

**The Department of Education, Philippines
Bureau of Elementary Education
Mother Tongue Based Multilingual Education
First Grade L1 Language Curriculum Guide Based on Dep Ed Language Competencies**

Acknowledgement

This Language Curriculum Guide was initially developed by SIL International MTBMLE Consultants in consortium with curriculum writers during and following the Dep Ed Curriculum Adaptation workshop in April 2010. This document is intended to be field tested in selected MTBMLE programs and revised before Dep Ed submission of the document for final Dep Ed approval. This curriculum document is a generic language curriculum guide that develops listening, speaking, reading and writing skills in the learner's first language. The learner's first language is meant to be inserted into the document along with local values and culture. Use of local themes will significantly strengthen the document and allow teachers to more easily teach all subjects beginning with what the learner already knows from his/her own culture. Development of curriculum guides for the other subjects including math, social studies, Filipino and English that can easily be contextualized to local settings and language is desired. Those who are testing this curriculum may feel free to write their comments and suggestions right into the document or otherwise, and to submit them to SIL International, Philippines, 12 Big Horseshoe Dr., Quezon City 1112 or by email directly to [Diane Dekker@sil.org](mailto:Diane_Dekker@sil.org). Evaluation and revision of the document will occur summer, 2011.

Aim of Mother Tongue Based Multilingual Education (MTBMLE)

The purpose of Mother Tongue Based Multilingual Education (hereafter called MTBMLE) is to initiate education in the learner's first language with the deliberate and prolonged use of that language in order to further develop linguistic and cognitive skills in the learner. This methodology allows learners to develop strong skills in their first language before requiring them to learn second and third languages or to use those second or third languages for learning. The goal is to develop equally strong competence in all three languages of the learner, the first language, Filipino and English. MTBMLE is based on, but not limited to, the learner's first language. Filipino and English are gradually introduced—one language at a time—first orally, and then, in written form after the learner has a basic oral competency of those languages. Employing the mother tongue to build on what the learner already knows is consistent with sound educational theory of the principle of moving from the known to the unknown. However, MTBMLE is more than just changing the language of instruction. This new Language Curriculum Guide emphasizes new research-based teaching methodologies that enable the student to develop strong thinking skills through participatory methods, facilitating successful learning without loss of cultural and linguistic heritage. The aims of MTBMLE are to continue developing language and critical thinking skills that have begun in the home while building confidence and competence in using the mother tongue, and later Filipino and English, for on-going life-long learning without losing one's cultural and linguistic heritage. Research within the Philippines and around the globe reveals that a strong educational foundation in the learner's first language more easily enables mastery of all subjects including Filipino and English.¹

¹ CF http://www.sil.org/asia/philippines/lit/Bridge_to_Filipino_and_English_y3.pdf and <http://www.thomasandcollier.com/Research%20Links.htm> as well as many other studies available on the web.

The MTBMLE enables learners to continue to develop strong community morals and values while embracing and celebrating their linguistic and cultural heritage. The desire is for all Filipino children to grow up in an atmosphere of acceptance, to think and learn in their traditional way, to adjust old ideas and learn new ones in a way that respects the learner's heritage and encourages individual contribution to society.

This methodology will require teachers to understand and appreciate the cultural values, knowledge and language of their students so that learners achieve the expected learning outcomes. A respect for the learner, and the home from which the learner comes, are crucial for children to have positive experiences in school.. Respect, regardless of heritage, is one of the main underpinnings of MTBMLE and cannot be underestimated.

Rationale

Filipino students come from a variety of different cultural, linguistic and economic backgrounds. Generally, Filipino parents have a strong desire for their children to learn English well as an important step for integrating successfully into the wider society. At the same time, parents and communities may also desire to pass on their own cultural heritage to their children. Employing the learner's first culture and language in the initial years of education creates an atmosphere of mutual respect for the multiplicity of Filipino cultural groups as well as endorsing linguistic variety. Expanding student's language use is essential for intellectual, social and emotional development. Developing competence and confidence in language skills enables good progress in all subjects. Learning to use language in a variety of ways, from expressive and artistic forms to finding information and gaining knowledge are best taught through a language the child understands and speaks when they begin school. This Language Curriculum Guide aims to develop strong skills in all four areas of language – listening, speaking, reading and writing – while simultaneously developing sound critical thinking skills. Gaining knowledge, skills and understanding in L1 aids in developing the same skills in Filipino and English. The first language development helps students communicate their own thoughts, feelings and ideas in order to make informed decisions and create new knowledge. Competent and confident users of at least three languages, the learner's first language, Filipino and English, prepare students to become active, responsible citizens.

Introduction

This Language Curriculum Guide is designed to be used in conjunction with teacher training programs for MTBMLE teaching in multilingual classrooms where teaching and learning begins in the learner's first language (L1) and continues through the primary school years. This Language Curriculum Guide focuses on developing the learner's first language for oral fluency, reading, writing and critical thinking.

The Language Curriculum Guide is adapted from the Philippine government's competencies for learning English. The MLE learning outcomes are a restatement of the government's English competencies but from an L1 context. The "MLE Indicators" of learning focus on the skills that will demonstrate that learners are in the process of gaining mastery of the expected learning outcomes. While there are often multiple MLE indicators of learning listed for each lesson, the first indicator is usually the primary indicator of focus for that specific lesson. Each MLE indicator will need to be re-taught throughout the year for reinforcement and mastery. "Suggested Activities" are intended to assist the teacher in selecting strong participatory activities for teaching utilizing a child-centered approach. The list of materials helps the teacher plan for the necessary L1 materials needed in an MTBMLE program.

More workshops to develop L1 materials and to train teachers in participatory teaching methods will need to be held over the course of the next two years before an MTBMLE program can be implemented. Materials to be developed include not only those listed in this document, but also additional reading materials to provide a strong literate environment in the classroom and community.

Though these competencies are written in English they are intended as generic language competencies for any language development program.

Government Competencies: At the end of Grade 1, the learner is expected to...	MTBMLE Outcomes: By the end of grade 1, students will...	MLE Indicators: By the end of grade 1, students will have achieved this learning outcome when they...	Suggested Activities: Teacher continually encourages participation, accepts students' background and culture and responds compassionately in all situations.	Suggested Mother Tongue Materials:	Theme:
1. Listen to and respond appropriately to greetings and leave takings. (Listening, Speaking and Pre-reading) ²	Respond in a culturally appropriate manner to greetings and leave takings. Behave appropriately within school setting. Use first language in the classroom to participate in activities and interact with classmates.	<ul style="list-style-type: none"> • Consistently, confidently, and appropriately respond to greetings and leave takings. • Use appropriate language to respond to teacher's directions and requests in the classroom • Participate orally in the classroom discussions, contributing ideas • Use appropriate language to respond to peers' requests for information or assistance. • Practice asking questions for clarification appropriately. • Practice asking for help when needed. • Demonstrate appropriate school expectations by attending school regularly and on time. 	<ul style="list-style-type: none"> • Read the big book and discuss it with class, give students opportunities to ask questions and contribute to the discussion. • Daily routines. • Classroom discussions to solve problems related to different classroom situations (This will not be easy for children at first, but teacher models interaction in classroom by asking lots of questions and expecting participation evidenced by students answering and/or discussion.) • Draw a picture relating to the big book – like getting ready for school, walking to school or reading a book or whatever their expectations might be... • Group work – Teacher has children discuss their picture with their seatmate. This will model expected behavior in school for sharing. • Song or chant about school – “Everyday we go to school, everyday we read a book, everyday we sit at our desks....” Or “This is the way we sit at our desks, sit at our desks, sit at our desks, This is the way we sit at our desks when we are in school, This is the way we hold a book.... stand in line.... hold a pencil....” 	<p>Big book about a child's first days of school – include child asking questions, participating in classroom discussions, attending school regularly and on time, asking for help...</p> <p>Pencils and notebooks</p> <p>Charted Song</p>	

² Lessons 1-35 are pre-reading and pre-writing with meaningful literature.

<p>2.</p> <ul style="list-style-type: none"> • Use appropriate expressions in talking about one's self, things in the immediate environment and in dealing with other people. • Turn the pages of a reading material properly. • Demonstrate writing readiness skills such as Free-hand writing, Connecting dots, Trace and copy straight lines, slanting lines, horizontal lines, curves and circles. (Listening, speaking, pre-reading, pre-writing) 	<ul style="list-style-type: none"> • Introduce him/herself or a friend in a culturally appropriate manner. • Talk about his/her family, where he/she lives, what he/she likes etc. • Demonstrate knowledge of book handling. • Hold a pencil correctly. • Write own name correctly. • State the name of one's teacher, classmates and school. 	<ul style="list-style-type: none"> • Confidently, in a culturally appropriate manner, discuss about themselves, their family, their community and their likes and dislikes. • Predict what will happen next in a story read to them. • Evaluate the experiences of the character in the story. • Demonstrate ability to hold a book properly and turn the pages carefully. • Use a pencil correctly to draw and write. • State the name of one's teacher, classmates and school. Recount the names of items in the school or classroom, for e.g.: chalkboards, flags, playground, desks, alphabet chart, etc. • Demonstrate the ability to read and write their own names and begin reading classmate's names. 	<ul style="list-style-type: none"> • Read a story or big book, asking students to predict appropriate responses within the scenario. • Teacher will read the story and model the correct way to hold a book and turn the pages • After reading the story, the teacher will ask the students to talk about their similar experiences. Ask questions like, "Have you ever done _____?" "Do you like the same things the book character likes?" Etc. • Demonstration by teacher of correct way to hold a pencil. • Students draw a picture of their favorite animal, food, game or person and show their picture to others, describing the picture and why they like it. • Throwing the ball game. The teacher says, "My name is _____. My favorite food is _____. My favorite color is _____. The teacher throws the ball to a student and asks, "What is your favorite color or animal or food?" The student who catches the ball answers the question and then asks a question as he/she throws the ball to another student. Continue throwing the ball to different children until all who want to participate have had a chance to say their name and favorite ____. • Teacher has students talk in pairs about themselves, their family, likes, dislikes. • Give students some writing exercises to improve accuracy and legibility. • Teacher reads to the students an action song written on chart paper and then sings it with them. • Students draw a picture of their teacher or classmates or classroom and share about their picture with classmates. • Teacher will begin Word Wall by putting the names of students below the appropriate beginning letter of the alphabet. (see appendix) 	<p>Story or big book about a child who talks about him/herself, family, interests and community in culturally appropriate ways. Small books for each student to practice for holding and turning pages.</p> <p>Pencils and notebooks Ball</p> <p>Reread and re-sing Charted song from # 1</p> <p>Word Wall – letter cards, name cards</p>	
<p>3. (Pre-reading)</p>	<p>Demonstrate knowledge of book information.</p> <p>Recognize words that</p>	<ul style="list-style-type: none"> • Locate the title of a book and the author's name. • Identify and open to 	<ul style="list-style-type: none"> • Read yesterday's big book or small book to the class. Every time the teacher reads a story he/she talks about the title, opening to the first page, identifying the front and back cover, pointing to the first and last words, etc. 	<p>Any previous big books, small books...</p>	

	are the same and different.	<p>the first page of a book.</p> <ul style="list-style-type: none"> Identify and open to the last page of a book. Identify and point to the first and last word on the page. Identify and point to the front and back cover. Demonstrate the ability to recognize words. Compare and contrast names. 	<p>This is a continuing activity throughout the year adding other skills about book information.</p> <ul style="list-style-type: none"> Teacher asks different pairs of students to come up to the front and point out certain parts of the book. Give positive feedback. Teacher passes out books to children so they will have opportunity to “read” books. Teacher walks around the room asking questions about parts of the book. Name Cards: Make two name cards for each student. Give each student their name card. Hold up a card and ask the student whoever has the same name card to come and match their card with the one you are holding. They keep one and the teacher keeps one. Teacher directs students to compare classmates’ names looking for the longest name, the shortest name, etc. Students can practice writing their own names. 	<p>Reread and re-sing Charted song from # 1</p> <p>Name Cards</p>	
<p>4. Identify specific sounds from a background of different sounds. Talk about the meaning of sounds heard. (Listening, speaking, pre-reading, pre-writing)</p>	<p>Identify different sounds in the local environment around their homes and school. Talk about the origin and meaning of sounds heard in the local environment. (Teacher will list local sounds of the environment.)</p>	<ul style="list-style-type: none"> Discuss and identify orally sounds from their environment such as roosters, cows, pigs, tricycles, cars, horns, vendor calls, etc. Discuss (between student to teacher and student to student) the sounds they hear in the environment. Identify the origin and meaning of those sounds. 	<ul style="list-style-type: none"> Listening moment: Have students close their eyes and listen to what they hear and then talk about what they heard, identifying the different sounds. Divide the class into two groups with their backs to each other. One student makes some sound (animal, horn, rain...) and the other team guesses what the sound is. Each team takes turns until the whole class has a chance to speak. Discuss the meaning of sounds such as roosters crowing, pigs grunting, horns honking, vendors calling, vehicle sounds, music, etc. Read the Big Book with reading plan. (See Appendix) Allow students to predict the sound of the animal pictured before the teacher reads each new page. Noisy neighbor game – teacher assigns one student to hide behind a screen and make specific sounds when signaled during the telling of a story. Teacher begins with: “Early one morning, the children were all fast asleep – (ask children to close their eyes and pretend to sleep) – when all of a sudden they heard a sound from the house next door.” At this point the hidden child makes an animal noise from behind the screen. Teacher says: “Wake up children, what’s that noise?” Children take turns identifying the sound. Then everyone says 	<ul style="list-style-type: none"> Pictures of different animals or objects that create <i>common</i> sounds in the environment. Big book story with many different sounds – teacher allows students to participate by making the proper sounds as she reads the story. Pencil, paper, crayons... 	

			<p>“Noisy neighbor, please be quiet. We are trying to sleep.” Repeat with other students taking turns behind the screen.</p> <ul style="list-style-type: none"> Students draw a picture of an animal that makes a sound and share their picture with classmates. 		
5. Review lesson			<ul style="list-style-type: none"> Appendix Activity # 1.3.(Field Trip to Learn about School Grounds) Add new words to the word wall and do activities Reread stories and/or songs done in the first five lessons Review knowledge of books including the first and last word on a page, holding a pencil, sounds, and pre-writing. Do another activity with name cards. (Appendix Activity # 1.7) 	Review lesson	
<p>6. Listen to and identify different sounds in the classroom.</p> <p>Talk about the differences in sounds heard in the classroom.</p> <p>(Listening and speaking)</p>	<ul style="list-style-type: none"> Name and describe the origin of sounds the teacher makes with various objects in the classroom. Listen to and describe sounds as loud and soft, or high and low, Listen to and identify vowel sounds as same or different. 	<ul style="list-style-type: none"> Distinguish the source of sounds made by the teacher. Contrast two or more sounds. Use oral language to discuss sounds in the classroom using academic vocabulary: loud, soft, high, low. 	<ul style="list-style-type: none"> Reread big book on sounds with reading plan. Teacher snaps her fingers, claps her hands, taps her fingers on the desk, uses a shaker, uses a drum, and other such sound-making activities (minimum of 8 sounds) to challenge the listening skills of the students. Then students can take turns using the materials to make sounds and talk about them. Teacher sings notes loud and soft, high and low. Students can take turns singing notes differently and talking about whether the notes are loud or soft, high or low. Teacher speaks different vowel sounds for the learners to analyze as same or different. Then students take turns doing this with a seatmate and talking about whether the sounds are the same or different. Sing a familiar song changing from loud to soft, high to low... Draw something that makes a loud sound and something that makes a soft sound. Share. 	<p>Big Book on sounds.</p> <p>Sticks, shakers, drums, plastic jugs, crinkling paper, etc.</p>	
7. Give the main idea of a selection heard. (Listening, speaking and pre-reading)	Listen to a short story and tell what the story is mostly about. (Main idea).	Restate the main idea of a story heard. Demonstrate through the	<ul style="list-style-type: none"> Teacher will tell or read a story. Teacher has a Main Idea Hand ready. (See appendix). Teacher reads the listening story asking students to listen for “who” is the main character. Students tell “who” 	Listening story related to the theme.	

		use of the Main Idea Hand the main idea of the story.	<p>the main character is. Teacher reads the listening story again asking students to listen for “what the main character did.” Students tell what the main character did. Do the same for “when” “where” and “why” questions.</p> <ul style="list-style-type: none"> • Students trace their seatmate’s right hand. Then they point to the different fingers telling who, did what, when, where, why. If there is time, students can cut out their main idea hand. • Song: Sing main idea hand? Sung to the tune of, “He’s Got the Whole World in His Hands” or another familiar song (see appendix). • Reread or refer to a previous story the students have heard or read and guide the students in answering the questions for main idea. 	<p>Main Idea Hand</p> <p>Pencil, paper, scissors</p>	
8. (Listening, speaking, doing, pre-reading and pre-writing)	<ul style="list-style-type: none"> • Sort and classify objects by size using the appropriate L1 vocabulary. • Recognize that one’s own ideas can be written down. 	<ul style="list-style-type: none"> • Compare objects by sorting them. • Create sets of objects according to size. • Describe and justify sets orally. • Recognize that one’s own ideas can be written down. • Create a story with teacher and classmates about the sorting activity. 	<ul style="list-style-type: none"> • Students put themselves in order from tallest to shortest and vice versa. • Ask the students to explain how they made their decision to order students from the tallest to the shortest. Teacher will teach appropriate vocabulary to express taller, shorter, same, and different. • Teacher will sort by a particular classification (students and/or objects) and students will guess how the grouping is done (focus on size). • Students sort objects by size and explain their classification orally to other students. • Students and teacher write an experience story about their sorting activity. 	<p>Manipulatives of different sizes for sorting and classifying: stones, seeds, sticks, bottle caps, blocks, leaves, flower petals, foods, classroom objects...</p> <p>Paper and pencils and crayons</p> <p>Experience story</p>	<ul style="list-style-type: none"> •
9. Lesson on colors	<ul style="list-style-type: none"> • Sort and classify objects by color using L1 color words. 	<ul style="list-style-type: none"> • Compare objects by color • Create sets of objects according to color • Describe and justify sets orally 	<ul style="list-style-type: none"> • Teacher reads a listening story about a child who has a favorite color and wants everything to be that color. • Throwing the ball game. The teacher says, “My favorite color is _____. The teacher throws the ball to a student and asks, “What is your favorite color?” The student who catches the ball answers the question and then asks the same question as he/she throws the ball to another student. Continue the activity until all students have had a chance to catch the ball and answer the questions. • Teacher brings one or two objects of each color to 	<ul style="list-style-type: none"> • Listening Story • Ball • Colorful objects • Word cards— with one color word written on each. 	<ul style="list-style-type: none"> •

			<p>school and places them around the room before class. She asks the students to find something in the room of a specific color. Students then describe what they found.</p> <ul style="list-style-type: none"> • The teacher asks students one at a time to find the colored objects and bring them to the front of the class. She then shows the written color word and associates it with the object. • Students and teacher put the color words on the word wall with the teacher's guidance. 		
10. Review lesson			<ul style="list-style-type: none"> • Appendix Activities # 1.6 (Name Cards) • Practice the "main idea hand" with a story already read. • Word wall activities: Students find color words and words used to ask questions • Review academic vocabulary for sounds, shapes, and size. • Students create their own stories. (See Appendix Activities # 6.1) 	Review lesson	
11. (Listening, doing, pre-writing)	<ul style="list-style-type: none"> • Discover and identify a pattern within a traditional art form. For example, weavings, designs inscribed on bamboo instruments, etc. • Discover, identify and complete different patterns in the classroom. 	<ul style="list-style-type: none"> • Recognize different simple patterns and correctly predict what comes next. • Complete given patterns. 	<ul style="list-style-type: none"> • Place a local art form on the table and talk about what the children see, using words such as, straight lines, slanted lines, circles, ovals, triangles, squares and rectangles. Help the children appreciate the beauty of the art form. (This lesson introduces this academic vocabulary. The students should not be expected to master all of this vocabulary at this time.) • Place manipulatives in a simple pattern. This first pattern should contain only two items occurring one right after the other. Then, ask children to identify the pattern and predict what comes next. (If manipulatives are not available, draw patterns on the board. E.g.: square, circle, square, circle, square, circle, ____...) Repeat with five more simple patterns using shapes. • Eventually students make up their own patterns with manipulatives and have their neighbor predict what comes next. • Students draw their own patterns of shapes (penmanship) and have classmates predict what will come next. • Reread the experience story from Lesson # 8 	<ul style="list-style-type: none"> • Manipulatives of different colors and shapes to put into patterns. • Paper, pencil, crayons • Experience story from Lesson # 8 	<ul style="list-style-type: none"> •

<p>12. (Listening, speaking and pre-writing) Tell the sequence of events in a story heard through pictures. (Listening, speaking, pre-reading and pre-writing)</p>	<p>Expand their oral fluency by describing a picture.</p> <p>Sequence pictures of stage one and stage two stories (see appendix of stages of literature).</p>	<ul style="list-style-type: none"> • Demonstrate the ability to describe the details of a picture telling who or what is in the picture and what is happening. • Distinguish differences between their personal experience and those in a picture. • Practice the sequencing of pictures from a story heard. • Recall details of a story while looking at pictures 	<ul style="list-style-type: none"> ▪ Have available culturally appropriate pictures for the students to describe, telling who or what is in the picture and what is happening. Children can talk about their similar experiences to expand their oral fluency. ▪ Children then tell their seatmate a story about a similar experience. • Then children tell their own experience through drawing and writing. • Read the Big Book • Give each of several students pictures from a story they have heard. Students holding pictures put themselves in order to show the sequence of events. Other students “read” the sequence of pictures to tell the story they represent. ▪ Teachers ask for words to go with each picture. Teacher writes those words on a piece of paper and students attach them to the wall under the appropriate picture. (Wall story – see activities appendix) 	<p>Culturally appropriate pictures from the theme of the local environment, community, activities, people, etc. (Not pictures from other cultures.)</p> <p>Paper and pencil for writing/drawing</p> <p>Big book emphasizing colors, shapes and sizes in sequential events like making a toy. (Pinwheel, cereal box cars, kites, etc.)</p> <p>Copies of pictures from the story for sequencing activity.</p> <p>Paper for captions for the pictures.</p>	
<p>13. (Listening, speaking, doing and pre-reading)</p>	<ul style="list-style-type: none"> • Retell a story heard in culturally appropriate ways. • Listen to an oral description of an object in the classroom and locate it. • Describe an object in the classroom by color, shape and 	<ul style="list-style-type: none"> • Retell what happened in a story heard. • Distinguish one classroom object from another through an oral description and locate it. • Demonstrate the ability to use descriptive words by describing an object 	<ul style="list-style-type: none"> • Ask students to retell the story from yesterday. • Reread yesterday’s Big Book • Students will volunteer to retell the story sequentially when the teacher asks questions like this, “Who can tell me what happened first in our story yesterday?” “Who can tell me what happened next?” Etc. • “I Spy” game: Teacher describes a classroom object using color, size and shape vocabulary. Students search for and guess the object in the classroom. • Then students take turns describing objects and classmates and teacher guess. (Many students will not 	<p>Big Book from previous lesson</p> <p>Charts of color, size and shape words</p> <p>Charted Song – I Spy</p> <p>List of sentences</p>	

	size.	<p>using color, shape and size.</p> <ul style="list-style-type: none"> Choose an appropriate word to finish a sentence. 	<p>be able to describe an object at this time. They may just name an object but let them try. With practice and additional modeling, they will learn.)</p> <ul style="list-style-type: none"> Teacher creates an “I Spy” song before class and teaches it to the class after the activity. E.g.: “I spy with my little eyes, something big and green. It’s a ____.” Or: “Look and find, look and find, there’s something big and round....” Teacher writes incomplete sentences on the board (cloze activity), like “Jose’s dog is ____” and asks the children to choose an appropriate color or shape or size words to fill the blank. Then students copy the sentences down filling in an appropriate word. 	for the cloze activity (see appendix for more info).	
<p>14. Tell the sequence of natural events, e.g. plant growth; life stages of animals, etc. Tell what happened first, second, last in a series of pictures.</p>	<ul style="list-style-type: none"> Sequence pictures of common or natural events and use oral language to tell what happens first, second, etc. 	<ul style="list-style-type: none"> Order pictures of common events. Explain what happens first, second, etc. Demonstrate understanding of the story by finding information in non-fiction texts. 	<ul style="list-style-type: none"> Discuss common or natural events such as cooking, planting, stages of animal development, etc. Then students sequence the pictures of these events and justify their order. Teacher leads a conversation about how plants grow from seeds. Together write an experience story about the plant growth process. Teacher uses words in L1 that mean first, second, etc., last. Write those words on separate word cards and teach them as sight words to the students. Attach the word cards on wall under the sequenced pictures and read them with the students, telling them, “This is what happened first, second, next, and last.” Teacher will ask questions about plant growth based on the Experience Story just written and students will answer by finding the information in the Experience Story. 	<p>Pictures of common or natural events, e.g., Stages of human development, [e.g. baby, boy, man]; stages of plant growth; stages of animal growth, [e.g. puppy, dog]; stages of butterflies, etc.</p> <p>Experience Story about how plants grow.</p> <p>[Lesson 17 will give a title to the Experience Story.]</p>	<ul style="list-style-type: none">
15. Review			<ul style="list-style-type: none"> Do some patterning activities Discuss details in a picture Play “I Spy” Read color words and question words from Word Wall Sequence pictures 		

<p>16. Listen to instructions and respond appropriately.</p> <p>(listening, speaking, doing, reading and writing)</p>	<ul style="list-style-type: none"> • Answer questions by finding information in nonfiction texts. • Listen to verbal instructions and respond appropriately. 	<ul style="list-style-type: none"> • Demonstrate the understanding of oral L1 by responding appropriately. 	<ul style="list-style-type: none"> • Play the “Pedro Says” game – teacher or one student stands in front while class stays at their desks. The class must do what the teacher or leader says but only if the words “Pedro says” comes before the command. E.g. Pedro says “Stand up” (Everybody must stand up.) Pedro says “Sit down”. (Everybody must sit down.) Stand up (Nobody should stand up because “Pedro says” did not come in front of the command. Those who did stand up are eliminated from the game until there is only one person left – or adjust based on cultural expectations for winning and competing.) Refer back to the sequencing activity and give one-step directions in a sequence, for example the steps for making a toy, or sequential classroom activities like getting ready to write: e.g. “get out your pencil, get out your notebook, begin to write....” • Students may take turns giving commands • Pantomime activities and let the students guess what common experience you are pantomiming. The first student to guess correctly, and express it, can then be the one pantomiming another activity. 		
<p>17. Tell what a set of related pictures is about – Suggest an appropriate heading for the set of pictures. Tell what would happen next considering a set of pictures</p> <p>(Listening, speaking, reading, writing)</p>	<ul style="list-style-type: none"> • Identify and label the topic of a set of sequential pictures. • Read simple sentences with comprehension. • Considering a set of pictures, tell what might happen next. 	<ul style="list-style-type: none"> • Create a title for a sequence of pictures. 	<ul style="list-style-type: none"> • Consider a set of pictures used in the previous lesson and suggest appropriate titles. • Reread the experience story from lesson. Suggest a title for the experience story. • Review key words from previous experience story – first, second.... last, etc. • Students will draw three pictures in sequence of the experience story (e.g. plant growth) from the previous lesson. Then students can sequence their own pictures and copy the sequencing words from the board for each picture (e.g. first, second, last; or first, next, last) (creative writing and penmanship). 	<ul style="list-style-type: none"> • Experience story from Lesson # 14 • Paper and pencils or crayons • Sequencing pictures from experience story activity. 	
<p>18.</p> <p>(listening, speaking, reading, writing)</p>		<ul style="list-style-type: none"> • Demonstrate the ability to read simple sentences with comprehension • Predict what might 	<ul style="list-style-type: none"> • Read the big book and stop 2 or 3 times and have children predict what might happen next. • Read with the reading plan focusing on sight words. • Before class teacher writes the sentences from the big book on sentence strips leaving out the sequencing 	<p>Big book on growth of something (animals – using words like dog, puppy; cat, kitten; duck,</p>	

		<p>happen next in a story heard.</p> <ul style="list-style-type: none"> • Divide sentences into words demonstrating the knowledge that sentences are made up of words. 	<p>words (first, second...). Then the class puts the sentences from the big book in order and supplies the missing sight words.</p> <ul style="list-style-type: none"> • Students work in groups to cut the sentence strips by word breaks. Then students shuffle the word cards and reorder them into a sentence again. Students copy their sentence into their notebooks. Then students trade their words cards with another group to re-order the words to make meaningful sentences. Then students copy the next sentence into their notebooks. (Some students copy more slowly than others. Allow them to finish copying the sentence from a classmate's notebook later rather than waiting for them to finish.) 	<p>duckling; chicken, chick..., or plants, or people...)</p> <p>Sentence strips from big book.</p> <p>Scissors</p> <p>Pencils, notebooks</p>	
<p>19. Respond to a rhythm by imitating the same rhythmic pattern. (Listening, speaking, pre-reading and pre-writing, doing and critical thinking)</p>	<p>Demonstrate the ability to listen and respond accurately to different rhythms.</p>	<ul style="list-style-type: none"> • Repeat different rhythms from simple to complex. • Compose their own rhythms using a variety of instruments. • Compose a story with classmates dictated to the teacher. 	<ul style="list-style-type: none"> • Use a variety of percussion instruments to play different rhythms. Remind the children to use their listening ears and to move in time to the beat – fast, slow, skipping, marching, etc. Keep the beat simple at first (e.g. suitable for marching) then move on to more complex rhythms for the children to skip or gallop to. Then children take turns creating different rhythms for classmates to imitate. • Read through the chart and have the children participate in reading the sound words. Then have volunteers come up and lead through the reading of the chart. • Class will create an Experience Story based on the rhythm activity just completed. • Each one will draw a picture of their favorite "instrument" with a story that goes with the picture (see stages of writing). • Each child tells the class about their picture... 	<p>Instruments for making rhythmic sounds, e.g. Sticks, drums, plastic jugs of various sizes and sounds, etc.</p> <p>Chart of pictures and words of rhythmic activities and coinciding sound words. E.g.: drum = boom, boom ratatatat;</p> <p>feet stomping, hands clapping, fingers snapping, etc. (however this is expressed in the first language)</p> <p>Experience story about rhythm.</p> <p>Paper, crayons, pencils...</p>	

20. Review lesson			<ul style="list-style-type: none"> • Appendix Activity # 1.7 and 1.8 (Name Card Activities) • Sequencing words (taught as sight words) for the word wall • Reread any of the stories and give a new title to the story. • Do sequencing activities. • Play “Pedro Says” 		
21	Listening for details in a story. Expand their oral fluency by telling a story through pictures and oral language.	<ul style="list-style-type: none"> • Create a story in a small group and re-tell the story through pictures they have drawn. • Formulate an answer to an imaginary situation. • Relate an original story to a classmate. 	<ul style="list-style-type: none"> • Teacher reads a listening story. • Review listening story with the “main idea hand”. • Teacher prepares imagination questions related to the listening story ahead of time. Then teacher reads questions and allows each student to answer one question. (E.g. If you were walking down the road and you heard a “roar” what would you do? If your little brother came running up to you and said he heard a funny noise, what would you do? If you hear laughing outside, what do you think is happening? If you hear singing, what do you think is happening? If you hear a loudspeaker outside, what do you think is happening? Etc.) • Students draw a picture representing their answer to a question the teacher has asked. After drawing a picture to represent their answer, they share their story orally with a classmate. 	Listening story that includes several sound words from previous lesson.	
22. Sharpen visual discrimination skills <ul style="list-style-type: none"> • Similarities and differences of objects/pictures as to size, length, etc. (Speaking, pre-writing) Identify missing parts of pictures. (Pre-reading, pre-writing)	Recognize similarities and differences in objects and pictures. Examine pictures of familiar objects and identify the missing parts.	<ul style="list-style-type: none"> • Distinguish similarities and differences in objects and pictures by size, shape, and color. • Identify the missing part of the picture and support his/her answer. 	<ul style="list-style-type: none"> • Teacher brings familiar objects to class for sorting games. Teacher presents a group of objects and asks students to sort the objects by differences in size, shape and color. Students give reason for their sorting. • Teacher presents another set of objects and asks students to sort objects by differences in size, shape and color. Students give reason for their sorting. • Teacher shows the class six different objects placed on a mat on a table. One student comes up and studies the objects for a short while before closing their eyes and turning their head. A classmate removes one object. Then the student looks at the remaining objects and tries to remember which one is missing. • Teacher presents a picture of a common object with an obvious missing part (for example a house with a 	Various different sized objects of different colors. Individual pictures of different sized objects. Six relatively small objects like an eraser, paper clip, crayon etc. Pictures of one object with one obvious part missing (E.g. A dog with one ear	

			<p>missing post, a face with a missing mouth, a carabao with a missing horn...). Students try to identify the missing part.</p> <ul style="list-style-type: none"> Students draw stick figures with one part missing and ask their classmates to identify the part that is missing. 	<p>missing, a chicken with one leg missing...).</p> <p>Pencil or crayon and paper.</p>	
<p>23. Left to right and top to bottom eye movement. (Pre-reading, pre-writing)</p> <p>Identify letters that are similar/ different in a group of letters (visual discrimination). (Pre-reading and pre-writing)</p>	<p>Read from left to right and top to bottom. Locate letters that are the same or different.</p>	<ul style="list-style-type: none"> Demonstrate reading by using their finger to point directionality. Locate letters in the L1 alphabet in a line that are the same. E.g.: c d e f c g c m s 	<ul style="list-style-type: none"> Teacher always models left to right and top to bottom direction for reading with the reading plan and other reading activities. Reading around the room game. One student begins the game by using a pointer and "reading" one section of a chart or story moving left to right and top to bottom. The next student continues "reading" the chart or story in left to right direction. Each one "reads" a small section of the whole chart or story. Since this is a review activity, students should be able to read previous material though sometimes with the assistance of the teacher. Each student has a name card on his desk all year long. Students get up and look at the name cards on other desks to find letters that are the same as those in his/her own name. Teacher uses letter cards in a pocket chart to direct an activity of showing a letter card and having students who have that same letter in their name stand up. Then teacher shows two letter cards and says the sound of each letter. Teacher asks if the students think the letters look the same or different. Students tell why they think the letters look similar or different (i.e. one is curved, one is straight, one hangs down, one it tall on top...). Visual discrimination activity. This can be done with a worksheet or on the chalkboard.) Teacher can write different letters in a row on the board. Each row contains a letter followed by several letters with one or two being the same as the first letter. Students must circle the letters that are the same as the first letter. Discuss which letters are the same and different using this academic vocabulary in L1. 	<p>Books, charts, language experience stories, etc.</p> <p>Pointer</p> <p>Name cards Letter cards Pocket chart</p>	

24.	<ul style="list-style-type: none"> Discover, identify and complete different patterns in the classroom. 	<ul style="list-style-type: none"> Recognize different patterns Predict what comes next. Complete given patterns. 	<ul style="list-style-type: none"> Teacher prepares shape cards and prepares a pattern on the table with the cards (for example, square, square, circle, oval, square, square, circle, oval... See Appendix for Shape page) (This is presenting a more complicated pattern than the first lesson on patterns.) Then, the teacher draws a pattern similar to the one above on the board.) Next, the teacher begins a pattern and asks the students to supply the missing shape. Do this several times. Students make up a pattern using at least three different shapes and draw it in their notebook. Seatmate guesses what comes next. Have other classmates guess the pattern. Rhythmic name game: Teacher shows students the rhythmic pattern first—slap thighs 2 times, clap 2 times, snap right fingers, snap left fingers. Then, add your own name when snapping right fingers and classmate's name when snapping left fingers. Classmate named then says their name when snapping right fingers and another classmate's name when snapping left fingers, etc. 	Shape cards Rhythmic game	
25. Review Lesson			<ul style="list-style-type: none"> Appendix Activity # 2.1("Have you ever" questions) Word wall activities Reread stories Review size, shape and color words. Review sequencing words. Read simple sentences from previous stories with comprehension. 		
26. Identify speech sounds heard – initial vowel sounds. (Listening, speaking, pre-reading, pre-writing and penmanship)	Recognize initial vowel sounds in meaningful words. (This is not teaching letter names, just orienting students to letters and sounds.)	Recognize initial vowel sounds in meaningful words.	<ul style="list-style-type: none"> Read the big book. Matching word activity: Students match words that begin with vowels. (Teacher passes out word cards from today's Big Book story that begin with a vowel. Students match the word cards to the coinciding text/words in the big book.) Teacher says words that begin with vowels and students hold up correct vowel card. (Teacher passes out two vowel cards to each student. Then she reads words that begin with vowels. Students listen and respond by 	<ul style="list-style-type: none"> Teacher needs to know the letters and sounds of the L1 alphabet. Big book with lots of words beginning with vowels (try to have more than 	

			<p>holding up the appropriate vowel card when the teacher reads the word that start with that vowel. Teacher does not use the word “vowel” in this lesson!)</p> <ul style="list-style-type: none"> • Students working in small groups sort the word cards by beginning letters. • Teacher discusses the (primer) keywords for each vowel and writes those on the word wall (see appendix). • Students copy words beginning with a vowel from the word wall and draw a picture of the word. • Students practice writing the vowel letters 	<p>one word beginning with each vowel).</p> <ul style="list-style-type: none"> • Word cards that begin with vowels taken from today’s Big Book – one set per group of children • Vowel cards • Word walls • Pencils and notebooks 	
<p>27. Identify speech sounds heard – initial consonant sounds. (Listening, speaking, pre-reading, writing)</p>	<ul style="list-style-type: none"> • Recognize initial consonants heard in meaningful words. Use frequency count to select five or six most frequent consonants. 	<p>Recognize same and different initial consonant sounds in meaningful words.</p>	<ul style="list-style-type: none"> • Teacher reads the listening story and has the students listen for a certain sound and stand up, or clap, when they hear it. (Focus on one of the five or six consonant sounds you are teaching in this lesson.) • Teacher thinks of the name of an object that all children can see in the classroom. Teacher says the beginning sound of the word and children guess what the word is. (Teacher explains to the students the position of the mouth - lips, tongue, etc., when making that sound. Be careful not to include vowels with consonants.) (E.g. Teacher says the beginning sound of “table” “t”. Students guess objects that begin with the first sound of “table” such as “teacher” “Tony”, “toy”, etc. The student that guesses correctly takes the next turn.) • Teacher says two words that start with the same sound. Children identify the beginning sound. Then the teacher says another word and asks students if it begins with the same sound or a different sound. Teacher continues with other initial consonant sounds. • Students identify classmates’ names that have the same initial sound as their own name. • Teacher discusses words beginning with the focused consonants and writes them on the word wall. • Review vowel words from previous lesson on word wall. • Students practice correctly writing the new letters in the 	<ul style="list-style-type: none"> • Listening story • Teacher needs to know the letters and sounds of the L1 alphabet. • Teacher prepares list of common classroom objects that begin with the most frequent consonant sounds. • List of words that have some initial sounds in common • Word wall 	

			air with their finger, then on their desks with their finger, then on their seatmates back with their finger, saying the sound as they write it. Finally they write the letters in their notebooks.		
28. (Listening, speaking, pre-reading, writing)	Listen with enjoyment, and respond to songs, rhymes and poems.	<ul style="list-style-type: none"> • Interpret poems, songs, or rhymes. • Classify words by ending sounds. • Substitute different rhyming words in a poem, song, or rhyme. 	<ul style="list-style-type: none"> • Teacher presents cultural poems, songs, rhymes, etc. on a chart, encouraging students to sing or recite along with the class. Teacher tracks the words with her hand or pointer while class follows along. • Divide up the class into groups and each group recites part of the poem, going back and forth like conversation. (Choral reading – see appendix). • Students can think up hand motions to go along with the rhyme. • Students work in pairs to identify the rhyming words in the poem and write those in their notebooks. (Teacher will show the students how the rhyming words are the same at the end of the word, not the beginning.) • Students substitute different rhyming words in the poem. • Students draw a picture that goes with the poem. 	<p>Charted cultural poems, rhymes, songs. Relate these to the weekly theme if possible.</p> <p>Pencils and notebook</p>	
29. Identify speech sounds heard – initial consonant sounds, second set. (Listening, speaking, pre-reading, writing)	<ul style="list-style-type: none"> • Recognize initial consonants heard in meaningful words. Use frequency count to select the next five or six most frequent consonants. 	Compare and contrast same and different initial consonant sounds in meaningful words.	<ul style="list-style-type: none"> • Read charted story with the reading plan. • Review the first five or six consonants taught recently by holding up a letter card of one of the consonants and saying the sound that letter makes. Then a student goes to the word wall to find a word that begins with that letter. Repeat with other consonants already learned. • Teacher will introduce the new consonants by showing the alphabet letter cards and pictures hanging in front of the class. The teacher will then write the keyword on the board so students can see and read the whole word. Then the teacher chooses one key word and tells a little story about that word. Teacher needs to review again all the letters that have been taught and each letter's sound, connecting them with pictures. • Students are encouraged to choose one of the new words and draw a picture and write a short story about that word. • Teacher discusses words beginning with the new consonants and writes them on the word wall. • Review all consonant words from previous lesson with 	<ul style="list-style-type: none"> • Charted story that includes some of the words that will be taught in this lesson. • List of words that have some initial consonant sounds (two per letter at least) • Pictures for the word cards can be alphabet pictures if they have these. • Word wall • Pencil and 	

			<p>word cards. Teacher needs to have at least two words that begin with each letter taught so that students can sort into letter groups. Can use children's names or any words from the word wall so that children work with familiar words.</p> <ul style="list-style-type: none"> Students practice correctly writing the letters considered in this lesson in the air, on the table, on classmates back (with finger) and finally in notebooks. 	notebook	
30. Review Lesson			<ul style="list-style-type: none"> Appendix Activity 6.3 (Teacher has a box) Vowels Review consonants Letters that are the same or different Poems, songs etc. Rhyming words Patterns 		
31. (Listening, speaking, reading, pre-writing)	<p>Listen with enjoyment to stories and retell the important details of the story.</p>	<ul style="list-style-type: none"> Retell or act out a story after hearing it. 	<ul style="list-style-type: none"> Teacher reads a story with several characters and lots of action. Students then act out the story or retell the important details of it in their own words. Role play: Divide the class into groups and have each group reenact the story for the whole class. Alliteration activity: Students select actions from the story and create alliterations. E.g.: if the action is kick the students could say "Kit kicks the kiwi"... "Taylor talks to the turtle on the toad stool..." Teacher writes the alliterations on the board and reads them with the class using the reading plan. The teacher will not expect the students to make up their own alliterations without help. Guide the students in choosing words for different alliterations and write the sentences on the board. Retell the story through drawings with alliterations "written" below their drawing. 	<ul style="list-style-type: none"> Listening story. Story contains several characters and lots of action to make it easy to act out. Folk stories or fables work well. Sample alliteration phrases (in L1) 	
<p>32. Identify words that rhyme in poems/jingles</p> <p>Identify speech sounds heard – initial consonant sounds, third set. (Listening, speaking,</p>	<p>Identify rhyming words in short local poems and songs.</p> <p>Recognize initial consonants heard in meaningful words</p>	<ul style="list-style-type: none"> Substitute a new rhyming word for the old rhyming word in a poem. Analyze words to determine if initial sounds are the same 	<ul style="list-style-type: none"> Teacher reads a charted local rhyme or poem – no more than two stanzas. Then teaches the poem to the students. (Students don't have to memorize it as they "learn" the poem.) Teacher can explain rhyming pairs by reading or reciting rhyming pairs to the students after they have taught them the poem. 	<ul style="list-style-type: none"> Cultural, meaningful charted rhyme or poem, two stanzas, appropriate for the theme. 	

reading, writing)		or different.	<ul style="list-style-type: none"> • Then teacher reads the poem again and leaves out the second rhyming word of each couplet and students supply the rhyming word. • Creative writing: Allow students to “write” about anything related to the poem or theme – see stages of writing in Appendix. • Review all vowels and consonants taught to this point. Teacher says three words, two identical initial sounds and one that has a different initial sound. Students have to say which word begins with the different sound. • Then the teacher will introduce the new consonants by showing the alphabet letter cards and pictures hanging in front of the class. The teacher will then write the keyword on the board so students can see and read the whole word. • Give each student one consonant card (this may mean there are multiple cards of the same letter). Teacher says a word and whoever has the initial letter of that word has to stand up. • Practice writing all the consonants in the air, on the desk, on their seatmates back and then finally with a pencil in their notebooks. 	<ul style="list-style-type: none"> • Letter cards—consonants • Pencils, notebooks 	
33. Produce words listened to with initial and final consonant sounds. (Listening, speaking, pre-reading, writing)	<ul style="list-style-type: none"> • Produce familiar words that end with the same consonant. 	<ul style="list-style-type: none"> • Analyze same and different final sounds in words. • Discriminate between letters to determine which ones are the same. 	<ul style="list-style-type: none"> • Teacher reads the big book with the class. • Teacher leads students to discuss characters and what they do. Ask questions like “Who was in the story?” “What did they do?” “What did you think about that?” “Have you ever done something like what this character did? What happened?” • Matching word activity (pick out words that end with consonants) • Thumbs up and down game: Teacher shows a consonant final word card from the story. She says, “I’m going to say a word. If it ends with the same sound as this word, show me “Thumbs up.” If it doesn’t, show me “Thumbs down.” Do this with 5 or 6 consonant final word cards. • Teacher does a matching word activity with words that end with the same sounds. The best way to do this is with a worksheet. If that is not possible, use a pocket 	<ul style="list-style-type: none"> • Big book with some characters and/or places with names ending with consonants. Matching word activity • Visual discrimination worksheet. • Pencils and notebooks 	

			<p>chart, or the chalkboard. List the letters on one side and words that end with those letters on the other side in random order. Students must match the letter with the corresponding word.</p> <ul style="list-style-type: none"> • Visual discrimination worksheet covering all the consonants and vowels already taught. Each row contains a letter followed by several letters with one or two being the same as the first letter. Students must circle the letters that are the same as the first letter. [Similar to activity in lesson # 23.] • Students choose their favorite character from the big book story, draw a picture from the story and write words, phrases and sentences (whatever they're able to write) related to their drawing. 		
<p>34. Make up their own rhymes, poems and songs. (Listening and speaking and pre-reading, writing)</p>	<p>Compose rhymes, poems or songs related to familiar themes.</p>	<ul style="list-style-type: none"> • Complete an oral couplet with a rhyming word in the first language. (E.g. an English couplet: "I have a pet frog; he sits on a ____ (<i>log</i>.)") • Classify words by their final sounds. 	<ul style="list-style-type: none"> • Read a new poem or rhyme with the reading plan. • As the teacher rereads the poem, he/she gives students opportunities to fill in rhyming words in the poem by pausing just before the rhyming word. • Teacher presents two words to the students and asks if they rhyme or not, giving practice in identifying rhyming words. • With the charted couplets, the teacher provides several incomplete couplets and students supply the missing rhyming word orally. The teacher fills in the chart with a word card so she can re-use the chart again later. • Class reads the chart together with the teacher using the reading plan. • Teacher demonstrates how to organize a paper for lists of words ending with consonants. She asks the students to find final consonant words in the charted couplets and the word wall and write them in the correct place on their paper. • Class sings cultural and familiar songs and identifies rhyming words in the songs. • Teacher removes the word cards from the couplets and asks students to write the sentences in their notebooks, 	<p>List of words. Song, rhyme, or poem (Try to find material with consonant final rhyming words)</p> <p>Charted couplets with second rhyming word missing.</p>	

			writing the missing word in by themselves. This is like a cloze activity but the words they fill in must be rhyming words.		
35. Review Lesson			<ul style="list-style-type: none"> • Appendix Activity 7.1 (Listen for specific words) • Word Wall words and activities • All consonant and vowel sounds word initial • Final consonants already taught • Any stories • Retelling activities - use old stories already done. 		
36. Pantomime/act out rhymes, poems and jingles (Listening, speaking, pre-reading, writing)	Act out familiar rhymes poems and jingles.	<ul style="list-style-type: none"> • Demonstrate an understanding of rhymes, poems and jingles by acting them out. • Recall the way to spell common words. 	<ul style="list-style-type: none"> • Children think of physical actions for parts of yesterday's charted couplets. (E.g. In the couplet or poem apply physical actions to the content words like: make the action for fish swimming, make the action for a climbing turtle, make the action for flying bird, etc.). Then, in groups, students act out familiar rhymes, poems and jingles. • Teacher focuses the students' attention on the way rhyming words are written so they can see that the words that rhyme have the same or similar sounding letters at the end of the word. Then word cards are scrambled and students have to find the words that look the same at the end (can use pocket chart to put words up randomly and have children pick out the ones that rhyme.) • Teacher dictates a few of the rhyming words that are still written on the board, or in the pocket chart, and students write them in their notebooks. (Students may look at the board or the word wall to help them spell if they need help.) 	<ul style="list-style-type: none"> • Charted couplets from previous lesson • Familiar rhymes, poems and jingles that children use in play. • Word cards or rhyming words written in random on the board. • Pencils and notebooks 	
37. Identify speech sounds heard – final consonant sounds. (Listening, speaking, reading, writing)	Recognize final consonants heard in meaningful words.	<ul style="list-style-type: none"> • Locate and identify word final consonants. • Decide on an appropriate picture to illustrate a new word. 	<ul style="list-style-type: none"> • Introduce five or six final consonant sounds orally in words. Ask students to identify the ending sounds. • Then the teacher writes several words on the board with contrasting final consonants and then reads one of the words to the students. Students identify which word is being read. • Students find words on the word wall that end with the consonants discussed earlier in this lesson or previous lessons. • Identification and sorting game with word cards. 	<p>Listening story with main character whose name ends in a common final consonant.</p> <p>Pencil and notebook</p>	

			<p>Teacher places several word cards on a table and asks students to identify words that end with certain consonants.</p> <ul style="list-style-type: none"> • Listening story with main character whose name ends with one of the final consonants considered in this lesson. • Write words from the word wall that end with the focused consonants of this lesson. Then draw pictures that go with two or three of the words. 		
38. (Listening, speaking, Reading, writing)	Recognize similarities in words and phrases.	Compare and contrast word and phrase cards.	<ul style="list-style-type: none"> • Read a big book with reading plan • Students match word cards (nouns—characters or places) to words in the story. (Teacher draws attention to any final and beginning consonants in content words in the big book.) • Students match repetitive phrases on cards to phrases in the story. (If the class is large, the teacher could prepare one word card and one phrase card for each pair of students. As the teacher reads the story students stand up when they see or hear their word or phrase read.) • Teacher leads the class to create or write descriptive phrases about the characters or places in the big book. (E.g.: My big beautiful house. Her small baby brother. Etc.) • Creative writing: Students draw and write about something related to the big book or theme. Encourage students to use descriptive words. 	<ul style="list-style-type: none"> • Big book with repetitive phrases. • Word cards • Phrase cards (four words maximum) • Pencils and notebooks 	•
39. Review lesson			<ul style="list-style-type: none"> • Appendix Activity # 8.4 (Sequencing Events) • Reread rhymes or poems and have students supply rhyming words. • Review all final consonants. • Reread any stories. • Word wall activities. 		

<p>Starting with Lesson # 40 the Language Curriculum Guide begins using the two track method; a primer for teaching accuracy and a story track for teaching meaning. For the rest of the school year, every day's lesson should include these three components for LSRW (Listening, Speaking, Reading, Writing):</p> <p>1. Primer 2. Story Track (big book or charted story, or experience story or listening story or small book), 3. Creative writing.</p>					
<p>40. Associate names of objects/pictures with their printed symbols.</p> <ul style="list-style-type: none"> Words with initial and final consonant sounds Words and syllables with initial, medial and final vowel sounds <p>(Listening, reading and writing)</p>	<ul style="list-style-type: none"> After this lesson, learners recognize and read the first letter and keyword from primer lesson one. Throughout the year learners will increase their competency in reading all the letters and sight words in the primer. Relate writing and drawing to letters being learned. 	<ul style="list-style-type: none"> Read the letters and words taught in the primer. Write or draw ideas or stories related to primer lessons. Summarize the story by using the Main Idea Hand. Invent a new story related to the key word or theme. 	<ul style="list-style-type: none"> Teacher follows the primer track lesson plan for lesson 1. (see appendix) Story track component: listening story incorporating the keyword/theme from the primer lesson Use the Main Idea Hand to determine the main idea of the listening story. Creative writing: Learners draw pictures relating to the theme or keyword of the primer track lesson. Then they "write" under the picture what the picture is about using the letter just learned. Teacher goes around the room encouraging students as they write. Do not correct spelling or handwriting during this activity. Emphasize meaning. Students tell about their stories either to the whole class or to their classmate / seatmate. 	<ul style="list-style-type: none"> Primer lesson 1 Listening story Main idea hand Paper and pencil for creative writing lesson 	
<p>41. Recognize rising and falling intonation and meanings they signal</p> <ul style="list-style-type: none"> yes-no questions wh- questions statement 	<p>Understanding the meaning of natural intonation in their own language.</p>	<ul style="list-style-type: none"> Demonstrate an understanding of the story by reading with proper intonation. 	<ul style="list-style-type: none"> Primer lesson 2 Following the story track, teacher reads with proper, natural intonation a story that includes questions and statements. (Teachers continue through the year to encourage students to read with proper intonation, i.e. natural speech.) Choral Reading: Teacher groups the students and gives each group a part to read. Ask students to read with enthusiasm. Students answer wh- and yes/no questions about the story. Students match word and phrase cards to words and phrases in the story. Teacher covers words in the story. Students read the sentence and fill in the missing words. Creative writing lesson: Use pictures and words if possible to represent students own ideas. 	<ul style="list-style-type: none"> Primer lesson 2 Story Track Lesson Big book or charted story. Word cards Phrase cards Blank cards for covering words. Paper and pencil for creative writing 	<ul style="list-style-type: none">

<p>42. Recognize that sentences in print are made up of separated words.</p>	<p>Demonstrate knowledge of word separation in a sentence.</p>	<ul style="list-style-type: none"> • Divide sentences into words. • Arrange words into meaningful sentences. 	<ul style="list-style-type: none"> • Primer lesson 3 • Following the story track, teacher reads a previously written experience story. • Teacher gives students sentence strips and then cuts the sentence apart at the word breaks. Then students put the words back in correct order and read the sentence to a classmate. (Only include words the students already have learned from the primer track and story track. Sentences should not be long and more than one student can work with the same sentence.) • Write or draw a story using the same theme or keyword from the primer. 	<ul style="list-style-type: none"> • Primer lesson 3 • Experience Story - use a previous experience story • Sentence strips with sentences already written on them. • Scissors. • Pencil and paper for creative writing lesson 	<ul style="list-style-type: none"> •
<p>43. Use words that describe persons, animals, places (describing words)</p> <p>(Listening, speaking, reading and writing including penmanship)</p>	<p>Practice using describing words in sentences.</p>	<p>Compose written, descriptive sentences.</p>	<ul style="list-style-type: none"> • Primer lesson 4 • Following the story track the teacher reads a big book or charted story with descriptive words. • Teacher focuses on descriptive words in the matching and hiding word activities. (See Story Track in Appendix) • Students think of a sentence with one of the descriptive words and share it with a classmate. • Students dictate to the teacher some sentences using the descriptive words discussed in class. Teacher writes the describing sentences on the chalk board and reads them with the students. • Students then copy one sentence from the board into their notebooks (penmanship). • Students “write” their own sentence using descriptive words. 	<ul style="list-style-type: none"> • Primer lesson 4 • Big book or charted story with lots of descriptive words. • Copy writing • Creative writing – 1 sentence • Pencil and notebook 	<ul style="list-style-type: none"> •
<p>44. Recognizing that sentences are made up of individual words in a specific order.</p>	<p>Sequence words correctly in a sentence so the sentences sounds like natural speech.</p>	<ul style="list-style-type: none"> • Formulate sentences by putting words in correct order. • Compose stories orally and in writing. 	<ul style="list-style-type: none"> • Primer lesson 5 • Students retell yesterday’s story in sequential order as teacher writes on the chalkboard or chart paper what the students say. Teacher reads the story with the students. • Teacher chooses three or four sentences from the story and writes them on the board. Students read the sentences. • Teacher erases board and hands out word cards with 	<ul style="list-style-type: none"> • Primer lesson 5 • Big Book Story from previous lesson • Word cards from sentences from previous story. 	<ul style="list-style-type: none"> •

			<p>one word on each card from the first sentence. Students line up holding their cards in the proper order. Everyone reads the sentence together. Follow this same procedure for all of the sentences.</p> <ul style="list-style-type: none"> • Creative Writing: Learners talk in small groups about a time they lost something. Then each learner draws a picture and writes as much as they can about their story. Then they share their stories and enjoy each other's experiences. 	<ul style="list-style-type: none"> • Creative writing lesson 	
45. Review Lesson			<ul style="list-style-type: none"> • Appendix Activity 12.1 (Guess sorting categories) • Review primer letters and activities from this week. • Word wall activities • Reread any stories and use Main Idea Hand • Review work breaks • Review descriptive words 		<ul style="list-style-type: none"> •
46. Predict outcomes	Propose possible next events.	<ul style="list-style-type: none"> • Predict what happens next in a story. • Supply endings to incomplete sentences. 	<ul style="list-style-type: none"> • Primer lesson 6 • Teacher reads a listening story and stops two or three times to ask students to predict what might happen next. • Predicting game – Teacher plays this game with the class with three different scenarios. Teacher says, "Yesterday I got in a jeepney and got almost to the store when something happened. What do you think happened?" Students predict what happened. • Teacher asks a learner to think of a story and tell it to the class. Teacher asks students to stop at some point so the class can guess what might happen next. Students predict what happened next. • Students "write" in their notebooks what happens next. Then share with their seatmates. 	<ul style="list-style-type: none"> • Primer lesson 6 • Listening story • Creative writing: orally creating a story together and then write it in their notebooks. 	<ul style="list-style-type: none"> •
47. Retell best-liked parts of a story heard Act out best-liked parts of a story heard	Retell and reenact stories heard.	Retell and reenact stories heard.	<ul style="list-style-type: none"> • Primer lesson 7 • Learners talk about yesterday's group of stories. Each group selects one story to reenact today. Allow as many groups to reenact or retell as time permits. • Learners choose their favorite story from the reenactments and write about it. • Writing: Write a Language Experience Story (LEA) about yesterday's and today's activities. In the LEA, students can dictate to the teacher their favorite stories and why they liked them. E.g. Teacher writes, "Rose 	<ul style="list-style-type: none"> • Primer lesson 7 • Listening story from yesterday. • Pencil and paper for creative writing lesson. 	<ul style="list-style-type: none"> •

			<p>said, 'I liked _____'s story because that happened to me one time.'" Let several students dictate sentences. Teacher can choose some recurring words from the sentences—possibly the word 'because' and teach those words as sight words.</p>		
48. Infer the feeling/traits of characters in a story heard	Infer the feeling/traits of characters in a story heard or read.	<p>Explain the feelings/traits of characters in a story heard or read by inferring.</p> <p>Evaluate actions associated with feelings.</p>	<ul style="list-style-type: none"> • Primer lesson 8 • Big book story that includes implicit feelings. • After reading the story, teacher focuses on the pictures from the book that show feelings of characters and asking the students to identify the feelings depicted. • Teacher introduces the words or phrases that indicate moods (i.e. "walked with his head down", "skipped home", etc. The focus of this lesson is to teach critical thinking skills and comprehension of the text by understanding what is not explicitly stated.) • Students talk about appropriate ways to demonstrate their feelings. • Students draw a picture depicting moods through facial expressions. Students write words and simple sentences to accompany their picture. • Students ask other students about their pictures. 	<ul style="list-style-type: none"> • Primer lesson 8 • Big book – about feelings (e.g. happy, sad, excited, surprised, crying...). • Feelings should be obvious in the pictures and in phrases. • Paper and pencil for creative writing lesson 	•
49. Infer what has happened before/after an event	Infer what has happened before and after an event.	Compose sentences that show inferences about what happens before and after an event.	<ul style="list-style-type: none"> • Primer lesson 9 • Teacher will direct the Common Experience. • Approximately ten students will dictate to the teacher sentences about a common experience they have had. (E.g. Did you ever get burned?...break a bone?, etc.) The teacher will write the sentences on the chalkboard including the student's names that dictated the sentence with quotation marks around what the student said. Teacher references the quotation marks explaining their use. • Teacher uses those sentences to teach the children inferences about before and after. E.g.: Were they looking where they walked, did they see.... what happened afterwards? • Teacher reads the sentences together with the students using the reading plan. • Students draw a picture about something that happened 	Primer lesson 9 Common Experience story	

			<p>to them and add text.</p> <ul style="list-style-type: none"> • (While students write creatively, the teacher writes down the sentences that are on the chalkboard to put on chart paper for later use.) 		
50. Review Lesson			<ul style="list-style-type: none"> • Appendix Activity # 12.2 (Match letter cards) • Review primer letters and activities from this week. • Teach sight words from the last few lessons. • Reread any stories and use Main Idea Hand • Review predicting and retelling • Word wall activities, such as, “What word from the word wall means _____?” • Game – The teacher reads or says words and then students point to the appropriate consonant that begins or ends those words. • Sequencing activity 		
51. Talk about topics of interest in 2 – 3 sentences.	Talk about topics of interest in 2 – 3 sentences.	<p>Create two to three written sentences about topics of interest.</p> <p>Connect feelings to experiences of characters in literature.</p>	<ul style="list-style-type: none"> • Primer lesson 10 • Before rereading the Common Experience story from Lesson # 49, the teacher asks students, “Who, did what, when, where, and why?” questions about the common experiences. Allow students to answer orally. • Teacher rereads big book from previous lesson (Lesson # 48). • Teacher leads a discussion of talking about topics of interest related to the big book. • Students describe personal experiences related to feelings in two or three sentences. (When were you happy/excited/sad...? Teacher will have to help students expand their answers to the question.) • Students write more feeling words under their drawing from lesson 46. Teacher may write feeling words on the board for students to copy. Ask students to expand their sentences as much as possible. 	<p>Primer lesson 10 Big book from lesson 48 about feelings.</p> <p>Pencils, notebooks</p>	
52. Select the details from a picture or set of pictures	Write for different purposes such as making a list.	<ul style="list-style-type: none"> • Identify the details from a familiar picture or set of pictures and talk about those details. 	<ul style="list-style-type: none"> • Primer lesson 11 • Teacher presents the picture and asks the class to tell her what they see in the picture. The teacher gets the class to talk in more detail about the picture, relating it to their own experiences. Teacher expands the students’ oral language by adding “new” vocabulary (see pictures 	<p>Primer lesson 11 Cultural picture/s related to a theme.</p> <p>Opposites big book</p>	

		<ul style="list-style-type: none"> Rearrange information in a different format, i.e. lists. 	<p>to generate words in appendix)</p> <ul style="list-style-type: none"> Teacher then points out opposites from the picture (big and little, fast, slow; tall and short; hot and cold ;). Teacher writes opposite words on board and teaches them as sight words. Teacher reads Opposites Big Book to class using the Reading Plan. Teacher will show students how to make a list. She will write one of the Opposite words from the Opposites Big Book on the chalkboard. Then, she will tell the students that she will be listing things under the word that pertain to this word. For example, if she chooses the word “Heavy”, she will list under “Heavy” things the children are familiar with that are heavy—a pig, a truck, a house, a tree. Make sure they understand this is a list—not sentences. Then ask the students to pick one of the words from the Opposites Big Book and list things under the word that can be described in that way. 		
53. Use singular form of nouns in L1 Use the plural form of nouns in L1	Distinguish between the singular and plural form of nouns.	Distinguish between the singular and plural form of nouns.	<ul style="list-style-type: none"> Primer lesson 12 Teacher reads the charted story with the class and then asks students to tell her how many of particular items are in the story. How do you know how many? What tells us there is more than one? How do we know there is only one? Hide a word activity: Cover the plural word. Cumulative story activity: Teacher begins saying, “I have one ____”. She then points to a student who says, “I have two ____”. That student then points to someone else who says, “I have three ____”, etc. up to # 10 then start over from one. Creative writing: Students write about something they have one or more than one of. 	Primer lesson 12 Charted story with singular and plural nouns	
54.	Show an understanding of the elements of stories such as main characters, setting and events.	Demonstrate an understanding of the elements of stories—characters, setting, and events.	<ul style="list-style-type: none"> Primer lesson 13 Read the small book story with the reading plan. Oral talk about the characters, setting and events of the story. Flip paper activity: Teacher demonstrates how to fold the paper for a flip paper activity. (See Appendix) Students write L1 words for Characters, Setting, and 	Primer lesson 13 Small book story	

			<p>Events on each one of the top flaps.</p> <ul style="list-style-type: none"> • Under the flaps, the students list the names of the characters, the setting, and the events from the story the teacher has just read. Teacher walks through the class checking for understanding as the students work. • Teacher summarizes the lesson by reviewing the words in L1 for Characters, Setting, and Events. • If time, students work with a partner to identify the characters, setting, and events of stories in other small books (or a charted story if there are no small books.) They can then make another flip paper and write or draw the appropriate information under the flaps. 		
55. Review Lesson			<ul style="list-style-type: none"> • Appendix Activity # 13.1 (Identify differences in pictures) • Review primer letters and activities from this week. • Review opposites (Can use the Word Wall for this activity) • Review quotation marks in a story. Direct a choral reading activity to practice reading quotation marks in a familiar story. • Reread any stories and use Main Idea Hand • Show and tell to review topics of interest. Students bring something from home that has special significance and tell about it in two or three sentences. • Pantomime moods and students guess what they are pantomiming. • Make a list of something in the class, such as, all of the boys' names. 		
56. Tell what the story is about: <ul style="list-style-type: none"> • A composite picture: e.g. a garden scene; • A solo picture: e.g. a red rose 	<ul style="list-style-type: none"> • Identify details from stories and pictures. • Identify words that name places in stories and pictures (setting). 	<ul style="list-style-type: none"> • Identify, verbally and in writing, parts of a picture and/or story • Classify words that name places in stories and pictures (setting). • Formulate lists of words that name places. 	<ul style="list-style-type: none"> • Primer lesson 14 • Teacher shows a picture from the theme to students and asks them where the activities are taking place in the picture. • Then, she asks them to find all the objects in the picture. She lists the objects on the board as students name them. (Some of the words should be familiar to the students at this point and some will be new. No more than 10 new ones.) • Teacher reads the list of objects with the students (reading from top to bottom to model the reading of a 	Primer lesson 14 Picture from theme to elicit conversation Charted story or Big Book	

			<ul style="list-style-type: none"> list.) Teacher reminds students of how they need to look at the first letter, say its sound, and then go to the next letter, etc. to read words they are not sure of. Teacher then points to words randomly to see if students can read them. Teacher reads Charted story or Big Book. Students write a list of words that are names of places. Students find words on the board that they can read. Then students write them in their notebooks and then draw pictures to illustrate the words. Optional activity, students can make a list of all of the words that begin with certain letters or that contain certain letters. 		
57. Use pronouns in the L1.	Read and write pronouns accurately and correctly. .	<ul style="list-style-type: none"> Recognize written pronouns. Complete written sentences with the correct pronoun. Create sentences orally and in writing that use pronouns correctly. 	<ul style="list-style-type: none"> Primer Lesson 15 Listening story about a boy and a girl, each taking care of a personal possession. After the teacher tells the story to the class, she asks, "Who is in the story?" What did they have?" What did they do with it? Students will dictate complete sentences to the teacher who writes them on the board. After writing them on the board, if the students used pronouns, draw their attention to them showing how they are written and what they represent. If they did not say pronouns, but repeated the noun, the teacher will show them how the sentence looks with the pronoun and how it sounds better in speech and in writing. Teacher will list the pronouns on the board and the students will read the pronouns with the teacher. Cloze Activity—students fill in the blanks with the correct pronoun, correctly spelled. Students create short sentences in their notebooks using pronouns in their notebooks. (They can refer to the pronouns on the board to assist them in their writing.) 	<p>Primer lesson 15 Listening story Cloze activity—two sentences together. The first sentence has all of the nouns filled in; the second sentence refers to the first but has a blank for the pronouns. E.g. "The boy ran to the school. ____ (<i>He</i>) got to his class on time."</p> <p>Pencils and notebooks</p>	

<p>58. Note details in a selection heard answering wh-questions identifying characters, setting, and events</p>	<p>Note details in a culturally appropriate story (heard or read) by answering questions about characters, setting, and events.</p>	<p>Demonstrate the ability to read and identify characters, setting, and events.</p>	<ul style="list-style-type: none"> • Primer lesson 16 • Teacher reads a familiar story to the students from a previous lesson. After reading, she passes out questions about the story written on strips of paper to groups of students. The students will read the questions and write down the answers. They can be questions like, “Who is this story about?” “Where did he live?” “Where did he go first in the story?” Etc. • Students will read their answers to the class. Teacher gives positive feedback. • The teacher demonstrates how to fold the paper for a flip activity. [As was done in lesson # 54.] • Students write L1 words for Characters, Setting, and Events on each one of the top flaps. • Under the flaps, the students list the names of the characters, the setting, and the events from the story the teacher has just read. Teacher walks through the class checking for understanding as the students work. • Teacher summarizes the lesson by reviewing the words in L1 for Characters, Setting, and Events. • If time, students work with a partner to identify the characters, setting, and events of stories in other small books (or a charted story if there are no small books.) They can then make another flip paper and write or draw the appropriate information under the flaps. • Creative Writing: Student will write, as much as they are able, about a character from a book they have read or heard recently. (Students may talk about the character to a seatmate before writing.) 	<ul style="list-style-type: none"> • Primer lesson 16 • Previously read Big Book or Charted Story. • Small books (if possible) Charted story if there are no small books • Paper for folding lengthwise and dividing into 3 sections. One for characters, one for setting and one for events. • Pencils and notebooks 	
<p>59. Answer wh-questions based on stimuli presented Objects; composite pictures, experience charts</p>	<p>Use the answers to wh-questions to write a language experience story together.</p>	<p>Create sentences that answer who, what, when, where, why, and how.</p>	<ul style="list-style-type: none"> • Primer Lesson 17 • Teacher will direct the students in a common activity or short “trip” outside the classroom. • When they return to the classroom, the teacher will ask wh- questions orally and by holding up the wh- words on cards. The students will answer. The teacher will write down the answers on the chalkboard, making a Language Experience Story. (E.g. teacher asks who did what? Students say “We all went down to the garden to 	<ul style="list-style-type: none"> • Primer lesson 17 • Language Experience Story • Word cards in L1 that say “who”, “did what”, “when”, 	

			<p>see..." Teacher says "What did you all do?" students give a complete sentence answer and teacher writes this on the board...)</p> <ul style="list-style-type: none"> • Teacher will read the story with the students. • Teacher will ask students to answer wh- questions about the story as she holds up the word cards without saying the words. (Students read the words and answer the wh- question about the LEA.) • Students read the story. Students come up and find the part of the LEA that answers who, what, when, where, why, and how. (Teacher gives hints about words in the sentence that the students can look for, like initial sounds or capital letters for names, etc.) • Creative Writing: Student will write, as much as they are able, about a place they are familiar with. (Students may talk about the place to a seatmate before writing.) 	"where", "how", and "why"	
60. Review Lesson			<ul style="list-style-type: none"> • Review primer letters and activities from this week. • Review characters, setting and events of stories read earlier this week. • Substitute pronouns for nouns in written sentences. Teacher uses charted story that contains names. Students try to determine what pronouns can be substituted for names in the story by placing pronoun word cards over the names and rereading the sentence to make sure it sounds right. • Add new words to word wall • Students find words that name (characters), words that describe or name places (like house, school, market), time words (like morning or evening, first second and last...), etc. on the word wall. • Formulate sentences with singular and plural nouns. • Compile lists of pronouns. 		
61. Perceive relationship Source: e.g. egg-chicken; Function: e.g. table-trees; Part-Whole: e.g. eyes-	Across the Curriculum— Content area—science Read for information	<ul style="list-style-type: none"> • Locate and restate information from nonfiction sources. • Rearrange information from texts. 	<ul style="list-style-type: none"> • Primer lesson 18 • Read Big Book with culturally appropriate content about skin, hair, feathers, scales, and fur • Word cards with words "hair", "feathers", "scales", "fur" and "skin" on them. <p>Matching word activity:</p> <ul style="list-style-type: none"> • Teacher holds up a picture of an animal and students 	Primer lesson 18 Big Book about skin and skin coverings for different beings—hair, feathers, scales, fur, etc.	

face			<p>say the name of the skin covering.</p> <ul style="list-style-type: none"> • Teacher holds up a picture of an animal and students point to the word that has the correct skin covering written on it. • Matching activity: Teacher passes out the word cards to the students (hair, feathers, scales, fur, skin) and students come up and put the correct word by the animal that has that kind of skin covering. (Pass out the word cards again and again so that all students have a turn matching word cards to the correct animal.) • Creative Writing: Teacher has a word bank (a list of words) on the board pertaining to animals that students can read. (Color words; action words like run, crawl, fly; size words; and skin covering words). Teacher demonstrates how to choose an animal and write some sentences about the animal using the word bank. Teacher models process three or four times with student participation. (E.g.: teacher chooses the word dog and asks what action word goes with dog. "Is it fly?" "No teacher, use run" students say. The teacher says, "Where shall the dog run?" Students suggest a place the dog runs to..., etc.) Then, students will choose two sentences they created on the board and write and illustrate them in their notebooks. 	<p>Pictures of animals with different skin and skin coverings Word cards for skin covering words for the word bank.</p>	
62. Infer what a person or animal does	<p>Speak, read, and write words in L1 that use inferences to describe how people and animals use their five senses.</p>	<p>Relate knowledge of the five senses to a fictional account.</p> <p>Use inferences to describe how people and animals use their five senses.</p>	<ul style="list-style-type: none"> • Primer Lesson 19 • Before taking the students on a walk, tell a story about a child who doesn't pay attention to his/her surroundings and misses out on activities or conversations as a result of not paying attention. Then, tell about a child who sees and hears everything and is safe, content, and gets to participate in many activities, enjoying him/herself. • Teacher then takes students on a short walk where they will use their sense of touch to describe how things feel, their sense of smell, sight, hearing, and possibly taste. Talk about being aware of all of these things and safety issues like not touching hot things, not walking into a road where cars are driving, not approaching a strange dog, watching where you walk so you don't step on dangerous things. 	<p>Primer lesson 19 Listening Story Language experience story—how things feel to the touch, how they sound, look, smell, and taste.</p> <p>Pencils, notebooks</p>	

			<ul style="list-style-type: none"> • When they return to the classroom, together they will write an LEA about using their 5 senses and paying attention to their surroundings. • Creative Writing: Students will write about their favorite part of the above activity. 		
63. React to what the character said or did in a story listened to	Tell and write about events in a story	<ul style="list-style-type: none"> • Rearrange sequential information from a story. 	<ul style="list-style-type: none"> • Primer lesson 20 • Read charted story about a character that did several things. • Discuss the events of the story by asking students to come up and point to the part of the story that shows what the character did first, next, and last. (Can use language like beginning, middle and end; or first, next, last; or first, second, third...). • After a discussion of the story and what the character did, the teacher directs students to make a Flip Paper with three flaps. (See Appendix) The first flap should say “beginning”, the second flap should say, “middle”, and the last flap should say “end”. The students will write about something the character did in the beginning under the first flap. (Some students will copy from the charted story and that is ok. Some students will want to write their own sentences and that is ok, too.) Students will write about something the character did in the middle under the second flap and write about something the character did in the end under the third flap. • Students will share their work with their classmates. 	<p>Primer lesson 20 Charted Story Flip paper—sequencing first, second, last</p> <p>Pencils, paper notebooks</p>	
64. Ask and answer questions Use short answer forms to questions E.g. Who is your teacher? Does the dog bark?	Speak, read and write appropriate question words with confidence.	<ul style="list-style-type: none"> • Demonstrate ability to read and write questions correctly. • Compose questions using appropriate words. 	<ul style="list-style-type: none"> • Primer lesson 21 • Big Book that asks and answers questions in culturally appropriate ways • After reading the big book, teacher directs the students’ attention to question words and question marks. • Matching word activity—question words • Game to practice asking appropriate questions: Teacher tosses a ball to a student and asks an appropriate question. Student answers, and then throws the ball to another student, asking an appropriate question. Continue until all students have had a chance to ask and answer questions. 	<p>Primer lesson 21 Big Book</p> <ul style="list-style-type: none"> • Ball for game • Questions that students can read written on small pieces of paper. • Question words written large enough for all 	

			<ul style="list-style-type: none"> Teacher writes on pieces of paper some of the questions from the Big Book plus other questions the students can read. (Like, "What is your name?" "Do you have a brother?" "Do you have a pet?" "Where do you live?") Pass the papers out to the students and ask them to read the questions to some of their classmates, expecting the classmates to answer. Then, they can pass the paper to another of the classmates so they can read the question to other classmates. Creative writing: Teacher writes the question words on the board so that all students can read them. Students write as many questions as they can in their notebooks. Teacher directs students to use question marks as much as possible. 	<p>students to see.</p> <p>Pencils and notebooks</p>	
65. Review Lesson			<ul style="list-style-type: none"> Review primer letters and activities from this week. Review characters, setting and events. Review sight words of who, where, what and when on word wall. Review making short sentences. Teacher helps the students form new short sentences related to any of the activities done during the week. Make a list of animals with the same attributes. For example, list all animals that fly, that have scales, etc. 		
66. Identify words that rhyme in 2-3 stanza poems Recite short verses, two-stanza poems with correct intonation and stress	Read, recite and identify words that rhyme in 2-3 stanza poems	Substitute new rhyming words in known poems.	<ul style="list-style-type: none"> Primer lesson 22 Charted poem or song Teacher reads the charted poem or sings the song to the students and then the students read the poem or sing the song with the teacher. Choral reading of the poem or song Teacher reads the poem again and stops at the rhyming words. Students supply the rhyming words. Then, students say the rhyming words. Hide the word activity: Rhyming words Change the words to make a new poem or song. For example, instead of "Mary had a little lamb" change it to "Mary had a little _____." Then see if the students can add new rhyming words. Penmanship: Copy the poem or song into their notebooks. 	<p>Primer lesson 22</p> <p>Charted poem or song</p> <p>Pencils, notebooks</p>	

<p>67. Give commands/directions - two-step direction</p>	<p>Follow two-step directions</p>	<ul style="list-style-type: none"> • Complete instructions by following directions. • Create stories using speech bubbles to show narration. 	<ul style="list-style-type: none"> • Primer lesson 23 • Listening story: Teacher reads or tells the story to the students. Let the students predict what will happen in some parts of the book when the child does not listen. • Oral main idea activity: Include who did what, when, where, why, and how. • Play “Pedro says” with more complicated directions than the ones done at the beginning of the year. For example, “Touch your head and jump.” They must listen to both commands, not just one. • Let students give two-step commands to classmates. • Creative writing: Draw characters and write commands in speech bubbles. 	<p>Primer lesson 23 Listening story—the child who didn’t listen</p> <p>Pencils and notebooks</p>	
<p>68</p>	<p>Demonstrate the ability to compare and contrast two similar items.</p>	<p>Compare and contrast attributes of two known characters.</p>	<ul style="list-style-type: none"> • Primer lesson 24 • Teacher will refer to two characters of stories the children are familiar with, asking the students to describe each one—what kinds of things they did, what kind of person they were, etc. List their answers on the board under the name of the two characters. • After listing attributes of the two characters that the children have dictated, ask the students to show you characteristics that both characters have in common. Mark them somehow to show they are very similar. • Then read the attributes that are left. Are they things that are different about the characters? If so, mark them in a different way. • Teacher will let the children know that this is comparing and contrasting. Teacher makes sure this academic vocabulary is taught in L1 only. Do not retain the English words “compare” and “contrast”. • Teacher writes on the board the names of some of the characters in stories read recently – e.g. the child who didn’t pay attention to his/her surroundings, the one who is a good listener, etc. Teacher reads those names to the students and asks students to pick one and write that name in their notebook along with at least five words that would describe that character. <p>Creative Writing: Students will describe a character in their notebooks with at least 5 words. Then, they will compare</p>	<p>Primer lesson 24 Reread two previous stories with good character descriptions</p>	

			their character and words with the work of their seatmates and classmates.		
69. Note details in selection listened to		Compose sentences to describe pictures.	<ul style="list-style-type: none"> • Primer lesson 25 • Big Book • Teacher will use a Wall Story to help the students recall details after reading a Big Book story using the reading plan. • Use the pictures for retelling and sequencing the story. • Students (in groups) will write captions for each of the details in the pictures. This is a good opportunity for the teacher to talk about what makes a good sentence (necessary parts – like naming words and action words, beginning with capital letters and ending with periods) in the L1. • Sequence the pictures and captions and attach to the wall. • Creative Writing: Each student will write as many complete sentences as possible in their notebooks. 	Big Book Copied pictures for Wall Story (See Appendix for directions) Paper for Wall Story captions Pencils, notebooks	
70. Review Lesson			<ul style="list-style-type: none"> • Review primer letters and activities from this week. • Use beginning, middle and end in relating to recently read stories. • Review the five senses and related words from the word wall. • Review the question words as sight words and the question mark. • Change a story that uses question marks to one with speech bubbles. (Speech bubbles are round circles above a character's head that contain the words that the character is saying. They are often used in comic strips.) • Review how to write a sentence and how to write a question. 		
71. Use singular nouns in L1 Use Plural marker for regular nouns in L1		<ul style="list-style-type: none"> • Relate a common experience. • Select a part of a story to illustrate. 	<ul style="list-style-type: none"> • Primer lesson 26 • Language Experience Story: Losing Your First Tooth. Students dictate their sentence about losing their own tooth or what happened when a brother or sister lost their tooth. When the teacher writes the story, she will use students' names and quotation marks. • Students draw a picture of their favorite part of the tooth 	Language Experience Story Pencils, paper, crayons Notebooks	

			<p>losing experiences.</p> <ul style="list-style-type: none"> • Teacher cuts out the sentences and puts them with the illustrations. • Read around the Room: Practice reading words and phrases on the Word Wall and around the room. • Creative writing: Write their own story about losing their tooth or something similar. 		
<p>72. Tell what the set of related sentences are about - Give the appropriate heading for a set of sentences</p>		<ul style="list-style-type: none"> • Decide on the main idea of a group of pictures and/or sentences • Decide on a title for a story. 	<ul style="list-style-type: none"> • Primer lesson 28 • Charted story: Tell students they will be thinking of a title for the story when the teacher finishes reading it. Teacher suggests an <i>inappropriate</i> title and asks for students' input. Each time students should say that is not a good title. Then teacher asks students what a good title would be. Class agrees on one title and teacher writes it on the chart. • Teacher writes several very short stories (four sentences per story) on the chalkboard. (e.g.: Johnny has a dog. His dog learned to sit. His dog learned to fetch. Johnny like his dog.) Class works together to name each story. • Teacher asks the students who, what, when, where, how and why questions and then asks them to give a name to the story telling what it is mostly about. • Teacher gives small groups of students short sentence strips from a short story. Students read the sentences and write a title for the sentences. • Teacher shows pictures from the oral language development curriculum or themes and asks students to give a name or title to each picture. • Creative Writing: Draw a picture representing a recent experience and give their picture a title. Then share with classmates or seatmate. 	Charted story	
<p>73. Impersonate well-liked characters in a story heard</p>	<p>Impersonate characters in a story.</p>	<p>Demonstrate understanding of a story by drama/role play.</p>	<ul style="list-style-type: none"> • Primer lesson 29 • Big Book story about a real or fictitious character • Dramatize story in small groups • Pantomime feelings and students guess the feelings (Teacher can model this activity and then ask for student volunteers to do some pantomiming.) • Teacher draws faces on the board representing feelings 	<p>Big Book story</p> <p>Face pictures Word cards</p>	

			<p>such as sad, happy, angry, surprised, etc. and asks the students to tell her what the corresponding emotion is. Teacher writes that word under the picture. Teacher writes the words on slips of paper and students could find where they belong on the word wall.</p> <ul style="list-style-type: none"> • Creative writing: Students draw a person showing a strong feeling and write as much as they can about that story. 		
74. Give a possible ending to a situation/story heard		Create a new ending for a story.	<ul style="list-style-type: none"> • Primer lesson 30 (if needed) • Read listening story and stop every so often asking students to predict what might happen next. Before the ending ask students (in small groups) to create their own ending. Then the groups share their ending with the whole class. Teacher may then read the actual ending. • Teach sentence endings by giving orally partial sentences and asking students to fill in the ending. E.g.: On Saturday Lisa went to _____. Last night I saw _____. Yesterday Jose ate for lunch _____. <p>After doing this orally, teacher writes at least six new sentences on the board with blank endings and asks students to write those sentences in their notebooks and provide possible endings. Students can use the word wall and all visible print in the classroom to help them finish those sentences.</p>	<p>Listening story Sentences for oral activity Sentences for board work.</p> <p>Pencils and notebooks</p>	
75. Review Lesson			<ul style="list-style-type: none"> • Review learned words through dictation and spelling practice. • Practice reading sentences that are incomplete... students must write their own ending. • Practice making titles for pictures. • Ball game – teacher throws the ball and asks a wh-question (like where), students answer and then ask someone else a wh- question as they toss the ball to another student. • Reread any stories from previous lessons. • Review primer letters and activities from this week. • Review comparing and contrasting with people and places. • Practice writing short sentences. 		

<p>76. Make inferences - Infer hidden information from oral texts</p>		<ul style="list-style-type: none"> • Connect objects to use. • Apply knowledge of objects to drama and stories. 	<ul style="list-style-type: none"> • Teacher reads a small book story (such as a folktale) to the class. As the teacher reads she stops from time to time to ask inference questions (E.g.: how do you think the character feels? Why did the character do this? What time of day do you think it was? Etc.) • Show different objects to the children and ask who would use it and what would they use it for, E.g.: a hat, gloves, boots, potato peeler, pot, pencil, etc. Then teacher asks if any of the students use any of the objects and what they use it for and why? • In small groups, students plan and pantomime a sequence of events. The rest of the class guesses what they are doing, when they might do it, what they might need to do it and why they might do it. E.g.: planting rice, playing marbles, flying a kite, fishing, cooking, taking a bath, etc. Teacher may assign secretly what each group will pantomime in order to speed the activity. • Children draw and write a short story about the event their group pantomimed. 	<p>Teacher reads a small book story (folktale?) or listening story to the class</p> <p>Small objects</p> <p>Pencils and notebooks</p>	
<p>77. Talk about topics of interest in 3-4 sentences</p> <p>Use singular and plural nouns.</p>		<ul style="list-style-type: none"> • Explain the importance of an object. • Classify words according to singular or plural. 	<ul style="list-style-type: none"> • Show and Tell: Students bring something from home or from the forest or their walk to school, etc. (Teacher has to tell them the day before so students can come to school prepared). Each student shares their object and talks about it in 3 – 4 sentences telling why they like the object, what they like to do with it, etc. Teacher models talking about an object before children do it. • Together the class writes an LEA story about the previous activity, dictating sentences to the teacher. Teacher reads the story with the class using the reading plan. • If more than one student brings the same thing, teacher can call those students to the front and talk about singular and plural words. E.g.: Five students bring beautiful leaves to class and discussion focuses on one leaf, two or more leaves, etc. Teacher creates word cards that show singular and plural: e.g.: mango, mga mango, etc. Put on the word wall. • Teacher has students each take a content word from the word wall and then use that word in singular and plural form orally and then in writing in their notebooks. 	<p>Objects from home, Word cards (plural marker at least)</p>	

			Teacher models this first on the board. E.g.: leyaki: I see a boy on the play ground. Mga leyaki: I see several boys on the playground.		
78. Perceive relationship shown in pictures. Identify the cause of a given effect		<ul style="list-style-type: none"> Explains cause and effect using objects and pictures. Rearrange sentences to show cause or effect. 	<ul style="list-style-type: none"> Using either pictures or real objects, the teacher shows at least four or five pairs of two contrasting things and asks students to say what caused that to happen. E.g.: a healthy plant in a pot and a dead plant in a pot; a glass full of milk/water and an empty glass; a newspaper and a piece of torn newspaper; a new crisp book and a well worn book; a clean shirt or rag and a dirty shirt or rag. Teacher gets class to talk about what happened or didn't happen to change each object. Teacher then writes 4-5 effects on the board and students have to think of the cause that went before that given effect. E.g.: a dirty shirt, a broken pencil, a hole in my shoe. Teacher writes the cause given by the students on the board next to the effect. Then teacher hands out cause and effect phrase cards (either to each individual or to small groups). One card will have a cause written on it and another card will have its corresponding effect written on it. Teacher calls on one group or individual to go to the front of the class and read their card. Then the teacher asks which individual or group has the corresponding cause or effect card. That individual or group goes to the front and the class reads both cards. Continue in this manner until all groups have had a chance to participate. Teacher may have to help find the group with the correct corresponding card. Each child selects one cause and effect and expands it into a short story with pictures. 	<p>Pictures or real objects showing cause and effect</p> <p>Cause and effect phrase cards</p> <p>Pencils and notebooks</p>	
79. Infer details in passages that are not signaled explicitly		<ul style="list-style-type: none"> Create riddles using descriptive words to supply information. 	<ul style="list-style-type: none"> Begin with a song or poem to generate discussion and review rhymes. Then teacher introduces age appropriate riddles and enjoys them with the class. If any students can share riddles, allow them that opportunity. Review words that describe – colors, sizes, shapes and play the “I Spy” game. (This is a guessing game that requires prior information. See lesson # 13 for I spy instructions.) 	<p>Charted Song or poem</p> <p>Riddles</p> <p>Pencils and notebooks</p>	

			<ul style="list-style-type: none"> Teacher teaches students to write riddles. (E.g.: It is big and round and yellow. What is it?) Then students write their own riddles in their notebooks. Students read their riddles to others in the class and guess each other's riddles. Teacher gives opportunity for students to share their riddles with the class. 		
80. Review Lesson			<ul style="list-style-type: none"> Review riddles by making up some new ones and having students guess and share their own. Practice writing sentences with one object and more than one object to use the plural marker. Play four corners game (see appendix) with the question where.... Put four places up in the four corners (e.g. at home, at school, at the park, at the market/store). Then teacher asks individuals or groups, "Where would you feed the chickens?" "Where would you write in your notebook?" (More than one option may be correct). "Where would you buy a hand of bananas?" "Where would you play ball?" "Where would you clean your room?" "Where would you see the man who sells fish?" Etc. Teacher can ask each individual or one person from each group to justify their answer. Review incomplete sentences: Teacher writes incomplete sentences on the board and students copy and complete them in their notebooks. 	<p>Riddles</p> <p>List of objects for singular and plural activity</p> <p>Four phrases identifying locations for game</p> <p>Incomplete sentences to write on the board</p>	
81. Predict outcomes. Tell the possible ending of a situation presented through pictures.		<ul style="list-style-type: none"> Complete stories demonstrating knowledge of cause and effect. 	<ul style="list-style-type: none"> Oral story told by the teacher: Teacher describes a common scenario such as children building something in the yard with sticks, stones, leaves, etc. A dog comes running through the yard and children predict what might happen. Other possible scenarios: A sick child who is visited by someone that tells the sick child a story; a boy fixing his bicycle and someone comes along and helps complete the job... Teacher reads a short story written on the board of 3-5 sentences. (e.g. I forgot to close the gate on the pig pen this morning. I cannot find the pig! I'm looking everywhere. Aha! There he is! He is in the _____.) Students provide the ending to the story. Teacher then writes a couple more stories on the board and students copy them into their notebooks and complete the story 	<p>Oral stories that contain situations of cause and effect.</p> <p>Short story written on the board.</p>	

			as they choose.		
82. Give events that could happen next		<ul style="list-style-type: none"> • Predict what could happen next. • Retell a story in their own words. • Create a class book 	<ul style="list-style-type: none"> • I See a Tail: Either in big book or small book form. Read with the children and let them predict what the animal is. May have to change some of the animals to commonly known animals. • Class makes a book of new animals with tails: Students write their own page and teacher helps them put the pages together and staple as a book with a cover, title, authors, date of publication, etc. Students can color their own pictures. This might be an all day activity or even a two day activity. • Students read the Class Book and retell the story in their own words. 	I See a Tail: Big or Small book Class Story	
83. Infer what could have happened before/ after an event		Rearrange sentences to tell a story in the correct sequence.	<ul style="list-style-type: none"> • Charted story with sequential events • Teacher follows the reading plan to teach the Charted Story. • When the students are familiar with the story, the teacher passes out sentence strips from the story to groups of children. • The children put the sentences back into order by reading and rereading to see what sentences come before and after theirs. (Each group can have several sentence strips and do the activity by themselves or groups can cooperate with each other to do the sequencing activity.) • Wall story with captions: Each small group has a large piece of paper and illustrates one of the sentence strips. Then the groups put their illustrations on the board above the sentence strip. 	Charted story Sentence strips for Wall story	
84. Write sentences from a picture stimulus		<ul style="list-style-type: none"> • Modify sentences to include more descriptive words. 	<ul style="list-style-type: none"> • Using a picture with a lot of action in it, class discusses what could be said about different components of the picture. Teacher can walk down the aisle and ask each student to say something about the picture that hasn't been talked about yet. • Expanding Sentences: The teacher models writing a basic sentence on the board and then expands that sentence to include more descriptive words. (E.g.: The little girl is jumping rope... The little girl with the pink dress and blue tennis shoes is happily jumping rope 	Detailed picture Sentences for modeling expanding sentences	

			<p>while playing with her friends.) Teacher will do this three or four times so the students will understand the activity.</p> <ul style="list-style-type: none"> Students are asked to write two or three sentences about other activities going on in the picture and to expand their sentences by using color words, location words, etc. This can be done in two steps – first the simple sentence and second the expanded sentence. Students can use word wall words and other print sources to help expand their sentences. 		
85. Write a different story ending to a story read/heard		<ul style="list-style-type: none"> Create a new ending to a story. Plan a dramatic presentation of the story plus the new ending. 	<ul style="list-style-type: none"> Teacher reads or tells part of a story. Then small groups plan and act out their own endings. Each group reenacts the story and adds their own ending. Then teacher talks about how different endings are possible. This activity will take awhile to complete. Then students each try to write their group story individually in their notebooks and illustrate their story. 	<p>Previous story to reread</p> <p>Pencils and notebooks</p>	
86. Review lesson			<ul style="list-style-type: none"> Reread any stories, songs, poems, riddles that students choose from what was done before. Use the Main Idea Hand for the literature read. Class story: Each pair of students makes a page for the class book about what they learned or liked in first grade. Teacher provides each pair of students with one 8 ½ by 11 sheet of paper with lines at the bottom for their writing and room at the top for their illustration. Teacher helps class put the book together with a cover and title page, etc. 		
<p>Subsequent lessons during the year are to be planned by the teacher to re-teach some of the above concepts, build fluency in reading and continue to strengthen and develop critical thinking skills. The Appendices are a resource of ideas for additional activities. Comments or suggestions on this document are welcome! Please communicate suggestions to BEE Director's office, and to SIL International, Philippines.</p>					

**APPENDIX A: ADDITIONAL ACTIVITIES AND EXPLANATIONS TO ACCOMPANY THE MTB MLE CURRICULUM
FOR L1 READING AND WRITING -- PHILIPPINES 2010¹**

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¹ Though these ideas are written in English as the common language across groups, they are all intended to be adjust to and carried out in the first language of the learners in MTBMLE classes.

Choral Reading

Choral reading is reading aloud in unison or in groups with a whole class of students. First the teacher reads and discusses a selection with all the students. Then, groups of students reread parts of the text together with the teacher. Choral reading helps build students' fluency, self-confidence, vocabulary knowledge, motivation, and enjoyment of literature. Reading and rereading shared texts may have the additional benefit of building a sense of community in the classroom.

How Choral Reading Can Foster Fluency in Struggling Readers

Choral reading provides support for students who may ordinarily feel self-conscious or nervous about reading aloud in class. Reading along with more fluent readers enables less proficient readers to be successful with a shared text. Choral reading may provide the support necessary to encourage struggling readers to take risks and build their confidence. When students participate in choral reading on a regular and repeated basis, students will internalize the fluent reading of the text being read and begin to transfer their developing fluency to other texts.

Choosing Texts for Choral Reading

Almost any text can be read chorally. Shorter texts with rhythm and distinct parts often work best. **When writing texts on charts, writing the parts for the different groups of readers in different colors helps the readers not to get confused.**

Types of choral reading (adapted from *The Fluent Reader* by Timothy Rasinski)

Antiphonal -- Divide the class into groups and assign parts of the text to each group. Give students an opportunity to practice how they will read before bringing them back together to chorally read together.

Dialogue -- Select a text that contains different speaking parts. Assign the part of the narrator to one group and each character to other groups.

Cumulative Choral Reading -- The number of students reading gradually builds as the text is read. An individual or small group reads the first line or section of a passage, and then they are joined by another group. By the end of the passage, the whole group is reading. (This can also be done in reverse, starting with whole group and ending with just one person or group.)

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Rasinski, T. V. & Padak, N. (2004). *Effective reading strategies: Teaching children who find reading difficult* (3rd ed.). Columbus, OH: Pearson.

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Cloze Procedure

A cloze procedure is a "fill-in-the-blanks" activity where the learner uses clues from the story to supply words that have been deliberately removed from the text. Learners need to know both the grammatical possibilities for each blank and the context of the story in order to successfully fill in the blanks. Sometimes the words that can be used in the blanks are given as a "word bank" listed on the board or on paper for the students to use when they need them.

A "word bank" is a list of words that the students will probably want to use in their writing activity. It is often included on the handout when this is done with a worksheet.

Following the reading An example of a cloze activity: The dog followed the boy to _____. The boy was on his _____ to school when the dog _____ him.

Four Corners Activity

Teacher asks a question that can be answered with four *possible* answers. Before doing the activity, the teacher hangs on the wall in different places around the room four answer cards with the words or phrases written on them. She then asks a question and the students choose the answer card that *best* answers the question. Then, they walk to that area of the room and stand below or in front of the word card that best answers the question, in their opinion.

Four Corners--Pointing Activity to show the correct answer

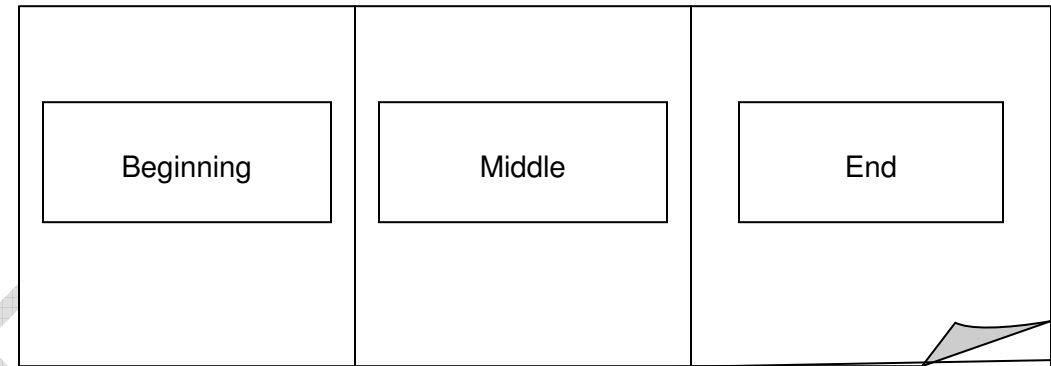
Before doing this activity, the teacher makes the answer cards and puts them in different places in the room. She then point to the cards and tells the students what the possible answers to the questions are.

Then, she asks questions and students point to the correct answer card. For an alternative activity, she can say a word beginning or ending with a certain sound and the students point to the correct letter card showing that sound.

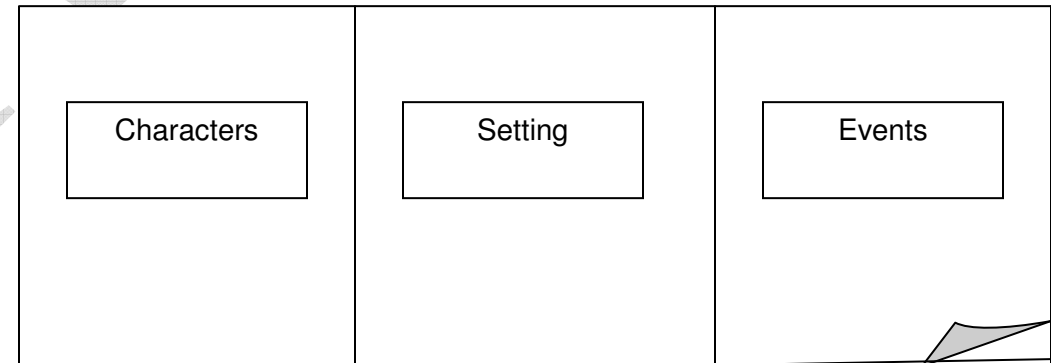
Flip book

1. For sequencing events in a story: beginning, middle and end

After folding a paper in half lengthwise, the students will cut the top layer of paper only to make three flaps. Under the first flap the students will draw or write what happens first in the story. Under the second flap, the student will draw or write what happens next in the story. Under the third flap, the student will draw or write what happens last in the story.



2. For students to practice finding characters, setting and events.



Main Idea Hand

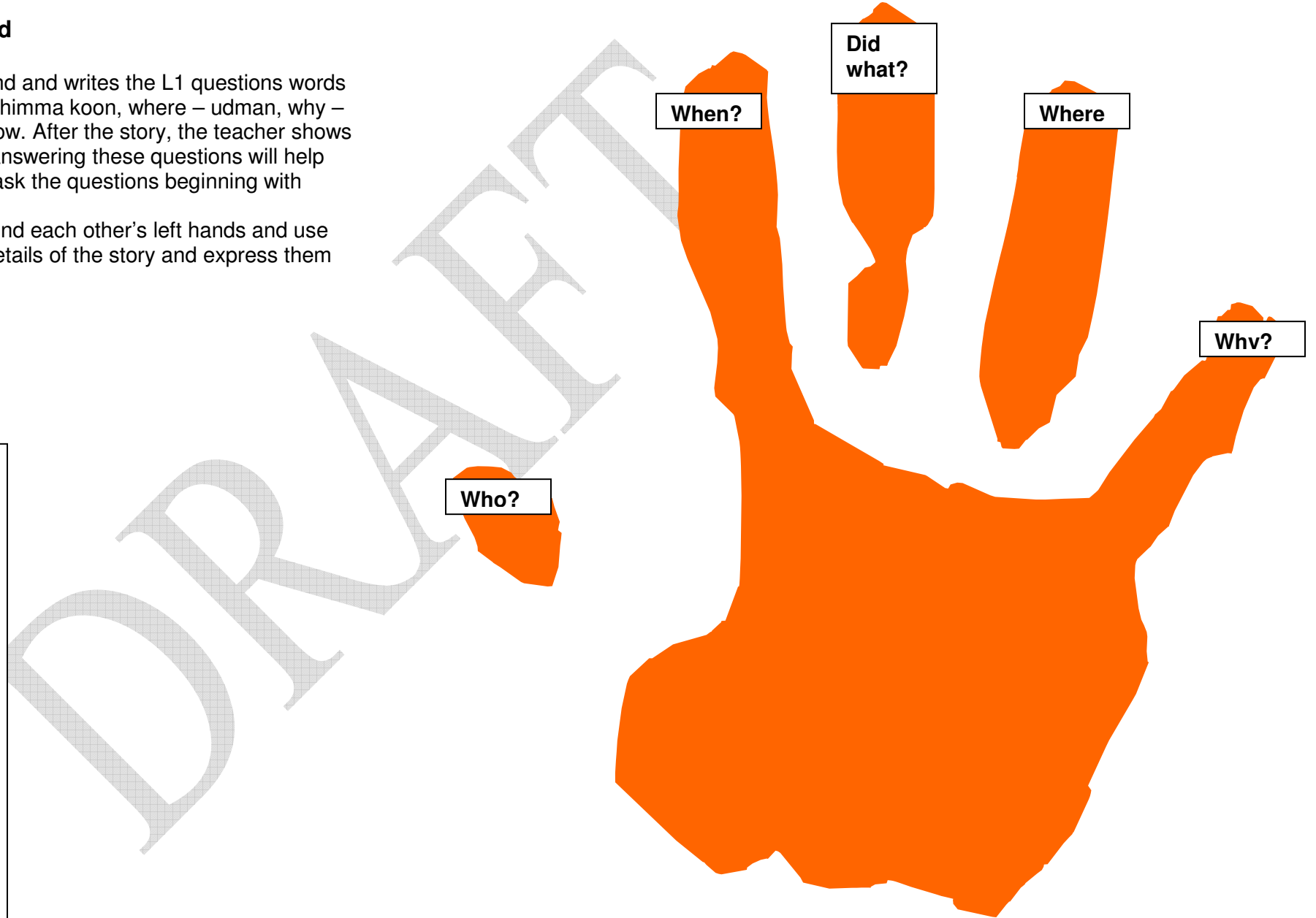
Before class, the teacher traces around her hand and writes the L1 questions words (e.g: who – silu, when – kam-aman, did what – himma koon, where – udman, why – pugkey) in each of the fingers as illustrated below. After the story, the teacher shows the Main Idea Hand and tells the children that answering these questions will help them to understand the story. The teacher will ask the questions beginning with “Who?” and students will respond orally.

After responding orally, students can draw around each other’s left hands and use the hand as a reminder of how to answer the details of the story and express them together as the main idea of the story.

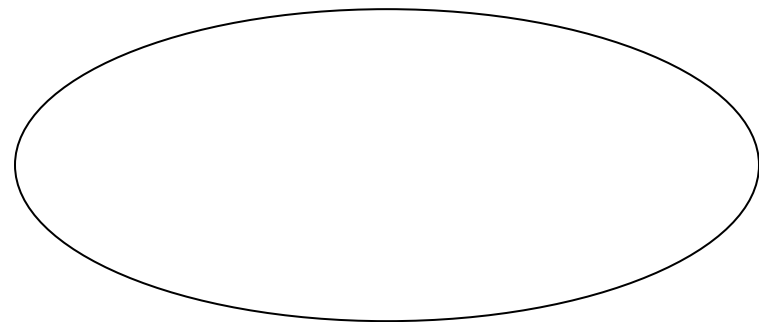
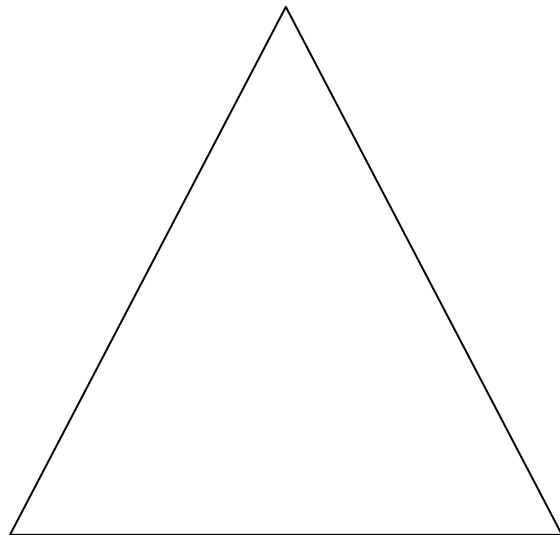
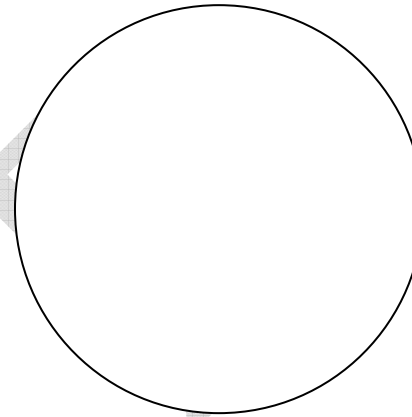
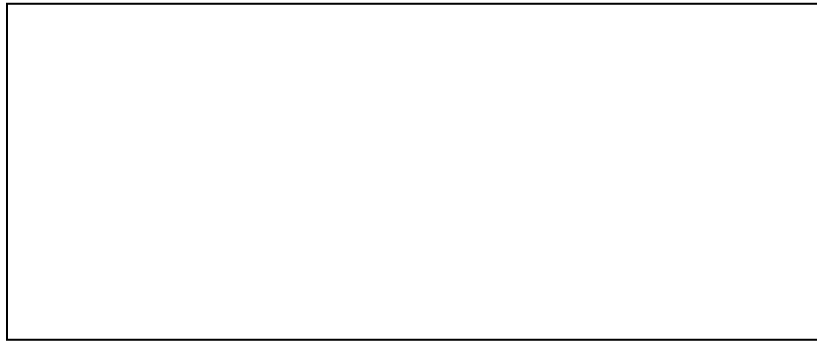
Song—Sung to the tune of
He’s Got the Whole World in His Hand (or
another familiar tune):

I’ve got the Main Idea in my hand
I’ve got the Main Idea in my hand
I’ve got the Main Idea in my hand
I’ve got the Main Idea in my hand.

I’ve got who, did what, when, where, why
I’ve got who, did what, when, where, why
I’ve got who, did what, when, where, why
I’ve got the Main Idea in my hand.



Suggested Shapes for Patterning



DRAFT

Wall Story

Before reading a Big Book to the students, the teacher will photocopy or draw an extra set of the illustrations (not the words) and have them ready for the Wall Story. The teacher will then write sentences or phrases from the Big Book on sentence strips to go with the pictures for a later activity.

1. Retelling: After reading the story, the teacher can show the class the pictures and the students can retell the story using the pictures as reminders of what happened, first, next, etc.
2. Matching phrases or sentences to pictures: After that, the teacher can put the pictures on the wall and ask the students to match phrase or sentence strips to the appropriate pictures on the wall.
3. Creative writing. Finally, the teacher can remove the sentence strips from the wall story and ask the students to work together in groups to write their own sentences to accompany each picture.

Not all of the above activities need to be completed for every Wall Story. If there is only time for retelling, wait and use the phrase and sentence cards another day. Or do the creative writing another day.

Interactive Word Wall

Begin the Word Wall with the alphabet displayed in large letters along a wall where children can see them. (English alphabet is below as an example only. Each MTB MLE classroom must have alphabet of L1 displayed.)

A B Ch D E F G H I K L M N O P R S T U W Y y (Lilbuagen alphabet)

The teacher systematically adds words that the class is learning, below the letter that begins that word. (Five new words a week is good.) The teacher adds more words throughout the year. (See example below from English but be sure you do this in the L1!)

A	B	C	D	E	F etc.
apple	boy	cat	duck	Edward	fish
ant	baby		dog	egg	friend

Most of the words in the beginning are content words that are easy for the students to associate with pictures and to use in sentences. The word wall is a learning tool to use, not just display. Word walls are designed to promote group learning and be shared by a classroom of children. The students use the word wall in their writing to help them remember how to spell words and in teacher-directed activities throughout the year.

Suggested Teacher-directed Word Wall Activities:

1. Locate a rhyming word on the wall.
2. Teacher points to a student and says, "Read 2 words from the word wall." She then points to another and says, "Read 2 more words from the word wall." Etc.
3. Locating specific types of words:
 - a. "Find a word on the wall that means the same as _____."
 - b. "Find a word on the wall that is a describing word."
 - c. "Find a word on the wall that starts with a capital letter."
 - d. "Find a word on the wall that is singular. Make it plural." Etc.

Additional Activities

1. GETTING USED TO SCHOOL

- 1.1. **Student introduction.** Talk about what school is about. Each student introduces her/himself, tells about their family.
- 1.2. **Classroom information.** Show students around the classroom, different things they should know. Students summarize what they have learned. Then ask individual students to re-state the information.

- 1.3. **Field Trip to learn about school grounds.** Focus on latrine/toilet, faucet for hand-washing, other things in the school grounds that students should know.
- 1.4. **Field trip to collect objects.** Take students outside; give each pair of students a container. Students collect shells, stones, sticks, seeds, other objects that will be used for sorting activities in class. Students take put objects in a special storage place in the room.
- 1.5. **Follow directions.** Take small students outside at beginning of school so they can watch the older students form lines to go into school. Help them learn the process. Teach them how to follow other directions in school. Encourage questions and give clear answers to the questions.
- 1.6. **Name cards.** Make 2 name cards for each student. Give each student their name card. Hold up a card and ask the student who has the same card to come and match their card with the one you are holding. Do this with all the students' names.
- 1.7. **Name cards 2.** Put all the student's name cards on the floor (or table). Students find the card that matches theirs. They keep one and give the other to you.
- 1.8. **Name cards 3.** As students line up to go outside, hold up a name card and say, "This person can go out first." When the student reads her/his name card, they can leave. Do this with all the student's name cards
- 1.9. **Review name cards.** Put name cards in a pile on floor or table. Students bring theirs and find their other card.

ORAL L1

2. LISTEN AND RESPOND TO QUESTIONS—*FOCUS ON MEANING*

- 2.1 **"Have you ever...?" questions.** Ask the students a question a "Have you ever?" question about the weekly theme. Ex. Theme is rice. "Have you ever planted rice?" Students talk about experience. Ask them to say if it was a good or bad experience and say why.
- 2.2 **How & Why questions. Tell or read a story then ask "open-ended"** questions about the story. These are questions that begin with how and why, for example: "Why do you think she did that?" or "How did he know that would

happen?" They require the student to give more lengthy replies, not just a word or two. You can also ask evaluation questions: "Do you think the grandmother should have done that? Why or why not?"

3. STUDENTS CREATE THEIR OWN STORIES—*FOCUS ON MEANING*

- 3.1 **Life Stories.** Ask each students to talk about the things their mothers (fathers, grandparents, siblings, etc) do every day. "My mother...." When they finish, summarize all the things mothers do every day.
- 3.2 **Life Stories Relay.** Ask the students to think about certain people or groups of people in their community—family members, friends, people with disabilities, others such as health workers, teachers, religious leaders. Tell each student to think of one sentence that they can say about that person—the things they do, the reasons why they are important to the family or community. Students take turns, each saying their sentence about the person. (Ex: "My mother...") When they finish, Summarize all the things the students said.
- 3.3 **Guess our story.** Assign each team of students to think of a story. Teams take turns acting out their story silently while the other students watch. The rest of the class tries to guess the story.
- 3.4 **Making stories with exaggeration.** Students create an exaggerated story relating to the weekly theme. You can offer a suggestion, then ask the students to finish the story. (Ex: One day ____ (boy's name) ate 44 bowls of rice. What happened to him then?)
- 3.5 **Exaggeration relay story.** Start a story by saying one sentence about a child doing something. Make it funny by exaggerating an action. You can choose a funny name for the child. Each person has a turn to say something. Ex: Teacher: "Panchi Carranchi raced a tiger and won the race! Then what did she do?" Child #1: Panchi Carranchi jumped over a tree." Child #3. Panchi Carranchi ate 3 watermelons all by herself." Etc.
- 3.6 **Class story.** Encourage the students to talk about the weekly theme or about something unexpected and especially interesting that has happened in the community. Encourage the student to make up a story about the topic. When they are finished, they re-tell the story. Next day they tell the story again while

some students act out the story. (The teacher can write the story in his/her notebook or put it on a poster. Later, when the students are learning to read, you can put it on the wall for the students to see.)

3.7 Students' Skits. Tell/read a story. Groups compose their own skit about the theme. Divide class into groups, each with two teams. Team 1 tells the story while teammates act it out for Team 2. Then Team 2 does the same for Team 1.

3.8 Students' report #1. Students (volunteers) bring something to class that is interesting to them (type of food, picture of something they like, a gift from someone, something that reminds them of their father or mother or other loved one), something from nature (stones, leaves, fruit, seeds, shells). They tell why this thing is interesting or important to them. (Two or three students give a report each day; not more than 10 minutes total. Select students to report the day before so they can select something and prepare.)

3.9 Students' report #2. Students (volunteers) report on some event they have attended or observed using the who, what, where, when, how and why questions (for example, a basketball game, a festival, an accident, someone being kind to another person etc.).

3.10 Students' report #3. Each day /week a different team is responsible for reporting to the class on events in the community. Provide 5-10 minutes each day for the "reporters" to share their "news" with the rest of the class.

4 SHARING IDEAS AND INFORMATION—*FOCUS ON MEANING*

4.1 Partner sharing: Divide students into pairs. One student shares information with other students then 2nd student shares with first student. Encourage partners to listen and ask questions. When they are comfortable with this activity, after listening to each other, they share the other person's experience with their small group (or with the whole class.)

4.1.1 Exchange personal information (my house; one person in my family; what I usually do when I get home from school; etc.)

4.1.2 Things I like and dislike (2 things I like to do best; my favorite time of day and why; my favorite person and why; my favorite possession and why)

4.1.3 Experiences: What I remember about... (what I did before I started going to school; the most interesting things I have done or seen; the most frightening thing that has happened to me; the funniest thing that has happened to me)

4.1.4 Opinions (Things that make me angry and why; the things I like best about school and why; the things I don't like about school and why)

4.1.5 Self-perception (Things that I am good at doing; something I want to learn to do)

4.1.6 Describing & explaining (a favorite game & how to play it)

5 SONGS, POETRY, RIDDLES, WISE SAYINGS—*FOCUS ON MEANING*

5.1 Weekly theme action song. Discuss the weekly theme with the students. Encourage them to think of actions relating to the theme. Encourage them to make up a song with actions about the theme. They can dictate it to you while you write it on the board or on a piece of paper (or just talk about it but don't write it.) Divide the students into teams. Each team put actions to the song. Then each team does their special actions while the whole class sings the song.

5.2 Sing a familiar song. Students sing a familiar song together. Second time, girls and boys alternate singing one line of the song., 3rd time, teams alternate singing one line. (Also, could sing the song in "rounds". One team starts and after one line, the second team starts, each singing their parts separately.)

5.3 Create new song. Tell / read a story or generate discussion about the theme or current event. Then teams create a song about that topic. Each team sings their song to the class. Can vote for best song.

5.4 Create and act out a song. Tell / read a story or generate discussion about the theme or current event. Then teams create a song and skit. Teams sing and act out their songs for the class.

5.5 Create a song and dance. Sing a song that relates to the week's theme. Ask who, what, when, where, how, why questions about the song. Sing the song again. Invite students to sing the song with you. Then sing the song again while students dance to the song.

5.6 Learn traditional song / dance. Adult from the community teaches a song/dance. OR take students on a field trip to watch traditional song and dance.

5.7 Learn traditional poem. Adult from the community teaches traditional poem. Students ask questions about the poem. They act out the poem, under the direction of the adult.

6 LISTENING

6.1 Drum outdoors. Give each student a beater or make drumsticks, for example from short pieces of bamboo. Encourage the students to explore the outdoor area and discover how different sounds are made by tapping or stroking, with their beaters, a wooden door, a wire fence, a metal slide, and a few items such as pipes and upturned pots you have intentionally placed. Ask each student to demonstrate their favorite sound for the rest of the group. Ask each child to take up position ready to make their favorite sound. An adult or a child acts as conductor and raises a beater high in the air to signal the children to play loudly and lowers it to signal playing softly

6.2 Someone is lost in the jungle, city, market... One student (the rescuer) is taken aside while a (doll) is hidden somewhere in the room. Tell the other students they are going to guide the rescuer to the doll by singing louder as the rescuer gets closer to, or quietly as the rescuer moves further away from the doll. Alternatively lead the students in singing a familiar song, rhyme or jingle, speeding up and slowing down to guide the rescuer.

6.3 Teacher has a box Turn a box on its side with the opening facing away from the student. One by one place between four and six familiar noisy items (e.g. keys, squeaky toy) into the box, pausing to name them and demonstrate the sound each one makes. Sing to the tune of 'Old MacDonald,' or preferably a MT tune, but using your own name or one of the student's:

6.3.1 Mrs...has a box ee i ee i o
And in that box she has a...

Teacher stops. Ask the students to listen:

Handle one of the objects in the box, out of sight, to make a noise. The students take it in turns to guess what is making the sound. Continue the song but imitating the sound using your voice.

With a zzz zzz here and a zzz zzz there...

Allow the students to take a turn at making a noise from inside the box and use their names as you sing.

6.4 Describe and find it Set up model animals in a village. Describe one of the animals but do not tell the students its name. Say, for example: *This animal has horns, four legs and a tail.* Ask them to say which animal it is. Ask them to make the noise the animal might make. When they are familiar with the game let individual students take the part of the adult and describe the animal for the others to name. This activity can be repeated with other sets of objects such as wild animals, toy sets based on transport (e.g. airplane, car, train, bus, boat) and musical instruments. It can be made more challenging by introducing sets of random objects to describe and name.

6.5 Favorite sounds Make a poster or use a board for the children to record their favorite sounds pictorially. Invite them to put their sounds in order of popularity and talk about the ones they like the best.

6.6 Sounds they dislike. Ask the children to think about sounds that they do not like (e.g. stormy weather, barking dogs, car horns, crying babies) and to say why.

6.7 Enlivening stories. Involve the students in songs and stories, enlivened by role-play, props and repeated sounds, for example acting out: (change to a MT rhyme)

*Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall (bump, crash, bang!)
All the King's horses and all the King's men (gallop, gallop...)
Couldn't put Humpty together again (boo, hoo, boo, hoo...).*

7 LISTEN AND RESPOND TO STORIES—*FOCUS ON MEANING*

7.1 Listening for specific words. Tell the students that you will read a story and that they should listen for specific words. When they hear the specific words, they do an appropriate action like snap their fingers or show “thumbs up” or stand up.

7.1.1 Example, 1. When they hear the word “happy” they all clap their hands and yell, “hurray!” When they hear the word “sad”, they all pretend to cry (“boo-hoo”); when they hear the word “funny” they all laugh. Then tell/read the story, making sure to include those words often in the story. Encourage the students to listen carefully and do the actions at the appropriate time.

7.1.2 Example 2. Tell a story about a brother and sister that leave their house, swim across a river, climb up a mountain, see a tiger, run away, climb down the mountain, run to the river, swim across, run home, and are tired, but safe and happy! When the students hear action words, they do the actions—move their arms like they are swimming, move hands and legs like climbing a tree, run in place for running, act frightened about the tiger, and when they are safely home, have a happy/big smile, say “aaaahhh”.

8 LISTENING / TALKING GAMES—*FOCUS ON MEANING*

8.1 Guess emotions game. Tell the student you will say the same sentence (Ex: My name is...) several different ways. Tell them to listen to your voice and watch your face and then tell you the emotion you were feeling when you say the sentence. First say the sentence as if you are very happy, then very sad, then very angry, then very worried. Ask the students if they can guess what you were feeling each time. Do the sentences again and let them guess the feelings. Students take turns acting out / identifying emotions in their teams; others guess the emotion.

8.2 Relay Narrative. Choose a specific topic relating to the theme. (Ex: House-building). When they have identified all the steps in the sequence, select one student for each step. They line up in front of the class and state “their” step in the proper sequence.

8.3 Relay: Sequence of actions. Divide students into groups of 5. Give each group a topic composed of a series of actions that are part of some familiar activity. First student: “On market day, first we...” 2nd student: “Then we...” etc.) Each student in small groups say a sentence for their action sequence. (Ex: Fishing, fixing a meal, getting water, feeding domestic animals)

8.4 Sequencing events. Discuss the weekly theme. Students think of topics related to the theme. Give each small group one topic. (Ex: Theme, RICE. Topics, planting, caring for, harvesting, threshing, cooking, eating rice). They identify sequence of actions relating to the topic, one action per student.

8.5 “What I am doing?” Game. Students take turns acting out a task mother or father do every day; others guess what it is.

9 FIELD TRIP—*FOCUS ON MEANING*

9.1 Community walk. Take students outside to see something related to the weekly theme. Encourage them take an active part in the field trip activity. After returning to the classroom, use the field trip experience in several ways: 1) Students analyze the experience, say what they learned; 2) they make up a story, poem or song about the experience; 3) they draw picture of the experience.

9.2 Group work. After a field trip, ask students a question relating to some problem situation in the local community. EX: One person’s dog ate another person’s chicken. In Teams, students think of solutions to the problem. Then each Group reports their “solution” to the class. Class votes on the best solution.

10 HEAR SOUNDS

10.1 Clapping for words. Divide the class into teams. Turn to the first team and say a sentence with four words. Students try to remember how many words were in the sentence and clap for each word (so 4 claps). If they clap correctly, put a mark on the chalkboard for that team. Then say a sentence with 3 (or 2 or 5) words. Second team tries to remember how many words; clap for each word. IF correct, they get a mark. Do this 5 times for each team. Team with the most correct clapping (and most marks), wins. NOTE: Can also do this with words that have 2 or more syllables.

10.2 Listening for change in sounds. (Use when students are starting to distinguish between the sounds made by different letters.) Teacher repeats the same sound about 8-10 times (ma, ma, ma, ma, ma, ma, ma, ma, ma, ma) as students listen. Then teacher switches the first letter to 'b' and says it 7 times (ba, ba, ba, ba, ba, ba, ba) then switches to another letter and says it 5 times (sa, sa, sa, sa, sa) and so on. Every time the teacher switches letters the students stand up (or clap).

11 RE-READING WITH OBJECTS AND PICTURES—FOCUS ON WHOLE LANGUAGE / MEANING

11.1 Put picture story in sequence. Give different students a picture that is part of a sequence of events (person planting rice, people caring for rice; people harvesting rice, people threshing rice; people cooking rice; people eating rice) Students line up to show the sequence of activities. Other students then say what happens in each picture.

11.2 Put picture story in sequence #2. Each student in a team draws a picture that is part of a sequence. Then they stand in line to show the story from their picture sequence. Each group shows their sequence of pictures to the class. Others can guess the story or they can tell the story themselves.

11.3 Pictures to start a story. Draw a picture of a child standing by a tree and then ask questions so that the children can create a story. For example:

11.3.1 Who is this child? Where does she/he live? Why is she/he standing by the tree?

11.3.2 What is going to happen next? What will the child do? Will the child need help?

11.3.3 Who will help the child? Where will they come from? Why will they help her/him?

11.3.4 What should the child do then? What would you do?

12 SORTING & MATCHING—FOCUS ON PARTS / ACCURACY

12.1 Sort objects. Have sets of 20-30 objects from around the community—one set for each team of students. Each set should have groups of 4-5 things that are the same. Teams sort the objects according to direction:

12.1.1 Sort objects by category. . EX: all stones together;, all seeds together; all sticks together; all bottle caps together

12.1.2 Sort objects by size. EX: stones, seeds, leaves that are different in size students. sort by size then put the groups in a line,, from smallest to biggest,.

12.1.3 Sort objects by length. Give C assortment of small sticks of different lengths. Students sort by length, from shortest to longest or longest to shortest.

12.1.4 Sort objects by shape. Give students an assortment of objects (leaves, flower petals) of different shapes. students sort by shape

12.1.5 Guess categories for sorting, #1. Sort a variety of objects according to a particular classification. students guess how the grouping is made (example, foods in one group, plants in one group)

12.1.6 Guess categories for sorting, #2. Sort items again but this time make the classification more difficult (foods that we eat raw, foods that we cook before eating, foods with skin that we must peel, foods without skin).

12.2 Matching. Have a set of cards for each team. Each set is composed of 15-20 pairs of cards Each pair has the same picture, design, letter or word. Mix the cards up and lay them on the table or floor. Students take turns finding matching pictures. Students find pairs that are the same.

12.2.1 Match picture cards. Students find the 2 cards with the same picture (flower, ball, house, tree, etc.)

12.2.2 Match letter cards. Students find the 2 cards with the same letter. OR They match a picture card with a letter card (letter makes the first sound of the object shown in the picture. (Ex: "B b" with picture of ball.)

12.2.3 Match word cards. Students find the 2 cards with the same word.
OR They match a picture card with a matching word card

12.3 Sorting by category. Give each team an assortment of 20-30 picture cards, showing 3 general categories of objects (example: different foods, different animals, different plants). Teams sort the cards by general categories.

12.4 Sort items on a page. Have pre-reading workbook for finding “sames and differences” (pictures of familiar objects then designs, then individual letters, then syllables, then words).

12.4.1 Finding Sames in a row. Students look at rows of 5 pictures of familiar objects, 2 of the pictures are alike and 3 are different. Students put marker (small stones) on the 2 pictures that are the same. When finished, ask students to say how they identified pictures that were the same.

12.4.2 Finding Differences.. Students look at rows of 5 pictures of familiar objects, 4 of the pictures are alike and 1 is different. Students put a marker (small stone) on the one that is different.

13 PRE-READING & PRE-WRITING

13.1 Picture that is different. Ask students to say how they identified a picture that was different.

13.2 Seeing Sames---Designs. Students identify 2 designs that are the same in a row of 5. Do at least 5 sets. Ask different students how they identified designs that are the same.

13.3 Finding letters. Put a large alphabet chart on the wall and also put signs around the room that show the names of things (door, wall, chalkboard, table, mat, desk, bench, etc.). Write the words very clearly in big letters. As students learn new letters in the Alphabet Chart, ask them to find the letters on signs and posters and other things on the walls.—**L1**

APPENDIX B: COMPONENTS OF A STRONG READING AND WRITING PROGRAM

Adapted by Diane Dekker from Mary Stringer's Multi-Strategy Method, with input from Ron and Diane Morren
for use in MTBMLE Classrooms
SIL International, Philippines, 2010

To build a strong reading and writing program consideration must be given to all four components of language: listening, speaking, reading and writing. Teaching to develop each of these components needs to focus on both meaning and accuracy:

	Communication and meaning	Accuracy and correctness
Listening	Can understand the main thrust of oral utterances and can tell stories, events, procedures, etc.	Can understand directions and respond appropriately; hears distinctions in sounds and tones that affect meaning
Speaking	Can speak appropriately to different people in different social contexts	Can speak distinctly and with age appropriate grammar in different contexts
Reading	Can read whole stories with comprehension	Can analyze words, parts of words, parts of syllables
Writing	Can write whole stories, whole texts, a variety of texts appropriately	Can write legibly and spell correctly

The development of the students first language as well as second and thirds languages that addresses both meaning and accuracy will expand critical thinking skills. A wholistic approach using multiple strategies best addresses each of the components of language aiming to build confidence and competence in using all three (or four with Arabic) languages of the classroom.

Just as language has four components, learning to read includes **4 basic elements**

- **The ability to read and understand whole texts.**
- **The ability to express thoughts and feelings in writing.**
- **The ability to recognize the correspondence between written symbols and the sounds they represent.**
- **The ability to spell and write words so that other people can read and understand them.**

The following reading program, adapted from the Multi-Strategy Method by M. Stringer and N. Faraclas, uses two tracks to build fluency in each of the four basic elements of reading. The Story Track focuses on reading and writing for meaning and enjoyment while the Primer Track focuses on reading and writing correctly.

There are different activities for the story track and the workbook track.

Story Track	Primer Track
<ul style="list-style-type: none"> • Experience story • Listening story • Big books, small books, charted stories • Creative writing 	<ul style="list-style-type: none"> • Keyword lesson • Big box lesson • Syllables and words • Spelling and dictation

It is important that every student is involved in some of the different activities of both the story track and the primer track each day. Each activity teaches the learner different skills that are necessary to become literate.

Story Track

THE READING PLAN for use with activities.

The teacher reads

1. to the students,
2. together with all the students,
3. together with individual students one at a time to encourage the students,
4. silently while individual students read (each student comes to the front and tries to read the story while pointing under the words)
5. together with all of the students. This means that the students hear a good “model” at the end of the reading session

Experience Story

The Experience Story shows students that writing has meaning, allows students to work together to create a story and helps students to talk about a theme or activity.

How to teach the Experience Story.

- 1) **Talk** with the students about an activity—something they all know about—that relates to the theme for that lesson.
- 2) **If possible, experience** the activity with the students.
- 3) **Talk** about the experience together with the students asking what, when, where, who, how, and why questions.
- 4) Write the story that the students create about what happened.
 - **Encourage** all the students to take part in telling the story.
 - **Write** just what they say. Do not change it or add to it.
 - **Ask** the group, “Is that the way you want to write it?” “Does this sound correct?”
 - **Edit** the story with the students **if** they decide to change something. However, if they don’t choose to change something that is wrong, plan to address this in a later lesson rather than insisting on the correction during this lesson.
 - **Write** the whole story, reading each part while you write.

<i>In the Story Track the teacher</i>	<i>In the Workbook Track the teacher</i>
<ol style="list-style-type: none"> 1. Is a model—demonstrates the way to read and write 2. Teaches by doing 3. Builds confidence 4. Encourages creativity 5. Stresses understanding 6. Teaches how to read and write whole sentences and stories 7. Teaches reading for meaning 8. Emphasizes reading and writing with enjoyment 9. Aims to make students original and creative thinkers and problem solvers 10. Does not correct students but allows freedom in spelling. 	<ol style="list-style-type: none"> 1. Is a trainer—teaches the way to read and write 2. Teaches by introducing, drilling, asking, and showing parts of words that are the same and parts that are different 3. Corrects mistakes 4. Encourages mastery of skills 5. Stresses accuracy 6. Teaches how to break down and build up words and sentences 7. Teaches how to recognize symbols and put them together to make words 8. Emphasizes reading and writing correctly 9. Aims to make students methodical and accurate thinkers and problem solvers.

- 5) **Read** the story together with the students using the **READING PLAN (see above)**.
- 6) Put the story on the wall for all to read. (If the story is on the blackboard, write it on paper then rub it off the blackboard and later write it on big paper to pin on the wall.)

Listening Story

The purpose of listening stories is to show that writing has meaning and to allow children to develop a love for stories. These stories are usually related to the weekly theme and do not have accompanying pictures. They can vary in length but should not take more than five minutes to read. Reading rather than telling the story provides a good reading model.

How to teach the Listening Story.

1. **Read** the story to the students.
2. **Ask** the students questions.
 - As you are reading, **ask** what they think will happen next.
 - As you are reading, ask the students to tell you something about what has happened
 - When you finish reading, ask questions about the story.
 - Good questions often begin with the words **what, when, where, who, how, and why**.

Remember – we want the students to think carefully about the story that they have just heard.

Shared Reading using Big Books, Small Books or Charted Stories

Shared Reading using Big Books, Small Books or Charted Stories is participating in the reading process. The learners practice reading together, with the teacher, so no-one feels embarrassed. The teacher never calls on any one person to read alone but only asks for volunteers.

Charts are used for literature or information that is intended to cover only one manila paper sized sheet. If your text is longer than one chart, it should be put into book form. Charts are hung on the wall to contribute to a print rich environment and encourage students to read what they see regularly. Charts should also be continually referred to, asking students to find words or information during subsequent lessons.

How to teach the Shared Reading Activity.

1. Before showing the learners the big book **ask** them some questions about the topic of the story. Ask students to talk briefly about their experiences related to the topic.
2. **Show** the students the cover of the story and read the title to them.
3. **Read** the story to the students stopping briefly a few times to ask the students what they think will happen next.
4. **Read** the story together with the students using the **READING PLAN (see above)**. After reading the story **ask** students questions to see if they understood the story. **Ask** students to talk briefly about the story, encouraging oral language development.

Creative Writing

Even beginning students can learn to write by first drawing pictures. Every day students should be asked to draw or write a story in their notebook. At first it will only contain scribbled pictures and no letters. The teacher should not guess what the story is as they may offend the student with an incorrect guess. The teacher should always ask the student to tell them about their story until the time comes when the student is writing fully with the alphabet and the teacher can read the story.

The Creative Writing activity has two main purposes.

1. To give students practice in thinking and writing their own ideas for themselves and others to read.
2. To encourage students to learn to write by trial and error, reinforcing the things they are learning to read.
3. To build fluency and ability to put thoughts down on paper.

How to teach the Creative Writing Activity

- **Discuss** with the students their different ideas and what they might want to write about. If possible it should relate to the topic for the day/week.
- **Encourage** them to make up their own stories and share them with their seatmate before starting to write their story.
- **Encourage** the students to draw a picture and write some marks under it for their own story. Tell them to focus on the picture and try to write just a couple words even if they

think they cannot write very much. Initially students will often scribble marks resembling letters. This is okay as it is part of developmental writing. Gradually their marks will take the shape of letters and continue developing.

- **Walk** around the room as the students finish writing and invite students to read their stories.
- **Praise** each student for creating an interesting story and **do not** correct the words.
- **Invite** some of the students to go to the front of the class and read their stories. (Do not force anyone to go if they don't want to do this. It must be voluntary and based on their developing confidence.)

Stages of Writing

(based on the work of Richard Gentry)

Children will begin to write as soon as they begin holding a pencil or crayon. Below are the developmental stages of writing that most children go through based on the work of Richard Gentry. It is meant to give you an idea of where your students are in the process of learning to write. Every child progresses at a different rate, so the students in your class may not all be at the same level as others. There are reasons why students develop at different times. One reason is previous exposure. If they have seen people reading and writing a lot, they will already have a good idea of the purpose of reading and writing. If not, it may take them longer to “catch on” to what the marks on the page are all about.

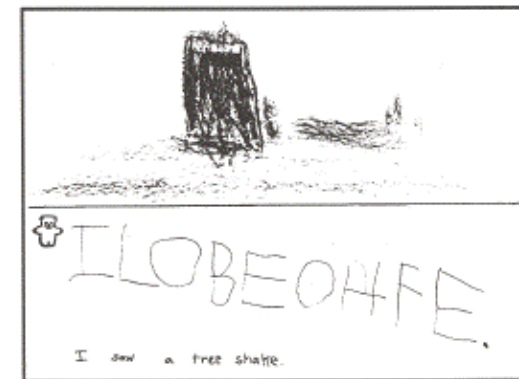
The writing stages:

1. Scribbling. Scribbling looks like random assortment of marks on a child's paper. Sometimes the marks are large, circular, and random, and resemble drawing. Although the marks do not resemble print, they are significant because the young writer uses them to show ideas.

2. Letter-like Symbols. Letter-like forms emerge, sometimes randomly placed, and are interspersed with numbers. The children can tell about their own drawings or writings. In this stage, spacing is rarely present.



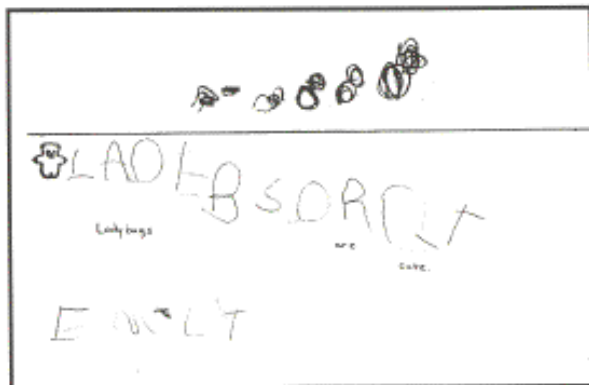
3. Strings of Letters. In the strings-of-letters phase, students write some legible letters that tell us they know more about writing. Students are developing awareness of the sound-to-symbol relationship, although they are not matching most sounds. Students usually write in capital letters and have not yet begun spacing.



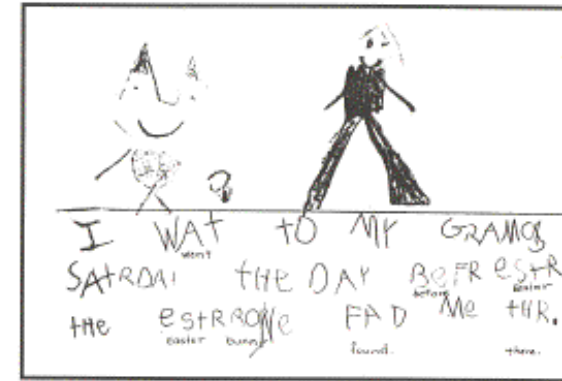
4. Beginning Sounds Emerge. At this stage, students begin to see the differences between a letter and a word, but they may not use spacing between words. Their message makes sense and matches the picture, especially when they choose the topic.



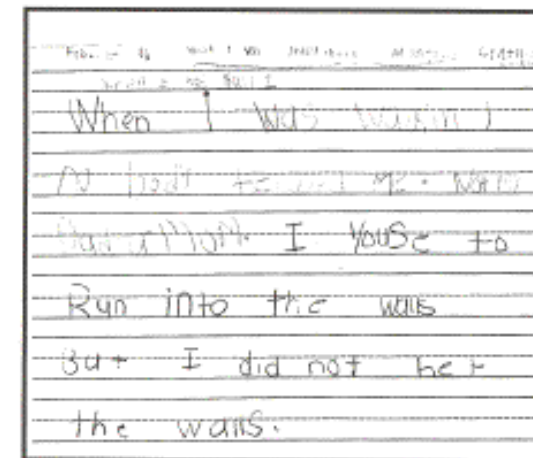
5. Consonants Represent Words. Students begin to leave spaces between their words and may often mix upper- and lowercase letters in their writing. They begin using punctuation and usually write sentences that tell ideas.



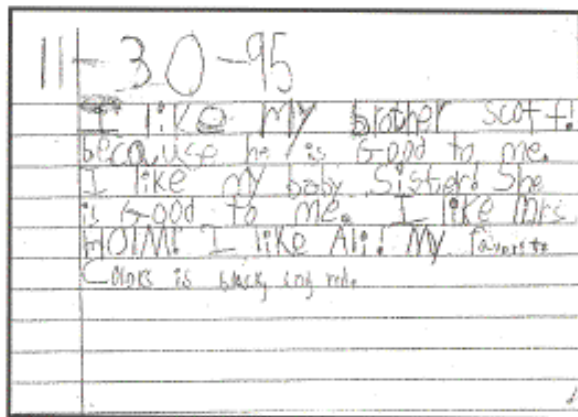
6. Initial, Middle, and Final Sounds. Students in this phase may spell correctly some sight words, siblings' names, and environmental print, but other words are spelled the way they sounds. Children easily hear sounds in words, and their writing is very readable.



7. Transitional Phases. This writing is readable and approaches conventional spelling. The students' writing is interspersed with words that are in standard form and have standard letter patterns.



8. Standard Spelling. Students in this phase can spell most words correctly and are developing an understanding of root words, compound words, and contractions. This understanding helps students spell similar words.



Writing is a process that flows gradually. As you give your students time to explore and experiment with writing, you will begin to see evidence of growth. Since writing is a process and stages are connected, your child may show evidence of more than one stage in a single piece of writing.

Retrieved from Developmental Writing Stages March 27, 2010 from the following website:
<http://gkestner.com/WritingStages.htm>.

Primer Track

Important note: In all primer track activities where only one or two students are participating in the front, the teacher should have all other students do the same (in their notebook) or in pairs so that everyone is participating in the learning activity and no one is sitting idly.

Before beginning the primer lessons, visual discrimination and oral discrimination activities should have been done to prepare the students for the primer lessons. In addition the teacher can continue these oral discrimination lessons during the primer lesson or just before the lesson. For more information see the Appendix on Developing a Primer.

Oral Discrimination

How to teach listening for the same sound

Developing oral discrimination is important for developing phonemic awareness. Several different activities contribute to developing phonemic awareness in young learners.

1. **Show** several pictures of objects that begin with the same sound.
Ask students to say the name of the object and listen to the beginning sound.
Ask students to identify the beginning sound.
Ask students to think of other words that begin with that sound.
Show pictures of objects that begin with a different sound in order to contrast sounds.
2. **Do** the same with ending and medial sounds.
3. **Line up** several pictures with different beginning sounds on the chalkboard ledge and ask students to classify pictures by their initial sounds.
4. **Do the** same with pictures representing the same ending and medial sounds.
5. **Say** several words that begin with the same sound.
Ask the students to identify the sound that is the same at the beginning of the words.
Ask the students to think of other words that begin with that same sound.
6. **Do** the same with ending sounds and then with medial sounds.
7. **Say** four words, three of which begin with the same sound and one which is different.
Ask students to identify the word that begins with the different sound.

Visual Discrimination

How to teach visual discrimination

Visual discrimination of things seen in writing help prepare learners to distinguish between marks on the page. Beginning with pictures and moving toward letter discrimination is important, especially for learners who are not read to at home.

1. **Place** a picture of a familiar object on the left side of a pocket chart.
Place other pictures in random order, on the right side of that picture, including a copy of the initial picture .
Ask students to come up and point to the picture that is the same as the one on the left.
Continue this until all children have an opportunity to discriminate between pictures.
2. **Do** the same with a worksheet.
3. **Continue** this activity moving from pictures to shapes, different kinds of lines (straight, slanted, curvey, squiggly etc.).
4. **Do** the same with very different looking letters, like a, b, m, f etc.
5. **Gradually introduce** letters that are more similar in appearance until you get to very similar letters such as p, q, g, d, b etc.
6. **Do** the same with numbers.

Keyword Lesson

In the **Keyword Lesson**, the teacher introduces one key word and the process of breaking the word into sounds and syllables.

The main aims of the **Key Word / Breaking and Making Lesson** are to:

1. make sure that the students know the key words for the week and the syllables that make up the key words
2. train students to break down and make up the key words.

How to teach the Key Word Lesson

- a. **Present** a picture to the students that goes with the key word.
- b. **Ask** the students to tell you about the picture. Ask “What do you see here?” Be sure they correctly identify the keyword
- c. **Talk** about the key word and the picture. Ask the students how, when, and where they usually use or see the object or person that is the key word. Encourage them to talk about it briefly.

- d. **Ask** the students to listen to the first sound in the keyword while you say it together. Ask them to repeat that sound.
- e. **Write** the key word on the blackboard. Emphasize that the word you have written means the same thing as the object or person in the picture.
- f. **Read** the word from the blackboard with the students using the **Reading Plan**. (These are the five steps for teaching reading that we used for the Experience story and for Shared Reading.)
- g. If the Key Word is written anywhere else in the room, **ask** the students to find the key word and point to it.
- h. **Draw** the little boxes underneath the key word with the syllables of the key word in them.

How to teach the Breaking-Word Activity

1. **Teach** the breaking-word activity on the blackboard. In this activity the key word is broken down into its parts.
2. **Do** the breaking-word activity like this:
 - **Write** the key word on the blackboard. Have the students read the word with you. Have the students clap the syllables out as they read the word with you again.
 - **Write** the separate parts of the key word, one at a time.
 - **Write** the key symbol/letter
 - **Write** the symbol/letters(s) in small boxes (to help the students remember them)

How to teach the Making-Word Activity

1. **Teach** the making-word activity on the blackboard. In this activity the key word is built up again from the key symbol/syllable.
2. Reverse the steps of the breaking-word activity. Start with the individual letter or the syllable that you are focusing on.
3. Point out the way the symbols/syllables are joined together.

Big Box Lesson

Draw a Big Box on the blackboard and fill it with known syllables and the new syllables from this lesson. It might look like this:

Or it could be smaller, like this:

Choose which is best.

Note: Some students have a difficult time joining syllables written on a chart into words. It can be helpful to have syllable cards in a pocket chart that students can manipulate and make into words prior to writing syllables on the chalkboard or chart. Dividing the class into groups to work with a set of syllable cards is a good way to help learners blend syllables.

The Big Box lesson has four activities to choose from. You should only choose two (or sometimes three) for each lesson, varying the activities from lesson to lesson.

How to teach the Find the Same Symbol/Syllable Activity

1. **Write** known syllables, including the new key syllable in each section of the big box.
2. **Find** the new key syllable in the big box and then find a different syllable. Have the learners read the syllables as they point to them.
3. **Write** four syllables on the chalkboard, key syllable on the left followed by a vertical line and the key syllable with two different syllables on the right of the line in mixed order. Like this: ka | sa, li, ka, nu

4. **Ask** an individual student to come to the blackboard and point to the key syllable on her left with her left hand. Then ask her to point to the syllable on the right that is the same with her right hand.
5. **Repeat** this activity using other syllables, making sure to mix up the order of the syllables to the right of the vertical line.

How to teach the Read the Syllables Activity

1. **Point** to the syllables in the Big Box on the blackboard and read the syllables together with the students (or with individuals) from left to right.

Start with the top row and read across each row.

Start from the top and read down the columns across the page.

2. **Ask** individual students to read individual rows from left to right.
3. **Point** to different syllables in the Big Box on the blackboard in random order and ask individual students to read the syllables.

How to teach the Word Building Activity

1. **Say** a word that is made from any two or three syllables in the Big Box. Ask students to point to the different syllables that make up the word you said. Do this with several words.
2. **Ask** the students to think of other words that can be made from the syllables in the Big Box and to raise their hands when they have thought of a word.
3. **Ask** a student to come to the blackboard and say the word slowly, pointing to the syllables in the Big Box as she says each syllable. Tell the student to repeat the word naturally and then go back to her place.
4. **Ask** another student to write the word on the blackboard checking the syllables from the big box, if necessary.
5. **Repeat** the activity with other students who have raised their hands.

How to teach the Sentence Building activity

1. **Write** below the big box a sentence making word (sight word).

2. From the word building activity **join words** plus the sentence making word to build a simple sentence.
3. **Ask** a student to come to the board and read the sentence.
4. **Read** the sentence together with the class.
5. Continue **building** simple sentences.

Dictation and Spelling

How to teach the Writing Syllables and Words Activity.

1. Make sure that each student has paper and a ballpen or pencil.
2. **Tell** the students to listen as you say the first syllable from the key word for the week.
3. **Repeat** the syllable and tell the students to write it on their paper.
4. When the students have finished writing the syllable on their paper, **write** the syllable on the blackboard.
5. **Repeat** steps 2-4 for all the other syllables of the word until the whole word is complete.
6. **Tell** the students to read the word they have written.
7. **Repeat** the same steps for any words the students have learned or for a new word that is made up of syllables they already know. Later you will be able to dictate a whole word rather than syllables, and then whole phrases.

How to teach the Writing sentences Activity.

1. **Choose** a sentence for the writing lesson. The teacher should have the sentence written on paper, but the sentence should not be written on the blackboard.
2. **Read** the sentence and talk with the students about the meaning of the sentence. Do not write the sentence on the blackboard.
3. **Tell** the students to listen, then read the first word of the sentence.

4. **Read** the word again, and tell the students to write it on their paper.
5. **Read** the word again when the students have finished writing, and tell them to check their writing.
6. **Repeat** steps 3,4 and 5 for each word of the sentence, one by one.
7. **Read** the whole sentence again when the students have finished writing the last word of the sentence, and tell them to check their writing.
8. **Write** the whole sentence on the blackboard while the students check their work.
9. **Tell** the students to correct their work by making sure it is like the sentence on the blackboard.
10. As students develop skill the teacher should begin to read whole phrases and then whole sentences at a time rather than just one word at a time.

APPENDIX C: DEVELOPING A MOTHER TONGUE PRIMER

Adapted from Malone, S. & R. Litteral, “The Sounds of Your Language,” 1991, Department of Education, PNG.

What is the purpose of the primer?

Learning to read, and to become a fluent reader, requires two separate processes:

- 1) Understanding that a printed text has meaning; it communicates a real message.
- 2) Understanding that the symbols on the page are associated with sounds and that symbols go together to form words, just as sounds go together to form words.

The best way to help new readers understand that printed texts have meaning is to provide them with a variety of short, easy-to-read stories about people, places, and activities that are familiar to them. This helps them learn that they can use their own knowledge and experience to help them read (when the story is about familiar topics.)

But they also need to know how to use their knowledge of the individual parts of words—syllables, symbols and other marks—to sound out words that are not familiar to them.

This is the purpose of the “primer”—to help new readers get acquainted with the symbols of their alphabet and learn how to use that knowledge to help them become fluent readers.

How do we create the primer?

Three of the most important qualities of a good primer:

- 1) It teaches only one new symbol at a time (except at the very beginning where we may have to teach two or even three symbols together).
- 2) It builds on what the learners have already learned so they can use what they know to learn something new.
- 3) It starts and ends with meaning. Each lesson...
 - begins with a picture of an object that is familiar to the learners

- then introduces the keyword—the name of the object in the picture
- then breaks the keyword down to the new symbol and builds it back to the word
- then uses the new symbol, along with other symbols that have been learned to “build” some new words.
- then uses known symbols to make sentences, breaking the sentences down and building them again
- then contrasts the new symbol and its sound with other word initial and final sounds and their symbols
- it also introduces the capital letters, punctuation marks and diacritics
- gives time to practice spelling and handwriting using the new symbols and words
- and finally, each lesson, after the first few lessons, includes a meaningful short story or sentences that include only the letters already taught

Ordering the sounds of the alphabet

When we plan the order of teaching the sounds of the language, we want to order them by their frequency so that it is easy to make words with the specific letters taught. To determine the order of the frequency of letters we need two texts, preferably of different genre (for example a story and a news item). Make a list of the sounds of the language,

including diagraphs such as ‘ng’ or ‘ch’ and diacritics on the left side of a paper. Then go through both texts and tally the occurrence of the letters in the tally sheet like this:

a + + + + + + + + + + + + + + + +
 b + + + + + + + + + + + + + + + +
 c + + + + + + + + + + + + + + + +
 ch + + + + + + + + + + + + + + + +
 d + + + + + + + + + + + + + + + +
 e + + + + + + + + + + + + + + + +
 f + + + + + + + + + + + + + + + +
 g + + + + + + + + + + + + + + + +
 ng + + + + + + + + + + + + + + + +
 h + + + + + + + + + + + + + + + +
 i... + + + + + + + + + + + + + + + +

Once you have all the letters tallied from both texts, put the letters in order by frequency. This will create the order of teaching the letters in the primer. The first lesson can focus on teaching a vowel and two consonants from a three letter cvc word. After this initial lesson a review lesson of those three letters will help reinforce those letters. Following that, one new letter per lesson is added until the entire alphabet is taught, including punctuation and necessary grammatical items. Within each lesson are short meaningful readings that include only the letters taught. This enables learners to begin reading independently for accuracy and meaning.

After you have created your frequency list it is helpful to create lists of word that begin with the same sound, end with the same sound and have the same sound in the middle

One of the most challenging parts of developing a primer is in selecting the keyword for teaching each new letter. While English is a very difficult language for doing this, we can use a few words as an example:

Lesson #	New Symbol	Key Word/ key picture	Built words (for the Big Box)
1	m + a + t	mat	
2	Review m + a + t		
3	n	man	tan
4	e	net	tent, ten, men, mean, team, meat
5	Review		
6	r	rat	rat, ram, term, tram mart
7	p	pan	pet, pat, pen
8	u	nut	rut,
9	s	sun	sat, stamp, sent, mast, must, rust
10	Review		

The next page shows a sample primer lesson for the letter “r”.

SAMPLE PRIMER PAGE FOR TEACHING THE LETTER 'R'



rat
rat

Key picture
 key word
 syllable box

rat r
 ra ra
 r rat

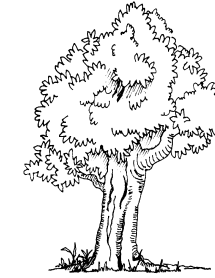
syllable breaking and making

r	a	e
t	n	r

big box (for word building)

	under		Sentence making word
The rat ran	under the mat.	rat	Sentence making and
ran under the mat		ran under the mat	Sentence breaking
under the mat	The rat ran under the mat.		sentence breaking

LILUBUAGEN PRIMER LESSON PG I TO TEACH THE LETTER 'K'



Kayu

kayu

kayu k
 ka ka
 k kayu









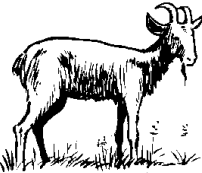







ka	i	lu
ma	la	a
yu	wa	ma

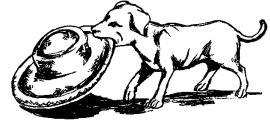





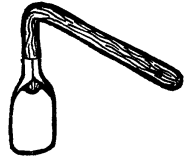



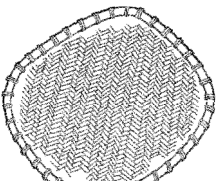

itullonglu

Ila, itullonglu chi kayu.	kayu
itullonglu chi kayu	itullonglu chi kayu
kayu	Ila, itullonglu chi kayu.

How to teach Oral Discrimination of the letter 'k' – same and different in initial, medial and final positions.

To teach oral discrimination between letters, show pictures to learners to identify words. Say the name of the object in the picture and ask the students to say it with you, listening to the first sound. Have the students make the sound with you. Introduce pictures that begin with the focused sound and then contrasting sounds so learners can differentiate between sounds. Do the same using pictures symbolizing words where the sound occurs in the middle or at the end of the word. Here is a sample of words and pictures teaching the 'k' sound:

 kawayan	 kaeg	 sabong	 kuup
 keybyasa	 tilin	 kupkup-ung	 kayu
 keyching	 kapi	 paguy	 kain
 tukak	 agoma	 appikak	 inga

 ukon	 lakoy	 byayat	 sukbot
 paok	 bittuwon	 lanchuk	 ilok
 lusok	 pachin	 leblak	 teybik

Identifying key words

The first column lists the lesson number. The second column shows the symbol that is in focus in that lesson. The third column shows the key word that you will use to teach the new symbol. The fourth column shows the words that you can build with the symbols that you have introduced so far.

Note: Teach only one new symbol a day. If you must introduce 2 new symbols at a time, add a review day for that keyword

Lesson #	New Symbol	Key Word/ key picture	Built words (for the Big Box)
1	a, i, m	ama, ima	ama, ima ama, ima ali, ili, ila, ata, asu, asuk, apuy, Aki, Ana, uma, iki, igom, isla, isiw...
2	l	ila	ila, ima, ili, mali, lima, Mila, lmi, ali
3	u	uma	uma, ulas, ukon, ugsa, uchen, ubi, upa, asu, siku, chilu, uud
4	k	kain	maluk, kilu, laki, alak, iki, ulila, ila, aliki, akli, laki, Aki, ak-aki, alla, kuku, lalaka, kilu oral discrimination, non-controlled: kapi, kaeg, kamit, kayu, kapos, kasi, kilat, mukud, sukbot, tukak, lanchok, obok...
5	review		
6			
7			
etc.			

Note: teachers should create word lists by letter position (eg “m” initial words, “m” final words, “a” intial, “a” medial, “a” final words ...)for use in lesson planning.

Note: As you develop the scope and sequence for the LI primer, it is also helpful to begin to collect lists for teaching each position of the new letter (word initial, medial and final). This will also help you build a list of words that can be made from the letters taught to date. Each lesson that list will increase exponentially. These lists will make the production of the primer a little easier.

APPENDIX D: STAGES OF LITERATURE

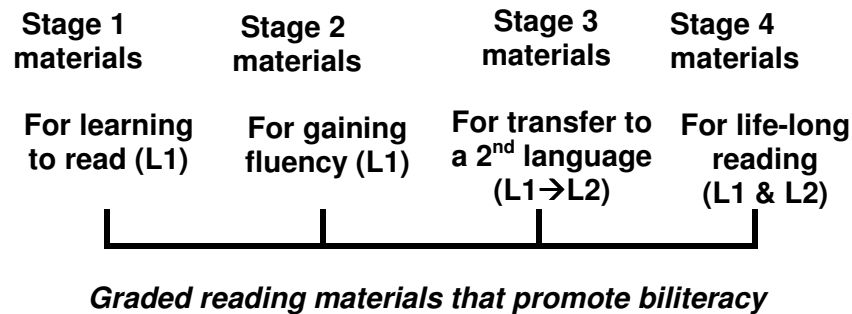
Susan Malone, SIL International

Different purposes for reading

- To get information
- To learn more about their own social and cultural heritage
- To learn about the world outside their community
- For spiritual growth
- To gain marketable skills
- For enjoyment

What kind of literature will we need to provide for people with different reading abilities?

When people first learn to read in their Mother Tongue or “first” language (L1), they need books and other materials that are short and easy to read. As they become more fluent readers (first in their L1 and later in their second language or L2), they can handle reading materials in their L1 and L2 that are longer and more complex. To provide literature for the range of people in your language community you will need to consider four *stages* of literature development:



Stage One literature is for people who are just learning to read.

Purpose	Help new readers understand that literature has meaning and can be enjoyable and informative
Features	<ul style="list-style-type: none"> • written by fluent L1 speakers familiar with the readers culture and life • written in the learners' L1 using everyday language • sentences are short and easy to read and vocabulary is not restricted • focus on familiar people, places and activities • text and pictures convey exactly the same message (pictures help new readers to “read” the message on that page) • big books and poster stories contain special words and phrases that may be repeated throughout to encourage predictability
Format	<ul style="list-style-type: none"> • small books (for reading alone or with a partner) • big books (for shared reading) • games, calendars, alphabet books
Topic	<ul style="list-style-type: none"> • stories, songs, poetry, information about the local culture and familiar people and activities • health and other information related to familiar activities (no new concepts at this point) • for adult learners familiar forms that they want to use more efficiently (voting forms, bank deposit slips...)
Pictures	<ul style="list-style-type: none"> • <i>appropriate to the readers age, culture and life situation</i> • picture for each page describes exactly what is in that text • for small books and big books, one picture for page • for other materials, depending on type and content
Length	Early stage one books <ul style="list-style-type: none"> • small reading books: 4-10 pages, 1-2 sentences per page (words and

	sentences not necessarily repeated) <ul style="list-style-type: none"> • Big books: 6-10 pages, 1-2 sentences per page Later stage one books <ul style="list-style-type: none"> • small reading books: 8-12 pages, 2-3 sentences per page • other materials – depends on type, material and content
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Stage Two literature is for people who are becoming fluent readers.

Purpose	Help new readers become more confident in using printed literature. Encourage them to use print literature for enjoyment and for learning new information and ideas
Features	<ul style="list-style-type: none"> • in the learners' L1 • written, adapted or translated to the local context by local L1 speakers • begin introducing new information and ideas
Format	<ul style="list-style-type: none"> • small reading books • posters, games, activity books, calendars, etc. • newspapers and newsheets
Topic	early stage two materials <ul style="list-style-type: none"> • stories, songs, poetry, riddles, legends, folktales, jokes • local biographies and histories • description of local peoples' experience outside the local area • directions, instructions about local familiar activities (cooking, weaving...) • information about local topics of interest to the reader • L2 stories, information books, instructional materials and news, translated and adapted to the local language and setting • picture dictionaries later stage two materials <ul style="list-style-type: none"> • same as early stage two materials only longer and with more complex reading level • stories written by local people about people, places and activities outside the local area • L2 stories, songs, poetry translated into L1 • new information and ideas about things the learners want to know

	<ul style="list-style-type: none"> • directions and instructions that learners want to do
Pictures	appropriate to the readers ages and life situation early stage two reading books <ul style="list-style-type: none"> • picture every 1 – 2 pages explaining the text later stage two reading books <ul style="list-style-type: none"> • pictures every 2-4 pages other materials <ul style="list-style-type: none"> • depending on type and content
Length	Early stage two books <ul style="list-style-type: none"> • 10-20 pages, 3-6 sentences per page Later stage one books <ul style="list-style-type: none"> • 15-30 pages, 2-3 sentences per page other materials <ul style="list-style-type: none"> • depends on type, material and content

Stage Three literature is for people who have learned to read in one language and now want to read in a second language. For example, people who first learned to read in their L1 may want to learn to read in their L2. People who learned to read in their L2 first may want to learn to read in their L1.

Purpose	<ul style="list-style-type: none"> • Help readers of any age who are fluent readers in their L1 to “build a bridge” into another language that they already speak and understand • help readers who learned to read in another language bridge back into reading in their L1 • encourag readers to continue reading in both (all three) languages
Features	early stage three materials (L1 →L2 and L2→L1) <ul style="list-style-type: none"> • for transfer from L1 to L2: L2 text on each page, L1 translation at the back of the book • for transfer from L2 to L1: text in both languages on each page; L1 at the top, L2 at the bottom • same for transfer to L3 later stage three materials <ul style="list-style-type: none"> • both languages on each page, L1 at the top and L2 at the bottom
Format	<ul style="list-style-type: none"> • small books in both languages, then in L2 only for individual reading • posters and charts (eg: alphabet charts of sames and differences)

	<ul style="list-style-type: none"> big books and poster stories in L2 (one page only) for shared reading forms in L2 that adults need/want to learn
Topic	<p>early stage three materials</p> <ul style="list-style-type: none"> stories and information about people and activities that are familiar to the reader functional information that relates directly to the learners' lives transfer primers or alphabet charts that present features of the writing system that are the same in L1 and L2, then those that are unique to L2 L2 primer only if L2 is written in a completely different script L2 spelling and grammar guides short stories in both (all) languages (languages separated front and back of the book, or on the same page) picture dictionaries with words in all languages <p>later stage three materials</p> <ul style="list-style-type: none"> new information and ideas in both languages stories, songs, poetry, proverbs, riddles, games, legends in both languages short school dictionaries (300-400 words) that include both languages functional materials in L2
Pictures	<p>appropriate to the readers ages and life situation</p> <ul style="list-style-type: none"> alphabet books – 2-3 pictures and matching descriptive words for each symbol on every page spelling, pronunciation, grammar guides: occasional pictures other materials: occasional pictures to suit style and content
Length	<ul style="list-style-type: none"> depends on type and content

Stage Four literature is for people who are fluent readers in both their L1 and L2 and want to continue reading for a variety of purposes.

Purpose	<ul style="list-style-type: none"> Help readers of any age who are fluent readers in their L1 to “build a bridge” into another language that they already speak and understand help readers who learned to read in another language bridge back into reading in their L1 encourage readers to continue reading in both (all three) languages
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Features	<p>early stage three materials (L1 →L2 and L2→L1)</p> <ul style="list-style-type: none"> for transfer from L1 to L2: L2 text on each page, L1 translation at the back of the book for transfer from L2 to L1: text in both languages on each page; L1 at the top, L2 at the bottom same for transfer to L3 <p>later stage three materials</p> <ul style="list-style-type: none"> both languages on each page, L1 at the top and L2 at the bottom
Format	<ul style="list-style-type: none"> small books in both languages, then in L2 only for individual reading posters and charts (eg: alphabet charts of same and differences) big books and poster stories in L2 (one page only) for shared reading forms in L2 that adults need/want to learn
Topic	<p>early stage three materials</p> <ul style="list-style-type: none"> stories and information about people and activities that are familiar to the reader functional information that relates directly to the learners' lives transfer primers or alphabet charts that present features of the writing system that are the same in L1 and L2, then those that are unique to L2 L2 primer only if L2 is written in a completely different script L2 spelling and grammar guides short stories in both (all) languages (languages separated front and back of the book, or on the same page) picture dictionaries with words in all languages <p>later stage three materials</p> <ul style="list-style-type: none"> new information and ideas in both languages stories, songs, poetry, proverbs, riddles, games, legends in both languages short school dictionaries (300-400 words) that include both languages functional materials in L2
Pictures	<p>appropriate to the readers ages and life situation</p> <ul style="list-style-type: none"> alphabet books – 2-3 pictures and matching descriptive words for each symbol on every page spelling, pronunciation, grammar guides: occasional pictures other materials: occasional pictures to suit style and content
Length	<ul style="list-style-type: none"> depends on type and content

How can we get literature for people in our community?

People in the community can create their own materials.

Characteristics

- Written by local people for people in the community
- About people, places and activities that are familiar to the readers
- Promote readers' awareness and appreciation of their language and culture

Examples

- Original stories
- Stories about the writers' experiences within and outside the community
- Traditional oral literature put into written form
- Information about things that are important to the community

Resource materials from outside the community can be adapted to the local context.

Characteristics

- Provide information from outside the community in a form and language that local readers can understand and use easily
- Original form are changed (e.g., information book turned into a story or poster)
- Names, places and activities are adapted so they are familiar to local readers

Examples

- Information about AIDs is made into a story
- Information about protecting the environment is made into a game

Materials from outside the community can be translated into the local language.

Characteristics

- More difficult to read than locally created or locally adapted materials
- Originate outside the local community
- Text is translated into the local language and names may be changed to local names but otherwise the content is unchanged

- Provide information from outside the local area in the local language
- Provide a communication link between government agencies and NGOs and the local community

Examples

- Health and agricultural information
- Books about the environment or other important topics
- Sacred writings

What kinds of literature can we create ourselves?

People in the community can produce many types of literature. Below are just some of the possibilities:

Stories. People can read stories by themselves (reading booklets) or together ("Big Books"). Writers can make up their own stories or they can write stories about their own or someone else's experiences.

Songs and poetry. Writers can put oral songs and poetry from their traditional culture into books or they can create new songs and poetry.

Biographies, histories. These books can be about real people and actual events that community members know well or about people and events from long ago.

Folktales and legends. These books contain stories that have passed from one generation to the next. Old people in the community may be willing to share traditional folktales and legends so that younger people can learn them.

Jokes, riddles, wise sayings. Some of these may be well known in the community; others may not be known well. One section of a book may be for jokes; another for riddles; another for wise sayings or you may decide to make a separate book for each one.

Travel, geography. These books can have stories about the places within the language community and about places you have visited outside the community. You may want a book with information about the national capital or other important places in the country so people in the community will learn more about these places. (NOTE: Books about familiar

places will be good for new readers; books about unfamiliar places will be good for more advanced readers.)

Information or awareness-raising books. These can present information or help to make people aware of important issues that affect the community (for example, information about malaria, about the environment, about the political situation).

Instructions, directions. These books tell people how to do certain things such as sew a dress, make and use compost in the garden, bake bread or start a micro-credit program.

Religious, moral teachings. These books contain sacred texts or stories or lessons about spiritual, moral and ethical issues.

Skits, dramas. These books contain the actions and dialogue that can be read by actors as they perform a play or drama for the community.

Pictures books. Stage 1 picture books are for new readers. Each page has a large picture with just one or two words or a short sentence in the readers' L1. The words tell about the picture. Stage 3 picture books have text in L1 and L2. (Picture Books are not needed in Stages 2 and 4.)

Alphabet books These books teach the letters of the alphabet. Each page has one letter of the alphabet and several simple, familiar pictures of objects that begin with that letter. (Example in English: the letter *b* with pictures of a *ball* and a *basket*).

Dictionaries. Many language groups make simple dictionaries, especially for L1 classes in school. School dictionaries can have as few as 300-400 well-known words. They often begin with a short description of the sound system of the language.

Numeracy books. These books use stories and activities to teach new readers about numbers. Numeracy books for small children may focus on teaching symbols and counting. Books for adults can introduce numeracy "problems" that relate to the adult learners' lives and provide them with opportunities to learn addition, subtraction, multiplication and division.

You can develop many kinds of reading materials right in the community. You can use a variety of formats. Some possibilities include:

Small reading books. Small reading books are for individual reading or for reading to someone else

Big Books with stories, songs, information, etc. are for shared reading.

Flip charts. with stories, information, songs, etc. Teachers can use these to teach information.

Games. Games help people have fun as they are learning to read their language. Games can be played by a group of people or they can be for people to play by themselves. Games for new readers might focus on letters and parts of words. (For example, the game might have pieces of paper with different letters on them. The new readers put the letters together to make words.) Games for fluent readers are more complex and challenge them to use their reading skills to do different activities.

Activity books. Activity books have a variety of enjoyable activities (for example, cross-word puzzles) that challenge readers and writers to use their language in new ways.

Posters. Posters are large sheets of paper with a picture and a short text. The text says something about the picture. The posters can be about many different topics: health, the environment, social issues, or things from the learners' daily lives that are interesting to them. New readers can use the picture to help them understand what the writing says. It is good to have many posters on the walls of the learning center.

Calendars. Calendars have the dates for each month. For each month there is a picture that is familiar to people in the community and a short text in their language.

Date books. These are small books with monthly calendars that people can use to remember appointments and other things to do.

Letters. The letters that people in the community write to each other are also literature and in the future, may provide important clues to the history of the community.

Promotional materials/announcements. These can be written as posters or newsheets. Promotional materials can provide information about upcoming literacy classes or about new books in the local language. Announcements can contain information about upcoming

community events (meetings, celebrations) and include information about time, place and other information people might want to know.

Signs. Shops, schools, religious buildings can put their names and other information on signs and put these above their doors.

Newsheets and newsletters. Most people are interested in learning about what is happening in their community and in the larger society. Newsletters and newsheets can be for new readers and for more fluent readers. They can be in the readers' L1 only or they can be in the L1 and in the national language. Newsheets can be posted in prominent places in the community, sold, or given away. New readers can be encouraged to produce their own newsheet—an excellent way to encourage them to use their reading and writing abilities.

APPENDIX E : SUGGESTED LITERATURE AND TEACHING AIDS TO ACCOMPANY
Mother Tongue Based Multilingual Education

First Language Curriculum Based on Dep Ed Competencies
Philippines 2010

BIG BOOKS Need 2 years minimum for initial development	SMALL BOOKS* Use any currently available materials	CHARTS One page charts only that stay on the wall long term to create print environment	LISTENING STORIES Teacher reads with expression to model good reading and develop a love for reading	EXPERIENCE STORIES Teach learners that writing represents their own thoughts written down	PICTURES for developing oral fluency	LETTER AND WORD CARDS ETC. for developing fluency	MANIPULATIVES Used for hands on , participative learning and for enjoyment in learning
1	2, 3	1, 2,3	7	8, 11	4	2, 3	2
2,3	54	13	9	14, 17	12	9	3
4	58	19	21	19	14,17	18	6
6	76	28	27	42	18	19, 21	7
12,13		29	31	49	22	23	8
18		32	37	59	26	24	9
26		34, 36	40	62	29	26, 27	11
33		53	46, 47	71	40	32, 33, 34	12, 13
38		63	57		52	36	19
41		66	62		56	38	22
43, 44		72	67		64	41	23
48, 51		79	74		69	42, 44	24
52		83			73	57	58
56					77	59	63
61					78	61	64
64					83	64	76
69					84	73	77
73						74	78
82						77	80
						78	
						80	
						83, 84	

*As each MTBMLE program develops continued materials production must occur. As materials are developed in an on-going manner, more focus should be given to small books of various stages of literature in order to develop a corpus of reading materials for the community and school.