frequently used words – sight words)

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

Underline the 'the' words on the board.

The word 'the' is a frequently used word. It is a common word. Common words are words like *and, to, said, it, is, in, are, I, boy* ... They are also called sight words.

In the new NDoE SBC English Syllabus, the 300 most commonly used English words in PNG are listed in Appendix 2. Students are required to learn 100 common words each year in EP, E1 and E2. The word ‘the’ is the first common word listed in the Elementary Prep Syllabus.

The common words listed in the Syllabus are also on the back page of your *Bilum Books SBC English Teacher Guide*. Ask all teachers to look at the page listing common words in the EP, E1 and E2 Teacher Guides.

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



Information
to share

Good readers – fluent readers – can read common words instantly. They can read them just by looking at them. They can read them by sight. That’s why common words are called ‘sight words’. Over 60% of the words we use every day are common words. If students don’t have to stop and ‘sound out’ the words each time, it improves their reading fluency. Fluent reading will help comprehension.

In the sentences about the two boys, 17 of the 26 words are common words in the Elementary English Syllabus. If students know the common words and can read them by sight, they will become fluent readers.

Vocabulary (topic words)

- The new English Syllabus (Appendix 2) also lists topic words to be taught at each year in Elementary school. Topic words build students’ vocabulary.
- Learning these topic words prepares students for reading this text, for example, there are three Environment topic words (*sun, river, tree*).
- A knowledge of words and their meaning helps students become good, fluent readers.

Phonics

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

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

Can students now read the word? (No!)

Students need to know the *sound* of these letters.

The sounds /t/ /o/ /m/ – put together say the word ‘Tom’.

Share the following.



Information
to share

Phonics teaches students the connection between sounds and letters.

Phonics is important for teaching children to read. Students need to know and understand the relationship between letters and sounds. Unless you know the sounds that letters make, you cannot learn to read. That’s why the EGRA Report recommended that phonemic awareness be taught in Elementary schools. That’s why the PNG Education Department has specifically introduced Phonics. The Rationale, on page 1 of the Syllabus states:

“The results from the Early Grade Reading Assessment (EGRA) in Papua New Guinea showed that children are not learning basic reading and writing skills. EGRA and the OBE Exit Report recommend the use of scripted lessons, the teaching of phonics and greater student access to reading materials.”

Reading and Comprehension

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

- **Speaking and listening** – we talk about the picture, we use the words we are about to read, we understand the context by speaking about it, and listening.
- **Common words** – we use our knowledge of common words to read them fluently without having to stop and sound them out (and many cannot be sounded out).
- **Vocabulary** – we use our knowledge of the topic words and their meaning.
- **Phonics** – we use our knowledge of the sounds that letters make to sound out unfamiliar words.

Being able to speak English, listen to English and understand it, to know common words by sight, and to understand the sounds that letters make – these are the foundation skills students need in order to become good readers.

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

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

Read the sentences about the two boys again. Ask:

How many boys are there? (two)

What are their names? (Ted and Tom)

What are they doing? (sitting under a tree, beside a river)

Why? (it is hot, they are in the shade)

What does Tom want to do? (swim)

Why do you think Tom wants to swim? (it is hot)



Information
to share

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

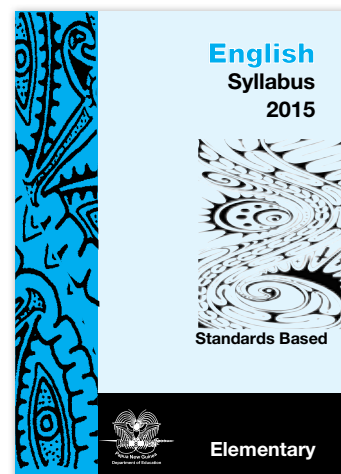
The aim of *Bilum Books SBC English*, the lessons in the Teacher Guides and the reading texts and skills activities in the Students Books, is to teach PNG children to read.

9.45 – 10.00

3 The NDoE Standards-Based ENGLISH Syllabus for Elementary students

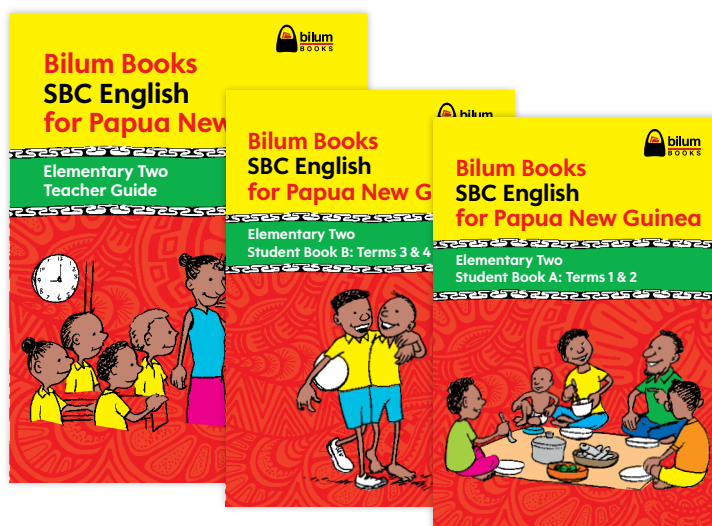
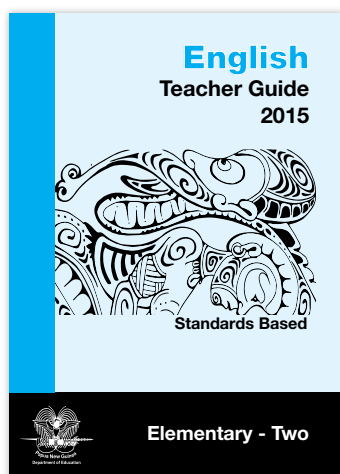
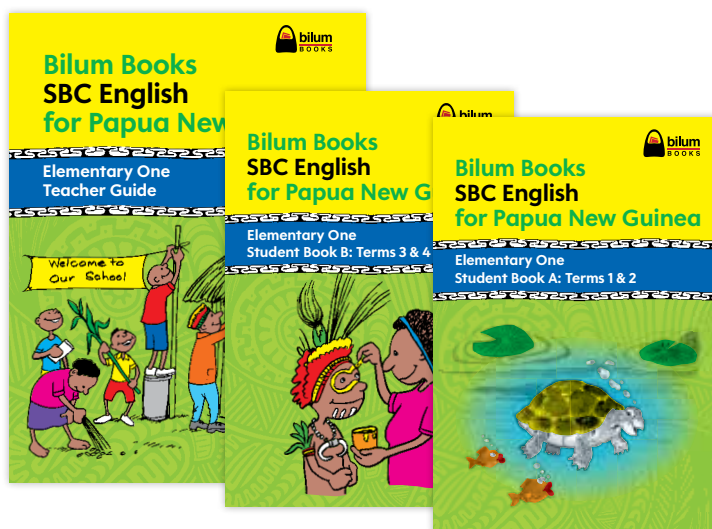
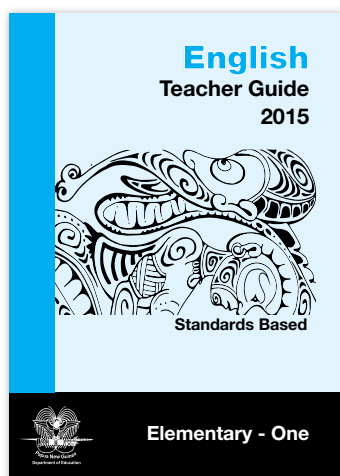
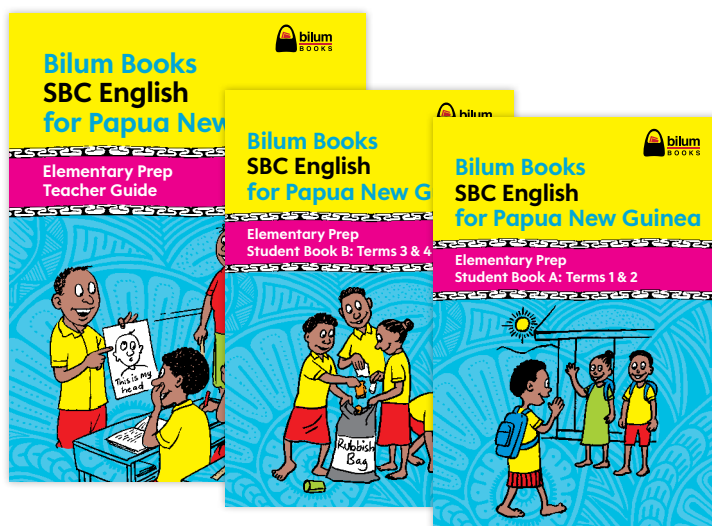
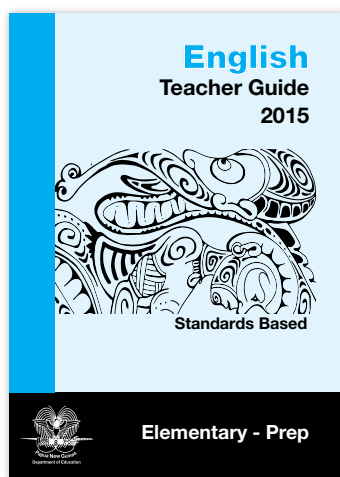
What's new in the new Syllabus?

- Teaching of phonics and common words
- Four English language learning strands (Speaking and Listening, Phonics, Reading, Writing)
- Content Standards to show the knowledge and skills that students should achieve in each Strand by the end of each Grade.



Bilum Books SBC English

Bilum Books SBC English helps teachers to teach the NDoE Standards-Based English Syllabus for Elementary schools because it gives teachers a planned program to weave the language learning strands (Speaking and Listening, Phonics, Reading and Comprehension, Writing) in to their daily teaching program, week-by-week, for the full school year. Using *Bilum Books SBC English* will help teachers to ensure their students achieve the Content Standards set out in the Syllabus.



BREAK

Day 1: Session 2

10.30 – 12.00

ABOUT *BILUM BOOKS SBC ENGLISH*

Session objectives

The focus of this session is on:

- Understanding the aim, structure and content of the *Bilum Books SBC English* program
- Understanding the books at each year level: one Teacher Guide and two Student Books
- Assessment
- A quiz that helps teachers become familiar with the books.

10.30 – 10.40

1 The aim and content of the program

Bilum Books SBC English for Papua New Guinea is an ‘all-in-one’ program to teach English to Elementary students. ‘All-in-one’ means that it covers all the foundation skills of English literacy.

Speaking and Listening
Reading and Comprehension
Phonics and Spelling
Common words
Writing

These skills are all covered in one program, which closely follows the Department of Education’s *Standards-Based English Syllabus* for Elementary schools covering the foundation skills of English literacy.

2 The books at each year level

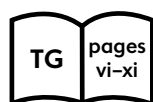
At each grade level there are three books:

Student Book A: Terms 1 and 2
Student Book B: Terms 3 and 4
Teacher Guide: Terms 1, 2, 3 and 4

10.40 – 11.00

3 The Bilum Books Teacher Guides

Use the following BB Teacher Guide pages to explain the structure and content of the *Bilum Books SBC English* program. Note: the structure of each BB Teacher Guide is the same so the page references below are the same for all books.

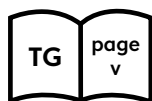


Content overview

- The ‘Content overview’ is found on pages vi–ix of each BB Teacher Guide. It shows the content and skills, week-by-week for Terms 1, 2, 3, 4.
- The content and the sequence fully align with the Department of Education’s *Standards-Based English Teacher Guides* for Elementary Prep, One and Two.

The **content overview** explains what is taught each week. Ask questions, e.g.

What sounds do we teach at Elementary Two in Term 2 Week 6? (sound /oy/ as in soil, boy)

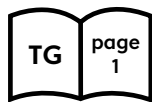


Language learning strands and weekly program

An overview of the language learning strands and weekly program is found on Bilum Books Teacher Guide page v, at each year level. Explain how the Strands are mapped out across the week. Ask questions, e.g.

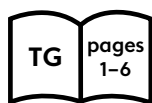
On what days do we teach Phonics in Grade Elementary 1? (Monday, Wednesday, Friday)

What is the first thing we do each day? (Speaking and listening)



Weekly overview

Look at the grey panel at the top of the first page of each teaching week in any BB Teacher Guide, for example: Term 1 Week 2 on Bilum Books Teacher Guide page 1. The overview summarises what is covered in that week. This helps the teacher prepare and plan the week's English lessons.



Daily scripted lessons

Go through the Term 1 Week 2 weekly program day-by-day, lesson-by-lesson with teachers.

Find the relevant Student Book pages that are mentioned on page 1 of the Teacher Guide. Ask questions, e.g.

What is the title of the story? (e.g. EP Greetings)

What sound is taught in Phonics? (e.g. E1 revising sounds /s/, /t/, /p/ and middle /a/)

What are the common words? (e.g. E2 please, thank you)

11.00 – 11.20

4 The Bilum Books Student Books

The Student Books provide graded reading and comprehension pages and activities for students to practise their literacy skills.

Each Student Book has 8 pages per week, with content as follows:

- Reading and Comprehension – 3 pages for EP; 4 pages for E1 and E2
- Pre-reading – 1 page (EP only)
- Common words – 1 page
- Phonics – 2 pages for EP and E1, 1 page for E2 (*Note: the sounds and order of sounds align with the Department's Elementary English Teacher Guides at EP, E1 and E2*)
- Writing – 1 page
- Grammar page (only E2 – a very simple, early introduction to grammatical terms and the correct usage of English).

The Student Books support the lessons and activities in the Bilum Books Teacher Guides.

Together, the books facilitate the teaching of the NDoE SBC English Syllabus. They include:

- week-by-week program – content aligns with the NDoE English Teacher Guides at EP, E1 and E2
- weekly themes that match the themes in the NDoE Teacher Guides
- the order that letters and sounds are taught in Phonics – follows the letters and sounds set out in the NDoE Elementary English Syllabus (Appendix 1)
- Elementary English Syllabus Content Standards – activities in the Student Books help students to practise and develop the skills so they can achieve the Content Standards.



Activity

Use the Bilum Book pages to explain the structure and content of the Student Books and how they match the Teacher Guide. For example:

- week-by-week, term-by-term program
- the theme for each week is the same as the theme in the Department's Standards-Based English Teacher Guide for each Elementary year level.
- the pages for each week teach the four Strands: Speaking and Listening, Phonics, Reading, Writing.

11.20 – 11.40

5 Assessment

Bilum Books SBC English and assessment

Formative assessment – each Friday tasks help teachers to identify strengths and weaknesses in students' learning and plan revision or extension activities.

- EP: all oral assessment tasks
- E1 and E2: in addition to oral assessment tasks, there is a written skills test on phonics, common words and writing a simple sentence from dictation. Encourage teachers to find and read this assessment task in each Teacher Guide's Friday lesson.

Summative assessment – each term Week 9 student performance is assessed against the Elementary English Syllabus Content Standards. The Teacher Guide provides:

- student tests for all 4 English Language Learning Strands
- a recording sheet to record student results.

Encourage teachers to find and read these assessments in the Teacher Guides. The tests are on the following pages:

Term 1 pages 49–50

Term 2 pages 111–112

Term 3 pages 173–174

Term 4 pages 235–236

Recording sheet page 243

11.40 – 12.00

6 Bilum Books SBC English Quiz

Give teachers the quiz that follows and check that they all understand the structure and content of the *Bilum Book SBC English* program. The quiz can be used with any year level – EP, E1 or E2.

Teachers at same year level work in groups of 3 or 4 to complete the quiz. (20 min)

Note: a copy of the quiz (without answers) is in Appendix 2.1, p. 44. It can be photocopied for workshop use.

Some teachers will finish the quiz ahead of others. After teachers complete the quiz, give them time to look at the reading stories at their Grade level. These are listed on the back of the quiz (Appendix 2.2, p. 45)

Bilum Books SBC English QUIZ**Bilum Books Teacher Guide (any level)**

- 1 What does the preliminary page x tell you about? _____
(Ans: the weekly program)
- 2 Look at Teacher Guide, page v (Language Learning Strands and weekly program).
 - On what days do you teach the following Strands?
 - Speaking and Listening _____
(Ans: **Prep/E1/E2** – every day)
 - Phonics (E Prep and E1, E2 Phonics and Spelling) _____
(**Prep** T, W, Th, F; **E1** M, W, F; **E2** T, F)
 - Assessment _____
(Ans: **Prep/E1/E2** – Friday)
 - What is the third thing you teach every Tuesday? _____
(Ans: **Prep** Phonics; **E1** Common words; **E2** Phonics and Spelling)
 - What is the third thing you teach every Wednesday? _____
(Ans: **Prep** Phonics; **E1** Phonics; **E2** Common words)
- 3 Look at Teacher Guide, pages vi–ix (Content overview).
 - Which common words are you teaching in Term 1 Week 5? _____
(Ans: **Prep** his, her, mama, papa; **E1** short, long, small, tall; **E2** river, across, along)
 - What phonic sounds are you teaching in Term 2 Week 3? _____
(Ans: **Prep** sounds /c/ cat and /t/ tap; **E1** sounds /h/ and middle sound /u/; **E2** sounds /or/ more and /ie/ find)
 - What Reading story are you teaching in Term 3 Week 2? _____
(Ans: **Prep** Games; **E1** Biodiversity; **E2** Peter's lucky day)
- 4 Look at Teacher Guide, page 81.
 - What poem do you teach in Speaking and Listening? _____
(Ans: **Prep** This is the way; **E1** I've got a cold; **E2** Feelings)
 - Which Student Book page/s do you use for Reading and Comprehension?

(Ans: **Prep** pp. 105–107; **E1** p. 105; **E2** p. 105)
- 5 Look at Teacher Guide, page 106.
 - What is the focus of the Talking drill at the end of Monday's lesson?

(Ans: **Prep** using commands and numbers; **E1** revise 'there is, there are'; **E2** the use of 'all')
- 6 Look at Teacher Guide, page 112.
 - What is the number of the first Reading Content Standard being assessed?

(Ans: **Prep** P.3.1; **E1** 1.3.1; **E2** 2.3.1)

Bilum Books Student Book A (any level)

- 1 Look at Student Book A, page 49.
 - What is the Term and Week? _____
(Ans: **Prep/E1/E2** – Term 1 Week 8)
 - What is the theme or story for this week? _____
(Ans: **Prep** plants; **E1** plants; **E2** The seagull and the dog)
- 2 What are the common words taught in Student Book A Term 2 Week 8?

(Ans: **Prep** what you do, can; **E1** tell, say, new, old; **E2** bad, soft, white)
- 3 What is the Writing activity on Student Book A page 8? _____
(Ans: **Prep** pre-writing; **E1** letters **mM dD**, sentence *This is my*; **E2** What's the time?)

Mark the quiz together and then invite teachers to come to the front to share their favourite stories from the Student Books.

Reading stories

Give teachers time to read and get to know the reading stories at their year level. These stories are listed on the back of the Quiz sheet (Appendix 2). They show the variety of reading texts at each year level.

Invite teachers to come to the front to read and share their favourite stories from the Student Books.

Elementary Prep

- | | |
|--|-----------------------------------|
| T1 W2 Greetings SBA p. 1 | T3 W2 Games SBB p. 9 |
| T1 W4 Home SBA p. 17 | T3 W8 Jobs SBB p. 57 |
| T1 W6 School SBA p. 33 | T4 W4 Friends SBA p. 105 |
| T2 W6 Sky (Can you fly?) SBA p. 113 | T4 W5 Tolerance SBB p. 113 |

Elementary One

- | | |
|----------------------------------|--------------------------------|
| T1 W6 School SBA p. 33 | T3 W7 Animals SBB p. 49 |
| T1 W8 Plants SBA p. 49 | T3 W8 Gardens SBB p. 57 |
| T2 W3 Transport SBA p. 89 | T4 W2 Trees SBB p. 89 |
| T3 W4 Visitors SBB p. 25 | T4 W4 Mother SBB p. 97 |

Elementary Two

- | | |
|---|--|
| T1 W3 Little Caterpillar SBA p. 9 | T2 W2 Poki Pig SBA p. 81 |
| T1 W4 Sun, Wind, Rain SBA p. 17 | T2 W3 Who will help me? SBA p. 89 |
| T1 W5 How to make a raft SBA p. 25 | T3 W4 The new boy SBB p. 25 |
| T1 W6 Papa and the snake SBA p. 33 | T3 W5 Frogs SBB p. 33 |

BREAK

Day 1: Session 3

1.00 – 2.30

STRANDS: SPEAKING & LISTENING – READING & COMPREHENSION

Session objectives

- To explain and demonstrate how to teach Speaking & Listening and Reading & Comprehension using the *Bilum Books SBC English* program
- To encourage active involvement of teachers in presenting lessons



Preparation for demonstrating lessons

- As the trainer, it is important that you prepare by reading the demonstration lesson plans in the Teacher Guide so that you are familiar with the content. Explain to teachers they need to do the same when they use the *Bilum Books SBC English* program.
- Make sure you are familiar with the reading texts for the week and know the types of questions you will ask (there are many questions in the Teacher Guide that teachers can use to get started).
- Make sure you know the poem for the week well as you will be modelling it to participating teachers. Copy it on the board as a reminder.
- Before you give the model lesson, practise the parts of the lesson plan that you are not familiar with, e.g. Talking Drills.

1.00 – 1.20

1 Speaking and Listening

The importance of Speaking and Listening

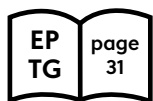


Stress that Speaking and Listening is the foundation skill. This is especially true for students who speak English as their second or third language. Students must first be taught to understand spoken English and to speak correct English. Most students do not speak English at home so they must practise speaking English and listening to English at school.

The Speaking and Listening lessons in the *Bilum Books SBC English* Teacher Guide:

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

Speaking and Listening lessons are full of questions for the teacher to ask in order to stimulate discussion in a meaningful way. Students who become fluent speakers are more likely to become fluent readers.



Demonstrate a Speaking and Listening lesson

TRAINER DEMONSTRATION: lesson 1 teaching a poem

Elementary Prep Term 1 Week 7: (EP Teacher Guide page 31)

Theme: Animals

Speaking and Listening: poem 'Baby animals'

Read and follow the instructions in the Teacher Guide. Teachers can turn to page 31 in the Bilum Books EP Teacher Guide to follow the scripted lesson. The Teacher Guide scripted lessons set out the Speaking and Listening teaching steps.

The Speaking and Listening lessons prepare students for the Reading lesson that follows.

1.20 – 2.00

2 Reading and Comprehension

Teaching reading

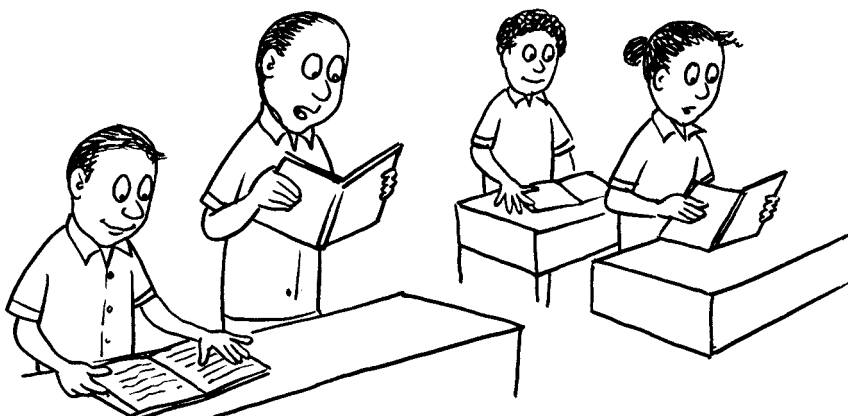
Reading and Comprehension lessons must be taught every day. The *Bilum Books SBC English* Student Books contain stories with pictures. The stories are carefully sequenced. Words and simple sentences are repeated so that students can practise correct usage and become more fluent readers in English.

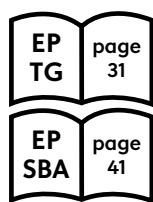


Information to share

Make sure that teachers understand that a Reading lesson has three steps:

- 1 Before you read:** for early readers, a Reading and Comprehension lesson begins with picture stories. Talking about pictures helps students to develop speaking and listening skills. It develops comprehension and prepares students for reading words in context. Look at each picture. Ask questions that encourage students to look closely and become interested in the story. The Teacher Guides gives practice questions to encourage students to talk about what they can see, to think about what is happening and to predict what might happen next.
- 2 While you read:** encourage students to point to each word and say it as they read each sentence aloud. This helps students to connect sounds and letters, to recognise patterns and words, and get meaning from print. Repeated reading of simple sentences builds fluency.
- 3 After you read:** comprehension questions in the Teacher Guide test that students understand both the words and the meaning of the reading texts.





Demonstrate a Reading and Comprehension lesson

TRAINER DEMONSTRATION: lesson 2 reading text 'Animals'

Elementary Prep Term 1 Week 7: (EP Teacher Guide page 31, EP Student Book A page 41)

Theme: Animals

Reading and Comprehension: Text 'Animals'

Read and follow the instructions in the Teacher Guide.

Teachers can turn to EP Teacher Guide page 31 and EP Student Book A page 41 to follow the reading lesson. The Teacher Guide scripted lessons set out the steps to teach reading. Sample questions test that students have understood the reading. These questions test literal, inferential and evaluative comprehension.



Make sure that teachers understand the teaching sequence of the reading pages throughout the week. For example, for Elementary Prep Term 1 Week 7:

- **Monday** (Reading pages 41–43): look at and talk about the pictures to build vocabulary; students say the words they are soon to read.
- **Tuesday** (Reading page 41): focus on the pictures again, but this time students point to each word and say ('read') the word.
- **Wednesday** (Reading page 42): focus on the pictures and words, pointing to each word and 'reading' the words.
- **Thursday** (Reading page 43): focus on the pictures and words, pointing to each word and 'reading' the words.
- **Friday** (Assessment): revisit the pictures and text. Ask comprehension questions.

2.00 – 2.30

3 Talking Drills

Correct use of spoken English

Each Bilum Books SBC English lesson concludes with Talking Drills. Talking Drills are specific Speaking and Listening activities with a more grammatical focus. For students to read and write English correctly, they must first speak English correctly.



Talking Drills in the Content Overview

Ask teachers to look at page vi of any Teacher Guide. The overview includes the Talking Drills for the term. The focus of the drill is given and an example of its use is in italic print.

Talk about the content: correct use of verbs and pronouns, correct formation of sentences, the revision and extension of language learning.

Example: Elementary 1 Term 1

Week 2: the verb 'to be' – *I am _____ . He is _____ .*

Week 3: the verb 'to be' present tense – *I am, You are, He is, She is...*

Week 4: the verb 'to be' + here, there – *I am here. You are there.*

Week 5: the verb 'to have' – *I have, you have, he has, she has...*

Week 6: the verb 'to have' (abbreviated) – *I've got, you've got...*

And so on...

Talking Drill lessons across one week

Ask teachers to look at the Talking Drills lessons across one week. (Talking Drills are taught at the end of the lesson.)

Example: Elementary 1 Term 1 Week 2

Monday: verb 'to be' present tense (*I am Mrs Kila. I am Mary. She is Mary*) The verb 'to be' is used to say who we are. Different pronouns are used to test correct usage of the verb.)

Tuesday: verb 'to be' present tense (*I am Mrs Kila. I am a teacher. I am Joe. I am a student. He is Joe. He is a student.*) The verb 'to be' is used to say what we do.)

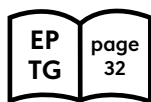
Wednesday: verb 'to be' present tense (*I am six years old. She is six years old.*) Another use of the verb is added. The verb 'to be' is used to say how old we are.

Thursday: verb 'to be' present tense (*They are seven years old. We are seven years old.*) Consolidating use of the verb 'to be' and using plural pronouns – we, you, they.

Friday: revision

Conclusion: In the Talking Drills lessons students learn and practise the correct usage of English. If students can speak English correctly, they will read and write correct English sentences.

Demonstrate a Talking Drills lesson



TRAINER DEMONSTRATION: lesson 3 speaking English correctly

Elementary Prep Term 1 Week 7: (EP Teacher Guide page 32)

Theme: Animals

Talking drill: Who is this? This is _____.

Read and follow the instructions in the Teacher Guide. Teachers can turn to page 32 in the Bilum Books Teacher Guide to follow the scripted lesson.

If there is time, together read Tuesday's Talking Drills lesson on EP Teacher Guide page 33. This drill revises asking questions about people (Who is this? This is _____.) and then asks questions about animals (What is this? This is a _____.).

BREAK



Day 1: Session 4

3.00 – 4.30

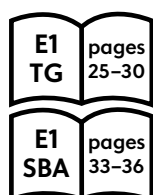
STRAND: READING & COMPREHENSION

Session objectives

The aim of this session is for teachers to:

- understand the way in which reading lessons progress across the grade levels
- understand the importance of asking questions about the reading text to develop comprehension skills
- present reading lessons using the BB Teacher Guides at levels E1 and E2
- prepare Speaking & Listening and Reading & Comprehension lessons to present in Day 2: Session 1

3.00 – 3.15



1 The reading progression from EP to E2

Use the Elementary One Term 1 Week 6 **School reading text** to review the teaching steps for Reading and Comprehension. (E1 Teacher Guide pages 25–30; E1 Student Book pages 33–36)

- Encourage teachers to read aloud the instructions from the Teacher Guide.
- Invite individual teachers to come up to demonstrate the Teacher Guide instructions.
- Point out how the Speaking and Listening song prepares students for the reading text.
- Point out the ways in which this Elementary One reading text builds on the Elementary Prep Reading lessons:
 - page 1 teaches naming words and builds vocabulary
 - page 2 focuses on action words with simple repetitive sentences
 - pages 3–4 bring the naming and action words together in a simple story.

Allow time for questions and discussion. This allows teachers to ask clarifying questions and to make comments on the reading lesson.

3.15 – 3.30

2 Comprehension – literal, inferential, evaluative

The main purpose of reading is comprehension. Comprehension is the ability to understand, interpret and use information from text. This can be challenging for beginner readers who do not speak English as their first language. Some students may be able to ‘read’ the words in the sentence but when you ask questions, you often find that they have not understood what they have ‘read’.

The Bilum Books Teacher Guides are full of questions for teachers to test understanding and comprehension.



Activity

Look again at the BB Teacher Guide reading lesson instructions for E1 Term 1 Week 6 School. (E1 TG pages 25–30) Note that there are questions for the teacher to ask before, during and after reading the story. These questions are to help students understand what they are reading.



Information
to share

There are different types of reading comprehension – literal, inferential and evaluative.

Literal Comprehension – to understand and recall factual information that is in the text. (e.g. *What is Peter pointing to?* (a bell) *Where is Peter?* (at school))

Inferential Comprehension – to draw on information to read between the lines, to look for clues. *Why does Mama say to hurry up?* (they are running late for school, they might miss the bus)

Evaluative Comprehension – to bring your own ideas and experiences to what is read (e.g. *What time do you get up in the morning?* *What do you pack in your school bag?* *Do you like to read?*)

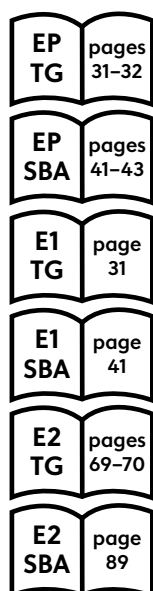
Questions to develop each of these abilities are included in the BB Teacher Guide scripted Reading lessons. These questions are a starting point. Teachers must ask lots of questions and make up their own questions to develop and assess student reading comprehension.

3.30 – 4.15

3 Reading and presenting the Bilum Books scripted reading lessons

Together with teachers, read aloud and discuss the Monday reading instructions for the following Reading lessons at grade levels, EP, E1 and E2. Note the changes in reading level and teaching instructions across the grade levels.

If time, ask teachers to come up and demonstrate part of the reading lesson following the instructions in the BB Teacher Guide scripted lesson. Encourage teachers to ask lots of questions to develop student comprehension skills.



Elementary Prep

Term 1 Week 7 Animals (Teacher Guide pages 31, 32) Student Book pages: 41–43

Speaking and Listening: poem 'Baby animals'

Reading and Comprehension: Text 'Animals'

Elementary One

Term 1 Week 7 Animals (Teacher Guide page 31) E1 Student Book page 41.

Speaking and Listening: class discussion about different types of animals, how they move, where they live and the use of animals

Reading and Comprehension: Text 'Animals'

Elementary Two

Model Term 2 Week 3 Helping others (Teacher Guide pages 69–70) Student Book page 89

Speaking and Listening: poem 'Helping Others'

Reading and Comprehension: Text 'Who will help me?'

Recommended time allocation

In a 60 minute English lesson, most time should be spent on Reading and Comprehension. We suggest the following time allocation, with the balance of the lesson spent teaching the other language learning strands.

Speaking and Listening: 10 minutes

Reading and Comprehension: 20+ minutes

Talking Drills: 5–10 minutes

4.15 – 4.30

4 Preparation for teacher presentation of lessons

Divide teachers into groups and allocate lessons for teachers to present tomorrow morning (Day 2: Session 1). They can do some preliminary planning and read the Teacher Guide teaching instructions in preparation for tomorrow's presentation.



Teacher Groups

- Divide teachers into groups of 4 to 6.
- Make sure that each group appoints a leader who co-ordinates the group's final presentation.

Allocate lessons

Monday's Speaking and Listening, Reading and Comprehension and Talking Drills lessons for teachers to present:

Group 1: Elementary Prep Term 1 Week 3 (Theme: Ourselves)

EP Teacher Guide pages 7–8

EP Student Book A pages 9–11

Group 2: Elementary Prep Term 4 Week 4 (Theme: Friends)

EP Teacher Guide pages 199–200

EP Student Book pages 105–107

Group 3: Elementary 1 Term 1 Week 3 (Theme: Ourselves)

E1 Teacher Guide pages 7–8

E1 Student Book A pages 9

Group 4: Elementary 1 Term 4 Week 2 (Theme: Trees)

E1 Teacher Guide pages 187–188

E1 Student Book page 89

Group 5: Elementary 2 Term 1 Week 3 (Story: Little caterpillar)

E2 Teacher Guide pages 7–8

E2 Student Book A page 9

Group 6: Elementary 2 Term 4 Week 5 (Story: Telling the truth)

E2 Teacher Guide pages 205–206

E2 Student Book B page 113

As teachers prepare

- Make sure teachers read the *Bilum Books SBC English* Teacher Guide instructions carefully. This guides and supports teachers as they prepare their lessons.
- Walk between groups to make sure teachers understand what they have to do.
- Assist groups that are struggling – we want all teachers to feel positive after presenting their lesson.

DAY 2

Day 2: Session 1

8.30 – 10.00

STRAND: SPEAKING & LISTENING – READING & COMPREHENSION

Session objectives

In this session:

- teachers present a Speaking and Listening and Reading and Comprehension lesson allocated by the trainer on Day 1 Session 4
- the trainer works with teachers to ensure they understand the lesson focus and the lesson steps in the *Bilum Books SBC English Teacher Guide*

8.30 – 10.00

Teacher presentation of lessons

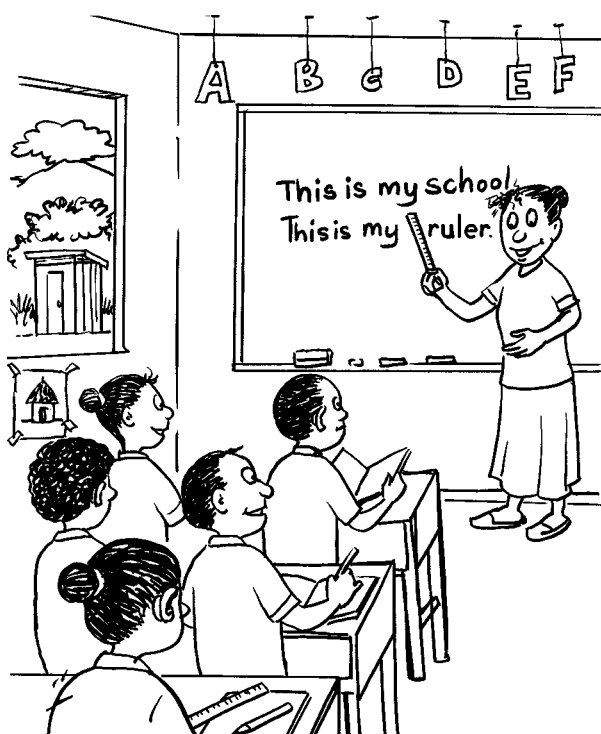
In groups, teachers present the lessons allocated in Day 1: Session 4.



Feedback on presentations

- Assist teachers and groups that are struggling – we want all teachers to feel positive when presenting their lesson.
- During the presentations, look for opportunities to revise and reinforce the steps for teaching reading (before you read, during reading, after reading). Also, encourage teachers to ask lots of questions to help students comprehend what they are reading.
- Give positive feedback after participants have presented their lesson, e.g. *I like the way you explained the meaning of unfamiliar words from the reading text. Or You asked good questions. Now, encourage students to answer in full sentences.*
- After each presentation, invite all participants to ask questions or make comments. This way we all learn from the presentation.

BREAK



Day 2: Session 2

10.30 – 12.00

READING FLUENCY – Common Words

Session objectives

- To understand that improving reading fluency is important for improving comprehension
- To understand what common words are, and how they help reading fluency
- To show how building their sight vocabulary helps students to read fluently
- To model SBC English common word lessons for Elementary Prep, E1, E2
- To understand the content and use of the Bilum Books Picture Dictionary and Teacher Guide
- To model the teaching of common words and topic words using the Bilum Books Picture Dictionary and Teacher Guide

10.30 – 10.35

1 Common words and reading fluency

Information
to share

What is reading fluency?

Reading fluency means to read smoothly without stopping and starting. Children must read fast enough to remember the words and understand the meaning of the sentence.

If children read too slowly, then it is difficult for them to remember what they've read. This makes it difficult for them to comprehend what they have read.

When a child reads fluently, it is a sign that the child understands the basics of phonemic awareness and letter knowledge, and has a good knowledge of sight words.

Common words and reading fluency

Good readers can read common words instantly. They can read them just by looking at them. They can read them by sight. That's why common words are called 'sight words'

Over 60% of the words we use every day are common words. If a student knows these common words and can read them by sight, the student will become a fluent reader.

10.35 – 10.40

2 Common words in the NDoE Elementary English Syllabus

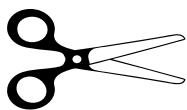
Information
to share

In the Standards-Based Elementary English Syllabus, the Department has listed the 300 most commonly used English words in PNG.

Students are required to learn 100 common words at each Elementary grade level. These common words are listed in the *NDoE Elementary English Syllabus* for each grade level (see Syllabus Annex 2 pp. 14, 16, 18). They are also listed on the last page of all the *Bilum Book SBC English* Elementary Teacher Guides. Turn to page 244 so that teachers can see and read the Common Words they are required to teach at each year level.

continued >

The NDoE English Syllabus also lists Topic Words to be taught at each year of Elementary schooling (see Syllabus Annex 2 pp. 15, 17, 19). Topic words are included because they build students' vocabulary. This knowledge of words and word meaning also helps students become good readers.



Phonics and common words

These two components of the Standards-Based Elementary School English Syllabus are like two blades of the scissors.

- **Phonics:** Knowing the sounds that letters represent helps students to sound out unfamiliar words and read them.
- **Common words:** Knowing common words and reading them by sight helps students to become confident and fluent readers. If students can read fluently without having to stop and 'sound out' words, they are more likely to understand the meaning of what they have read.

10.40 – 11.40

3 Presentation of Common Word lessons

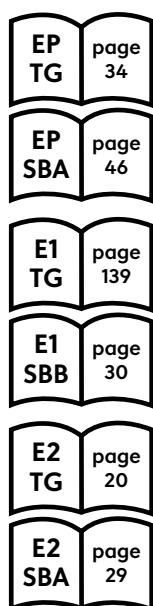


Information
to share

Explain to teachers that there are two Common words lessons each week at all year levels.

Lesson 1: on the Student Book common word skills page, each common word is taught using sentences and pictures. In this way, students begin to recognise each word and understand its use and meaning. The Teacher Guide directs your teaching and use of the Student Book page.

Lesson 2: cards and games are used to practise recognition of common words. These can be used as assessment activities on Friday. Being able to read common words by sight is essential if students are to become fluent readers of English. Good readers have a large 'sight words' memory.



TRAINER DEMONSTRATION

Demonstrate common word lessons at Elementary Prep, One and Two with teachers actively taking part.

Lesson 1: Elementary Prep (Wednesday's lesson)

Term 1 Week 7: *is, this, a*

EP Teacher Guide page 34, EP Student Book A page 46

Lesson 2: Elementary 1 (Tuesday's lesson)

Term 3 Week 4: *inside, after, door, room*

E1 Teacher Guide page 139, E1 Student Book B page 30

Lesson 3: Elementary 2 (Monday's lesson)

Term 1 Week 5: *river, across, along*

E2 Teacher Guide page 20, EP Student Book A page 29

11.40 – 12.00

4 *Bilum Books Picture Dictionary and Teacher Guide*

Give teachers copies of the *Bilum Books Picture Dictionary* and the Teacher Guide. Give them time to look at the books and become familiar with their content.

Picture Dictionary



Information
to share

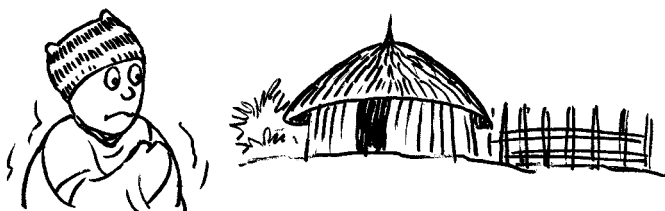
- Explain that the *Bilum book Picture Dictionary* has all the common words and all the topic words listed in the new Standards-Based English Syllabus for Elementary Schools.
- Explain that it is in two parts:
 - Part 1 – Topic words
 - Part 2 – Common words – listed in alphabetical order. Each word has a picture and a sentence (or a phrase) to explain the word in context.



Activity

Choose words and talk about the ways in which the picture and words help explain the meaning of the word, for example: *cold* on *Picture Dictionary* page 43, or *suddenly* on page 87.

cold



It is cold in the Highlands.

Picture Dictionary Teacher Guide

This book has hundreds of ideas and activities for teaching the common words and the topic words that are in the Picture Dictionary.



Activity

Select a word and talk about the structure of the teaching instructions:

- **Oral work** – to introduce the word to students with lots of classroom discussion.
- **Definition** – formal and informal explanations to help students understand the meaning of the word in context.
- **Usage** – activities to give students confidence in knowing how to use each word in context.
- **References to the Picture Dictionary** – introduce students to using a dictionary to find the meaning of a word.
- **Phonics** – extra ideas to reinforce the sounds that letters represent.

BREAK

Day 2: Session 3

1.00 – 2.30

STRAND: PHONICS (EP, E1)

Session objectives

- To understand that phonics teaches the sounds of English and the letters that are used to write these sounds
- To identify the role phonics plays in helping Elementary students to read
- To recognise the order of sounds to be taught at Elementary Prep, One and Two as specified by the Department of Education
- To know how to teach a sound and match it to the letter used to write that sound

1.00 – 1.10

1 What is phonics?

- Phonics teaches the sounds that letters make.
- Students learn to listen to the sounds and recognise the letters that make those sounds.
- Explain phonic notation as used in the NDoE Syllabus and the Bilum Books Teacher Guide. Example: letter **a**, sound /a/.



Activity

Write letters on board – say the letter name and then the sound, e.g: *The letter name is 'b' and the sound is /b/.*

Say words, e.g. dog. Ask: *What is the beginning sound? (sound /d/) What letter is used to write the sound /d/? (letter 'd')*

How does learning phonics help children to read?

- Write the word 'big' on the board. Say the letter names (bee-eye-jee). Ask: *Is that how we say the word?* (No, we say /b/ /i/ /g/ and combine those sounds to say 'big'.)
- Students need to understand the sounds that letters make to sound out and read words.
- Phonics is a bridge from speaking and listening to reading and writing English.



Phonics in the Elementary English Syllabus and Bilum Books SBC English

Ask teachers to open their *Bilum Books Teacher Guides, Prep, One and Two* to pages vi–ix. The 'Content overview' pages show the phonics taught each week.

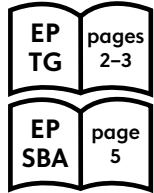
The order of sounds in the *Bilum Books SBC English* overviews follow the NDoE order of sounds exactly as prescribed in the Syllabus. These overviews show the phonics together with the other language learning strands to help teachers plan their English lessons for that week.

1.10 – 1.25

2 Introducing sounds (EP Term 1)

At Elementary Prep level the formal teaching of phonics begins in Term 2. However, in Term 1 pictures are used to introduce students to phonics. The pictures in the Student Book and the Teacher Guide activities encourage students to hear and say sounds.

Together, look at the phonics lessons for EP Term 1 Week 2 which introduce the sound /m/.



TRAINER DEMONSTRATION

Lesson 1 – Tuesday

Elementary Prep Term 1 Week 2: (EP Teacher Guide pp. 2–3; EP Student Book A p. 5)

Phonics: Sound /m/

Talk about the picture on EP Student Book A page 5. Say:

Tell me about the big picture.

What is the boy holding?

What are the children doing?

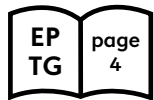
What sound do you think they are making?

Can you make that sound?

Point to the smaller pictures and name them.

What sound do you hear at the beginning of mat? man? mouse? (/m/)

What other words do you know that begin with the sound /m/? (Madang, Mr, Mum...)



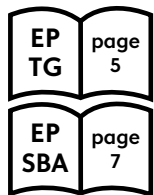
Lesson 2 – Wednesday

Elementary Prep Term 1 Week 2: (Teacher Guide p. 4)

Phonics: Sound /m/

The oral work lesson in the EP Teacher Guide practises hearing and saying the sound introduced in lesson 1.

Read and follow the instructions in the BB Teacher Guide. Teachers can turn to the page to follow the teaching steps.



Lesson 3 – Thursday

Elementary Prep Term 1 Week 2: (EP Teacher Guide p. 5; EP Student Book A p. 7)

Phonics: Sound /m/

The additional oral work activities in the Teacher Guide consolidate recognition of the sound.

Using Student Book page 7, encourage students (in this case the teachers attending your workshop) to name the things in a picture that begin with the sound /m/.



Activity

If time, look briefly and discuss other EP Student Book A Term 1 pages to see how sounds are introduced, for example: sound /sh/ pages 13, 15; sound /r/ pages 21, 23.

Things to note:

- talking about the pictures helps students to hear and say sounds
- the EP Teacher Guide supports the Student Book page suggesting oral work activities
- the letter is not mentioned or taught – it is all about the *sound*.

1.25 – 1.30

3 How to teach a sound and letter pattern (EP Terms 2, 3, 4 and E1 Terms 1, 2)

The steps for teaching a sound are the same for every sound. If teachers learn to teach one sound, they can teach them all. *Bilum Books SBC English Teacher Guides* take you through the process step by step.



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

Step 1: Activities that teach students to **hear the sound**.

Step 2: Activities that teach students to **say the sound**.

Step 3: Activities that teach students to **correctly identify the sound** and differentiate it from other sounds.

Step 4: Activities that **connect the sound with the letter** used to write that sound.

1.30 – 1.45

4 Oral work – Teacher Guide (Steps 1 and 2)

Step 1 and **Step 2** are always oral work – teaching the students to hear and say the sound. At every year level, for every new sound, we always begin with oral work.

EP Term 2 oral work builds on Term 1. Each lesson sets out the steps used to teach a sound. The sound focus for this demonstration lesson is the short sound /a/. However the teaching steps are the same for all sounds. Once teachers understand how to teach one sound, they can teach all sounds.

TRAINER DEMONSTRATION

Lesson 4: oral work

- 1 Say words that begin with the sound: *ant, apple, axe*.
- 2 Ask: *What sound can you hear at the beginning of these words?* (sound /a/)
- 3 Repeat: *arrow, animals, anchor* (sound /a/) *Anna, Alotau, Andrew* (sound /a/)
- 4 Say: *Listen to words and put your hand up when you hear the beginning sound /a/.* (cat, dog, apple, papa, axe, bubu, ant, animals, orange, mango, anchor...)
- 5 Say: *Listen to these three words. Which one begins with the sound /a/?*
table, ant, mat (ant)
fly, bed, axe (axe)
Mary, Anthony, Ted (Anthony)
- 6 Ask students to tell you other words that begin with the sound /a/.
- 7 Learn a rhyme: **a a a Anna went to Alotau.**

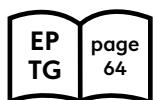


Together, turn to EP Teacher Guide pages 64–65 – Term 2 Week 2 sound /a/.

Read the Phonics instructions together. Note that the work and planning is done. The lesson is set out step-by-step for the teacher.

Every week, every sound, every lesson – follow the Teacher Guide.

We teach a middle sound or end sound in the same way that we teach a beginning sound.



1.45 – 2.00

5 Student Book activities (Steps 3 and 4)



Information
to share

In Elementary Prep there are three phonics lessons a week.

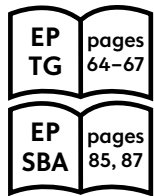
Lesson 1 – oral work (hearing and saying the sound) is in the BB Teachers Guide

Lessons 2 and 3 – use the **BB Student Book** pages to:

- identify the sound
- identify the position of the sound – beginning, middle, end of word
- use pictures to help teach the sound – the ‘tricky pictures’ test that students can identify the difference between sounds
- connect the sound with the letter used to write that sound (e.g. EP Student Book A page 135 the letter **r** links with the picture; page 127 connects the middle sounds with the letters **o** and **a**).

2.00 – 2.30

6 Phonics lessons for one week



TRAINER DEMONSTRATION

Elementary Prep Term 1 Week 2: (EP Teacher Guide pages 64–67; EP Student Book A pages 85 and 87)

Phonics: Sound /a/

Lesson 1 – Tuesday – oral work

EP Teacher Guide pages 64–5

Oral work (already demonstrated, so read the EP Teacher Guide instructions together to revise the teaching steps)

Lesson 2 – Wednesday – Student Book pictures

EP Teacher Guide page 66; EP Student Book A page 85

Uses the pictures on **EP Student Book A** page 85 to identifying the beginning sounds. The tricky word ‘sun’ is included to test that students can hear that it does not begin with the sound /a/.

Lesson 3 – Thursday – Student Book activity

EP Teacher Guide page 67; EP Student Book A page 87

The activity on **EP Student Book A** page 87 practises identifying beginning sounds.



Activity

Encourage teachers to spend their own time looking at some of the Phonics activities in the EP Student Book, for example:

Term 2 Week 7 – middle sounds /a/ /o/ /i/ **EP SB A** pages 125 and 127

Term 3 Week 2 – middle sounds – fill in the middle letter **EP SB B** pages 13 and 15

Term 3 Week 6 – maze activity – sound /h/ page 47 **EP SB B**

Term 3 Week 8 – sound /c/ written using the letter **k** **EP SB B** page 63

Term 3 Week 9 – Assessment – matching sounds and letters **EP SB B** page 71

Writing lessons link with the phonic focus for each week. As teachers look at the Student Book Phonics pages, let them also turn to the Writing page for the same week to understand the link between Phonic and Writing lessons.

7 Phonics lessons in Elementary One Terms 1 and 2

In the NDoE Teacher Guides and Bilum Book SBC English, E1 Terms 1 and 2 revise all the sounds taught in Elementary Prep.



Activity

Encourage teachers (in their own time) to look at the Elementary 1 Student Book A pages. Note that each lesson and skills activity page revises sounds taught in Elementary Prep. In this way the E1 Student Book consolidates EP learning to ensure that students build a strong foundation. Enrichment lessons offer extension activities that focus on blending sounds to make words.

Look at E1 Student Book pages:

E1 SB A page 13 – revises sound /n/ – more pictures, more tricky words, sound sentence

E1 SB A page 15 – revises middle sound /i/

E1 SB A page 37 – maze activity revising sound /d/

E1 SB A page 61 – matching sound and letter for Term 1 beginning sounds (Assessment)

E1 SB A page 63 – middle sounds using words not single letters

E1 SB A page 69 – matching sounds and letters – revision

E1 SB A page 127 and 135 – ending sounds /ch/ and /sh/

E1 Teacher Guide – provides step-by-step instructions for revising each sound – oral work, activities, enrichment, rhymes and games.

BREAK

Day 2: Session 4

3.00 – 4.30

STRAND: PHONICS (EP, E1)

Session objectives

In this session:

- teachers prepare and present a Phonics lesson as allocated by the trainer
- the trainer works with teachers to ensure they understand the lesson focus and the lesson steps as outlined in the *Bilum Books SBC English* Teacher Guide.

Teacher presentation of lessons

Teacher Groups

- Divide teachers into groups of 4 to 6.
- Make sure that each group appoints a group leader who co-ordinates the group's final presentation.

Allocate lessons

Phonics lessons for teachers to present:

Group 1: Elementary Prep Term 2 Week 5 (sound /s/ star)

EP Teacher Guide pages 83 and 84

EP Student Book A page 109

Group 2: Elementary Prep Term 3 Week 3 (sound /sh/ shell)

EP Teacher Guide pages 132 and 134-135

EP Student Book B page 21

Group 3: Elementary Prep Term 4 Week 3 (sound /u/, up, hut)

EP Teacher Guide pages 194 and 196

EP Student Book B pages 101

Group 4: Elementary 1 Term 1 Week 6 (sound /d/ dog and middle sounds /a/ and /i/ mat, sit)

E1 Teacher Guide pages 25 and 28

E1 Student Book A pages 37 and 39

Group 5: Elementary 1 Term 2 Week 4 (sound /b/ bird and middle sounds /o/ /e/ and /u/)

E1 Teacher Guide pages 75 and 78

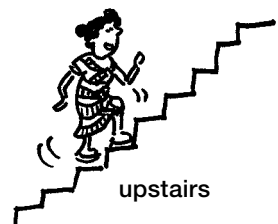
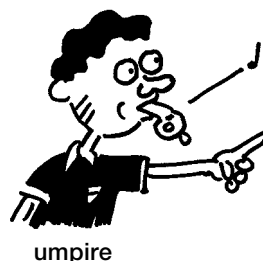
E1 Student Book A pages 101 and 103

As teachers prepare

- Encourage all teachers to read the *Bilum Books SBC English Teacher Guide* instructions carefully. This guides and supports teachers as they prepare their lesson.
- Walk between groups to make sure teachers understand what they have to do.
- Assist groups that are struggling – we want all teachers to feel positive after presenting their lesson.

Feedback on presentations

- Give positive feedback after teachers have presented their lesson, e.g. *You spoke very clearly and this made it easier for students to hear the beginning sounds. Or Make sure that you point to the picture and then ask the student to name the picture. This way the student is saying the word and the ending sound /sh/.*
- After each presentation, invite all teachers to ask questions or make comments. This way we all learn from the presentation.
- Remind teachers to check the Writing pages in the Student Books and note how often the letters being taught are the same letters used to write the sounds being taught in that week.



Pictures help students to say, hear and identify sounds.

DAY 3

Day 3: Session 1

8.30 – 10.00

STRAND: PHONICS (E1, E2)

Session objectives

- To know how to teach a sound that has more than one letter pattern
- To understand the progression to long vowel sounds (in E1 Terms 3 and 4) and more complex sounds (E2)

1 How to teach a sound that has more than one letter pattern (E1 Terms 3, 4, and E2)

8.30 – 8.40

Introduction



Information to share

In E1 Terms 3 and 4 and E2 we teach sounds that can be written using more than one letter pattern.

On the board write E1 sounds and letter patterns, for example:

- **Sound /ee/** *me*, *happy*, *tree*, *leaf* – one sound and 4 different letter patterns for writing that sound.
- **Sound /ay/** *play*, *face*, *rain* – one sound and 3 different letter patterns. (Sound /ay/ as in *grey* and *great* is taught in E2 Term 4.).

Add E2 sounds and letter patterns to the list on the board, for example:

- **Sound /f/** *frog*, *phone*, *laugh*, *coffee* – one sound and 4 different letter patterns.

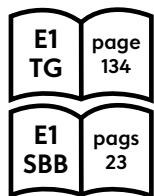
8.40 – 9.40

2 Working from the board

At Elementary One we teach one letter pattern at a time.

We introduce the sound and letter pattern using words written on the board.

Demonstrate the Phonics teaching steps



TRAINER DEMONSTRATION

Elementary One Term 3 Week 3: (E1 Teacher Guide page 134; E1 Student Book B page 23)

Phonics: Sound /ee/ *happy*

Before demonstrating the lesson, all turn to E1 Teacher Guide page 134, sound /ee/. Read the first 5 instructions together, then demonstrate Step 1, below. Ask teachers to follow the demonstration lesson using their E1 Teacher Guide (page 134) and E1 Student Book B (page 23).

continued >

Step 1: Oral work

- Write the list words at the top of the E1 Student Book B page 23 on the board. (baby, body, lady, party, windy, dirty, messy, happy) Read them aloud. Repeat as a class.
- Point to each word and ask questions:
What sound can you hear at the end of the word, baby? (sound /ee/)
Which letter is used to write that sound? (y)
- Students come to the board and underline the letter 'y'.

Step 2: Activity 1

Activity 1 is on E1 Student Book B page 23. Point to each picture. Talk about each picture. Name the picture. Ask:

Which words end with the sound /ee/?

Which letter is used in each of these words to write the sound /ee/?

Which words do not end with the sound /ee/?

Students write the sound /ee/ words and draw a picture.

Step 3: Activity 2

Activity 2: students choose the correct sound /ee/ word, write the complete sentence and draw a picture.

**Long vowel sounds**

Many teachers find it helpful to revise the long vowel letter patterns. For this reason, you may find the following list of long vowel lessons in the BB Teacher Guide and BB Student Books useful.

Sound /ee/

- happy T3 W3 (Wed) E1 TG page 134 and SB B page 23
- me T3 W4 (Mon) E1 TG pages 137–8 and SB B page 29
- tree T3 W4 (Wed) E1 TG page 140 and SB B page 31
- leaf T3 W6 (Mon) E1 TG page 150 and SB B page 45

Sound /ay/

- play T4 W3 (Mon) E1 TG page 193 SB B page 101
- cake T4 W4 (Mon) E1 TG pages 199 – 200, SB B page 109 (*mat, mate – can, cane*)
- snail T4 W4 (Mon) E1 TG pages 199 – 200, SB B page 109
- grey T4 W1 (Tues) E2 TG pages 182–183, SB B page 86
- great T4 W1 (Tues) E2 TG pages 182–183, SB B page 86

Sound /ie/

- kite T4 W4 (Wed) E1 TG page 202, SB B page 111 (*bit, bite – kit, kite – sit, site*)
- cry T4 W5 (Mon) E1 TG page 206, SB B page 117
- tie T4 W5 (Wed) E1 TG page 208, SB B page 119
- high T4 W6 (Wed) E1 TG page 214, SB B page 127

continued >

Sound /oa/

- boat T3 W7 (Wed) E1 TG page 158, SB B page 55
- no T4 W7 (Wed) E1 TG page 220, SB B page 135
- show T4 W8 (Mon) E1 TG page 224, SB B page 141
- home T4 W7 (Wed) E1 TG page 226, SB B page 143 (hop, hope – rod, rode)

Sound /ue/

- new (Tues) E2 TG page 82-83, SB A page 110

9.40 – 10.00

3 Phonics lessons in Elementary Two

At Elementary Two level the sounds and letter patterns become more difficult (e.g. sound /air/ as in chair, wear, there). Also, at Elementary One level we teach the letter patterns one at time; at Elementary Two level, we teach them together.

Information
to share

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

Step 1: Oral work

- Say the words and listen for the sound.
- Write the words on the board. Read them aloud.
- Read each word again and underline the letters that are used to write the sound.

Ask students:

What sound can you hear?

Which letters are used to write that sound?

Step 2: Activities on the Student Book page

Use the Student Book Phonics skills page to revise and practise the learning of sounds.



Activity

Look together at the E2 Teacher Guide content overview pages vi–ix

At E2 level the teaching order of sounds fully aligns with the NDoE E2 Teacher Guide.

The phonic content includes:

Double letter patterns (Term 1)

The long /ue/ sound (Term 2)

More complex sounds and letter patterns, for example:

- sound /j/ as in page, giant (E2 T2 W8); then, edge (E2 T4 W7)
- sound /s/ as in city, rice, house, miss (E2 T2 W8; E2 T3 W1; E2 T3 W7 and W8; E2 T4 W2)
- sound /oy/ oil, boy (E2 T2 W6)
- sound /f/ fun, coffee, phone, laugh (E2 T4 W4)

Look at lessons in the E2 Teacher Guide to remind teachers that each phonics lesson is set out step-by-step to guide and support the teacher.

BREAK

Day 3: Session 2

10.30 – 12.00

STRAND: PHONICS (E1, E2)

Session objectives

In this session:

- teachers prepare and present a Phonics lesson as allocated by the trainer
- the trainer works with teachers to ensure they understand the lesson focus and the lesson steps as outlined in the *Bilum Books SBC English Teacher Guide*.

Teacher presentation of lessons

Teacher Groups

- Divide teachers into groups of 4 to 6.
- Make sure that each group appoints a leader who co-ordinates the group's presentation.

Allocate lessons

Group 1: Elementary 1 Term 4 Week 3 (sound /ay/ play, face)

E1 Teacher Guide pages 193 and 196

E1 Student Book B pages 101 and 103

Group 2: Elementary 1 Term 4 Week 5 (sound /ie/ cry, tie)

E1 Teacher Guide pages 206 and 208

E1 Student Book B pages 117 and 119

Group 3: Elementary 1 Term 4 Week 8 (sound /oa/ show, home)

E1 Teacher Guide pages 224 and 226

E1 Student Book B pages 141 and 143

Group 4: Elementary 2 Term 1 Week 5 (sound /l/ leaf, fill, handle)

E2 Teacher Guide page 21

E2 Student Book A page 30

Group 5: Elementary 2 Term 4 Week 4 (sound /f/ fish, coffee, phone, laugh)

E2 Teacher Guide pages 201 and 204

E2 Student Book B page 110

Group 6: Elementary 2 Term 3 Week 4 (sound /oo/ took, push, would)

E2 Teacher Guide pages 139 and 142

E2 Student Book B page 30

As teachers prepare

- Encourage all teachers to read the *Bilum Books SBC English Teacher Guide* instructions carefully. This guides and supports teachers as they prepare their lesson.
- Walk between groups to make sure teachers understand what they have to do.

Feedback on presentations

- Give positive feedback after teachers have presented their lesson.
- After each presentation, invite all teachers to ask questions or make comments.

BREAK

Day 3: Session 3

1.00 – 2.30

WRITING & ASSESSMENT

Session objectives

Writing

- To examine the writing skills to be taught at Prep, One and Two
- Trainers to demonstrate Writing lessons with teacher participation.

Assessment

- To understand the role assessment plays in the development of early literacy skills.
- To recognise the difference between formative and summative assessment.
- To give teachers an opportunity to practise administering assessment tasks.

1.00 – 1.30

1 Bilum Books SBC English and Writing

Writing needs to be practised every day so that students can learn the correct formation of letters and numbers, and then words and sentences.



Information
to share

Elementary Prep writing program

Term 1: students practise pre-writing patterns as preparation for the formation of letters.

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

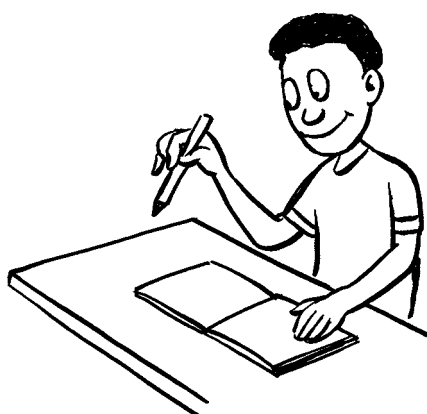
Elementary One writing program

Terms 1 & 2: students practise writing lower and upper case letters. In our books, these letters match the phonics focus for the week. Topic words and simple sentences are also taught so that students develop confidence in writing a simple sentence.

Terms 3 & 4: students write sentences to match pictures, tell a story or give factual information, using the reading pages of the same week as a model.

Elementary Two writing program

Terms 1 – 4: Students write simple sentences using different text types as modelled on the reading pages of the same week. Grammar pages in the Student Book reinforce correct usage of English and introduce students to simple grammatical terms.



Demonstrate a Writing lesson

TRAINER DEMONSTRATION

Model Writing lessons at Elementary One and Two levels with teachers taking an active part.

Lesson 1: Elementary 1

Term 3 Week 6: Birds (E1 Teacher Guide pages 150 and 154; E1 Student Book A page 48)

Lesson 2: Elementary 2

Term 2 Week 2: Poki goes to school (E2 Teacher Guide page 68; E2 Student Book A page 88)

1.30 – 1.40

2 Assessment – formative and summative



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

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

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

1.40 – 2.30

3 Bilum Books SBC English Assessment

Each Friday: Formative Assessment – teachers identify strengths and weaknesses in student learning during the week and use assessment information to plan revision or extension activities.

E Prep: The assessment tasks are mainly oral.

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

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

Bilum Books SBC English Teacher Guides provide:

- student tests for all four English Strands for each term (see pp. 49–50, 111–112, 173–174, 235–236).
- recording sheet to record student results (see page 243).



Note to trainers

To administer assessment tasks that are in the Bilum Books Teacher Guide, teachers must be able to:

- locate all assessment tasks easily within the Teacher Guide
- have all relevant materials together when administering assessment tasks for the end of term test
- decide if they will administer tests individually, in pairs or on in a small group
- pronounce words clearly and slowly especially when administering the Friday Skills test and end-of term-tests.
- record results accurately on the Class Recording Sheet (TG page 243).

Teachers Discuss Assessment

- Divide teachers into groups of 4 to 6.
- Allocate assessment tasks at different Grade levels for teachers to administer to others in their group.

Allocated lessons

Group 1: Elementary 1 Term 1 Week 3

(Friday skills test)

E1 Teacher Guide page 12

Group 2: Elementary 1 Term 1 Week 9

(Phonics tasks against Content Standards 1.2.1, 1.2.2, 1.2.3)

E1 Teacher Guide page 49

Student Book A pages 63, 69

Group 3: Elementary 1 Term 4 Week 9

(Reading tasks against Content Standard 1.3.3)

E1 Teacher Guide page 236

E1 Student Book B pages 113, 114, 115

Group 4: Elementary 2 Term 1 Week 9

(Speaking and Listening against Content Standards 2.1.1, 2.1.2, 2.1.3)

E2 Teacher Guide page 49

Group 5: Elementary 2 Term 2 Week 9

(Reading and Comprehension tasks against Content Standard 2.3.2)

E2 Teacher Guide page 112

E2 Student Book A page 108

Group 6: Elementary 2 Term 4 Week 9

(Writing tasks against Content Standard 2.4.2)

E2 Teacher Guide page 174

E2 Student Book B page 40

BREAK

Day 3: Session 4

3.00 – 4.30

REVIEW

Session objectives

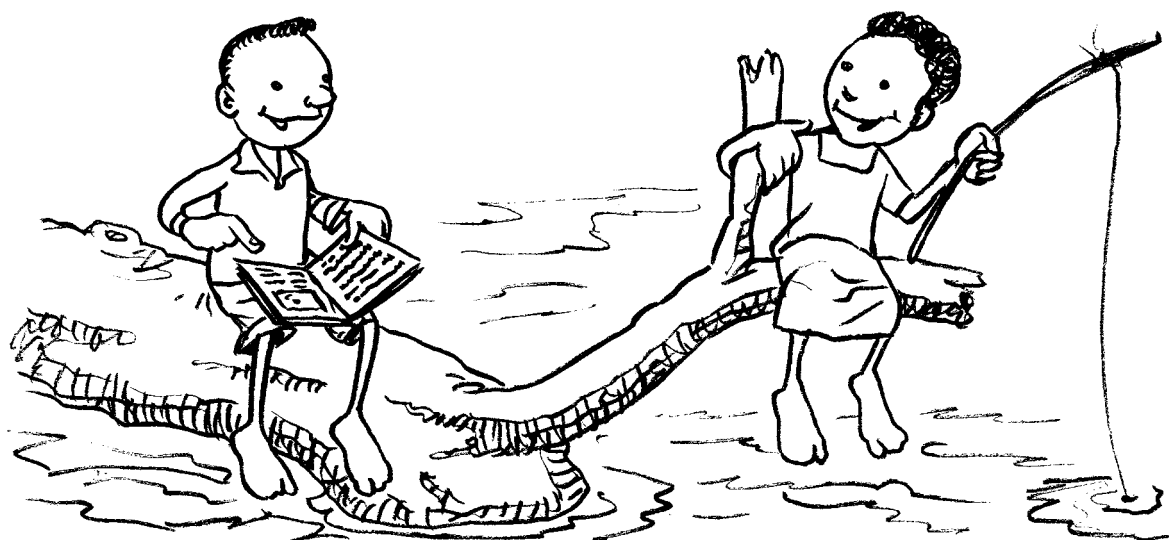
- To address any issues arising from training
- To revisit any teaching areas identified by teachers as needing further explanation or revision
- To answer specific questions about the *Bilum Books SBC English* program.



Trainer
tips

Note to trainers

- It is important that teachers are given an opportunity to raise issues arising from training.
- Allow time for teachers to have their say and answer questions to the best of your ability. If unsure, refer back to Teacher Guides and Student Books, or email us at Bilum Books <ray@bilumbooks.com>
- If there is a problem, try to resolve it as a group and refer to the *Bilum Books SBC English* Teacher Guide.
- Make sure teachers leave the training feeling confident that they can implement *Bilum Books SBC English* program in their classroom.



APPENDIX 1

(This page and page 43 can be photocopied for workshop use.)

Dear Teachers,

We wish you well for this workshop and thank you for using *Bilum Books SBC English for Papua New Guinea*.

Bilum Books publishes quality school books to support teachers and students in Papua New Guinea. We produced our first books in 2016 but the Bilum Books directors – Ray O’Farrell, Irene Sawcak and Sara White – have over 45 years of experience as teachers and publishers of books for PNG.

Bilum Books was launched in Kiunga. Why? To demonstrate our commitment to grassroots education in PNG. Our partnership with Christian Books Melanesia (CBM) means we can deliver books quickly because the CBM warehouse in Lae holds stock of all our books. CBM distributes our books nationwide so that schools and re-sellers can obtain them quickly and easily.

At Bilum Books, our core commitment is to literacy. Why? No skill is more crucial to the future of a child than literacy. No skill is more crucial to the future of Papua New Guinea than literacy. To become a rich nation, we must first become a literate nation. Bilum Books has a commitment to train the teachers in the schools that buy our books so they can get the most out of the program. Our work with education officials and teachers has taken us to every province in the country.

Early literacy is especially important. Acquiring literacy is more difficult as students grow older. Children who do not learn to read in the early Grade levels are more likely to drop out of school early. Studies show that the gap between good readers and poor readers increases dramatically towards the end of Grade 2 – and the gap is likely to widen over time. Reading success in Elementary Grade Two means Primary School success.

We must teach literacy well in the early years. The teaching of literacy at elementary level counts most of all. You are the teachers who will give one of the greatest gifts a person can receive – literacy! If you follow the program in *Bilum Books SBC English*, you will teach your students to read and write.

Bilum Books SBC English for Papua New Guinea took five years to develop. It has been guided by the findings of the World Bank Early Grade Reading Assessment (EGRA) that was carried out in PNG. The results were published in 2015. In the new Syllabus, the Rationale on page 1 acknowledges EGRA:

“The results from the Early Grade Reading Assessment (EGRA) in Papua New Guinea showed that children are not learning basic reading and writing skills. EGRA and the OBE Exit Report recommend the use of scripted lessons, the teaching of phonics and greater student access to reading materials.”

The EGRA report identifies solutions to the problem:

“... teachers need practical guidance to identify the skills and activities needed to develop early grade reading and writing skills as well as information about how best to sequence it ...”

This is exactly what **Bilum Books Teacher Guides** do: they identify the skills and activities teachers need in order to teach their students to read and write; and guide teachers by giving them a sequence. In other words, they give teachers a program that is planned day-by-day and week-by-week for Terms 1, 2, 3 and 4.

EGRA also states “Beginning readers require suitable texts on which to practise their newly emergent skills...”

This is exactly what **Bilum Books Student Books** do: they give students suitable reading texts carefully graded, and activity pages to practise the skills of comprehension, phonics, writing and reading common words by sight.

The *Bilum Books SBC English* program fully aligns with the new Department of Education *Standards-Based English Syllabus*. This Syllabus introduces the teaching of phonics and common words. It is structured to teach the four core English language learning strands: Speaking and Listening, Phonics, Reading, and Writing. The Syllabus has also introduced Content Standards to show the knowledge and skills that students must achieve in each Strand by the end of each Grade.

Throughout the development of *Bilum Books SBC English* we worked closely with curriculum officers and classroom teachers to create an ‘all-in-one’ English program that weaves together the four language learning strands of the Syllabus. It is written specially for students in PNG who are learning English as their second (or third) language. It is culturally relevant.

Results from teachers in pilot schools using these books are overwhelmingly positive: 94% say their children’s learning of English has improved as a result.

Bilum Books SBC English helps teachers to teach the new Standards-Based Syllabus. In the words of one teacher: ‘Thank you, Bilum Books. I was lost in the bush. Now I am on the clear road.’

Enjoy our books. Thank you for your work.

Irene Sawczak, Sara White and Ray O’Farrell

APPENDIX 2.1

(This page can be photocopied for workshop use.)

Bilum Books SBC English QUIZ

Teacher Guide

- 1 What does the preliminary page x tell you about? _____
- 2 Look at Teacher Guide, page v (Language Learning Strands and weekly program).
 - On what days do you teach the following Strands?
 - Speaking and Listening _____
 - Phonics (E Prep and E1, E2 Phonics and Spelling) _____
 - Assessment _____
 - What is the third thing you teach every Tuesday? _____
 - What is the third thing you teach every Wednesday? _____
- 3 Look at Teacher Guide, pages vi–ix (Content overview).
 - Which common words are you teaching in Term 1 Week 5? _____
 - What phonic sounds are you teaching in Term 2 Week 3? _____
 - What Reading story are you teaching in Term 3 Week 2? _____
- 4 Look at Teacher Guide, page 81.
 - What poem do you teach in Speaking and Listening? _____
 - Which Student Book page/s do you use for Reading and Comprehension? _____
- 5 Look at Teacher Guide, page 106.
 - What is the focus of the Talking drill at the end of Monday's lesson?

- 6 Look at Teacher Guide, page 112.
 - What is the number of the first Reading Content Standard being assessed? _____

Student Book A

- 1 Look at Student Book A, page 49.
 - What is the Term and Week? _____
 - What is the theme or story for this week? _____
- 2 What are the common words taught in Student Book A Term 2 Week 8? _____
- 3 What is the Writing activity on Student Book A page 8? _____

APPENDIX 2.2

(This page can be photocopied for workshop use.)

Reading stories

Get to know the reading stories at your year level.

Here are some suggestions:

Elementary Prep

- T1 W2 – **Greetings** Student Book A page 1
- T1 W4 – **Home** Student Book A page 17
- T1 W6 – **School** Student Book A page 33
- T2 W6 – **Sky** (Can you fly?) Student Book A page 113
- T3 W2 – **Games** Student Book B page 9
- T3 W8 – **Jobs** Student Book B page 57
- T4 W4 – **Friends** Student Book A page 105
- T4 W5 – **Tolerance** Student Book B page 113

Elementary One

- T1 W6 – **School** Student Book A page 33
- T1 W8 – **Plants** Student Book A page 49
- T2 W3 – **Transport** Student Book A page 89
- T3 W4 – **Visitors** Student Book B page 25
- T3 W7 – **Animals from other countries** Student Book B page 49
- T3 W8 – **Gardens** Student Books B page 57
- T4 W2 – **Trees** Student Book B page 89
- T4 W4 – **Mother** Student Book B page 97

Elementary Two

- T1 W3 – **Little Caterpillar** Student Book A page 9
- T1 W4 – **Sun, Wind, Rain** (two poem and a play) Student Book A page 17
- T1 W5 – **How to make a raft** (procedural text) Student Book A page 25
- T1 W6 – **Papa and the snake** Student Book A page 33
- T2 W2 – **Poki Pig** Student Book A page 81
- T2 W3 – **Who will help me?** Student Book A page 89
- T3 W4 – **The new boy** Student Book B page 25
- T3 W5 – **Frogs** Student Book B page 33

Notes
