

Class III

*(Note: This activity is to be inserted in Teacher's Guide Page No. 6 before **Text 1: The True Son** under **Theme One: Home and Community**)*

Class III (Week Two)

TIME / BLOCK: I

THEME: Home and Community

TOPIC: School

Activity 1 (Group Norms) (150 minutes)

Learning Objective: Listening and Speaking 8

- ✓ *Use newly acquired vocabulary appropriately.*

Writing 3, 8

- ✓ *Use their knowledge of phonics, high frequency words, vocabulary words and spelling patterns to improve their writing. (3)*
- ✓ *Develop their ideas in a series of simple sentences using capital letters, full stops, question marks, commas and simple tenses.(8).*

Specific objective for the activity:

- ✓ *Use appropriate vocabulary to discuss and frame classroom norms.*
- ✓ *Use newly acquired vocabulary appropriately to write down the group norms in simple and correct sentences.*

Language in practice:

- *We/I will/will not ...*
- *We/I should/should not ...*
- *We/I must/must not...*
- *We are allowed / not allowed*
- *I am allowed/not allowed because ...*

Discuss with the whole class and let students come up with what they **are allowed/not allowed** to do at home (Home rules). Probe students to come up with examples such as:

- *We are/I am allowed to read.*
- *We are/I am not allowed to go out at night.*
- *We are/I am allowed to watch TV after finishing our homework.*
- *We are/I am not allowed to talk while eating.*
- *We are not allowed eat in the bedroom.*

Further, the teacher may initiate a discussion on why they are allowed/not allowed (the reasons would lead to the discussion on the concept of learning to live in harmony with respect for one another, sense of belonging and a sense of time in the community).

After knowing the importance of living in harmony at home, students now form/develop norms for their class. For that, let the teams discuss and write down at least four classroom rules on a paper using the language given below (RoundTable).

- *We/I will/will not ...*
- *We/I should/should not ...*
- *We/I must/must not...*

Now, let the teams paste their work on a chart. Through a whole class discussion come up with a set of rules for the class that everyone agree on. Now focus on the use of positive statements and change the negative statements into positives ones as in the example given below:

Negative statements	Positive statements
We will not shout in the class.	We will talk gently in the class.
We will not come late to the class.	We will come to the class on time.

Finally, display the classroom norms on the wall to be used for the year.

For the next activity, ask students to bring calendars if the teacher cannot find enough.

Activity 2 (Calendar) (50 minutes)

Learning Objective 1: Listening and Speaking 8

- ✓ *Use newly acquired vocabulary appropriately.*

Reading & Literature 12

- ✓ *Read to gain information and for pleasure.*

Specific objective for the activity

- ✓ *Ask and respond to simple questions using a calendar.*

Show a calendar and ask the following questions to check the prior knowledge related to this topic: *What is this? Have you seen it? Do you use it at home?*

Provide a calendar to each team and let them practice the following language in pairs. (RallyRobin).

Question: What is this/it?

Answer: This/It is a calendar.

Question: What are these/those?

Answer: These/Those are calendars.

Question:(Pointing to a month) How many days are there in this month?

Answer: There are ____ days.

Question: How many months are there in a year?

Answer: There are twelve months in a year.

Question: Which days are weekdays/weekends?

Answer: Monday to Friday are weekdays and Saturday and Sunday are weekends.

Question: What is the first day of the week?

Answer: Monday is the first day of the week.

Question: What is the last month of the year?

Answer: December is the last month of the year.

Question: Why are some days marked red on the calendar?

Answer: The red marked on the calendar are holidays.

Question: How many holidays are there in a year/month?

Answer: There are _____ holidays in a year/month.

Activity 3 (School Calendar) (100 minutes)

Learning Objective 1: Listening and Speaking 8,

- ✓ *Use newly acquired vocabulary appropriately.*

Reading & Literature 12,

- ✓ *Read to gain information and for pleasure.*

Specific objective for the activity

- ✓ *Ask and respond to simple questions about the school calendar.*
- ✓ *Read to arrange the jumbled words to form correct sentences.*

Display or project the school calendar (may use the school diary) to run through the activities and sort out the events related/relevant to class III through a whole class discussion using the language practiced below. Simultaneously, list down month wise activities on the chart. (To be used for the activity 5)

Language in practice:

Teacher: What is this/it? (Project/display the school calendar)

Student: This/It is a school calendar. (If students do answer the teacher will probe)

Teacher: What activities do we have in the month of _____?

Student: We have His Majesty's birth anniversary celebration, Losar, fee collection/submission etc.....

Teacher: How many activities are there for class III in this month?

Student: There are ____ activities, or there is no activity in this month.

Teacher: When do we celebrate _____?

Student: We celebrate _____ on _____

Teacher: What is the first/last activity of the year?

Student: Annual Result day is the last activity of the year.

Teacher: When is the hand washing/club/green/pedestrian/scout....day?

Student: The _____ is the _____ day.

Divide the students in to six teams. Provide the jumbled words of a sentence to each team. The team will then arrange the jumbled words to form a correct sentence. Teacher goes around and checks whether the sentence is correct. After that, teams exchange their jumbled words with other teams who has finished. This will go on until each team gets all the six sentences.

Provide jumbled words of the following sentences to each team.

- *We have His Majesty's Birth Anniversary Celebration on 21 February.*
- *Annual Result day is the last activity of the year.*
- *This is a school Calendar.*
- *We celebrate May 2nd as the Teachers' Day.*
- *We celebrate the National Day on 17th December.*
- *There are many National holidays this year.*

Activity 4 (Inquiry) (150 minutes)

Learning Objective 1: Listening and Speaking, 8

- ✓ *Use newly acquired vocabulary appropriately.*

Writing 3

- ✓ Use their knowledge of phonics, high frequency words and spelling pattern to improve their writing.

Specific objective for the activity

- ✓ *Use appropriate phrases to ask and respond to simple questions.*

Procedures: (Structured Inquiry)

QUESTION

Which month has the most birthdays?

Ask the questions to the students to help them think about or predict their friends' birthdays.

HYPOTHESIZE

Language in Practice

There might be students born in March, February...

I/We think there are.....born in -----

Ensure to use these phrases to predict and to estimate during the group discussion. Practice the phrases repeatedly before moving to the next step.

Provide a worksheet in teams and let them write their prediction in the second column of the table. Instruction:

- *Look at the table in the worksheet.*
- *Take out your pencil and eraser.*
- *Guess using the language practiced and write down your estimation.*

Month	Estimation
January	
February	
March	
April	
May	
June	
July	
August	
September	
October	
November	
December	

Design and Collect Data

Language in practice:

Before going for data collection let students practice the following in pairs.

A: When is your birthday?

B: It is on 6th December.

A: When were you born?

B: I was born on 7th March.

Set 12 corners for 12 months in the classroom. Send students to their respective birth month corners. Let them use the worksheet given below to ask and note down the names and the dates of their friends birthdays.

Instructions:

- *Look at the table again.*
- *Use your pencil.*
- *Ask your friends birthdays using the language practiced earlier.*
- *Write it down in your worksheet.*

Month	Birthdays and Names

ANALYZE DATA

Ask children to compare their final findings with their predictions.

- *Is your prediction /guess right or wrong?*
- *Are your predictions/guesses right or wrong?*
- *Yes, it is right. No, it is not.*
- *Yes, they are. No, they are not. (Change it)*

CONCLUDE

Ask children to come to the conclusion for the most accurate data.

Teacher: *How many students are born in the month of January?*

Student: *There are _____ students born in the month of January. (Repeat the question for all the months.)*

Teacher: *Which month has the most birthdays?*

Student: *The _____ month has the most birthdays.*

SHARE

Let students share using the following language.

There are _____ students born in the month of _____.

The _____ month has the most birthdays.

NOTE: Provide the following template to each student in the class. Inform the students that they are going to make a class calendar the following day. Let them write down all the local events/festivals by asking their parents or family members.

Date/month/year	Local events
e.g. 6 th March	
e.g.	

Activity 5: (Design class calendar) (150 minutes)

Listening and Speaking 3

- ✓ *Initiate conversation and respond to others in familiar situations such as in the classroom, the library and on the playground.*

Writing 8

- ✓ *Develop their ideas in a series of simple sentences using capital letters, full stops, question marks, commas and simple tenses.*

Specific Objective for the activity

- ✓ *Discuss to generate ideas in order to create their class calendar.*
- ✓ *Write positive comments and suggestion in simple sentences.*

Teacher initiates a discussion to collect the information from the students. During the discussion teacher list the dates of the local festivals and add the current information on to the existing chart of **activity 3**. Group students according to the month they are born. Let them use all their information (birthdays, local festivals/events and the class three activities) from the chart to make their month calendar.

To design the monthly calendar students could follow the steps given below:

Define

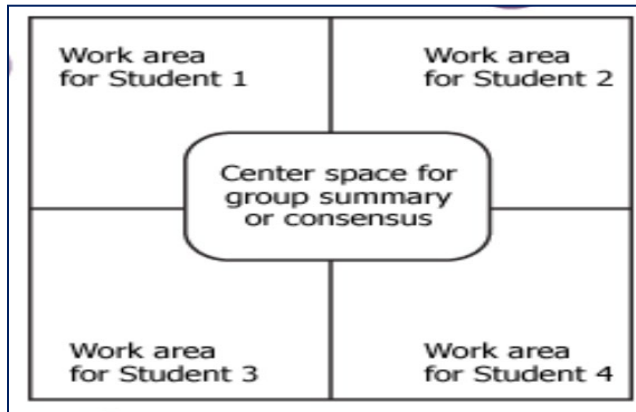
Students and Teachers will together state a problem statement. Such as ‘Class III students need a way to design a class calendar.’

Generate Ideas

Let students use a placemat consensus to generate ideas to design a class calendar.

One of the best practices a teacher can use in the classroom is making a team of students into (3-5 students), who then work together to complete a task. Each student spends a few minutes brainstorming, and writing their own statements about a topic, in their own space. Then, a team leader writes the consensus statements (the things students agree is true) in the center. This practice is called “Placement Consensus.”

A conventional, done-on- chart-paper, model is this:



Source: Best Practices: The “Placemat Consensus” Technique Improved, Using Technology. Retrieved January 17th, 2019 from www.sevenminutescientist.com.

Language practice:

Provide the following gambits along with positive comments written on a card and let them use it during discussion. For that teacher can move around and encourage the students to use them appropriately.

- ✓ I like your idea because...
- ✓ Let's do it.
- ✓ How about this idea?... (students suggest ideas)
- ✓ It seems we can do but how about? (Students suggest ideas).
- ✓ This would look beautiful.
- ✓ I like the way you suggest, but how about this idea? (students suggest ideas)

Create

Based on their best chosen idea, students create a monthly calendar. The calendars can be in the form of illustrations or table.

Evaluate

Let them display the monthly calendar in their own group and let others go around for a gallery walk. Encourage students to provide two positive comments and one suggestion for the group calendar. Let them use the following format:

Two positive comments:

I like _____ and _____ about your calendar.

One suggestion

How about _____?

Activity 6 Writing (50 minutes)

Reading 12

- ✓ Read to gain information and for pleasure.

Writing 8

- ✓ Develop their ideas in a series of simple sentences using capital letters, full stops, question marks, commas and simple tenses.

Specific objective for the activity

- ✓ Read the information from class timetable and complete the sentences.

Provide a copy of class timetable for the year in each group and let students refer the timetable and fill in the blanks provided below. (Use RallyTable.)

We have _____ in the first period.

There are _____ periods in a day.

Mrs. /Mr. _____ teaches us mathematics.

We have _____ English periods on Tuesday.

Our interval/recess time starts from ___ am to ___ am.

Lopen _____ teaches us Dzongkha.

We have library/value/HPE/reading once a week.

We have _____ periods in a week

Further, let the students frame their own study timetable individually.