

1. Warm-up – Pyramid Discussion

Activity 1.1

Imagine you teaching English in a remote part of The Pacific where teaching resources are limited and electricity supply is irregular. From the list below, what would be the three most useful teaching and learning resources?

- six copies of a student’s grammar reference book with exercises
- a year’s subscription to an English language weekly newspaper (eg. The Sunday Pacific Daily Newspaper)
- the complete works of William Shakespeare
- 12 copies of a current textbook
- a phonemic chart
- a teacher’s resource book of language related classroom games and warm-up activities
- a selection of books suited to different age groups and language levels
- a battery-operated digital audio recorder, plus speakers
- four copies of an advanced learner’s dictionary
- an encyclopedia
- a guitar
- a set of 100 magazine pictures mounted on card

Activity 1.2

Compare your answers to Activity 1.1 with a partner then come to an agreement on the three most useful teaching and learning resources. List them below:

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Activity 1.3

Now compare your answers to Activity 1.2 with your group then come to an agreement on the three most useful teaching and learning resources. List them below:

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Activity 1.4

Finally compare your answers to Activity 1.3 with another group then come to an agreement on the three most useful teaching and learning resources. List them below. How different are they to your original list (Activity 1.1)?:

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2. Evaluating Textbooks

Activity 2.1

Work in your group. Write at least 8 questions you would ask when evaluating or choosing a textbook to be used in your language classes.

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Activity 2.2

Now work in groups. Use the questions you wrote in Activity 2.1 above to evaluate the textbook you are currently using in your classes (or used as a student in school). List your textbook's strengths and weaknesses below (list at least one of each). Compare your evaluation with another group using the same textbook as yours.

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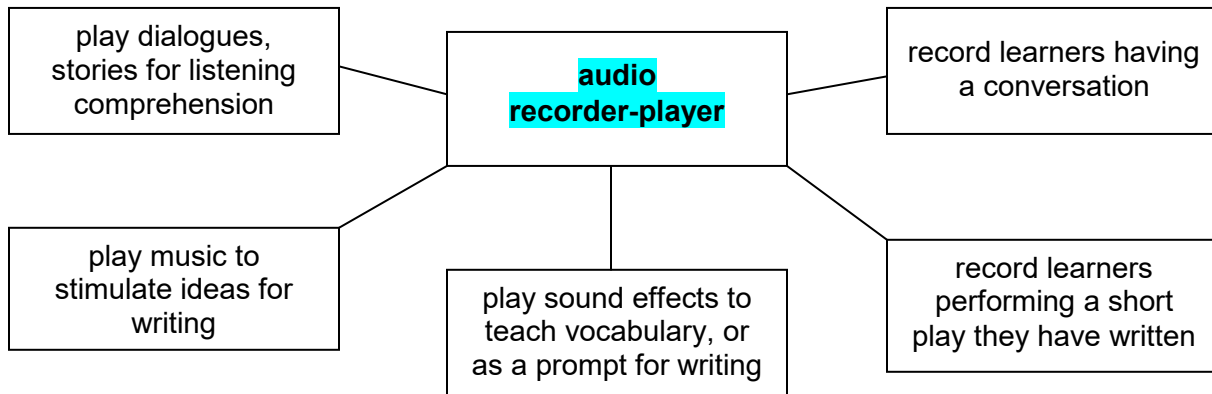
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3. Technology & Aids

Activity 3.1 – The Use of Technology in the Language Classroom

Your trainer will give you a piece of flip-chart paper and some markers. Look at the mind map of things you can do with an audio recorder-player in the classroom (below). Now work in groups and design a similar mind map for **one** of the items below:

Be prepared to share your ideas with the class.



- a. DVD/video player
- b. video camera
- c. computer and data projector
- d. internet

Activity 3.2 – Teaching Language With Limited Resources

Now imagine you are working in a place where resources are limited. You have no textbook, audio or video equipment, computers ,internet or photocopying facilities.

Work with your group to come up with ways of presenting/teaching **one** of the following:

- i. listening activities
- ii. new grammar
- iii. reading activities

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4. Big Book Productions

Activity 4.1

- a. Discuss with a partner recreational and/or household activities you really enjoy doing, then activities you don't enjoy doing.
- b. Now draw a picture in the boxes below of one activity that you like doing and one that you don't like doing.
- c. Write a sentence describing your picture.

like

My name is

I like

don't like

I don't like

.....

Module 14: Developing Localized Units of Work Course Book

Activity 4.2

Work with your group to:

- a. identify at least one target language/linguistic feature associated with the language used in Activity 4.1 above.

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- b. design one activity that could be used to help teach the target language. Write notes below:

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- c. demonstrate your activity to the class, identifying its related target activity.

Activity 4.3

Now work with your group to identify at least two topics/themes and/or activities that could lead to the production of a class 'Big Book'. Eg. Class excursion to the National Museum. Write your group's suggestions below:

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5. Developing Localized Units of Work

Activity 5.1 – Dolch Words

Work with your group to write a simple sentence of about seven words. Eg. 'Tomorrow I am going to visit my mother.' Write your sentence below, then look at the Dolch Word List (Course Book Additional Material Activity 5.1). How many of the words in your sentence are on the Dolch Word List?

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Activity 5.2 – Example Unit of Work Outlines & Related Scripts

Look at the example 'The Big Fish', 'Me' or 'Daily Routine' scripts in your Course Book Additional Material. Work with your group to:

- i. identify a linguistic feature/target language within one of the scripts that could be taught to learners
- ii. design two learner-centred activities that would help you to teach your linguistic feature/target language. Each activity should focus on a different language skill (reading, writing, listening, speaking).
- iii. demonstrate your activities to the class ensuring you identify:
 - a. the target language/linguistic feature the activities are designed to teach
 - b. the age and language level of learners the activities are designed for
 - c. from where you obtained the ideas for your activities (eg. taught it previously; one of PCC library teaching & learning resource books etc.)

Write notes below:

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Glossary

Concept	Definition
Dolch Word List	A list of the most frequently used words in English compiled by Edward William Dolch in 1936. Often referred to as 'sight words'. As they are predominantly English language 'service words' (eg. pronouns, articles, adverbs, prepositions etc.) they usually need to be learned as 'sight words'.
functional language	Language which people use in their daily lives Eg. apologizing, requesting, asking for information etc.
interrogatives	Structures and words used for asking questions. Eg. who, where, what, why, how etc.
sight words	English language "service words" (eg. pronouns, adjectives, adverbs, prepositions, conjunctions, and verbs). Most cannot be learned through the use of pictures and many cannot be sounded out because they do not follow decoding rules. Therefore, they must be learned as sight words . See also Dolch Word List above.

Recommended Reading

- **Planning Lessons & Courses: Designing Sequences of Work for the Language Classroom**, Tessa Woodward, Cambridge, 2001
- **Lessons From Nothing: Activities for Language Teaching With Limited Time & Resources**, Bruce Marsland, Cambridge, 1998
- **The Practice of English Language Teaching**, Jeremy Harmer, Longman, 2001
- **ESL Active Learning Lessons: 15 Complete Content-Based Units to Reinforce Language Skills and Concepts**, Imogene Forte & Mary Ann Pangle, Incentive Publications, 2001
- **Activities, Games & Assessment Strategies for the Foreign Language Classroom**, Amy Buttner, Eye on Education, 2007

Additional Material

Activity 5.1 – Dolch Word List

Kindergarten: a, and, away, big, blue, can, come, down, find, for, funny, go, help, here, I, in, is, it, jump, little, look, make, me, my, not, one, play, red, run, said, see, the, three, to, two, up, we, where, yellow, you

Pre-school: all, am, are, at, ate, be, black, brown, but, came, did, do, eat, four, get, good, have, he, into, like, must, new, no, now, on, our, out, please, pretty, ran, ride, saw, say, she, so, soon, that, there, they, this, too, under, want, was, well, went, what, white, who, will, with, yes

1st Grade: after, again, an, any, as, ask, by, could, every, fly, from, give, giving, had, has, her, him, his, how, just, know, let, live, may, of, old, once, open, over, put, round, some, stop, take, thank, them, then, think, walk, were, when

2nd Grade: always, around, because, been, before, best, both, buy, call, cold, does, don't, fast, first, five, found, gave, goes, green, its, made, many, off, or, pull, read, right, sing, sit, sleep, tell, their, these, those, upon, us, use, very, wash, which, why, wish, work, would, write, your

3rd Grade: about, better, bring, carry, clean, cut, done, draw, drink, eight, fall, far, full, got, grow, hold, hot, hurt, if, keep, kind, laugh, light, long, much, myself, never, only, own, pick, seven, shall, show, six, small, start, ten, today, together, try, warm

Frequently Used Nouns:

apple, baby, back, ball, bear, bed, bell, bird, birthday, boat, box, boy, bread, brother, cake, car, cat, chair, chicken, children, Christmas, coat, corn, cow, day, dog, doll, door, duck, egg, eye, farm, farmer, father, feet, fire, fish, floor, flower, game, garden, girl, good-bye, grass, ground, hand, head, hill, home, horse, house, kitty, leg, letter, man, men, milk, money, morning, mother, name, nest, night, paper, party, picture, pig, rabbit, rain, ring, robin, Santa Claus, school, seed, sheep, shoe, sister, snow, song, squirrel, stick, street, sun, table, thing, time, top, toy, tree, watch, water, way, wind, window, wood

Activity 5.2 – Example Unit of Work Outlines & Related Scripts

Topic 1: Alphabet/Favourite Food - Suggested name for Reader: *Apples to Zucchini*s

Students	<ul style="list-style-type: none"> - Pre- and/or Elementary school - English is a second language - Head Start and/or Lower-elementary level. 	
Vocabulary	<p><u>Sight Words</u> – <i>after, an, and, drink, eat, he, I, is, like, my, she, under</i></p>	<p><u>Other words</u> – names of different kinds of food and drink. <u>Categories</u> – <i>fruit, vegetables, food, drink, sweets umbrella</i></p>
Sounds	<p>Most consonant sounds plus vowel sounds as in <u>apple</u>, <u>egg</u>, <u>drink</u>, <u>orange</u>, <u>under</u>.</p>	
Handwriting	<p>Free drawing</p> <p>Upper and lower case letters A a to Z z. Numbers 1 – 10.</p>	<p>Holding pen/pencil correctly. Writing from left to write.</p>
Linguistic Features	<p>Grammar</p> <p>Simple Present – <i>I like , He/She likes, They like</i></p> <p>Present Continuous – <i>is eating; is drinking</i></p> <p>Personal Pronouns – <i>I, he, she, they, you</i></p> <p>Possessives - <i>your, my, his, her</i></p> <p>Verbs – <i>to eat, to drink,</i></p> <p>Interrogative – <i>What?</i></p> <p>Affirmative – <i>yes</i></p> <p>Negative – <i>no, don't</i></p> <p>Plural – added <i>s</i></p> <p>Countable/Uncountable Nouns eg. <i>banana(s)</i> – countable <i>milk</i> - uncountable</p> <p><u>Reading</u> - from left to right - turning pages</p> <p><u>Punctuation</u> Full stop, Capital letters, Question mark</p>	<p>Functional English</p> <p><i>What does . . . like to eat/drink?</i> <i>He/She likes to eat/drink . . . ?</i> <i>What is your/his/her favourite food/drink?</i> <i>My/His/Her favourite food/drink is . . .</i></p> <p><i>Do you like . . . ?</i> <i>Yes, I like . . . /No, I don't like . . .</i></p> <p><i>What is she/he doing?</i> <i>She/he is eating nuts etc.</i></p>

Actors Required for Photos: *local men, women, teenagers and children (boys and girls)*

Actors Required (for optional tape recording): *Narrators (2) – 1 X female; 1 X Male*

NB: Tape recordings of the script could be made but the script should be able to be read independently of a tape.

Reader and Workbook Photos: to taken in a variety of Palauan locations including rural and city both in and outside Koror.

Student Reader Dialogue/Script for Topic 1– Apples to Zucchini:

Narrator: Adora likes to eat apples. She likes apples.

Narrator: Bibi likes to eat bananas. She likes bananas.

Narrator: Conseco likes to eat cucumber and dates. He likes cucumber and dates.

Narrator: Evan likes to eat eggs. He likes eggs.

Narrator: Felix likes to eat fish. He likes fish.

Narrator: Geraldine likes to eat grapes.

Narrator: Henry likes to eat honey. He likes honey.

Narrator: Isao likes to eat ice cream. He likes ice cream.

Narrator: Jade like to drink juice. She likes juice.

Narrator: Karen likes to eat kebabs. She likes kebabs.

Narrator: Loyola likes to drink lemonade. She likes lemonade.

Narrator: Midori likes to drink milk. She likes milk.

Narrator: Nena likes to eat nuts. Nina likes to eat noodles.
He likes nuts. She likes noodles.

Narrator: Omdasu likes to eat oranges. He likes oranges.

Narrator: Patrick likes to eat popcorn, pizza and papaya. He likes popcorn, pizza and papaya.

Narrator: Quindira likes to eat quail. She likes quiche.

Narrator: Rory likes to eat radishes. He likes radishes.

Narrator: Serena likes to eat sweets. She likes sweets.

- Narrator: Tutii likes to eat taro. Teli like to eat tapioca. He likes taro. She likes tapioca.
- Narrator: Vangie likes to eat vegetables under an umbrella. He likes vegetables under an umbrella.
- Narrator: Willes likes to drink water after exercise. He likes water after exercise.
- Narrator: Yosi likes to eat yam. He likes yam.
- Narrator: Zilih likes to eat zucchini. She likes zucchini.

Apples to Zucchini – Ideas/Suggested Activities for Teacher Guide and Student Workbook

Handwriting

- Student Workbook (Handwriting)
- Trace individual letters on partner's back. Ask them to guess what it is (upper or lower case?).
- Ask student to locate letters on the Alphabet Chart. Say letter name, say letter sound.
- Draw individual letters in the air.
- Find words in Reader that begin with individual letters.
- Circle words on a page beginning with individual letters.
- Either draw or find pictures in newspapers/magazines of words beginning with individual letters. Label them. Pictures can be supplied.

Reading/Writing

- Write words into correct shapes/boxes (sight words).
- Cloze/Gap Fill Exercises using target language – choice of words at bottom of page (*likes* and other target language).
- Match words/sentences to words/sentences in the Reader.
- Match Words from the Reader to pictures.
- Read a sentence from the Reader. Cut and match words to sentences. Glue words onto paper. Read through the completed sentence (*he/she*).
- Word Find using target language (sight words).
- Maze – use target language/words from the Reader. Find the way through the maze using ordered pictures to assist.
- Match numbers with pictures – Game of *Snap* (groups).
- Match upper case letters with lower case letters – Game of *Snap* (groups).
- *Clothesline* Activity – for ordering of numbers and letters.
- Arrange both upper and lower case letters in alphabetical order – First with students being able to see the letter then with the letters on their backs (requires group cooperation). Try with numbers first.

- Listening/Reading**
- *running dictation.*
 - Letter/Word/Number Bingo
 - Form groups of certain numbers according to the commands of the teacher/a student (class activity).
- Sounds**
- Initial sounds through art activities.
- Functional/Spoken English**
- Personal Information – *Name, I like/don't like (food)., I like/don't like (drink)*
 - Present Continuous & Interrogative: *What is she/he doing? She/he is eating/drinking . . .*
 - *Who am I?* Game based on Personal Information of students. Done in groups.
 - Roller ball – *I like/don't like . . . What do/don't you like to eat/drink?*
- Required Resources**
- Reader
 - Student Work Sheets
 - Teacher Notes/Lesson Plans (including method(s) of assessment
 - Sight Word List
 - Matching Cards
 - Running Dictation dialogues
 - Sentence Strips
 - Jumbled Dialogues
 - Alphabet Chart
 - Number Chart
 - Alphabet – individual letters, both upper and lower case, in envelopes.
 - Individual numbers and corresponding pictures in envelopes.
 - paper/pencils/coloured pencils for development of *Favourite Food and Drink* Big Book.
 - paper for development of Personal Information Chart
 - balls for *Rollerball*
 - string and pegs or tape for *Clothesline* activity.
 - scissors (for teaching of initial sounds through art activities).

Topic 2:

ME - This is my family/hamlet/house/school.

<p>Students</p>	<ul style="list-style-type: none"> - Elementary school - English is a second language - Lower-elementary level 	
<p>Vocabulary</p>	<p><u>Sight Words</u> – <i>am, and, are, from, get, I, in, is, it, live, my, old, the, this, we, with</i> (plus ordinal numbers, other personal pronouns and interrogatives <i>how, where, what</i> and numbers 1-10)</p>	<p><u>Other words</u> – <i>mother, father, brother, sister, family, house, inside, bedroom, kitchen, yard, water, stream, school, grade, class, teacher, friends, hamlet, beautiful, to love, to play, to wash-up</i></p>
<p>Sounds</p>	<p style="text-align: center;"> th <u>this</u> s <u>sister</u> I <u>love</u> m <u>mother</u> </p>	
<p>Handwriting</p>	<p style="text-align: center;">S s L l M m T t H h</p>	<p>Holding pen/pencil correctly. Writing from left to write.</p>
<p>Linguistic Features</p>	<p>Grammar Simple Present – <i>I am . . He/She is.</i></p> <p>Simple Past – <i>ate, cooked, caught</i> Personal Pronouns – <i>I, he, she, they, you, we</i></p> <p>Possessives - <i>your, my, his, her,</i> Verbs – <i>to love, to play, to get, to live</i> Adjectives – <i>beautiful</i> Plural – added s - <i>this/these</i></p> <p>Interrogatives – <i>how many; what, where</i></p> <p><u>Reading</u> - from left to right - turning pages</p> <p><u>Punctuation</u> Full stop, Capital letters, Question mark</p>	<p>Functional English Greetings – <i>Hello, Hi</i> <i>My name is . . . What is your name?</i> <i>I am . . . years old. How old are you?</i> <i>I am in . . . Grade What Grade are you in?</i> <i>I live in . . . Where do you live?</i> How many (people) are there in your family? There are . . . (people in my family. What is your father/ mother /brother/sister’s name? My father/mother/brother /sister’s name is . . . His/her name is . . .</p>

Actors required for photos and optional tape recording:

Child – boy/girl
Mother
Father
Brother
Sister
Teacher
School friends

Reader and Workbook Photos: to be taken in local environment using local people

Student Reader Dialogue/Script for Topic 2 - Me:

Boy/Girl: Hello. My name is
I am 7 years old.

Boy/Girl: This is my mother.

Mother: Hello. My name is

Boy/Girl: This is my father.

Father: Hi. My name is

Boy/Girl: And this is me with my brother and sister.
I love my family.

Boy/Girl: This is my house.
Let's go inside.
This is my bedroom.
This is the kitchen.
We play in the yard.
We get water from the stream.
I love my house.

Boy/Girl: This is my school.
I am in Grade.
This is my teacher.

Teacher: Hello. My name is

Boy/Girl: And these are my school friends.
I love my school.

Boy/Girl: I live in
This is my hamlet.
My hamlet is beautiful.
I love my hamlet.

Topic 3: Expressing Likes & Dislikes - suggested name for reader: *The Big Fish*

Students	<ul style="list-style-type: none"> - Elementary school - English is a second language. - Lower-elementary level 	
Vocabulary	<u>Sight Words</u> – <i>a, am, ate, big, but, eat, he, I, is, like, my, she, the, to, very</i>	<u>Other words</u> – <i>to cook, to fish, to wash-up, don't, happy, hungry, smart</i>
Sounds	<p style="text-align: center;">v <u>v</u>ery f <u>f</u>ish b <u>b</u>ig w <u>w</u>ash</p>	
Handwriting	Vv Ff Bb Ww	Holding pen/pencil correctly. Writing from left to write.
Linguistic Features	<p>Grammar Simple Present – <i>I like , He/She likes, They like</i> Simple Past – <i>ate, cooked, caught</i> Present Continuous – <i>is fishing etc.</i> Personal Pronouns – <i>I, he, she, they, you</i> Possessives - <i>your, my</i> Verbs – <i>to eat, to cook, to fish, to wash-up</i> Adjectives – <i>happy, hungry, smart, big</i> Plural – added s Ordinal Numbers: 1st, 2nd, 3rd etc. Interrogatives – <i>what, how, where</i> <u>Reading</u> - from left to right - turning pages</p> <p><u>Punctuation</u> Full stop, Capital letters, Question mark</p>	<p>Functional English <u>Greetings:</u> <i>Hello, Hi</i> <i>My name is . . . What is your name?</i> <i>I am . . . years old. How old are you?</i> <i>I am in . . . Grade. What Grade are you in?</i> <i>I live in . . . Where do you live?</i></p> <p><u>Expressing likes/dislikes:</u> <i>I like . . ./I don't like . . . What do you like to do? What don't you like to do?</i></p> <p><u>Asking & answering questions:</u> <i>What is she/he doing?</i> <i>She/he is fishing/cooking etc.</i></p>

Actors required for photos and optional tape recording:

- Local boy/girl fishing
- Cook - local boy/girl
- Eater – local boy/girl
- Local boy/girl – fishing, cooking, eating, washing up

Reader and Workbook Photos: to be taken at a local coastal location using local people, preferably lower-elementary school students.

Student Reader Dialogue/Script for Topic 3 – Likes/Dislikes (*The Big Fish*):

Boy/Girl fishing: (Midori)	Hello. My name is Midori. I like to fish. I am happy. I caught a big fish. A very big fish!
Boy/Girl cooking: (Felix)	Hi. My name is Felix. I like to cook. I am smart. I cooked a big fish. A very big fish!
Boy/Girl eating: (Nina)	Hello. My name is Nina. I like to eat. I am hungry. I ate a big fish. A very big fish!
Boy/Girl eating etc. (Omdasu)	Hi. My name is Omdasu. I like to fish. I like to cook. I like to eat. But I don't like . . . to wash-up.

Topic 4: *Daily Routines.*

Level: Lower-elementary

Target Language:

Simple present tense
Personal pronouns
Possessives – *my, our, your*
Greetings – *Hello/Hi*
Sight Words – *a, after, and, are, at, clean, eat, go, in, is, my, on, our, play, the, this, to, too, we, with, work* (plus other personal pronouns)
Interrogative: What is your name?
What do you do in the morning/afternoon/evening?
Ordinal numbers
Plural s
Apostrophe s

Other Possible Target Language:

Days of the week.
Months of the Year
Birthdays

Actors required for photos and optional tape recording:

Narrator (for both reader and optional recording) – Local lower-elementary school student

Mother
Father
Brother
Sister

Reader and Workbook Photos: to be taken in local environment using local people

Student Reader Dialogue/Script for Topic 4 – Daily Routines:

Girl: Hello. My name is I am years old.
This is my mother.

Mother: Hello. My name is
I am a housewife. I work at home.
In the morning I wake up and prepare breakfast.
In the afternoon I prepare lunch and clean the house.
In the evening I prepare dinner.
After dinner I go to bed.

Girl: This is my father.

Father: Hello. My name is
I am a farmer.
In the morning I wake up and eat breakfast.
After breakfast I work on my farm.
In the afternoon I eat lunch.
In the evening I go home, relax with my family and eat dinner.
After dinner I go to bed.

Girl: This is my sister.

Sister: Hi. My name is

Girl: And this is my brother.

Brother: Hello. My name is
I am a student too.

Girl: In the morning we wake up and eat breakfast.
After breakfast we go to school.
I am inGrade.

Sister: I am in Grade.

Brother: I am in Grade.

Girl: In the afternoon we go home from school and play with our friends.
Sometimes we do homework.
In the evening we eat dinner.
After dinner we clean our teeth then go to bed.

Girl: On holidays we clean our house . . . play . . . and rest.
Sometimes we go fishing or go on a picnic.

Activity 5.3 : Steps in Developing Units of Work – Answer Sheet

Identify level of students.
Consult National Curriculum Framework.
Identify target language and linguistic features.
Write script.
Think of photos that will match the script and, where possible, extend the story/text.
Take photos.
Determine the approximate time you have to teach the unit of work.
Devise activities and resources that lead to students acquiring the target language and which fit in to the allocated timeframe (Activities should be developed for all 4 language skills – reading, listening, speaking and writing).
Order the activities into a sequence of lesson plans/unit of work including Teacher Notes and method(s) of assessment.
Edit.

Activity 5.3 – Example Outcomes-based Method of Student Assessment

Assessment for *The Big Fish* Unit of Work: Teacher Notes

Materials: *The Big Fish* Student Reader, Student Assessment Sheet, Teacher Assessment Sheet, writing utensils.

Procedure:

i. Quick Revision (whole class):

- Students listen to the teacher read *The Big Fish* and follow the story in their own readers pointing to each word as they listen.
- Teacher and students read the words on the Sight Word List.
- Teacher asks individual students functional English questions – *What is your name? How old are you? What Grade are you in? Where do you live?* Students reply.

ii. Student Assessment:

1. Functional/Spoken English and Listening (to be done in pairs)

- Teacher and students look at Student Assessment Sheet and read the words *name, age, Grade, hamlet*.
- Teacher gives students sufficient time to prepare a dialogue where they greet each other then ask and reply to *What is your name? How old are you? What Grade are you in? Where do you live?* Students can use notes to help them but should not read them out verbatim.
- Students greet each other using *Hello* and/or *Hi*. They then ask each other and reply to *What is your name? How old are you? What Grade are you in? Where do you live?* Students write their name, age, Grade and hamlet in the space provided on the Student Assessment Sheet. Students can refer to the front cover of a class workbook if necessary.

2. Reading

- Teacher and student look at the pictures and cloze sentences on the Student Assessment Sheet.
- Teacher and student look at the Sight Words in the box on the Student Assessment Sheet. Student reads the Sight Words. Teacher records the words the student knows.
- Student chooses a Sight Words from the box on the Student Assessment Sheet to fill in the gaps in the sentences.
- Student reads the completed sentences (Teacher may need to correct the sentences before students begin reading).

3. Writing

- Student completes writing assessment during both Functional/Spoken English & Listening and Reading assessment tasks.

Teacher Assessment Sheet - The Big Fish

Student name: _____

Grade: _____

School name: _____

Date: _____

Tasks: Refer to Assessment for The Big Fish Unit of Work: Teacher Notes
Students role play and use Student Assessment Page to complete Functional / Spoken English & Listening, Reading and Writing Assessment tasks.

This student:

- can greet someone using *Hi* and/or *Hello*.
- can ask a person their name and respond correctly to the same question.
- can ask a person their age and respond correctly to the same question.
- can ask a person what Grade they are in and respond correctly to the same question.
- can ask a person where they live and respond correctly to the same question.
- can read the Sight Words in the box.
- can select the correct Sight Words to fill in the gaps in the sentences.
- can read from left to right.
- can read the completed sentences clearly and with good pronunciation.
- can hold the writing utensil correctly for writing.
- can form letters correctly
- writes from left to right
- can write their name, age, Grade and hamlet.

Other comments:

Teacher/s: _____

STUDENT ASSESSMENT SHEET – THE BIG FISH

Name: _____

Age: _____ Grade: _____

Hamlet: _____



Midori _____ happy.

She caught a _____ fish .



This _____ Nina.

_____ likes to eat .

I to the in is like she big he a