

A TEACHER'S BOOK

Year 1

TEACHER'S BOOK

Year 1

Naasioi Language

400 copies

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TEACHERS' BOOK FOR YEAR 1

VILES TOK PLES SKUL

N.S.P., P.N.G.

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This is a Teacher's Guide for the first year of the Nasioi Viles Tok Ples Skul programme, North Solomons Province of Papua New Guinea.

This book is not intended as a complete curriculum for the Viles Tok Ples Skul, but features the Reading Readiness, Pre-Writing subjects needed to be taught in Year 1. A Teacher's Guide to teach the reading related subjects for Year 2 has also been prepared.

This book is designed to be used at the Year 1 Teacher Training Course for V.T.P.S. and as a reference book for the teachers to use during the year.

INTRODUCTION

During the first year of V.T.P.S. we will be helping the children to get ready to learn to read. This is called Reading Readiness or Pre-Reading.

Each day you will teach three kinds of activities:

1. Speaking and Hearing
2. Seeing Same and Difference
3. Pre-Writing.

Each of these activities is planned to take about 30 minutes. If you do not finish one activity within 30 minutes, you should leave it and finish it the next day. Do not go on to a new activity or lesson until you have finished the one before. Mark in your Teacher's Guide where you finished in the lesson so you'll know where to begin the next day. If a child misses a day at school try to help him learn the things he missed when he comes back to school (e.g. in revision time).

Every day you must prepare your lessons for the next day. This is very important.

At the beginning, you will have to help the children learn to hold their books correctly, turn the pages, find the right pages, look after books and blackboards, how to put them away carefully when they are finished. Games also must be put away carefully.

Do not ever say the names of letters. The names of letters are for English and the children will learn them in Community School. The children may get confused if the English names are mixed with Tok Ples.

In Pre-Reading and Pre-Writing you must not say the sound that a letter makes. Talk about a letter by describing its shape.

Children will learn the sounds of each letter when they begin learning from the Primer.

Put things at eye level of the children, not way up high. When showing pictures, using the blackboard, putting pictures on the wall, etc. put them low enough to see easily.

When writing on the board or showing a picture, your body should not hide the thing that you are showing. Stand to one side, face the children and point with your finger.

Do not turn your back to the children except to write on the board or hang something up. Never talk with your back to the children.

When you are telling stories, doing drills or games with the children, sit on a low stool (or on the floor) with the children close to you. Look at their faces while you are teaching them.

Do not make fun of the children, call them stupid or shame them.

If some exercises are too hard, think of easier ways to explain them to the children. Or think of easier exercises that will teach the same thing.

If some exercises are too easy, think of other games or drills or exercises that are a bit harder for teaching the same things, so the children will have to think a bit and notice what they are doing.

TIME-TABLE

YEAR 1

an example

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:15	Assembly Health Inspection Singing				
8:15-8:30	Bible Story				
8:30-9:00	Seeing Same and Different				
9:00-9:30	Speaking and Hearing				
10:00-10:30	RECESS				
10:30-11:00	Story	Maths	Picture Talk	Maths	Creative Art
11:00-11:30	Science	Health	Cultural Studies	Singing	Singing Outdoor Games
11:30-12:00	Creative Art	Free Play	Outdoor Games	Cultural Studies	Story

SPEAKING AND HEARING

The purpose of Listening of Hearing Exercises is to make children aware of the sounds that make up words they know. They need to recognize that each word is made up of one or more sounds. They need to learn to hear the difference between sounds that are very similar.

Speaking:

The children needs lots of opportunities to express themselves orally. Let them talk about a lot of different things in school.

1. Story Telling: This is a good way to get children talking and also listening to others. Here are some ideas of things you can ask the children to talk about:

- * what did you do at the weekend?
- * what did you do or see on the way to school?
- * what did you do last Sunday?
- * tell about going to the market with your family.
- * tell about working in the garden.
- * tell about a time you went fishing
- * talk about something you like to eat
- * what do you like doing best at school? Why?
- * tell about a long trip you went on
- * the most exiting thing that happened to you
- * the most scary thing that happened to you
- * the happiest thing that happened to you
- * describe how to make or do something (e.g. how to make a toy car)
- * tell about something you really like. Why?
- * tell about something you really dislike. Why?
- * describe an object or a person
- * each child ask his grandparent to tell him about something our tumbunas used to make. The child reports back to class.
- * each child asks his tumbuna for an old story. The child tells the class.

2. Picture talks: This helps the children to talk about a variety of things. It helps them to listen to what others have to say.

Ask how, when, where, why, who, what questions about the picture.

Ask individual children questions. Don't ask questions of the whole class.

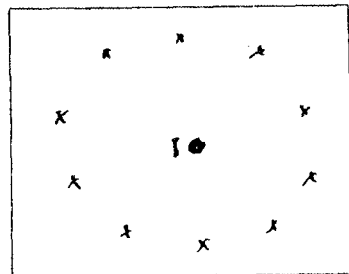
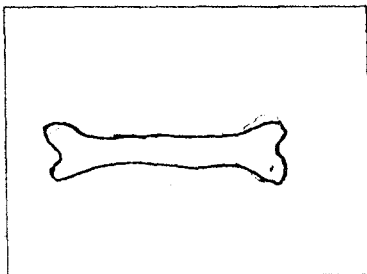
Pictures should be about Papua New Guinea - things the children know about and can talk about. e.g.:

children playing, swimming	children at school.
family eating	family working together
house building	working in the garden
local animals, birds, etc.	fishing
markets, etc.	singsings

Keep your eye out for cultural pictures. Old calendars often have nice pictures you can use. Old books the Community School no longer wants may have some pictures you can use. The North Solomons Cultural Centre has some cultural colouring books that have good pictures you can use.

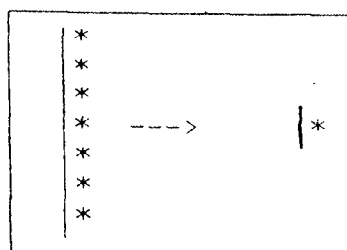
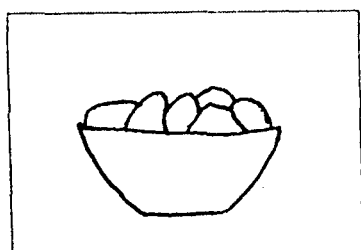
Hearing:

1. Listening Games: These are fun and help children to listen carefully.
 - a. Listen for sounds outside the room. Children tell what they can hear, e.g. dog barking, wind, someone yelling, a car, a bird, etc.
 - b. Fill three tins with different things e.g. rice, sand, stones. Show the children and let them listen to the different. Get the children to close their eyes, shake one of the tins and see if they can guess which tin it was.
 - c. Animal Noises: Teacher makes an animal noise (dog, cat, pig, bird) and asks the children what the sound is. Give the children a chance to make the sounds too.
 - d. What did I hit?: Teacher hits different things with a ruler, e.g. the blackboard, a chair, the wall, the floor. Children close their eyes and guess what the teacher hit.
 - e. What song is it?: Teacher claps the rhythm of a song that the children know very well. Can the children guess what song it is?
 - f. Dog and the Bone: Cut out a "bone" from cardboard. Have the children sit in a circle. One child is chosen to be the "dog" and he sits in the middle with his eyes closed and the bone behind him on the ground. Teacher points to a child in the circle, he creeps into the middle of the circle, "steals" the bone, goes back to his place in the circle and hides the bone behind his back. Teacher tells the dog to wake up. The dog then has three guesses to tell who stole his bone. If he has been listening very carefully, he will have a good idea from which direction the child came. The child who stole the bone then becomes the next dog in the middle of the circle.



- g. Pig steals the Kaikai: One child stands at the front with his back to the other children. On the floor behind him is a plate of kaikai (cut from cardboard). The other children stand in a long line some distance from the other child - they are the pigs who want to steal the kaikai. They creep up towards the child. If he hears any noise at all, he turns around. If he catches anyone moving, he calls the child's name and that child has to go back to the starting point.

The first pig to reach the kaikai without being seen picks it up and races back to the starting point. The child out front chases the pig and tries to catch the pig or any of the other pigs. If the pig who stole the kaikai gets back to the starting point without being caught, he becomes the new child at the front.



- h. Whisper a Message: Have a group of children stand in a line. Teacher whispers a message to the first child. That child whispers it to the next child, and so on down the line. The last child says the message out loud. Did they whisper it correctly? Later on you can divide the class into teams. Whisper the same message to the leader of each team. They each whisper it to the next child and so on down the line.

The last child says the message out loud. The team that whispered it correctly gets a mark. Repeat it again with a new message, a different child being leader each time. The team who say the message correctly the most times wins the game.

- i. A Story: Read or tell the children a story. Ask the children to stand up every time they hear a certain word, e.g. Father.

4. Hearing Exercises: These are in your Teacher's Book and usually include 3 to 4 sets of words. Be sure to read the instructions and the words well ahead of class time and know them well. Explain to the children what they are to listen for. When they understand what they are to listen for, read out the set of words. Say the words clearly, but in normal speech.

For example - Tell the children to listen to the words to hear what sound is the same at the beginning of each word. Read the words clearly.

abus, akis, amamas, anis.

Ask if they know what sound is the same at the beginning of these words. When they say a, tell them, "Yes, all these words begin with the sound a. Listen again and hear the a in each word - abus, akis, amamas, anis."

Ask the children to think of other words that begin with the same sound. "What other words can you think of that begin with a?" (Prepare a few words beginning with a before class begins in case the children cannot think of any.)

If in your Tok Ples you have long or pulled vowels, you will need to help the children hear the difference between a short vowel and a pulled vowel. Read sets of words beginning with a short vowel, then read another set of words beginning with a long vowel. Let them hear the difference.

e.g. kara kaku karang (ka)
kaara kaaka' kaaro (kaa)

When you are talking, you do not think about long and short vowels. You just say them the right way. When you are teaching the children you should help them to understand the difference between long and short vowels so the children can learn to hear them, and later will learn to read and write them correctly.

Clapping Syllables in a Word

During the speaking and hearing lessons, often you will want to have the children clap the syllables of the words so that they will learn the rhythm and notice how many parts or syllables there are in each word.

During Part a of the lesson you can clap the children's names or the names of their villages. Sometimes you can clap the names of birds or other things they talk about in their speaking lessons.

When clapping, you clap once for each syllable. For many words you will find this easy. In the following words the hyphen (-) between letters divides the words into syllables. A small star underneath the words shows each clap.

a-ma-mas	ko-ki	pi-ki-ni-ni	ka-ku	ka-rang	n-ta'	n-ta -a'
* * *	* *	* * * *	* *	* *	* *	* * *

Some Games for thinking of Syllables in Words.

1. Number of Syllables in a Word: Think of a word with two or more syllables in it. Clap the word but do not tell the children what the word is. Children tell you words which have the same number of syllables in it.
2. Clapping Words: Teacher thinks of some words, each having a different number of syllables in it. Say a word to the class. A child claps the syllables for that word. Repeat this game with several children.
3. The longest word: Choose a name of one of the children, say it slowly syllable by syllable, then say it normally again. Clap each syllable. Let children think of the longest Tok Ples words they can think of, say them slowly syllable by syllable, then say them normally. Clap the syllables. The child who can think of the longest word wins.
4. What is the Last Sound?: A child points to something and says its name. Another child says the sound at the end of the word. The children think of other words that end with the same sound or syllable. Repeat several times.
5. I See: Think of something you can see right now. Say "I see something that begins with" (Say the syllable that the word starts with.) The children have to guess what the answer is. Repeat several times. Children can also have a turn at being teacher.

SEEING SAME AND DIFFERENCE LESSONS

- A. Purpose: The purpose of these lessons is to train the children to look carefully at things and notice the things that are the same or different. They also learn to look left to right across the page.
- B. Steps of Lesson:
 - a. Game on the floor using objects
 - b. Demonstrate on the board the new thing for today
 - c. Exercises in books
 - d. Card Games
- C. Card Games: You will need many kinds of card games for the children to use during the first year of V.T.P.S. For the games you will use -
 - a. pictures
 - b. shapes
 - c. letters of your Tok Ples alphabet (this will be different from the English alphabet)
 - d. syllables
 - e. words - the very last part of this year.

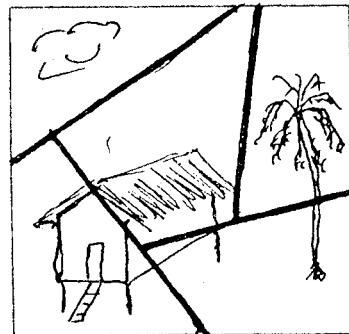
The measurements for these games are given in inches. You may make the cards a bit bigger or a bit smaller if you want to. This is just a guide.

You should draw guidelines in pencil on each card that you make. These will help you write the letters correctly. These guidelines are placed the same distance apart. They may be rubbed out after you

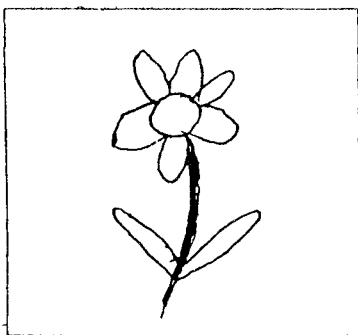
write your letters, so draw them very lightly. You should draw them only in the middle of the card where the letter will be.

When preparing your cards it is best to measure all the cards you can on one piece of cardboard before cutting any. Also draw your guidelines for the letters before cutting the cardboard. If you do this the letters on the cards will line up evenly. When writing the letters on your cards, be sure to follow the alphabet written on page 18.

0. Jig-saw Puzzles: Jigsaw puzzles are a good pre-reading activity. Find some pictures (cultural pictures are best -- P.N.G. people, animals, birds, scenes. Also cars, trucks, planes -- things that the children are familiar with). Paste each picture on some thick cardboard (plywood makes excellent jigsaw puzzles). Cut out the picture into 4-6 pieces. Mark the back of each piece with a special sign (check, x, o, etc.) so that you can remember which pieces of the puzzle go together. Keep them in an envelope or plastic bag so the pieces won't get lost.



1. Free Sorting:



3"

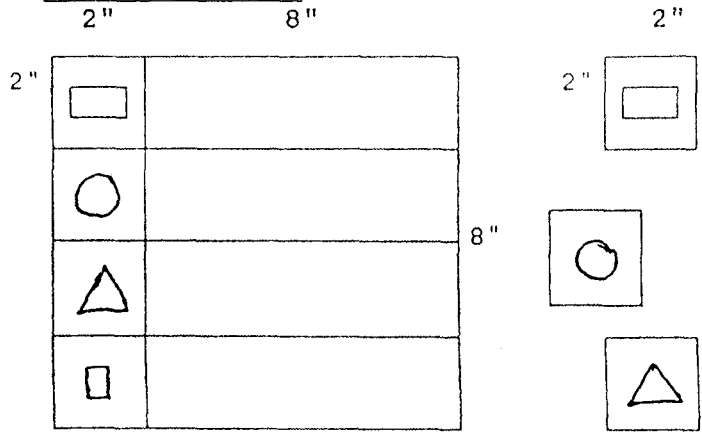
3"

To Make: Cut about 60 cards 3" x 3". Choose 6 different pictures and draw or paste them - ten cards for each picture.

Use: You can use pictures, shapes, letters or syllables for this game.

To Play: Tip the cards out onto the floor or the table. Children sort the pictures so that all the pictures of one kind are lined up.





2. Matching Cards:



To Make: Make one large card 8" x 8" and 12 cards 2" x 2". Rule lines on the big card as shown above. Draw shapes in the small boxes on the big card and three of each shape on the small cards. Color the different shapes with the same color. Make 6-8 sets.

Use: Pictures, shapes, letters, syllables. Can also use it for words with bigger cards.

To Play: Give 6-8 children each a big card. Mix the small cards up and let the children match the small cards with their large one.

Same			m	
shapes			n	
but			r	
different			h	
colors.				

Matching Pairs, "Find his Brother":

To Make: Cut out 12 cards 3" x 3". Think of 6 different pictures and draw each on 2 cards. Make 6-8 sets.

Use: You can use pictures, shapes, letters and syllables. With longer cards you could use words in Term 4.

To Play:

- a. Slow game: Each child is given a set and he matches the pairs.

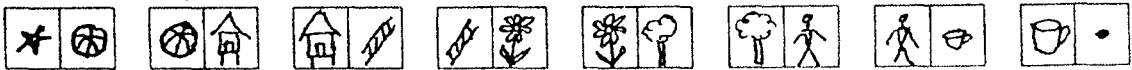
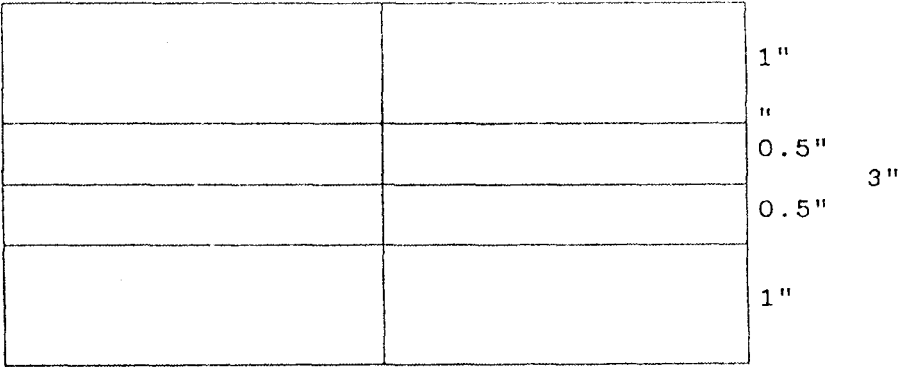


- b. Racing Game: Children stand in a line away from their set. Teacher says "Go!" and everyone races to arrange their set in order. The first one to complete his pairs is the winner.

c. Memory Game: Turn all the cards upside down except one which the child puts on the left hand side. Teacher says "Go" and each child turns up one card. If it is the same card he puts it beside the one that is facing up. If it is not the same card he turns it down again. Turn up the next card and find its pair by turning up a card. If its not right, turn it down again and have another try. Do this till all the pairs are found.

4. Dominoes:

6"

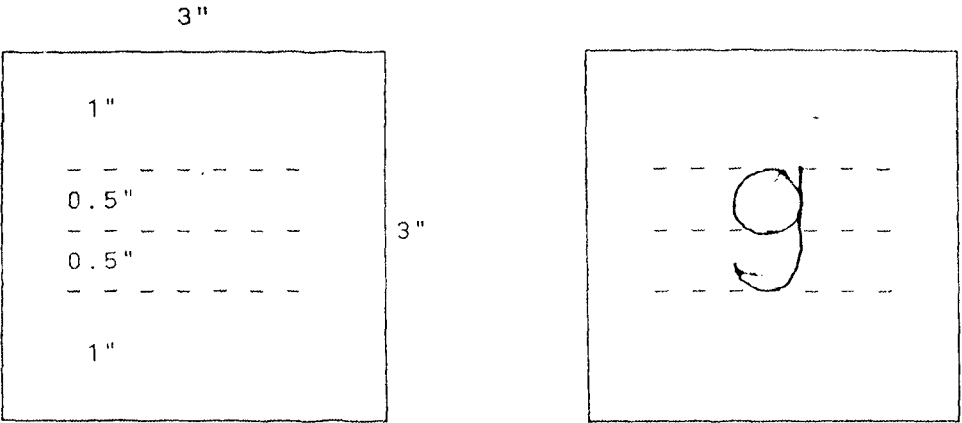


To Make: Cut and rule lines on 8 cards as directed. On the first half of the first card put a star. Put a picture on the part opposite to the star. On the last half of the last card put a full stop. Put it on the bottom of the guideline, as it would normally appear at the end of the sentence. The star and the full stop will help the children keep the cards right side up.

This is important so they will be able to see the difference between things like u and n.



5. Memory:

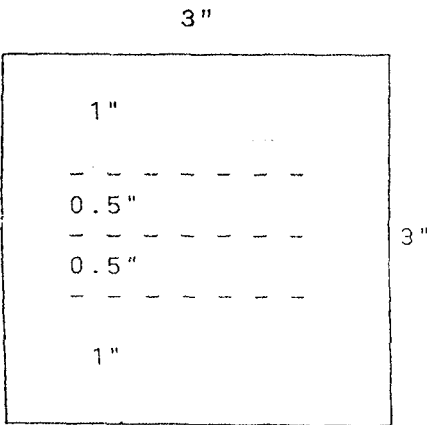


To Make: Cut out 16 cards and put guidelines on it as directed. Put the same thing on 2 cards.

Use: You can use pictures, patterns, letters, syllables, or words for this game.

To Play: Mix the cards well. Put all the cards face down on the floor or table. Three or four children can play this game. One child begins by picking up 2 cards and everyone looks at them. If they are the same the child keeps them and takes two more. If they are different he puts them face down in the same place. Everyone tries to remember where these cards are. Each person has a turn picking up cards, trying to find two that match. If he finds two the same he gets another turn and keeps the pair of cards. When all the cards in the middle have finished the child with the most cards wins.

6. Grab:



To Make: Make up 32 cards as directed. Put the same thing on 4 cards.

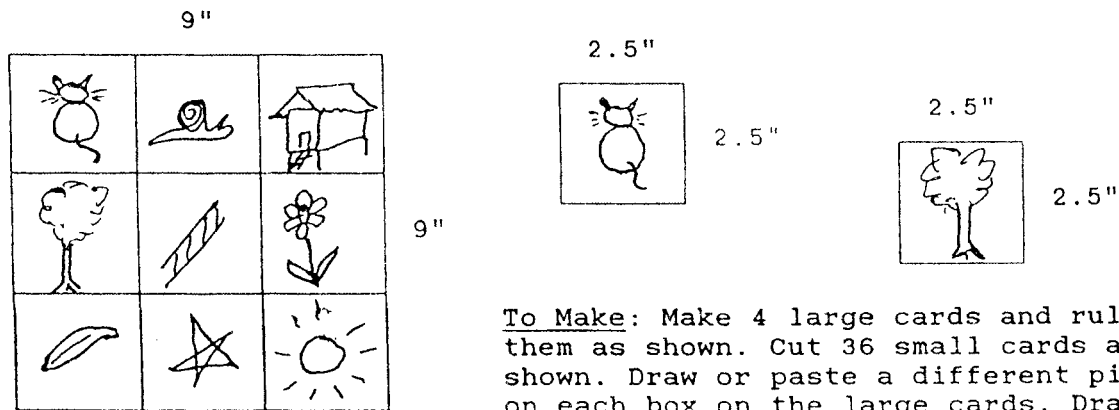
Use: pictures, shapes, letters, words

To Play: Two to four children can play this game. Mix the cards well and deal all of them to each player. The first player places his top card face up so others can see it. The next player does the same, putting his card on top of the previous card. Keep doing this until the top card is

the same as the one underneath it. That player takes all the cards in the pile. The game is finished when one child has all the cards

Note: A player must always put down his top card. He must not look through his cards and choose one to put down.

7. Fill up the Card



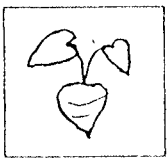
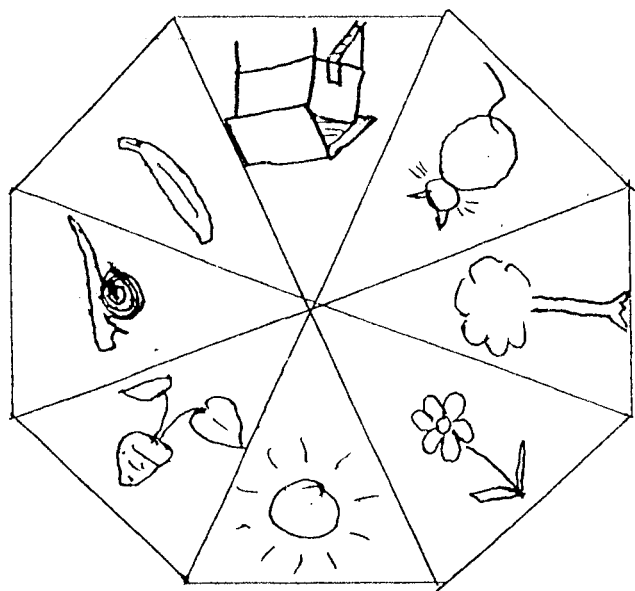
To Make: Make 4 large cards and rule them as shown. Cut 36 small cards as shown. Draw or paste a different picture on each box on the large cards. Draw or paste one of each of the pictures on a small card (36 pictures).

Use: Pictures, shapes, letters and syllables can be used. In term 4 you can use pictures on the big cards and the words that go with them on the little cards.

To Play: Give four children a large card each. Put the pile of little cards face down in the middle. Each child takes a turn at picking up a card. If it matches one of his pictures on his big card, he keeps it and places the small card over the picture on his large card. The first child with all 9 pictures covered with small pictures wins.

8. Spinning Top:

Cut out a top using the pattern on the next page and rule the lines as shown. Draw a picture in each "fence".



Cut out 32 small cards. On these cards draw the same pictures as on the spinning top. Draw each

picture on four cards.

Put a small piece of wood or a piece of pencil on the middle of the top to make it spin.

Use: Use for pictures and shapes.

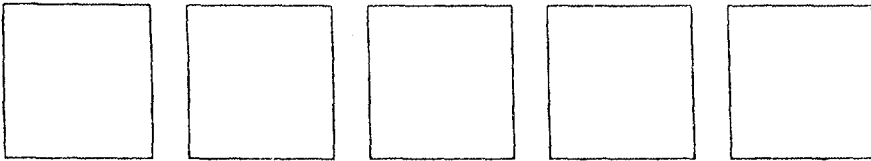
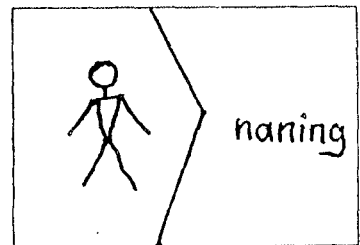
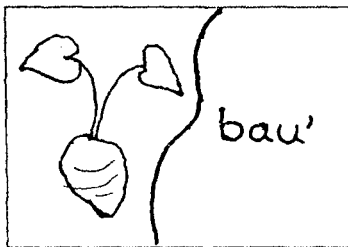
To Play: Mix the small cards well and put them face up on the table or floor. A child spins the spinner. When it stops spinning the child looks at the picture touching the floor and finds the same one on the little cards.

9. Sorting the Sizes:

To Make: Cut out 5 cards the same size. Draw the same design on the cards but each one should be a different size; one very small then gradually getting bigger.

Use: You can use pictures and shapes for this game. For letters it is good to help children see the difference between similar or same things of different sizes, like between capital and small letters, such as S s, O o.

To Play: Mix the cards well. Ask the children "Are these designs or letters the same? Are they the same size?" "No, they are not the same size." Ask them to line them all up starting with the biggest and going down to the smallest.

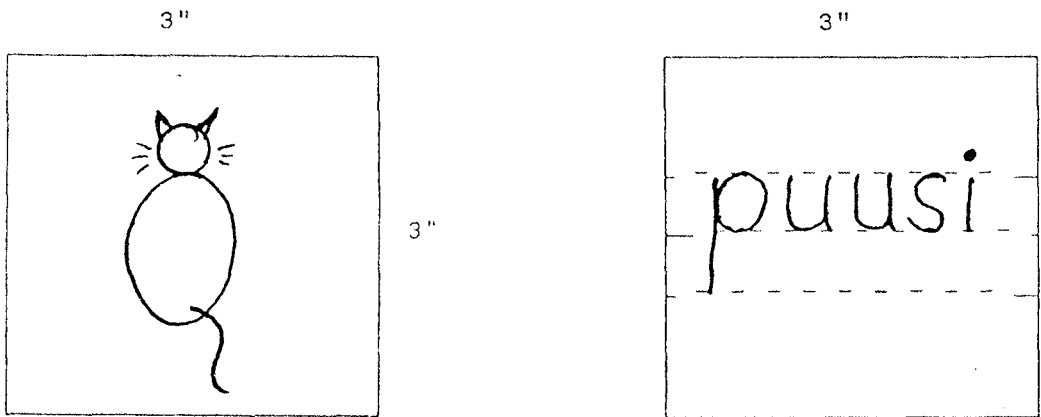
10. Match Words and Pictures:

To Make: Cut out some cards 3" x 6". On each card draw a picture and write the word for it. Cut each card in the middle in a different way. This makes the game self correcting.

Use: During Term 4 you will be teaching the children some words - use these words for this game.

To Play: Each child has a set of cards and he fits the word and picture cards together.

11. Picture - Word Game:






To Make: Make 10 picture cards. On two word cards write the word for each picture (20 word cards).

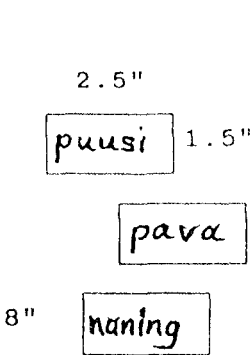
Use: Use the words that you will be teaching in Term 4.

To Play: Mix the cards well. Place face down in a pile in the centre. Three or four children can play. The first player takes a card. If he picks up a picture card he may keep it and take another card. If he has a word card but no picture card he may not keep it but must put it in the reject pile in the middle. The game continues, each player taking a turn. The child with the most sets (1 picture and 2 word cards) wins the game.



12. Word Matching:

8"	
	
puusi	
	
pava	
	
naning	



To Make: Make one large card and rule lines as shown. Draw a picture and write the word in each box on the left hand side. Cut 12 small cards and write each word four times.

Use: Use the words you will be teaching in Term 4.

To Play: Children match the cards and put them beside the correct picture.

GAMES TO USE WITH THE DEERU-AAPE BOOKSGames to use with Deeru aape 1:

Use any of the games on pages 11-16 of Year 1 Teacher's Book using any pictures you like or those drawn in this book.

Games to use with Deeru aape 2:

Use any of the games in pages 11-16 of Year 1 Teacher's Book using any designs and patterns from this book or any others can think of.

Games to use with Deeru aape 3 and 4:

Use any of the games on pages 11-16 of Year 1 Teacher's Book using the letters listed on page 19 of the Year 1 Teacher's Book.

Games to use with Deeru aape 5:

Use any of the games on pages 11-16 of Year 1 Teacher's Book using the capital letters listed on page 18 of Year 1 Teacher's Book.

Games to use with Deeru aape 6 and 7:

Use any of the games using the syllables listed on page 18 of the Year 1 Teacher's Book.

Games to use with Deeru aape 8:

Use any of the games using syllables that look alike and could easily be confused. Use the syllables from Deeru aape 8.

Games to use with Deeru aape 9:

Use any of the games using syllables from Deeru aape 9 that look alike and could easily be confused.

Games to use with Deeru aape 10, 11 and 12:

Use any of the games on pages 11-17 of the Year 1 Teacher's Book. Make sure you include games 10, 11 and 12. Use words from Deeru aape 11 and 12 which look alike and could easily be confused.

LETTERS IN THE NASIOI ALPHABET

a e i o u
A E I O U

b d k m n ng
B D K M N

p r s t v
P R S T

Notes:

1. The letter g only occurs at the end of words with n.
e.g. kiring, biring, sipeng, intung
bareng, tekong, kapang, sipeng
2. The mark ' only occurs with vowels. It is very important as it shows a difference in the meaning of words.
e.g. baa | pava | karu
baa' | pa'ba' | karu'

Read these words that all have the mark '

ka'baki'	nara'	koro'nau	naka'	oki'nani
noru'kui	kunu'	ko'bou	bara'	bana'

3. Nasioi has long or "pulled" vowels. Two vowels which are the same are written together. The difference between one or two vowels changes the meaning of the words.

e.g. kara | karang | nta' | ama' | narong
 kaara | karaang | ntaa' | amaa' | narooong

Read these words :

<u>aa</u>	<u>oo</u>	<u>ii</u>	<u>ee</u>	<u>uu</u>
baarong	kooko'	biini	deeng	kuukuu'
kaang	toora'	kiiki	eekatu'	duu'
naavui	tooto'	nii'ngang	dee'oring	tuupuu'ing
paatang	nanoo'	nii'ning	deekanoo'	ka'duu
daara	doonga'	biikanaa	eeng	

4. In most words m and n are consonants and occur before vowels.

e.g. manua, nantong, nanoo', naro', kunu'

But in words where m and n are the first letters in words and they come before another consonant, they act like a vowel.

e.g. ntong nko' nna' nnang nkanau nke'ansing
 mpaang mma' mmau' mme'ansing mmari'

LETTERS TO USE FOR CARD GAMES IN NASIOI

In the first year of Tok Ples Skul, during the first term, you will need many card games for teaching the children to recognize same and different letters.

The groups of letters listed below are to help you get started in making those games. The letters which look similar are listed together so the children will learn to look carefully and see the differences between them.

Make one game with each line of letters, using all the letters on that line for the game. Pages 10-17 will give you some ideas for games which you can make. These games should be used when teaching from Deeru aape 3 and 4.

1. a a' d p o o' b u O
2. m n u r v e U o s
3. t I k T i E i' K
4. B b d D P o O p
5. D a p O b o P u
6. T m N M K k E A
7. e v s U r S n m
8. s u r m uu n oo v
9. E T i' t I N k
10. s e a' o a o' u u'

SYLLABLES TO USE FOR CARD GAMES IN NASIOI

This is a list of syllable groups for making card games. Similar ones are listed together in the same group so the children will learn to look carefully at them to see where they are different. These games should be used when teaching from Deeru aape 6 and 7.

1. da ba pa aa do po bu oo bo
2. mu mo nu vu ru ro vo no ma
3. ki kii ki' ri' rii di di' ri
4. Ma Na Ma' Ka Ka' Maa No Mo
5. ta taa tao taa'kao koo ka ka'
6. Ki Mi Ei ki Si Ni Ai Ii
7. pe Pe be pee pe' Pe' de be'
8. va ua na vo ro uo ra no
9. ri si ei mi Si rii ni ni'
10. Bo Uo Oo do po bo Po Do
11. Vu' mu uu nu uu' vu ru ru'
12. Ke re ke ke' Te Ee ne te
13. du pu pu' po' da da' ba' ba'
14. mi ri Mi Ni Ai si vi ni
15. Ou Uo Uu Ua Oo Oa Oo' Ua'
16. Aa Ao Eo Mo Ma Ei Mi Ai
17. po' po do' pa' bo' pa bo da
18. re' ni ree ve me' ve' ni' re
19. Po Du Bu Da Du' Bo Pa pa
20. Ma ta Ia Ka Ta ta' Ea Io

PRE-WRITING

Finger Exercises:

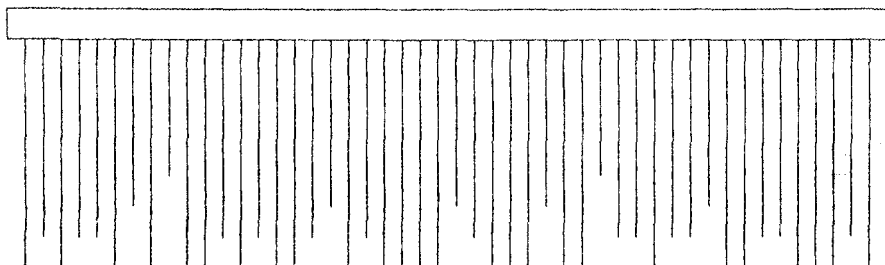
The muscles in children's fingers are not very strong so we need to give them exercises to strengthen these finger muscles. This will help them learn to write better.

1. Finger Plays: We can pretend to make our fingers do many things.
 - a. leaves fluttering down from a tree.
 - b. waves washing up on the beach.
 - c. make your fingers walk, march, skip, jump.
 - d. make your fingers be a caterpillar walking.
 - e. climb up a ladder.
 - f. rain falling down.
 - g. wiggle each finger one after the other.
2. Threading: Give each child a long piece of string and some things that can be threaded onto the string, e.g. seeds, plastic straws that have been cut up, or rolled paper cut into sections



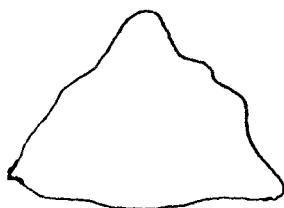
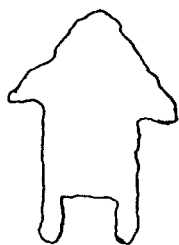
Children thread them and make necklaces and bracelets.

3. Paper Tearing. Leaf Tearing: This also strengthens children's fingers.
 - a. Make a grass skirt by tearing a banana leaf in half. Tear it into long strips.



Also make head bands, arm bands, leg bands. You can also use newspaper for tearing.

- b. Tear shapes from banana leaves or newspaper.
 - e.g. a house, a tree, a mountain, a flower.



4. Rhymes and Songs:

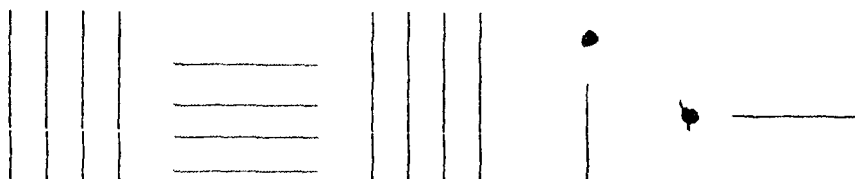
Children can clap hands to any song they know. Here are some rhymes and songs you can turn into Tok Ples.

- a. This is the way we clap our hands,
Clap our hands, clap our hands.
This is the way we clap our hands
Early in the morning.
- b. Here is the church, here is the steeple.
Open the door and see all the people.
- c. My hands are clapping, clapping, clapping.
My hands are clapping, just like this.
- c. Where is thumb? Where is thumb?
Here he is. Here he is.
How are you today? Very well, I thank you.
Run away. Run away.
(Pointer, tall man, lazy man, little man, all men)

Writing Patterns:

- * When doing writing patterns, you must be careful to start in the right place and go in the right direction.
- * Children can do writing patterns on their small blackboards with chalk, on paper with crayons, on paper with pencil, in the sand with a stick.
- * Letters are made up of certain shapes -

1. Straight lines:



2. Circles and part circles:



3.

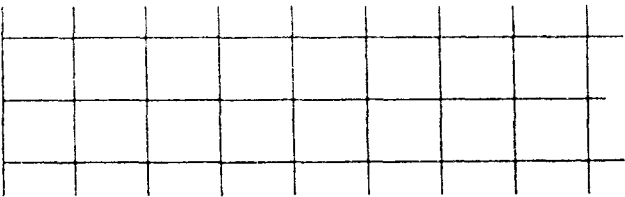
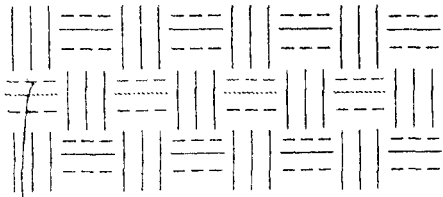
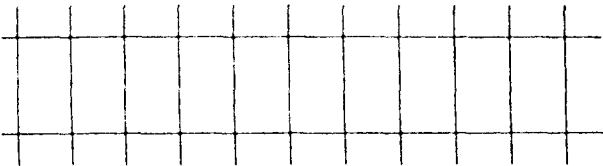
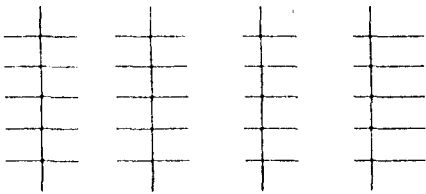


4. Diagonals



Here are some patterns the children will enjoy making. You can teach them in Pre-writing Lessons or in Art Lessons. Patterns can be drawn with coloured chalk or crayons and coloured in. They look very pretty.

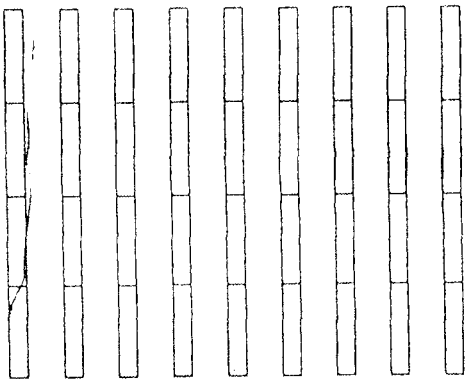
1. Straight lines:



woven bamboo

fences

standing
bamboo



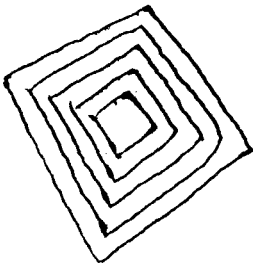
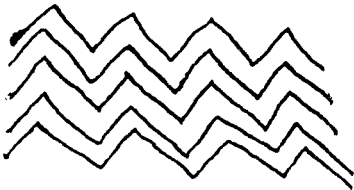
2. Diagonals



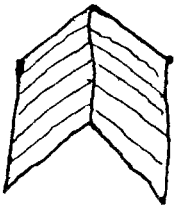
mountains



big and little mountains



coconut frond



Buka Umbrella

3. "Jumps"



hills



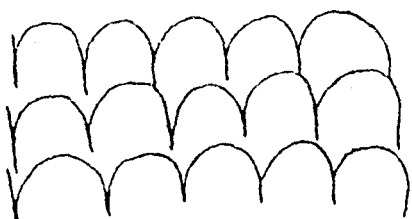
big hills and small hills



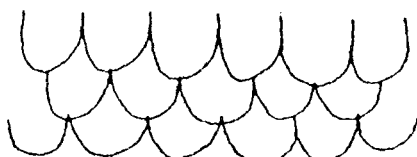
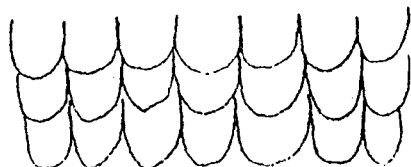
frog jumping



dolphin jumping out of water



caterpillar



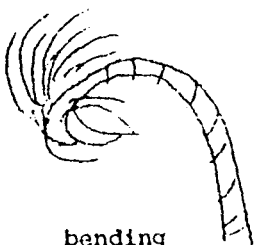
rainbow



umbrellas



mushrooms



bending coconut



coconut cup



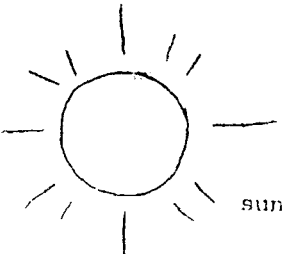
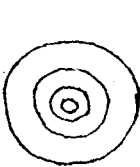
fish hooks



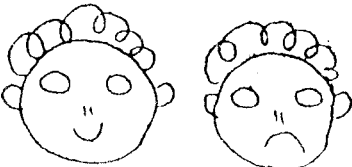
cups



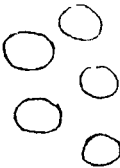
4. Circles



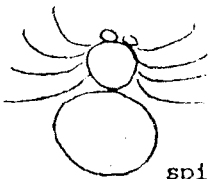
sun



faces



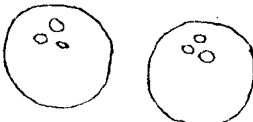
bubbles



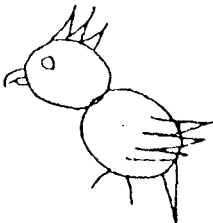
spider



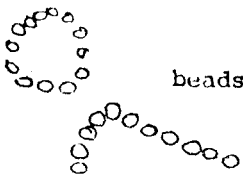
muli



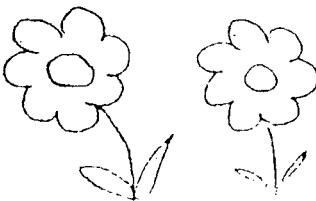
coconuts



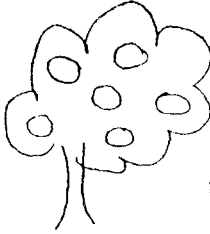
koki



beads

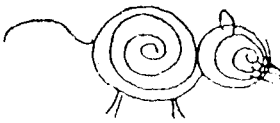


flowers

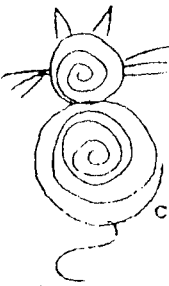


muli tree

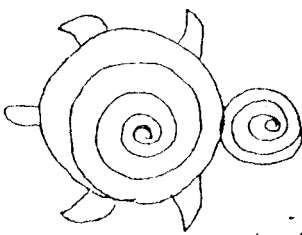
5. Spirals



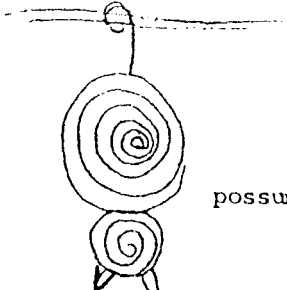
mouse, rat



cat



turtle



possum in tree



octopus

Steps for a Pre-Writing Lesson:

1. Finger plays and finger exercises.
2. Teacher introduces the pattern on the blackboard.
3. Children do the pattern in the air, then do it on small blackboards.
If it is a very hard pattern, do it one step at a time - teacher do one step, teacher do the next step, children do the next step, etc.
4. Let the children do the pattern again.
5. (Colour the pattern).
6. Clean up.

Writing Letters of the Tok Ples Alphabet

As well as learning to write writing patterns, we will be teaching the children how to write all the letters of their Tok Ples alphabet. They will learn how to make small letters (little brothers) and the capital letters (big brothers).

Names of Letters

We do not use the English names for the letters in Pre-Writing. Think of a way to describe each letter in Tok Ples e.g. the tall one with the cross on top (T), the round one like a ball (o), etc. Always describe it the same way each time. Do not say the sounds, either.

Style of Writing

When you are writing a letter to a friend, you use your own kind of handwriting, whatever style you like. But when you are teaching small children you must write in the same way used in the Community Schools. These letters are very simple so the children can learn to write them easily. You should not add any extra bits to the letters. (See page 18).

In writing, every mark and space has meaning. Size has meaning. The capital letters and the small letters have different jobs to do and should not be mixed together.

Arrangements of Lessons

Each day's lessons should include two parts - part a and part b.

Part a will be any activity the teacher chooses for developing the children's ability to use their hands. The activities may include finger plays, drawing in the sand, free drawing on their blackboards or any of the activities suggested on page 21 of this Teacher's Book.

Part b are the exercises listed in your Teacher's Guide. This will give you the pre-writing exercises to teach each day. If you have time each pre-writing exercise can be done 2 or 3 times. Do not skip over any of these exercises. If you can't finish part of the lesson one day, do it the next day.

How to teach these Pre-Writing Exercises

- * Children will write on small blackboards with chalk. Later they will learn to write on paper with pencil.
- * In most cases the exercises will start with a letter the children have already learned. This is then compared with a new letter.
e.g. | i | i | i | i
- * The children should watch while the teacher writes the first line on the board. Then the children and the teacher can write that line at the same time, then go on to the next line. Teacher can say the description of each letter as they write.
- * The only time a whole line of the same letter is written is when the children are writing fast.
- * When the children have learned exercises that include both the capital and the small form of a particular letter, end the last line of the exercises with the capital and small one together and draw a box around the two of them, the big brother and the small brother.

Remember:

A square around two letters shows the capital and the small letters together, the big brother and the little brother.

M m M m M m M m

When you see a row of things all the same, that row is to be done as fast as possible.

m m m m m m m m m

LIBRARY TABLE

One important part of Viles Tok Ples Skul is to help children enjoy books. Learning to read is a very big task but first we must teach children about books. Children must learn how to hold a book, to have them up the right way, not upside down. They must learn how to turn pages carefully and not tear them by being rough with them. They must learn how to look after books - always have clean hands so that the books won't get dirty. Never pull a book away from another child. Always sit down quietly and look at the books. As well as this, children need to know that books are fun and that reading is fun. And so the teacher needs to have books to read to the children in Tok Ples. Children love having stories read to them. This will help them want to learn to read for themselves, too.

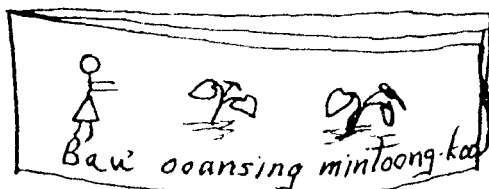
Have a library table in your classroom. This does NOT need to be an expensive plywood table - a table made from bush materials is fine. Have it low enough so that the children can see the books easily. Encourage the children to look at books when they have finished their other work during the day or during Free Play lessons.

Books: It is very important that you have books for the children to look at.

- * Does the Community School have some old books that they are no longer using? Put these on the library table for the children to look at. Or you can cut out pictures and paste them into an exercise book. Write a Tok Ples word or sentence underneath the pictures.
- * Can you get some old magazines or calendars? Cut out the interesting pictures, paste them in a book, write a Tok Ples word or sentence under them. Let the children look at the picture books.
- * In town perhaps there are some cheap books your school could buy.
- * Hand Made Library books. At the Course you will make some books using the pictures we have duplicated. Write a sentence in Tok Ples under each one. Later you can read these books to the children. Colour them to make them look attractive. Some of these books are:

My Mother	Birds	My Garden	Things I see around
My Father	Fish	Animals I Know	my house

 These will give you some ideas to make more books of your own. You can draw your own pictures.
- * The children can also make books. When something interesting happens at school or in the village give each child a piece of paper and ask him to draw a picture about it. (e.g. Our walk to the Garden, Opening the New Church, The Singing, The Marriage Feast, etc.) AS children are drawing, ask each one to tell you a sentence about his picture. Write this sentence under the picture. When the children have finished drawing, collect all the papers, put a cover on it and staple it. Write the name of the book on the cover. Put it on the Library Table for the children to read. Sometimes you can read the book to the children, too. They love hearing their own stories.



Later, when the children are learning to read and write, they can write their own sentences under their pictures.

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Play Activities - Term 1, Year 1

TERM 1 Weeks 1 - 4 Play Activities.
 Weeks 5 - 10 Begin using the Same and Difference Book and your first Teacher's Guide - Deeru aape 1. If you think the children are not ready to start the book, Deeru aape 1 after 4 weeks of play activities, you may go on with play activities for 2 weeks more, but then the children must begin Deeru aape 1.

What do you teach in the 4 - 6 weeks of Play Activities?

1. Seeing Same and Difference - Teach the children any of the Card Games using pictures, shapes, colours or patterns, only. See Year 1 Teacher's Book pages 11 and 12. e.g. Free Sorting, Matching Card Game, Matching Pairs, Dominoes. Play the games using objects on the floor as well as playing the card games. Do Jig-saw Puzzles.
 2. Speaking and Hearing
 - a. Speaking - choose any of the activities on pages 4 and 5 of Year 1 Teacher's Book.
 - b. Hearing - choose any of the Listening Games on pages 5 - 7 of the Year 1 Teacher's Book e.g. listen for sounds outside, dog and bone, shaking tins, etc. Also clapping syllables in the children's names, names of villages, etc.
 3. Pre-Writing

Choose some activities from 21-25 of Year 1 Teachers' Book. E.g:

 - a. Finger plays
 - b. Threading beads
 - c. Paper tearing
 - d. Rhymes and Songs
 - e. Writing Patterns. Choose the easy ones first (those made from straight lines) then go on to the harder ones later. Do one writing pattern every day.
- * Don't forget to read stories to the children in Tok Ples. Tell children's stories, too.
- * Do some of the things that Rachel Kaetavara taught you each day as well.
- * After 4 - 6 weeks of play activities, you can then begin using Deeru aape 1 and your first Teacher's Guide.

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Play Activities - Term 1, Year 1

TERM 1 Weeks 1 - 4 Play Activities.

Weeks 5 - 10 Begin using the Same and Difference Book and your first Teacher's Guide - Deeru aape 1. If you think the children are not ready to start the book, Deeru aape 1 after 4 weeks of play activities, you may go on with play activities for 2 weeks more, but then the children must begin Deeru aape 1.

What do you teach in the 4 - 6 weeks of Play Activities?

1. Seeing Same and Difference - Teach the children any of the Card Games using pictures, shapes, colours or patterns, only. See Year 1 Teacher's Book pages 11 and 12. e.g. Free Sorting, Matching Card Game, Matching Pairs, Dominoes. Play the games using objects on the floor as well as playing the card games. Do Jig-saw Puzzles.
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 - a. Speaking - choose any of the activities on pages 4 and 5 of Year 1 Teacher's Book.
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3. Pre-Writing

Choose some activities from 21-25 of Year 1 Teachers' Book. E.g:

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 - c. Paper tearing
 - d. Rhymes and Songs
 - e. Writing Patterns. Choose the easy ones first (those made from straight lines) then go on to the harder ones later. Do one writing pattern every day.

* Don't forget to read stories to the children in Tok Ples. Tell children's stories, too.

* Do some of the things that Rachel Kaetavara taught you each day as well.

* After 4 - 6 weeks of play activities, you can then begin using Deeru aape 1 and your first Teacher's Guide.

CHART YEARLY PROGRAMME FOR YEAR 1. V.T.P.S. NASIOI

Term	Pre-Primer	Teaching Aids
Term 1 (4 weeks)	Play Activities Pre-Primers 1 & 2	Pictures & Patterns
Term 2	Pre-Primers 3 - 5 Pre-Primer 6	Letters Syllables
Term 3	Pre-Primers 7 - 10	Syllables
Term 4	Pre-Primer 11 Primer 1	Words, Phrases Sentences