



**STORIES  
AND  
LESSON  
PLANS 2013**

# **SMS Story**

**Stories and Lesson Plans**

**Elementary 20 weeks**



**Written by Alison Gee & Richard Jones**

**2013**

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**1** 7:00am

**2** 7:30am

February Year: 2013 Weather: Sunny day

Phonics  
'Pp'  
pig pen  
papa pen  
pen pot  
put pin  
pot pick

Is the pig in the pen? No he is not.  
Go and get the pen.

I will read the story first and then we will read together

9:00am

**3**

Look at the flash card  
This is a new word  
Say the new word

**"Pen!"**

**4**

Now tell the story to each other

Is the pig in the pen?

**5**

What happens to the pig?

When have you helped out?

Where is the pig?

Who is in the story?

What happens next?

Now, let's write our own story

**6**

Which other words have this sound?

**7**



Want to get a daily story?  
Please text JOIN to...  
**7222 9900**

If you lose your mobile phone,  
Please text your Old & New mobile numbers to...  
**7222 9900**

Term 1, week 1

/s/a/t/i/p/

	Story	Lesson Plan
Mon	It is a tap. I go to the tap. I sit at the tap. I sip at the tap. It is a tap.	1. Write today's story on board. 2. Teach sound: 's' (sit, sip). 3. Teach words: I, the, tap, go. 4. Follow lesson instructions on poster. 5. Read story to class. Read with class.
Tues	I sit at the tap. Water in the tap. Water in the tap. I sit at the tap. I sip at the tap. Sip, sip, sip. Sit, sit, sit.	1. Write today's story on board. 2. Revise words and sounds. 3. Teach sound 't' (tap, sit). 4. Teach new word: water. 5. Follow poster steps: read story to and with children.
Wed	Papa sits at the tap. Papa sips at the tap. Papa sips water. Papa sips water. Sip, sip, sip.	1. Write today's story on board. 2. Teach sound 'p'. 3. Teach new word: Papa. 4. Read story pointing at words. 5. Read with children. 6. They read to each other in pairs.
Thur	Papa and I sit at the tap. Water in the tap. I sip water. Papa sips water. Papa and I sip water.	1. Write today's story on board. 2. Teach sound 'a'. 3. Read story, point at words as you read. 4. Ask questions: Where is Papa? Who sips water? What is in the tap?
Fri	I sit at the tap. Papa sits at the tap. Papa and I sit at the tap. No water in the tap! No water in the tap!	1. Write story on board. 2. Teach sound 'i' – in, it. 3. Teach new word: no. 4. Revise and practice reading all words, sounds and letters. 5. Read story and use poster steps.

<b>Sounds:</b> Words we can sound out	/s/ - sit, sits, sip, sips /a/ - at, pat, tap /t/ - tap, at, sit /i/ - it, is, in /p/ - Papa, tap, sip, pat
<b>Sight words:</b> Words we have to learn	I, go, to, the, a, and, no, water

**Term 1, week 2**

*/s/a/t/i/p/n/c/k/*

	<b>Story</b>	<b>Lesson Plan</b>
Mon	I sit and nap. I nap at the tap. I sit and nap at the tap. Papa naps at the tap. We sit and nap.	1. Teach sound 'n'. (nap). 2. Teach: nap, we. 3. Revise words, sounds and letters used last week. 4. Write and read story. 5. Make flash cards: s, a, t, i, p, n, c/k. Use cards.
Tues	The ant sits at the tap. The ant sips at the tap. The ant naps at the tap. I sit on the ant. Ants in my pants! Ow!	1. Revise all words, sounds and letters. 2. Teach: ant, pants, Ow! 3. Write and read story. 4. Use flash cards. Say sound on each card, class says sound on each card. Repeat, get faster each time.
Wed	The cat sits at the tap. The cat sips at the tap. The cat naps at the tap. The ant sits on the cat. Ant on the cat! Ow!	1. Teach sound 'c/k' (cat). 2. Revise all. 3. Write and read story. 4. Make flashcards with words, e.g. cat, ant. 5. Use flashcards. 6. Point to sound in word as children read.
Thur	Ant sits on the cat. The cat sits on Papa. I can pat the cat. Papa can pat the cat. We can pat the cat.	1. Revise. 2. Teach: pat, can. 3. Write and read story. 4. Play 'Write on me'. Work in pairs, child 1 writes letter on back of child 2 with finger. Child 2 says sound.
Fri	Ant sits on the cat. The cat sits on Papa. Ants in Papa's pants. Ow! Papa kicks the cat!	1. Revise all sounds taught in two weeks. 2. Teach: kick. 3. Write and read story. 4. Repeat activities using all flash cards with sounds and words. 5. Play 'Write on me'.

<b>Sounds:</b> Words we can sound out	/n/ – nap, naps, ant, ants, in, pants /c/k/ - cat, can, kicks, sack
<b>Sight words:</b> Words we have to learn	we, my, ow!

### Term 1, week 3

/s/a/t/i/p/n/c/k/m/d/

	Story	Lesson Plan
Mon	I pick pitpit. Mama picks pitpit. We pick pitpit. I pack pitpit in my sack. We put water in the pan. We put pitpit in the pan.	1. Teach new sound 'm' (Mama). 2. Teach: pitpit, pick, put, pan, pack, sack, Mama. 3. Read new story using the 'I do, you do, we do' model. 4. Ask questions about the story.
Tues	Mama sits on the mat. I sit on the mat. Cat sits on the mat. Papa sits on the mat. Ant sits on the mat. Ow! Papa is mad at ant!	1. Teach: mat, mad. 2. Blend: point to a letter. Make letter sound as long as you point at letter. Move a finger across the word. Make each sound blend into next sound
Wed	Papa is mad at ant. The pitpit is in the pan. Papa kicks the pan. The water is on the mat. The pitpit is on the mat. The dog is on the mat. Mama is mad at Papa.	1. Teach new sound: 'd' (dog). 2. Ask questions about story. 3. Play games using flashcards. 4. Practice writing s, a, t, i, p, n, c/k, d, m. 5. Use words with 'm' and 'd' sound.
Thur	Mama is mad at Papa. Papa is mad at ant. The ant is on the dog. I am sad. The pitpit is on the mat. And not in the pan.	1. Revise all. 2. Teach new words: sad, not. 3. Write and read story. 4. Ask questions. 5. Spot the sounds in words. 6. Practice saying and writing sounds. 7. Play flashcard games.
Fri	Papa picks up the pitpit. I pick up the pan. Papa puts the pitpit in the pan. Mama puts the water in the pan. Mama is not mad. I am not sad.	Play 'I see'. Think of something you can see. Say: 'I see something starting with 'P' or other sound. Include the sound object starts with. Children guess object. Eg 'm' - mat

<b>Sounds:</b> Words we can sound out	/p/ - pick, picks, pitpit, up, pack, pan, put, puts /m/ - mat, mad, Mama Other: sad
<b>Sight words:</b> Words we have to learn	not

Term 1, week 4

/s/a/t/i/p/n/c/k/m/d/e/r/g/

	Story	Lesson Plan
<b>Mon</b>	Is the pig in the pen? Yes he is. Is ant on the dog? Yes, it is. Is the cat on the mat? Yes she is. Is the rat in the pit? Yes he is. Is ant in the pants? Yes it is.	1. Revise all sounds. 2. Teach new words: pig, rat, pen, yes, he, she. 3. This story asks questions. Explain a 'question mark' '?', used when a question is being asked.
<b>Tues</b>	Rat is in the sack. He is in the sack. The pig is in the pit. She is in the pit. The cat is on the mat. She is on the mat. Papa is on the tank. He is on the tank.	1. Teach new sound: 'r' (rat), 'e' (egg), 'g' (go). 2. Write flash cards for new words (tank, sack) and sounds r, e and g. Use with class. 3. Spot new sounds in words.
<b>Wed</b>	Is the pig in the pen? No he is not. Go and get the pig! Papa, go and get the pig! Mama, go and get the pig! Go and get the pig. Is the pig in the pen? Yes he is.	1. Play 'Flash Card Dash'. 2. Show word flashcards one at a time, read with class. 3. Show again, ask class to read. 4. Change order. See how fast class can read all.
<b>Thur</b>	Is the rat Papa's pet? Is the ant Papa's pet? Is the cat Papa's pet? Is the pig Papa's pet? Am I Papa's pet? Yes I am.	1. Class to draw animals in story – rat, ant, cat or pig. 2. Name the animals and display pictures in classroom. 3. Which drawing is best? Ask the children to choose.
<b>Fri</b>	Red pin, red tin, red cap, red mat, red egg, red sack, red ant, red tap, red cat and dog. Red pants, red ants. Red ants in red pants. Ow!	1. Blending – say each sound in a word then join to make word. 2. So, s-u-n (show 1, 2, 3 fingers for each sound) makes sun. 3. Say word out loud. 4. Encourage silent reading.

<b>Sounds:</b>	/r/ - rat, red
Words we can sound out	/e/ - egg, red, pet, pen, get /g/ - get, pig, egg, dog
<b>Sight words:</b>	he, she, yes, no, go
Words we have to learn	

**Term 1, week 5**

*/s/a/t/i/p/n/c/k/m/d/e/r/g/u/h/o/*

	<b>Story</b>	<b>Lesson Plan</b>
<b>Mon</b>	It is hot in the sun. The red hen sits in the sun. She naps in the sun. Peck, peck, peck. She has an egg. She sits on her egg in the sun.	1. Teach new sounds: 'h' (hot, hen). 2. Teach new words: hen, hot, sun, red, peck. 3. Practice blending words with class – use fingers to count sounds in words.
<b>Tues</b>	Is the pink pig in the mud? Is the water in the cup? Is Mama in the hut? Is Papa on or off the mat? Is the red hen on her egg? Yes she is. Crack, crack, crack.	1. Teach new sound: 'o' (on, off). 2. Teach new words: pink, cup, hut, on, off, crack. 3. Children draw a picture using story as inspiration.
<b>Wed</b>	Crack, the chick is in the egg. Mama hen pecks her egg. The chick pecks the egg. Up, up, up, up to the sun. Hen and chick peck in the hot sun.	1. Teach new sound: 'u' (up). 2. Word building: write list of sounds used: s, a, t, i, p, n, c/k, d, m, e, r, g, u, h, o on board. 3. Class build many words using the sounds.
<b>Thur</b>	Don the dog digs. Don the dog digs a pit. Don the dog digs up the garden. Don digs in the mud and digs up the pitpit. Don the dog is dirty! Oh Don! Dirty dog!	Play 'Simon says'. If teacher gives an order with 'Simon says' class do it. If teacher does not say 'Simon says' then those children who do the action are out.
<b>Fri</b>	Don the dog digs in the mud. Don the dog is dirty. Don the dog runs to the hut. Stop, Don, stop! Run, Papa, run! Get the water and the mop. Oh you dirty pup.	Play 'Simon says'. Use orders like: stand, sit, touch your nose, hands up, pat your head, stand on one leg. Explain orders in local language then speak English.

<b>Sounds:</b>	/u/ - up, pup
Words we can sound out	/h/ - hen, hot, hut, has /o/ - on, off, mop Other: peck, pecks, pink, cup, crack, digs, stop, run
<b>Sight words:</b>	her, chick, dirty, oh, garden
Words we have to learn	

Term 1, week 6

/s/a/t/i/p/n/c/k/m/d/e/r/g/u/h/o**b/f**/

	Story	Lesson Plan
<b>Mon</b>	Ben is a big man. He has a big dog. The dog is dirty Don. Don likes bananas. Ben picks bananas for Don the big dirty dog. But bananas make Don sick. Oh Don!	1. Teach new sound: 'b' (Ben, big). 2. New words: big, man, bananas, sick, but. 3. Practice blending words on board with class using fingers to count sounds in the words.
<b>Tues</b>	Ben is a big fat man. He has a big fat dog. The dog is dirty Don. Don likes coconuts. Ben cuts coconuts for Don the dirty dog. But, coconuts make Don sick. Oh Don!	1. Teach new sound 'f' (fat). 2. Use questions: Who is Ben? Who is Don? Why is Don sick? How does Ben cut coconuts? 3. Encourage children to use their imagination.
<b>Wed</b>	Ben is a big, fat, fun man. He has a big, fat, fun dog. The dog is dirty Don. Don likes frogs. Ben finds frogs for Don. But...frogs make Don sick. Oh Don!	1. Class circles round 1 child. All but middle child has sound or word flash card. Call 2 sounds and or words. The 2 children with called cards swap places, middle child tries to grab their place. 2. Child with no space goes into the middle of the circle without card. All pass cards right, play again. If 1 in middle for 2 rounds say, 'All change' to give them a chance to find place.
<b>Thur</b>	Ben is a big fat fun man. He has a dog. The dog is dirty Don. Don likes bats. Ben finds bats for Don the big fat fun dirty dog. But...bats make Don sick. Oh Don!	1. Teach new word: bat. 2. Revise, blending words on board with class. 3. Use flash cards, make new flash cards for new words and sounds. 4. Play circle game from yesterday.
<b>Fri</b>	Bananas make Don sick. Coconuts make Don sick. Frogs make Don sick. Bats make Don sick. Don likes bugs. Ben digs up bugs for Don. And...bugs do not make Don sick! Yes! Dig, Ben, dig!	Collect 20 items, put on mat. Say name of each in local language and then in English. Class shut eyes, remove one item. Hands up who can guess what is missing.

<b>Sounds:</b>	/b/ - big, Ben, but, bats, bananas, bugs
Words we can sound out	/f/ - fat, fun, frogs, finds Other: man, likes sick, make, that, we
<b>Sight words:</b>	with, all, coconut
Words we have to learn	

**Term 1, week 7**

/s/a/t/i/p/n/c/k/m/d/e/r/g/u/h/o/b/f//

	<b>Story</b>	<b>Lesson Plan</b>
<b>Mon</b>	Don the dog digs in the garden. The little red hen digs in the garden. Where is the pig? In the garden eating the taro. Oh no! Run! The pig is eating the taro!	1. Teach new sound: 'l' (little). 2. Teach and make flashcards for new words: where, taro, little, eating, garden. 3. Play flashcard dash, using words and sounds taught.
<b>Tues</b>	It is hot in the sun. Ben and Don the dog lie in a boat on the sea. The sun is hot. Ben and Don have no water but have a little coconut and drink kulau.	1. Teach and make flashcards for new words: have, boat, sea, coconut, kulau, lie. 2. Play circle game using all flashcards. 3. Class write the story in their books.
<b>Wed</b>	Dog is fat. Dog can run. He can hop. But he sits. Dog must run. Dog must hop. Dog sees a dish of kaikai. Dog runs. The duck runs too. Duck wins! Dog is sad.	1. Teach and make flashcards for new words: hop, run, see, must, duck, win. 2. Play 'Simon says' using hop, run, sit, stand and touch different parts of their body.
<b>Thur</b>	Mum is lost in the rain with Dog's kaikai. Dog smells kaikai. Dog runs. Dog runs and pants. Dog is on her path. Mum is happy to see Dog. Dog has his kaikai!	1. Teach and make flashcards for new words: smells, rain, lost, path, with, pants. 2. Activity: Collect 20 items, put them on mat. Say name of item in local language and in English.
<b>Fri</b>	Luke is mad at Sid. Sid has his toy. Luke hits Sid! Sid hits Luke. Sid tips mud on Luke. Luke tips mud on Sid. They are both dirty. Luke is sorry. Sid is sorry.	1. Teach: toy, tips, sorry. 2. Revise 'l' sounds for this week. 3. Children write what happens next in the story. 4. Ask children which was their favourite story this week.

<b>Sounds:</b>	/l/ - little, lie lost, Luke
Words we can sound out	Other: taro, eating, have, sea, kulau, kaikai, hop, see, must, duck, win, had, that, with
<b>Sight words:</b>	lie, little, are, where, eating, boat
Words we have to learn	

**Term 1, week 8**

*/s/a/t/i/p/n/c/k/m/d/e/r/g/u/h/o/b/f/l/y/*

	<b>Story</b>	<b>Lesson Plan</b>
<b>Mon</b>	Dirty Don finds a big, fat frog. He digs up the frog for Ben. Ben does not like frogs. He runs up the garden .Ben is mad at Don. Do you like frogs?	1. Follow the poster. 2. Read the story in pairs. 3. Each group of children retell the story using different animals and names. 4. Ask what animals they like.
<b>Tues</b>	I like dogs. But dogs can't fly. I like pigs. But pigs can't fly. I like beds. But beds can't fly. I like flies. And a fly can fly! What do you like that can fly?	1. Follow poster. 2. Teach new words: fly, can, can't, beds, flies, that, what. 3. Ask each other questions starting with 'what'.
<b>Wed</b>	A boy naps in bed. A fly sits on Joy. Is it a rat? No! Joy naps. But the bug sits on her! Frog eats the bug. Jo can nap. He is happy. Frog is happy. But the bug is not!	1. Follow the poster. 2. Word building: list all sounds taught on board. The class makes as many words as they can from the sounds.
<b>Thur</b>	My yellow bird is in the coconut tree. She is not in the sun. Your yellow bird is on your mat. He is very hot in the sun. You need some water for your yellow bird.	1. Teach the new words: bird, very. 2. Revise all the new 'y' words. 3. Ask children to change the animal in the story: different colour, different animal (e.g. pink pig).
<b>Fri</b>	One day cat sees fish on sand. Fish and cat are sad. Cat cannot lift fish. Cat sees a big shell. Fish can go in shell. Fish is in sea.	1. Teach and make flashcards for words: fish, sand, sad, shell, lift, pull, cannot. 2. Play 'Simon says' using new action words - pull (nose, ear), lift (eg arm).

<b>Sounds:</b> Words we can sound out	/y/ - you, yellow, your, Joy, Other: can, can't, bed, fish, sad, shell, lift, pull, not
<b>Sight words:</b> Words we have to learn	my, what, bird,

**Term 1, week 9**

*/s/a/t/i/p/n/c/k/m/d/e/r/g/u/h/o/b/f/l/y/v/w/*

	<b>Story</b>	<b>Lesson Plan</b>
<b>Mon</b>	Did you ever love a pig? Did you ever love a fly? Did you ever love a bird up in the sky? Did you ever love your mama? Did you ever love your papa? Well, so do I.	1. Teach 'v' sound and new words: ever, love. 2. Ask children to sing the song in the story. 3. Ask them to spot the rhyming words. 4. What would be the next verse in the song?
<b>Tues</b>	It was a wet day. A very wet day. The wind was blowing very hard. Ben the dog was wet. Very, very wet. He did not wag his tail. Poor Ben. Can he stay with you?	1. You tell the story. 2. Class & you read together. 3. Children read in pairs. 4. Ask these questions: a. Who is wet? b. Where can Ben stay? c. What do you do in the rain?
<b>Wed</b>	Drip! Drop! Drip! I want to go out, Mama. I want to go out! I want to go out, Papa. I want to go out. But it is wet and windy and we don't like mud!	1. Teach new words: want, windy, we, drip, drop. 2a. Who does the child ask? b. Why don't Mama and Papa like a rainy day? c. What other sounds does the rain make?
<b>Thur</b>	Wagi is a happy Huli. Wagi wears a wig. It is a wet day. It is a very wet day. Wagi's wig is wet. But Wagi is a happy Huli wigman. Even with a wet wig!	1. Teach new words: happy, Huli, wig. 2. Teach them about Huli wigman. 3. Practice 'w' sound: we, wet, win, wig, wind, wag, windy. 4. Ask children to find & use more 'w' sound words.
<b>Fri</b>	Wagi and Don the dog are in a race. Wagi the wigman likes to win. Don the dog likes to win. Who do you think will win? 3...2...1...go!	1. Teach new words: who, win, like. 2 Ask: a. Who will win? b. Why do you think they will win? c. What happens next? 3. Practice all this week's new words in new sentences.

<b>Sounds:</b>	/v/ - very, ever
Words we can sound out	/w/ - well, was, wet, wind, wag, with, want, windy, we, Wagi, wigman, wig, win, will Other: happy, Huli, drip, drop, think
<b>Sight words:</b>	out, who, love
Words we have to learn	

## Term 1, week 10

/s/a/t/i/p/n/c/k/m/d/e/r/g/u/h/o/b/f/l/y/v/w/ss/

	Story	Lesson Plan
<b>Mon</b>	Hiss...hiss...hiss. It is Miss Snake. She likes to hiss. No one likes Miss Snake. No one likes her hiss. No one likes her hiss in the garden. Miss Snake is sad.	1. Teach the sound ss. 2. Teach new words: snake, likes. 3. Ask a. Where does Miss Snake hide? b. What sound does Miss Snake make? c. Do you like snakes? Why?
<b>Tues</b>	Miss Snake was sad. She had no one to hiss at. No one liked her hiss. No one loves Miss Snake. Then there was a happy hiss in the moss. Hiss, hiss! Who is it?	1. Teach new words: there, then, moss. 2. Children read story to each other in pairs. 3. Use new words in new sentences. 4a. Who is in the moss? b. What happens next?
<b>Wed</b>	Who is in the moss? It is Mr Snake! Hiss, hiss. Miss Snake is not cross. Miss Snake is in love. Mr Snake is in love. He likes her hiss. And so they kiss.	1. Teach new word: Mr (Mister) 2. Revise sounds: hiss, kiss, moss, cross 3. Which other 'ss' words can the students find? pass, boss, loss, kissing, hissed etc
<b>Thur</b>	Mr Snake and Mrs Snake live in the moss in the tree. Mrs Snake is not the boss. Mr Snake is not the boss. They do not get cross. They hiss and kiss.	1. Teach new words: boss, cross, Mrs. 2. Students use new words in sentences. 3a. Are the snakes married? b. How are people married in our community?
<b>Fri</b>	In the moss in the tree live Mr and Mrs Snake. As they pass by they hiss and kiss. They are very happy. You may not like snakes but snakes love snakes. Hiss, hiss!	1. Tell all the Snake stories. 2. Revise 'ss' words. 3. Revise new words: Mr, Mrs, there, then, likes. 4a. Which day story was your favourite & why? b. Write a new Snake story

<b>Sounds:</b>	/ss/ - hiss, Miss, moss, cross, kiss, boss, pass
Words we can sound out	
<b>Sight words:</b>	snake, likes, there, then, Mr, Mrs
Words we have to learn	

## Term 2, week 1

/s/a/t/i/p/n/c/k/m/d/e/r/g/u/h/o/b/f/l/y/v/w/ss/sh/

	Story	Lesson Plan
<b>Mon</b>	One day, a boat went to Karkar. The man wanted to shop for fish. "I want fish to eat, I have shells to sell." The Karkar men said, "No, we have shells in the sea!"	1. Tell the story to class. 2. Read together with class. 3. Children read to each other. 4. Teach 'sh' sound (shop, fish, shell) 5. Teach new words: one, men, Karkar, sell.
<b>Tues</b>	The next day the man on the boat said, "I want fish to eat. I have pigs to sell. The Karkar men said, "No thank you. We shoot many shy pigs in the bush."	1. Follow the poster. 2. Teach new 'sh' words: shoot, shy, bush. 3. Ask: What is the man selling? Why don't the Karkar men want to sell fish? What might happen next?
<b>Wed</b>	The next day the man on the boat said, "I want fish to eat. I have sharks to sell." The Karkar men said, "No, thank you. We have many sharks in the sea."	1. Follow poster. 2. Teach new word: shark. 3. Ask class to use new 'sh' words in sentences: shop, fish, shell, shy, bush, shark. 4. Ask: What other 'sh' words can you find?
<b>Thur</b>	The next day the man said, "I want fish to eat. I have sheep to sell. "The Karkar men said, "No." The man said, "I need fish. I can sell my shirt or sheep!"	1. Follow poster. 2. Teach new 'sh' words: shirt, sheep. 3. Ask: what else could the man sell? Why do you think the Karkar men will not sell him any fish?
<b>Fri</b>	"I want fish and you do not want shirts, sheep, sharks or shells. Please, I need fish." The Karkar men said, "Please is the word we want" and they gave the man fish.	1. Read week's stories to and with class and in pairs. 2. Teach: please, word. 3. Ask: What did the Karkar men really want? Why did the man not catch his own fish?

<b>Sounds:</b> Words we can sound out	/sh/ - shop, fish, shells, shoot, shy, bush, sharks, sheep, shirt Other: men, thank, sell, need
<b>Sight words:</b> Words we have to learn	Karkar, please, many, gave, word, one

**Term 2, week 2**

/s/a/t/i/p/n/c/k/m/d/e/r/g/u/h/o/b/f/l/y/v/w/ss/sh/ch

	<b>Story</b>	<b>Lesson Plan</b>
<b>Mon</b>	Mrs Chicken was big and fat. She chased the pig. She chased the child. Chicken was chief of the garden. "That chicken is bad. It is time for a change!" said Papa.	1. Follow the poster. 2. Teach new sound 'ch': chicken, chased, child, chief, change. 3. Teach new word: time, bad. 4. Ask: what will happen to Mrs Chicken? Why? When?
<b>Tues</b>	Mrs Chicken was big, fat and bad. She chased the children and ran in the garden. She made Papa mad. He said, "That chicken has to go!"	1. Follow the poster. 2. Read the story to each other in small groups. 3. Retell story using different animals like dog, cat & rat. What problems might they make?
<b>Wed</b>	Mrs Chicken was a bad chicken. She chased the children. She ran into school. She chewed the chair. She chewed the chalk. "That chicken is for the chop!" said Papa.	1. Follow poster. 2. Teach new 'ch' words: children, chair, chewed, chalk, chop. 3. Teach new word: school 4. Ask: what has chicken done? 5. Use 'ch' words in new sentences.
<b>Thur</b>	Papa got down his bush knife. "I'm going to chop that chicken," he said. "Please, please do not chop me and eat me. I will change and be good." said Mrs Chicken.	1. Follow the poster 2. Teach new words: down, knife, good. 3. Revise all 'ch' words. 4. Ask: Why is Papa going to chop Mrs Chicken? What will happen next?
<b>Fri</b>	Then Papa heard a 'Cheep, cheep!' coming from the church. There were six little chicks! "You can have a new chance," said a happy Papa. And Mrs Chicken changed.	1. Teach new 'ch' words: cheep, church, chance, changed. 2. Teach new words: new, six, down, going. 3. Ask: Why was Papa happy? What noises do other baby animals make?

<b>Sounds:</b> Words we can sound out	/ch/ - chicken, chased, child, change, chewed, chair, chalk, chop, cheep, church, chance, changed, chicks, charts, cheat, chat, chips, chief Other: bad, new
<b>Sight words:</b> Words we have to learn	time, school, down, knife, going, six, good,

**Term 2, week 3**

/s/a/t/i/p/n/c/k/m/d/e/r/g/u/h/o/b/f/l/y/v/w/ss/sh/ch/ck

	<b>Story</b>	<b>Lesson Plan</b>
<b>Mon</b>	The children sit on chairs and chat. They use chalk on the charts. They are good and do not cheat. At home they eat chicken and chips. But not Mrs Chicken!	1. Read all the story. 2. Ask children to retell story in pairs. 3. Teach new words: chat, cheat, chips, charts, their. 4. Write the story again using a new animal.
<b>Tues</b>	Jack was happy as he was going back to school. On the track to school Jack saw a sack. He looked in the sack and found a sick dog. Jack took the dog to school.	1. Follow the poster. 2. Ask children to retell story in pairs. 3. Teach new words: back, looked, school, found. 4. Teach sound 'ck' & new 'ck' words. 5. Was Jack right to take the dog? What would you do?
<b>Wed</b>	Jack came to school with the sick dog. The teacher told Jack to pick the dog up and put it back into the sack. Jack was not happy. He liked the sick, black dog.	1. Follow the poster. 2. Teach new words: teacher, black, into, with, came. 3. What other words use the 'ck' sound? 4. Ask the children to find things that are black.
<b>Thur</b>	"Put the sick dog in the sack." said the teacher. Jack said. "I will look after the dog." Jack picked up the dog and went home. He fed the dog and made it well.	1. Follow the poster. 2. Teach new word: made. 3. What should Jack do with the dog? Who does the dog belong to? Did they want it? How did Jack make it well?
<b>Fri</b>	The black dog was well. He chased ducks and chewed sticks. He gave Jack a big lick to say thank you. Jack played with the dog but did not go to school with him!	1. Follow the poster. 2. Teach new word: thank. 3. Revise all ck words this week. 4. C, k and ck make the same sound, use in new sentences.

<b>Sounds:</b> Words we can sound out	/ck/ - back, track, sack, sick, pick, Jack, picked, black, ducks, sticks, lick
<b>Sight words:</b> Words we have to learn	found, looked, teacher, into, with, came, told, made

**Term 2, week 4**

/s/a/t/i/p/n/c/k/m/d/e/r/g/u/h/o/b/f/l/y/v/w/ss/sh/ch/ck/th/

	<b>Story</b>	<b>Lesson Plan</b>
<b>Mon</b>	Anna lives with her Mama, Papa and brother Jack in Simbu. Pigs, hens and dogs live there with them. They like their animals. Which animals do you like?	1. Follow the poster. 2. Teach new sound 'th' - the, there, they, brother, with. 3. Teach new words: brother, many, animals, Simbu, which? 4. Draw animals they like
<b>Tues</b>	One day, Anna and Jack both think there is a thin stick on the path. Oh no! the thin stick is a snake. It chases the hens! Anna throws a big stick and it goes.	1. Follow the poster. 2. Teach new words: hear, think, thin, both, throws. 3. Talk about the noises animals make. What noises do you think animals make?
<b>Wed</b>	Jack has a black dog. Anna wants a dog. Their Mama wants them to play with their animals. But Anna has no one to play with. Who is this? That is a little dog!.	1. Follow the poster. 2. Teach new words: them, this, that, who? 3. Revise 'ch', 'ck' and 'th' words. 4. Ask: Whose dog could it be? What noises can you hear in school?
<b>Thur</b>	Anna then said to this dog, "Are you Jack's dog?" The dog looks at Anna. "No? Then are you Ben's dog?" He can't talk! This is no good. Who can Anna ask?	1. Follow the poster. 2. Teach new words: then, are you? 3. Revise words used in questions: who? why? where? when? what? which? whose? 4. Use these words.
<b>Fri</b>	Then Anna thinks who she can ask, "Mama and Papa, whose dog is this?" They say, "He is yours, Anna! Happy Birthday" What do you think Anna could call her new dog?	1. Follow the poster. 2. Teach new word: Happy Birthday. 2. Ask class to make up questions using who? why? where? when? what? which? whose? and ask them in pairs.

<b>Sounds:</b> Words we can sound out	/th/ - brother, there, with, them, they, think, thin, path, throws, this, that, then, birthday Other: animals,
<b>Sight words:</b> Words we have to learn	their, the, who, Simbu, which, birthday

Term 2, week 5

/s/a/t/i/p/n/c/k/m/d/e/r/g/u/h/o/b/f/l/y/v/w/ss/sh/ch/ck/th/ng/

	Story	Lesson Plan
<b>Mon</b>	A long, long time ago there was a sad King. "Please bring me a man to sing me a song," he said. A man came running and sang a song but the King was still sad.	1. Follow the poster. 2. Teach new sound 'ng'. 3. Teach new 'ng' words: long, king, bring, sing, song, running, still. 4. What other words use the 'ng' sound?
<b>Tues</b>	A long, long time ago there was a sad King. "Please bring me a gold ring to look at," he said. A girl came running with a ring of gold but the King was sad.	1. Follow the poster. 2. Teach new words: gold, ring, look. 3. Why might the King be sad? What makes you sad? When are you sad? What makes you happy?
<b>Wed</b>	A long, long time ago there was a sad King. "Please bring me a long book for looking at," he said. A boy came running with a long book but the King was still sad.	1. Follow the poster. 2. Teach new words: looking, book. 3. Prepare and use flash cards for the 'ng' sound and new words. 4. Play flashcard game with the class.
<b>Thur</b>	A long, long time ago there was a sad King. "Please bring me a thing that can sting," he said. So a boy gave a bee with a sting but the King was still sad!	1. Follow the poster. 2. Teach new words: thing, sting, bee. 3. What would you bring the King? Why? 4. Work with a friend to write the final story.
<b>Fri</b>	"We need something for the King!" they said. Then a Madang bird of paradise flew along the trees. "What gold wings!" said the King. And he was happy.	1. Teach new words: something, along, wing, Madang, paradise, gold, flew. 2. Teach about birds of paradise. Why are they special? Why does the King like it?

<b>Sounds:</b> Words we can sound out	/ng/ - long, King, bring, sing, song, sang, running, ring, long, looking, thing, sting, Madang, along, wings Other: book, bee, still, flew
<b>Sight words:</b> Words we have to learn	Simbu, paradise, gold, something

**Term 2, week 6**

/s/a/t/i/p/n/c/k/m/d/e/r/g/u/h/o/b/f/l/y/v/w/ss/sh/ch/ck/th/ng/nk/oo/

	<b>Story</b>	<b>Lesson Plan</b>
<b>Mon</b>	Anna lives with her Mama. They live in an old house with no tank. They had no money in the bank. One day, Anna saw an old pink bilum up in a tree. She took it home.	1 Follow the poster. 2. Teach new sounds 'nk' (tank) & 'oo' (took) 3. Teach new words: money, old, house, bilum 4. Ask which other words have 'oo' or 'nk'.
<b>Tues</b>	The old pink bilum was very dirty. Anna's Mama was cross. "It stinks," Mama said. So Anna put it in the sink and hung it on a hook in the sun. Then Anna went for a drink	1 Follow the poster. 2. Teach new words: pink, stink, sink, drink, hook 3. What do you think will happen next? 4. What other 'nk' & 'oo' words can they write & say?
<b>Wed</b>	When Anna came back to the pink bilum there was something in it! What do you think it was? A gold egg! "Now we can eat," said Anna's Mama. "Thank you, pink bilum."	1. Follow the poster. 2. Revise all the new words this week. 3. Test the children can say & write the new words 4. Ask what happens next in the story?
<b>Thur</b>	The next day Anna looked in the pink bilum. What do you think it was? It was a gold cup of water. "Now we can drink!" said Anna's Mama. "Thank you, pink bilum."	1. Follow the poster. 2. Teach new word: cup. 3. Revise last's week sound 'ng' and words.. 4. Ask: what will be in the bilum tomorrow? Why?
<b>Fri</b>	The next day Anna looked into her pink bilum. There was a book with gold ink. "Now we can read it!" her Mama said. The book was the story of "The Magic Bilum..."	1 Follow the poster. 2. Teach new words: read, magic, ink, story. 3. Test children can say & read all new words. 4. Write a magic story using 'oo' & 'nk' words.

<b>Sounds:</b> Words we can sound out	/nk/ - tank, bank, pink, stinks, sink, drink, think, ink /oo/ - took, book, hook, looked
<b>Sight words:</b> Words we have to learn	money, old, bilum, read, magic, story

**Term 2, week 7**

*/s/a/t/i/p/n/c/k/m/d/e/r/g/u/h/o/b/f/l/y/v/w/ss/sh/ch/ck/th/ng/nk/oo/ay/a-e/ai/*

	<b>Story</b>	<b>Lesson Plan</b>
<b>Mon</b>		1. Follow the poster
<b>Tues</b>	Monday was a holiday. We stayed at home and played. We played away all day. We love to play all day. Tuesday is a school day. We are back at work today.	1. Follow the poster 2. Teach 'ay' sound (Monday, Tuesday, holiday, stay, play, day, today) 3. What other words sound like or rhyme with play and day?
<b>Wed</b>	Wednesday is the day today. We will bake a cake. We will look out for snakes when it gets late! We will take the cake to share with all the people in our house.	1. Follow the poster. 2. Teach 'a-e' sound (bake, cake, take, late). 3. Teach new "a" words (today, lay). 4. Teach new words: Wednesday, people. 5. Make flashcards.
<b>Thur</b>	Today is Thursday. I like to sit in my chair and read to my bubu who came to stay. She plays with my hair as I read. I care for my bubu and she cares for me.	1. Follow the poster. 2. Teach the sound "ai" (chair, hair). 3. Ask children to list all words with "ay" sound but different spelling (as in: again, came, take, day)
<b>Fri</b>	Friday is pay day! My teacher is happy. When the day is done we say goodbye and run home to play. Saturday and Sunday are days that are made for play again.	1. Follow the poster. 2. Teach pay, made, again, goodbye, Saturday, Sunday. 3. Ask children to write their own stories using the days of the week and "ay" words.

<b>Sounds:</b> Words we can sound out	/ay/ - Monday, Thursday, Friday, Saturday, Sunday, holiday, stayed, played, away, day, play, today, stay, plays, pay, say, play /a-e/ - bake, cake, snakes, late, take, share, care, came /ai/ - chair, hair, again Other: bubu
<b>Sight words:</b> Words we have to learn	work, people, goodbye, Tuesday, Wednesday

**Term 2, week 8**

*/s/a/t/i/p/n/c/k/m/d/e/r/g/u/h/o/b/f/l/y/v/w/ss/sh/ch/ck/th//ng/nk/oo/ay/a-e/ai/oi/oy/j/*

	<b>Story</b>	<b>Lesson Plan</b>
<b>Mon</b>	“Go to the toilet!” said Mama. The boy, Roy, plays with a toy. Joy joins the boy to play with the toy. “Go to the toilet, NOW!” said Mama. Oh no! Too late!	1. Follow the poster. 2. Teach new sounds: ‘oi/oy’ as in toilet, toy, boy & ‘j’ as in joy, joins. 3. Teach new words: too, late. 4. What do you think happens next?
<b>Tues</b>	Roy is a boy. Joy is a girl who plays with Roy. Roy and Joy have coins. They drop the coins in oil. “Do not play with oil. It will spoil your shirt,” said Papa.	1. Follow the poster. 2. Teach new words: coins, oil, spoil, do. 3. Make and use flashcards for new sounds and words. 4. What other things make us dirty?
<b>Wed</b>	Roy and Joy throw a coin. The coin went in the toilet! Roy and Joy want the coin but it is in the toilet. Do not get the coin from the toilet. It is dirty.	1. Follow the poster. 2. Revise long ‘a’ sound: ai, ay, a-e from last week. 3. Class make list on board of words using long ‘a’ sound. 4. Use words in sentences.
<b>Thur</b>	Joy has a coin. She goes to the shop to buy a toy. She gives the man a coin. The man gives Joy a toy. Roy wants a new toy. If he has the money he can buy a toy.	1. Follow the poster. 2. Teach new word: buy. 3. Role play a market or shop, children buy and sell goods to & from each other. Use English & ‘please’ & ‘thank you’
<b>Fri</b>	Roy the boy is sad. He has no coins for toys. Who can help him? The man in the shop thinks Roy is a good boy. The man gives Roy a toy. “Thank you,” said Roy.	1. Follow the poster. 2. Children work together in pairs. 3. Retell story to each other. 4. Role play visit to shop. Buy and sell to each other different things.

<b>Sounds:</b>	/oi/ -, joins, coin, oil, coins, spoil
Words we can sound out	/oy/ - boy, toy, Joy, Roy /j/ - Joy, joins Other: too, late
<b>Sight words:</b>	toilet, buy
Words we have to learn	

**Term 2, week 9**

*/s/a/t/i/p/n/c/k/m/d/e/r/g/u/h/o/b/f/l/y/v/w/ss/sh/ch/ck/th/ng/nk/oo/ay/a-e/ai/oi/oy/j/e/ee/ea/e*

	<b>Story</b>	<b>Lesson Plan</b>
<b>Mon</b>	“Teach me to read,” I said. “Feed me books all week. I need books more than tea. I need books more than meat. Teach me to read,” I said.	1. Follow the poster. 2. Teach new sound: e/ee/ea/e as in: week, teach. 3. Teach new words: me, feed, tea, more. 4. Revise sounds: s, a, t, i, p, n, c/k, d.
<b>Tues</b>	“Teach me to read,” I said. “Books as tall as a tree. Books as small as a seed. Books as deep as the sea. Teach me to read,” I said.	1. Follow the poster. 2. Teach new words: tall, small, seed, deep. 3. Revise sounds: m, e r, g, u, h, o. 4. Ask each child to say sounds & listen carefully.
<b>Wed</b>	“Teach me to read,” I said. “Stories as sweet as jam. Stories as green as a leaf. Stories as long as a week. Stories that sting like a bee. Teach me to read.”	1. Follow the poster. 2. Teach new words: sweet, jam, green, leaf. 3. Revise sounds: b, f, l, v, y, w. 4. Children read & retell story to each other in pairs.
<b>Thur</b>	“Teach me to read,” I said. “Stories as clean as my feet. Stories as deep as my sleep. Stories as keen as my need. Teach me to read,” I said.	1 Follow the poster. 2. Teach: clean, feet, deep, sleep, keen. 3 Revise sounds: ss, sh, ch,ck, th, ng. 4. Who do you think is talking in the story?
<b>Fri</b>	“Teach me to read,” I said. “A story as good as my team. A story to help me dream. A story to help me read. Teach me to read,” I said.	1. Follow the poster. 2. Revise sounds: nk, oo, oi, oy/oi. 3. Teach new words: team, dream, help. 4. Make up a story about why you want to read. 5. Share stories.

<b>Sounds:</b>	/ee/ - feed, week, need, seed, deep, sweet, green, bee, sleep, keen, tree,
Words we can sound out	/ea/ - teach, read, tea, long e – me, we
<b>Sight words:</b>	buy
Words we have to learn	

## Term 2, week 10

/s/a/t/i/p/n/c/k/m/d/e/r/g/u/h/o/b/f/l/y/v/w/ss/sh/ch/ckth//ng/nk/oo/ay/a-e/ai/oi/oy/j/  
e/ee/ea/e/q/z/x/

	Story	Lesson Plan
<b>Mon</b>	This is a good day. It is a holiday. There is no school! We can play and have fun. It is the birthday of PNG.	1. Follow the poster. 2. Revise sounds and words. 3. Tell the class about the birthday of PNG and how the day is celebrated in your community.
<b>Tues</b>	On Monday it was time for the show. Jane and Jack jump for joy! They sing a song, eat cake and jam, and jump and joke all day. Happy Birthday PNG!	1. Follow the poster. 2. Teach new sound 'j' as in jump, joy. 3. Teach new words: show, jump, joy, joke. 4. Talk in pairs about the PNG Birthday celebrations.
<b>Wed</b>	Jill and Jo dance at the show. They dance quickly. They dance quietly. They dance with joy. They dance for the Queen. They are quite quick and never quit!	1. Follow the poster. 2. Teach new sound 'q' as in Queen, quick. 3. Teach new words: dance, quick, quiet, quite, quit, never. 4. In pairs, read and retell story.
<b>Thur</b>	John and June play at the show. They win the quiz and win a prize. They buzz about like bees. They zigzag in and out the trees. The show is shut, they zoom on home.	1. Follow the poster. 2. Teach new sound 'z' as in buzz. 3. Teach new words: quiz, prize, buzz, zigzag, shut, zoom. 4. Retell the story with a different ending.
<b>Fri</b>	SMS Story sent texts to you. A mix of stories to help you read. From flying fox to Simbu spear, what is next is up to you. Six of us will see you soon. Well done all!	1. Follow the poster. 2. Teach new sound 'x' as six, fox. 3. Teach new words: texts, mix, flying fox, spear, six, soon, well done. 4. Praise class for learning to read!

<b>Sounds:</b> Words we can sound out	/q/ - quickly, quietly, Queen, quite, quick, quit /z/ - quiz, prize, buzz, zigzag, zoom /x/ - texts, mix, fox, next, six Other: jump, jam, story
<b>Sight words:</b> Words we have to learn	

## SMS Story - words used in alphabetical order

a	chair	find	joy	never	running	sun	Wednesday
again	chalk	fish	jump	new	sack	Sunday	week
all	chance	flew	kaikai	next	sad	sweet	well
along	changed	flies	Karkar	not	said	take	went (dec)
am	charts	fly	keen	off	sand	tall	wet
an	chased	flying	kick	oh	Saturday	tank (dec)	what
and (dec)	chat	for (dec)	king	oil	school	tap	where
animals	cheat	found	kiss	old	sea	taro	when
Anna (st)	cheep	fox	knife	on (dec)	see	tea	which
ant	chewed	Friday	kulau	one	seed	teach	who
are	chick	frogs	late	only	sell	teacher	why
asked	chicken	from	lay	out	share	team	wig
at (dec)	chief	fun	leaf	ow	shark	texts	wigman
away	child	garden	lick	pack	she (freq)	thank	will
back	chips	gave	lie	pan	sheep	thank you	win
bad	chop	get	lift	pants	shell	that	wind
bake	church	gives	like	Papa	shirt	the (freq)	windy
banana (st)	clean	go	liked	paradise	shoot	their	wing
bat	coconut	going	little	pass	shop	them (st)	with
be (dec)	coin	gold	live	pat	show	then (dec)	word
bed (st)	coins	good	long (st)	path	shut	there	work
bee	coming	goodbye	look	pay	shy	they (freq)	yellow
ben (dec)	could	green	looked	peck	sick	thin	yes
Ben (st)	crack	had	looking	pen	Sid	things	you
big	cross	hair	lost	people	Simbu	thinks	your
bilum (st)	cup	happy	love	pet	sing	this	zigzag
bird	cut	has	Luke	pick	sink	throws	zoom
birthday	dance	have (dec)	mad	picked	sip	Thursday	
black	day	he (freq)	Madang	pig (dec)	sit	time	
blow	deep	help	made	pin	six	tin	
blowing	did	hen	magic	pink	sky	tip	
boat (dec)	dig	her (st)	make	pit	sleep	to (freq)	
book	dirty	him	Mama	pitpit	small	today	
boss	dish	his	man	play	smells	toilet	
both	do	hiss	many	played	snake	told	
boy	dog	holiday	mat	please	so	too	
bring	Don	hook	may	poor	some (st)	took	
brother	don't	hop	me	prize	something	toy	
bubu	down	hot	meat	pup	song	track	
bug	dream	house	men	put	soon	tree (st)	
bush	drink	Hule	Miss	Queen	sorry	Tuesday	
but (dec)	drip	hut	Monday	quick	spear	umbrella	
buy	drop	I (freq)	money	quiet	spoil	up	
by	ducks	in (dec)	mop	quit	stay	very	
buzz	eating	ink	more	quite	stayed	wag	
cake	eats	into	moss	quiz	stick	Wagi	
came	egg	is	Mr	race	still	want	
can (dec)	even	it (dec)	mud	rat	sting	wanted	
cannot	ever	Jack	must	read	stink	was	
can't	fat	jam	my (freq)	red (st)	stop	water	
cap	fed	joins	nap	ring	stories	we (freq)	
cat	feed	joke	need	run	story	wears	

## Words used in SMS Story

<b>/ss/</b>	<b>/th/</b>	<b>/ng/</b>	<b>/oo/</b>	<b>/ai/</b>
hiss	birthday	along	book	again
Miss	both	blowing	good	chair
moss	brother	bring	goodbye	hair
cross	path	change	hook	kaikai
kiss	thank	coming	look	rain
boss	thank	flying	looked	said
pass	that	going	looking	tail
	the	hung	soon	
	their	king	too	<b>/ay/</b>
<b>/sh/</b>	them	long	took	away
bush	then	looking		day
dish	there	Madang		Friday
fish	they	ring	<b>/qu/</b>	holiday
share	thin	running	quickly	may
sharks	thing	sang	quietly	Monday
she	think	sing	Queen	pay
sheep	this	something	quite	play
shell	throw	song	quick	played
shirt	with	sting	quite	plays
shoot		thing	quiz	Saturday
shop		wings		say
show	<b>/ck/</b>		<b>/ee/</b>	stay
shut	back		bee	stay
shy	black	<b>/nk/</b>	cheep	stayed
	chick	thank	deep	Sunday
<b>/ch/</b>	chicken	bank	feed	Thursday
chicken	crack	drink	green	today
chair	ducks	ink	keen	Tuesday
chalk	Jack	pink	need	Wednesday
chance	kicks	sink	Queen	
change	lick	stinks	see	<b>/a-e/</b>
changed	pack	tank	seed	bake
charts	peck	think	sheep	cake
chased	pick		sleep	came
chat	picked	<b>/oi/</b>	sweet	care
cheat	quick	coin	tree	gave
cheep	quickly	join	week	have
chewed	sack	oil		late
chicks	sick	spoil	<b>/ea/</b>	made
chief	sticks	toilet	dream	make
child	track		eat	share
chips			meat	snake
chop	<b>/oy/</b>		read	take
church	boy		sea	
school	Joy		tea	<b>/ie/</b>
teach	Roy		teach	flies
teacher	toy		team	lie
which			wears	quiet
				stories