TWO-TRACK APPROACH TO READING AND WRITING IN STUDENTS' FIRST LANGUAGE (L1)


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FOUR ESSENTIAL COMPONENTS OF LANGUAGE EDUCATION

Language education programs help students build fluency and confidence in speaking, listening, reading and writing their own language as well as other languages they are expected to learn in school. Effective language education programs focus on both meaning and accuracy in all four components, from the very beginning.

Emphasis on meaning (Focus on whole texts) | Emphasis on accuracy (Focus on parts of the language)
---|---
Listening | They recognize and distinguish sounds, syllables, words and sentences.
Students listen in order to understand and respond to what they hear.
Speaking | They use correct vocabulary, pronunciation and grammar.
They speak in order to communicate their thoughts and ideas to others.
Reading | They recognize parts of words (letters, syllables, tone marks, etc.), sentences and paragraphs, and can sound them out.
They read for enjoyment and to understand and use new ideas and information.
Writing | They form letters properly and neatly, spell words correctly, and use correct grammar.
They write in order to communicate their thoughts and ideas.

Some educators would add “thinking” as the 5th component of Language Education. The “Two Track” approach to reading and writing includes “higher level thinking” questions that require students to give reasons for their answers, apply their thoughts and ideas to different contexts, analyze problems and situations and be creative in using what they have learned. This, of course, is very difficult if students are forced to learn to read and write in a language they do not know well. However, these higher level questions are quite appropriate for students learning to read and write in their mother tongue (L1) because that is already their “thinking” language.

THE “TWO-TRACK” APPROACH TO TEACHING READING AND WRITING

The two-track approach to teaching reading and writing emphasizes “meaning” (understanding whole texts) and “accuracy” (learning word identification strategies). Since activities in both tracks include some meaning and some accuracy, the distinction is on the focus of the activities in each one.

<table>
<thead>
<tr>
<th>MEANING TRACK</th>
<th>ACCURACY TRACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared reading</td>
<td>Picture and key word</td>
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<td>Experience Story</td>
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<td>Listening Story and library time</td>
<td>Sentence-making</td>
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<td>Creative writing</td>
<td>Spelling and handwriting</td>
</tr>
</tbody>
</table>

1 Also known as “Story Track” or “Story Time”
2 Also known as “Workbook Track,” “Primer Track” or “Word Time.”

THE READING PLAN

The Reading Plan, used in both the Meaning Track and Accuracy Track, is composed of the following sequence of activities:

1. Teacher reads the entire text to the students. [If the students have already learned the letters in the text, they read it together to the teacher.]
2. Teacher reads the text with all the students.
3. Teacher reads one part of the text with one or two student volunteers.
4. One or two student volunteers read part of the text by themselves.3
5. Teacher and students read the entire text together.

IMPORTANT: In Steps 2 & 3, the teacher always reads with the students. Students should not listen to the teacher read a sentence and then repeat it.

SUGGESTED 5-DAY SCHEDULE FOR MEANING TRACK AND ACCURACY TRACK

This schedule is based on a 5-day school week. Divide the sessions in the way that suits your situation best.

Day 1 Meaning Track: Shared Reading and Creative Writing + Library Time
Day 1 Accuracy Track: Key Word lesson
Day 2 Meaning Track: Experience Story and Listening Story + Library Time
Day 2 Accuracy Track: Review Day 1 and then introduce the next Key Word lesson
Day 3 Meaning Track: Same as Day 1
Day 3 Accuracy Track: Review Day 2 and then introduce the next Key Word lesson
Day 4 Meaning Track: Same as Day 2
Day 4 Accuracy Track: Review Day 3 and then introduce the next Key Word lesson
Day 5: Review Meaning Track and Accuracy Track lessons learned so far

3 Ask for volunteers for this step. Do not force anyone to read alone. If no student volunteers, then go on to step 5.
MEANING TRACK LESSON #1 (minimum of 40 minutes)
Shared Reading Story, Creative Writing, Library Time

SHARED READING (20 minutes)

Preparation (Do this before class begins.)

If you are using a Big Book or Poster Story:
Practice reading the story aloud 2-3 times so you can read it fluently and with understanding. Select 4 words from the story to use for the Matching Word activity. Write each word on a piece of paper so the words are the same size as the words in the Big Book or poster story.
Select 3 short sentences from the story that you will use for the “Hide-a-Word activity. Have a straight stick ready to use as a pointer.

If you are using small books:
Take out the small books. You should have enough to give one book to every 1 or 2 students. Practice reading the story aloud 2-3 times so you can read it fluently. Select 4 words from the story to use for the Matching Word activity and select 3 short sentences from the story that you will use for the “Hide-a-Word activity. You will write these words and sentences on the chalkboard.

1. Introduce the Shared Reading story
   - Introduce the story topic but do not show students the cover picture yet. Ask them questions about people and events in their own lives to encourage them to think and talk about the story topic.

2. Read the story using the Reading Plan
   - If you are using a Big Book, show students the cover picture. Ask 1-2 students to tell you what they think the story will be about based on the picture. Encourage them to share their ideas freely.
   - Read the title of the story to the students. Move your pointer smoothly just under the words as you read.
   - Show the students the picture that goes with the first page of the text. Ask them to describe the picture. Then say, “Let me read this page to you.” Read the text for that page, moving the pointer smoothly under the text as you read.
   - Do the same for each page. As you are reading, stop 2 or 3 times to ask, “What do you think will happen next?” Encourage students to share their ideas freely (no incorrect answers!)
   - When you have finished reading the entire story, ask the students some simple comprehension questions (what? who? where? when?) and some higher level questions like these: “Why do you think that happened?” or “What would have happened if...?” or What part of the story did you like the best? What part didn’t you like? Why?
   - Then follow Steps 2-5 of the Reading Plan. Move the pointer smoothly under the words as you and the students read.

3. Do the Matching Word activity.
   - Show the students the Matching Word cards that you prepared.
   - Then show them the Big Book (or Poster Story) sentence that has the same words as the word cards. (See the gray “Preparation” box above.)
   - Call for volunteers for each Matching Word card. Volunteers take turns putting their word cards under the matching words in the sentence. Invite a classmate to help anyone that has trouble finding the correct matching words. When they match the word correctly, read the word with them and everyone clap.
   - If you are using a small book, write the words on the chalkboard rather than on cards. Show students one of the words you wrote on the chalkboard and tell them to open their books to that page, hold up their books and point to the matching word. Check that they are pointing to the correct word.

   - Find the first sentence that you chose for the Hide-A-Word activity. Read that sentence with the students.
   - Hold a small piece of paper over one of the important words in that sentence. Encourage the students to think about the weekly theme and then to create their own picture and story about the theme. Encourage them to create a story about something that really happened to them or something from their imagination.
   - Ask the students, “Which of the words in that sentence did I cover?”
   - If they say the correct word, uncover the word and praise them. Then read the sentence again with the students.
   - If they say the wrong word, point to the word they said to show them that this is not the word that is covered. Read the sentence again and let them try again to identify the covered word.
   - Do this with the other “Hide-A-Word” sentences.

CREATIVE WRITING (15 minutes)

1. Encourage students to think about the weekly theme.
   - Encourage the students to think about the weekly theme and then to create their own picture and story about the theme. Encourage them to share their ideas freely (no incorrect answers!)

2. Students draw a picture and write a story.
   - Go around the room and encourage the students to write freely and to make their stories interesting. Encourage them to add details to their pictures and stories.
stories. Praise them for their attempts and do not correct spelling or handwriting when they are writing creatively.¹

3. **Students share their story with a partner or in small groups or with the whole class.**
   - Each student shows their story to their partner or to other team members. Encourage them to “read” their stories, pointing to the different parts, just as they have seen you reading stories to them. In small classes, you can select students to share their story with the whole class.
   - Each week or each 2 weeks, put an example of the students’ creative writing on the wall, with their name and date on the front or back. (You can keep these as a record of each student’s progress.)

   **Experience Story and Listening Story + Library Time**

**LIBRARY TIME**⁸ (5 minutes)

**Students read big books, poster stories, or small story books alone or with a partner.**
- Put a variety of books in a place where everyone can see them. Invite the students to choose a book to read. Encourage them to read the books silently by themselves or quietly with a partner.
- As they read, walk around the room to encourage them.
- You can also use this quiet time to invite different students to read to you. Let them sit or stand beside you. If appropriate in your context, you can help them move their finger under the words as they read to you. If they have trouble, you can read with them. This can be a good opportunity for you to see how individual students are doing and encourage them.

**EXPERIENCE STORY** (25 minutes)

**Preparation** (Do this BEFORE class begins.)
- Plan a short activity, ideally related to the weekly theme, that the students can do together, either in the classroom or outside. For example, if the theme is “Fruit”, bring some bananas to class and let students divide the bananas so everyone has some. Be sure to plan activities in which the students are actively involved, not just listening to or watching you.
- Have the chalkboard and chalk (or whiteboard and markers) ready.

1. **Do the “experience” (activity) together.**
   - Refer to the weekly theme and then have the students do the activity together.
   - When they finish, ask questions that encourage them to talk about what they did, saw, smelled, touched, and heard.

2. **Students make up a story about their experience.**
   - Once the students have talked about their experience, tell them, “Now you can create your own story about this experience. I will write your story on the chalkboard as you tell it to me.” Give the students a few minutes to talk together about what they want to put into their story.

3. **Write the story as the students dictate it to you, sentence by sentence.**
   - Ask the students what they want to say first in their story.
   - When one of the students tells you a sentence, repeat the sentence and ask the class “Is that what you want to say first?” If they say yes, write the sentence just as they said it to you. If they want to change the sentence, re-write it as they tell you.
   - After you write the sentence, read it to the students. Again ask, “Is that what you want to say?” If they want to change the sentence again, write what they want to change so they are satisfied.
   - Then ask, “What would you like to say next?” Again, write just what they tell you. (You may need to encourage the students to keep their sentences short.)
   - Do the entire story—about 4-6 short sentences—like that.

4. **Read the story to the students.**
   - Read the entire story to the students. Ask them if they want to make any changes to their story. Write the changes they tell you to make.

5. **Students give their story a title.**
   - Ask, “What title do you want to give your story?” Let them discuss this. **Deciding on a title is a meaningful activity because the title should fit with what the story is about.**
   - When they have agreed on a title, write it as the students dictate it you.

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¹ In the early stage of literacy acquisition, this is called “emergent writing”. Students may not yet know how to form letters neatly or to spell correctly. The objective for Creative Writing is that they will gain confidence in their ability to put their thoughts into written form—even if the form looks like scribbling to you. As they continue with the Accuracy Track (focus on accuracy), the correct forms will gradually “emerge”. For now, encourage them to be creative and praise them for what they write. For an excellent example of the stages of emergent writing, see [http://dept.houstonisd.org/curriculum/earlychild/ECH%20Handbook.pdf](http://dept.houstonisd.org/curriculum/earlychild/ECH%20Handbook.pdf).

⁸ You may want to call this by a different name if “library” is not a meaningful term for the children (for example, “Reading Quietly Time” or “Reading Silently Time”).
6. Read the story again, using Steps 2-5 of the Reading Plan.
7. Later, copy the story neatly onto a large sheet of paper and put it on the wall.

LISTENING STORY (10 minutes)

**Preparation (Do this BEFORE class begins)**
Select (or create) a Listening Story about the theme for this week. The story can be interesting, exciting or funny (but never boring!) You should be able to read the story in about 5-7 minutes. Listening stories do not require pictures. Remember to keep the story in a safe place so you can use it again next year.

**Read the Listening Story to the students**
- Tell the students to listen as you read the Listening Story to them.
- Read the story to the students in a lively and interesting way. Remember that the purpose of the Listening Story is for students to hear and see you model fluent reading.
- As you read, stop 2 or 3 times to ask the students, “What do you think will happen next?” Let students answer. Then say, “Okay, let’s read on to see what happens!”
- Read the whole story like that. When you finish, ask the students to summarize the story. Then ask them ‘higher level thinking’ questions about the story.
- If time, let them re-tell and/or act out the story.

LIBRARY TIME (5 minutes)

*Students read small story books alone or with a partner.*
- Put a variety of books in a place where everyone can see them. Invite the students to choose a book that they can read alone or with a partner. Encourage them to read the books silently by themselves or quietly with a partner.
- As they read, walk around the room, encouraging them.
- You can also use this quiet time to invite different students, one-at-a-time, to read to you. Let them sit or stand beside you. If appropriate in your context, you can help them move their finger under the words as they read to you. This can be a good opportunity for you to see how individual students are doing and encourage them.

MEANING TRACK LESSON REVIEW (40 minute lesson)

**REVIEW SHARED READING STORY OR EXPERIENCE STORY** (20 minutes)

**Preparation (do this BEFORE class begins)**
Select one sentence, either from the Shared Reading story or the Experience Story, and write each of the words in that sentence on small pieces of paper. Write the words in large letters so that everyone in the class will be able to see them. Example: *We saw a big green snake*

| big | sa | snake | We | green | a |

1. **Students retell yesterday’s Shared Reading story or Experience Story.**
   - Ask the students to think about yesterday’s story. Ask them to tell you the sequence of events in the story: “What happened first? Then what happened? Etc.”
   - Encourage them to tell the whole story like that. If they can remember without questions, that’s even better.

2. **Read the story with the students**
   - Read the story with the students. If students hesitate at some point, stop and encourage them to continue reading with you. Important: Do not read first and do not let the students just repeat what you said.

3. **Students put word cards together to make a sentence from the story**
   - Write the selected sentence on the chalkboard in large letters. Then ask for volunteers—one student for each word in the sentence.
   - Mix up the word cards and give one word card to each volunteer. Make sure the cards are not in order.
   - Ask the volunteers to put themselves in a line so that the word cards are in the correct order to make the sentence. Encourage the rest of the students to help them to stand in the right order so they can read the sentence.
   - You and the volunteers read the sentence to the rest of the class. Then everyone read the sentence together.

**CREATIVE WRITING** (20 minutes)

- Students draw a picture and write their own story about something they did or learned this week.
- Students share their stories with a partner or in small groups or with the whole class.
**ACCURACY TRACK LESSON: NEW KEY WORD** (40 minutes)

**Preparation** (Do this BEFORE class begins.)

Put the key word picture, the key word and syllable boxes and the Big Box on the chalkboard.

Leaves space between the keyword and the Big Box for the “Break-the-Word and Make-the-Word” activity.

Leaves space below the Big Box for the “Break-the-Sentence and Make-the-Sentence” activity.

**IMPORTANT:** The teacher should never read anything to the students that they can read themselves. In a normal Accuracy Track lesson, the only thing that is new is the letter/sound that is introduced in the key word. All the other words and sentences use letters that the students have already learned. Students feel encouraged when they read words and sentences without the teacher’s help. So help them when necessary, but always let them try to read by themselves first.

**PICTURE AND KEY WORD** (10 minutes)

1. **Write the new letter on the chalkboard.**
   - Point to the new letter. Ask the students to say the name of the letter. Let a volunteer find the letter on the Alphabet Chart.
   - Tell them, “Today we are going to learn the sound of the letter ___ when we read it in words and sentences.”

2. **Introduce the key word picture.**
   - Point to the key word picture. Tell the students, “This is a picture of a ____.”

3. **Introduce the key word.**
   - Point to the key word and read it to the students.
   - Keep pointing to the key word as you read it with the students 2-3 times.
   - Do the syllable activity.

**NOTE** If the key word has only one syllable, do the activity on the left. If the key word has more than one syllable, do the activity on the right.

<table>
<thead>
<tr>
<th>“Clap/ left hand / right hand” for one syllable key word</th>
<th>Syllable boxes for two- or three-syllable key word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point to the key word (Ex: “tik”) and read it.</td>
<td>Point to the key word (Ex: kuli) and read it.</td>
</tr>
<tr>
<td>Then point to the syllables in the syllable boxes as you read each syllable distinctly.</td>
<td></td>
</tr>
</tbody>
</table>

11 In some languages, the name of the letter is the same as the sound it represents in the language.

12 This activity can be done with the syllables in a 2- and 3-syllable word. It is a way of practicing phonemic segmentation (a form of phonemic awareness) that supports young learners’ understanding of how to decode new words.

4. **Do the “Break-the-Word” activity**
   - Write the key word on the left side, under the key word syllable boxes.
   - Read the key word with the students.
   - Then say, “Now I will write the part of the key word that has our new letter for today.” Write that part of the word under the key word so the new letters are in a straight column. Read the part of the word with the students.
   - Continue writing each smaller part of the word and reading it with the students. (This may take only one step or it might take 3 or 4 steps, depending on the length of the key word.)
   - When only the new letter is left, write it directly under the new letter in the line above. Read the new letter with the students.
   - Read the whole “Breaking Word” column with the students.

5. **Do the “Make-the-Word” activity**
   - Tell the students, “First we “broke” the new word apart, down to the new letter. Now we will “make” our new word by putting the parts together again. First I will write our new letter by itself.”
   - Write the new letter to the right of the “Breaking Word” Activity and read the new letter with the students.
   - Tell the students, “Now I will write the part of the new word that has our new letter.”
   - Write the part of the word under the new letter so the new letters are in a straight column. Then read that part of the word with the students.
   - Follow that pattern, using as many steps as you did with the “Break-the-Word” activity. Finally, write the entire word so the new letters are in a straight column and read the word with the students.

**Example** New letter “k”:

<table>
<thead>
<tr>
<th>Breaking the word</th>
<th>Making the word</th>
</tr>
</thead>
<tbody>
<tr>
<td>kuli</td>
<td>k</td>
</tr>
<tr>
<td>ku</td>
<td>ku</td>
</tr>
<tr>
<td>k</td>
<td>kuli</td>
</tr>
</tbody>
</table>

6. **Read the entire key word lesson using Steps 3-5 of the Reading Plan.**
BIG BOX (10 minutes)

Preparation (Do this BEFORE class begins.)

Draw the Big Box on the chalkboard, with the letters or syllables exactly as they are shown for this lesson in the Primer.

1. **Students read the letters or syllables in the Big Box.**
   - Students read the letters or syllables in the Big Box as you point to them. First have them read from left-to-right (or right-to-left, if that is the way the language is written) and then top-to-bottom if that is how to read in your language.
   - You can also do the “Clap-left hand-right hand” activity with some of the syllables in the Big Box (directions in small chart page 11 and 12) to help the students see and hear how the sounds combine to make the syllables.
   - Now point to different letters or syllables randomly. Volunteers read each letter or syllable as you point to it. Correct them if they read anything incorrectly.
   - NOTE: If the students have trouble reading the letters and/or syllables in the Big Box you can read with them the first time and then they read it to you. However, first encourage them to read it by themselves.

2. **Students find the new key word in the Big Box.**
   - Invite a volunteer to come and find the letters or syllables that make the new key word. Read the word with the student that found it.
   - Ask the class if that word is correct. If so, write the key word on the chalkboard and have the students read it. If the word is not correct, ask another student to point to the correct parts of the key word. Then you write it correctly on the chalkboard.

3. **Students find other words in the Big Box.**
   - Invite volunteers to find other words in the Big Box—as many as possible in the allotted time.
   - Read the words with the students as they identify them. Ask the rest of the class if the word is correct. If not, invite another student to come and point to the correct letters.
   - Have the students read all the “Big Box words” on the chalkboard as you point to them. If they have trouble reading to you, read the words with them.
   - NOTE: If the students do not identify the “sentence making word” that you will use in the “Key Sentence Activity” (below), be sure to point it out to them.

BREAK AND MAKE THE SENTENCE ACTIVITY (10 minutes)

1. **Write the “Break and Make the Sentence” word on the chalkboard.**
   - Write the word on the chalkboard, under the Big Box. Ask the students if they remember seeing this word in the Big Box. Point out that it is the word they will use to “break and make” a sentence today.

2. **Write the sentence for today to the left under the Big Box (see the example on page 15)**
   - Read the sentence with the students.

3. **Do the “Break-the-Sentence” activity.**
   - Do the Break-the-Sentence Activity the same way you did the Break-the-Word activity above.

4. **Do the “Make-the-Sentence” Activity.**
   - Build the sentence back up from the word to the whole sentence, the same way you did the “Make-the-Word” activity above.
   - Here is an example of the activity using “bit” as the “Break and Make the Sentence” word.

<table>
<thead>
<tr>
<th>Break-the-Sentence</th>
<th>Make-the-Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The dog bit the boy.</td>
<td>bit the boy.</td>
</tr>
<tr>
<td>bit</td>
<td>bit the boy</td>
</tr>
<tr>
<td>bit the boy</td>
<td>The dog bit the boy.</td>
</tr>
</tbody>
</table>

5. **Read the Break-the-Sentence and Make-the-Sentence activity following Steps 2-5 of the Reading Plan.**

HANDWRITING AND SPELLING (10 minutes)

HANDWRITING (5 minutes)

1. **Show the students how to write today’s new letter in the air and on their hand.**
   - With your back to the students, tell them to watch as you “write” the new letter in the air with your finger. Describe how to form the letter as you write it in the air. Make sure you make the letter very big so they can see how you do it. Have them practice writing the letter in the air with you 3-4 times.
   - Then show them how to write the letter on the palm of one hand using the finger of the other hand. Have them do this with you 3-4 times.

2. **Students practice writing the new letter on their paper or slate.**
   - Write the new letter on the chalkboard. Write slowly and make the letter big so everyone can see it. Describe how to write the letter as you write it on the chalkboard. Write the letter 3 times like that.
   - Students practice writing the letter 10 times.
   - Go around the room and help anyone that is having trouble forming the letter.

3. **Students practice writing the new key word.**
   - Write the new key word in large letters on the chalkboard. Sound out the word as you write it. Write it 3-4 times so everyone can see clearly how you write it.
   - Students write the new key word 10 times.
• Walk around the room to see how they are doing. Help anyone that is having trouble writing the word.

**SPELLING (10 minutes)**

1. Erase the primer lesson from the chalkboard.
2. Say the key word from today’s lesson to the students slowly, 2 times. They write it.
3. Say the key word from the last lesson slowly, 2 times. They write it.
4. Say 2-5 key words from earlier lessons slowly, 2 times each. They write each word before you go to the next one.
5. Say the sentence from today’s lesson to the students. They write it.
6. Walk around the room as they write to encourage them and help them.
7. Write the spelling words and sentence correctly on the chalkboard. Students check their work and correct any mistakes. 

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**ACCURACY TRACK LESSON REVIEW (40 minutes)**

**REVIEW KEYWORDS (20 minutes)**

1. **Big Box activity**
   - Make a Big Box with letters or syllables from previous lessons. If the same letter/syllable is used more than once in a key word, write that letter or syllable just one time. Students then point to the same letter/syllable twice to make the word (for example “mama” or “kotako”.
   - Students read the letters or syllables in the Big Box to you as you point to them.
   - Students find key words and any other words in the Big Box. This can also be done as a game with teams. The team that finds the most words wins.

2. **Make words from a syllable or letter**
   - Write a single syllable or letter that the students have already learned. Students take turns using the syllable or letter to make words. This can also be done as a game with teams. The team that makes the most word wins.

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**REVIEW SPELLING AND HANDWRITING (20 minutes)**

**Preparation (Do this BEFORE class begins.)**

Identify up to 10 key words (including all from this week) for spelling review.

Find the sentences for this week’s Break- and Make-the-Sentence activities.

1. **Review key word spelling**
   - Say one of this week’s key words. Use that word in a sentence and then repeat the key word, by itself, slowly. Students write the word in their exercise books.
   - When they are finished writing, write the key word on the chalkboard. Students check their spelling and make corrections if necessary as you walk around to help and encourage them.
   - If there is enough time, you can add key words learned earlier, up to 10 key words.

2. **Write sentences from “Break- and Make-the-Sentence” activities this week.**
   - Dictate the sentences from the 2 “Break- and Make-the-Sentence” activities from this week. Students write the sentences.
   - Then write the sentences on the board so students can check their work.

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13 Alternatively, you can write each word on the chalkboard after the students have written it themselves and let them check their work and correct any mistakes, rather than waiting until they have written all the words and sentences.
EXAMPLE OF AN ACCURACY TRACK LESSON
Tok Pisin, Papua New Guinea

FOR TEACHER ONLY
This lesson teaches the new letter “d”. Students have already learned {i, a, ai, u, m, b, p, k, t, l, mb, w}.

Key Sentence
Mama i lukim diwai.

Syllable boxes

Breaking Word & Making Word

Big Box

Sentence Making Word

Key Sentence

Mama i lukim diwai. Lukim diwai lukim diwai

Mama i lukim diwai.

FOR TEACHER ONLY

diwai

di wai

d diwai
d di wai
d di

di pa im ma

ma pa luk kuk

kat kai mbu wai

lukim

Mama katim mambu. Papa i katim diwai. Mi lukluk. (Mother is cutting bamboo. Father is cutting a tree. I am watching.)

WALL CHARTS FOR TEACHERS:
BASIC STEPS IN TEACHING THE TWO-TRACK METHOD

Print the following pages of basic steps for the teachers or copy them onto A3-size paper and put them on the teachers’ desk or on the wall to help them remember the steps for both the Meaning Track and Accuracy Track.

TRAINERS: Make sure that the teachers go through all the steps for each part of both tracks as they are described in the Teachers’ Guide (the first part of this manual.) This is especially important in the early days of teaching this new method. These “Basic Steps” will remind the teachers of the progression that they should follow. Later, the teachers will have memorized the steps and will not need the posters.

MEANING TRACK LESSON # 1

SHARED READING

1. Ask questions that encourage the students to talk about the story topic.
2. Show students the cover picture and let them describe it.
3. Read the title of the story.
4. Show the picture for each page and then read each page to the students. Stop several times to ask the students what they think will happen next.
5. Follow steps 2-5 of the Reading Plan.

CREATIVE WRITING

1. Encourage students to think about a topic relating to the weekly theme.
2. Tell students to draw a picture and write a story about their topic.
3. Students share their story with others.

LIBRARY TIME

1. Students read books alone or with a partner.
2. While students are reading, invite one student to read a story to you. Encourage them and help them as needed.

MEANING TRACK LESSON #2

EXPERIENCE STORY

1. Do the “experience” (activity) together and then talk about it.
2. They make up a story about their experience.
3. Write the students’ story as they dictate it to you, sentence by sentence.
4. Read the students’ story to them.
5. Students think of a title for their story. Write their title above the story.
6. Write the title that the students give their story.
7. Read the story again following steps 2-5 of the Reading Plan.
8. Copy the story onto a big piece of paper and put it on the wall.

LISTENING STORY

1. Read the Listening Story to the students. Stop one or two times as you read to ask the students what they think will happen next.
2. Ask students comprehension and higher level thinking questions about the story.
3. Encourage them to retell and/or act out the story.

LIBRARY TIME

1. Students read small story books alone or with a partner.
2. While students are reading, invite one student to read a story to you. Encourage them and help them as needed.
MEANING TRACK LESSON REVIEW

REVIEW SHARED READING OR EXPERIENCE STORY
1. Students re-tell one of the Shared Reading or Listening Stories from this week.
2. Read the story with the students.
3. Students put word cards together to make a sentence from the story.

CREATIVE WRITING
1. Students draw a picture and write their own story.
2. They share their stories with others.

ACCURACY TRACK LESSON: NEW KEY WORD

PICTURE AND KEY WORD
1. Write the new letter on the chalkboard. Students say the name of the letter and find it in the Alphabet Chart.
2. Introduce the Key Word picture.
3. Read the Key Word to the students and then with them 2-3 times.
4. If more than one syllable, read and clap for each syllable with the students. If one syllable do the “Clap-Left Hand-Right Hand” activity with them.
6. Read the entire Key Word lesson following Steps 3-5 of the Reading Plan.

BIG BOX
1. Students read the letters or syllables in the Big Box to you.
2. Students find the new key word in the Big Box. Write it and they read it.
3. Students find other words in the Big Box. Write them and they read them.
4. Students read all the words from the Big Box to you.

BREAK- AND MAKE-THE-SENTENCE ACTIVITY
1. Write the Break- and Make-the-Sentence word under the Big Box.
2. Do the Break-the-Sentence activity under the left side of the Big Box.
3. Do the Make-the-Sentence activity under the right side of the Big Box.
4. Read the Break-the-Sentence and Make-the-Sentence activities following Steps 2-5 of the Reading Plan.
HANDWRITING

1. Show the students how to write today’s new letter. They practice writing it.
2. Show the students how to write the new keyword. They practice writing it.

SPELLING

1. Read the key word from today’s lesson. Students write it.
2. Read the key word from the last lesson. Students write it.
3. Read 2-5 key words from earlier lessons. Students write them.
4. Read the Sentence-Breaking sentence. Students write it.
5. Write the spelling words and sentence correctly on the chalkboard. Students check their work and correct any mistakes.

ACCURACY TRACK LESSON REVIEW

REVIEW KEY WORDS

1. Do the Big Box activity with letters and syllables from earlier lessons
2. Students make words from syllables or letters that they have learned.

REVIEW KEY WORDS

1. Students write key words from this week and earlier lessons
2. Students write sentences from this week’s “Break- and Make-the-Sentence” activities.