

INSTRUCTIONAL GUIDE FOR ENGLISH

CLASS I



ROYAL EDUCATION COUNCIL
ROYAL GOVERNMENT OF BHUTAN

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Foreword

COVID-19 has suddenly caused unforgiving disruptions in the public education all over the world, and brought about threats of fragmentation due to disparities in accessibility and connectivity in many systems. In Bhutan too, continuity of education and learning has been severely affected as a result of nationwide school closures and due to restrictions and health protocols. The disruptions have led to challenges in many existing patterns and trends in education resulting in a massive shift away from learning and teaching in traditional settings with physical interactions to the maximum in terms of relevancy and efficiency. This has caused a major problem for children living in poverty worldwide, who often rely on the physical settings of their schools for educational materials, guidance, and, sometimes, the only decent meal of the day.

In the new normal education, human interaction and well-being is a priority. Technology, particularly digital technology that enables communication, collaboration and learning across distance, is a formidable tool – not a panacea but a source of innovation and expanded potentials. As we embrace this exceptional opportunity to transform the world, and as we reimagine the organization of our educational institutions and learning environments, we will need to think about where we want to go.

In the post COVID 19 era, we must prioritize the development of the whole person not just academic knowledge. Inspiration for the change can be drawn from the 1996 Delors report, *Learning the treasure within*, in its specification of four pillars of learning as “learning to know”, “to do”, “to be”, and “to live together”. Therefore, curricula must be increasingly perceived as an integrated and based on themes and problems that allows learners to learn to live in peace with our common humanity and our common planet. This has the potential in the development of a strong base of knowledge about one’s self and about the world and find purpose and be better able to participate in social and political milieu.

The New Normal Curriculum is, not just a mere response to the pandemic, but also a culmination of the curriculum reform work for the last four years by the Royal Education Council. It is an attempt to transform education from the teaching of “what” to learning of “how” and “why” towards empowering learners with the transversal competencies and the 21st century skills, and preparing them to be lifelong learners. We are optimistic that this move orients our education process towards nurturing nationally rooted and globally competent citizens.

Wish all our learners and teachers a life enriching experiential teaching and learning.

Tashi Delek

Kinga Dakpa
Director General

Introduction

This guide has been developed for teachers teaching English in schools across the country for the implementation of the English curriculum. As all the schools follow the same curriculum aimed at equipping the students with the same set of competencies, it is crucial for all the teachers to have the same understanding about the intent of the curriculum so that they would be able to implement it as desired.

The English curriculum consists of four strands, according to the language competencies to be taught; they are Listening and Speaking, Reading & Literature, Writing and Language and Grammar. The language competencies to be acquired and demonstrated by the learners at each stage of learning are outlined as Standards, Competencies and Objectives. While guiding teachers on what to teach, these standards, competencies and objectives will also inform the stakeholders about the levels of knowledge and skills expected from the learners at various stages of education.

The sample activities given in the guide are suggestive in nature. Teachers can negotiate to adapt and design their own teaching learning activities or experiences that best suit their learners and their environment. What is non-negotiable is the teaching of the competencies that the learners must acquire at each class before they move on to the next class.

The curriculum has a wide range of knowledge, concepts and skills that the students need to master. There are those which the learners can explore, acquire and practice to master on their own, and there are also more complex ones which need to be taught explicitly and practised consistently to gain a satisfactory level of mastery. Classroom teaching and instructional time should focus on teaching those concepts and skills that the students cannot learn on their own, while encouraging learners to explore some areas to learn and practice on their own.

The major shift in the curriculum is the teaching and development of skills by the learners. Therefore, the curriculum contents should be used as vehicles to move towards the acquisition of competencies. The competencies for each class are further broken down as objectives that should serve as signposts for teachers to decide what to teach.

Since, competencies are at the heart of curriculum and its implementation, teachers should make conscious choice of the most suitable teaching-learning approaches. And, because the teaching focusses on acquiring skills/competencies, assessment will also be on the acquisition and demonstration of the skills -skills in terms of literacy and language, social, behavioural and affective domains that are demonstrable/measurable. Various assessment approaches, tools and rubrics have already been disseminated to the teachers through the CFA guidebook. Teachers are asked to be consistent to meaningfully assess students and report to stakeholders at various levels. Further, the focus of assessment should be for learning rather than assessment of learning which would happen periodically.

Curriculum Content

Curriculum contents serve as the means for the delivery of education towards achieving the competencies desired at the various classes. Cross curricular linkages, various approaches and other co-curricular activities also contribute towards a systematic and comprehensive learning. In this age of advanced communication and information technology, contents are widely available from a number of sources, therefore, the contents of the curriculum have been kept flexible enough so that teachers can select, structure and sequence them to best suit the learners need while maintaining coherence and consistency.,

While, teachers may have access to number of materials, it should be kept in mind that the teaching and learning should be focused on achieving the competencies rather than covering of the syllabus. The teaching learning materials should be used as means to create a learning environment that is competency-based where the students need to master the skills presented to them. While designing lesson plans and teaching learning activities, teachers need to ensure that the materials are relevant and appropriate for the given task.

The assessment should be competency-based wherein the teachers should assess the learners' mastery of the given tasks. Teachers should use appropriate assessment tools and techniques depending on the nature of the learning activities. The learners should be clearly informed about the success criteria, the areas of assessment and the tools to be used so that they know exactly what tasks are to be performed or expected of them. In the process of the performance, the teacher should continuously provide feedback and, if necessary, modify instructions. Efforts have to be made to ensure that every learner has mastered the skills.

Listening and Speaking

Competency

- Respond to compliments and follow instructions appropriately to show propriety and respect.

Greeting and introduction is an opportunity to demonstrate respect for others and to yourself. When you greet someone, you acknowledge their presence. Similarly responding to compliments let someone know that you value and appreciate him/her. Therefore, it is very important to install this habits and values in learners from a young age.

Knowledge: words of greetings and courtesies, and compliments

Skill: using the above in various situations

Behaviour: showing propriety and respect

Objectives:

- Follow and give simple instructions.
- Initiate words of greeting and expand words of courtesy appropriately.
- Ask, and respond to simple questions politely.
- Give and respond to compliments.

Note: The above objectives can have multiple topic specific lesson objectives.

Pedagogy/ Learning experience

Contact teaching

- Revise greetings and courtesies by:
 - Introducing and explaining the basic social functions of greetings and courtesies.
 - Watching the video clip on greetings and courtesies, introducing themselves, asking permission, good habits and good manners
 - Singing rhymes and songs *Good Morning* and *Manners*
- Demonstrate how to respond appropriately when their names are called, to ask and respond politely and to give and respond to compliments
- Watch video on apologies and compliments
- Practice asking and responding politely, and giving and responding to compliments through role plays
- Demonstrate and encourage the learners to follow and give instructions related to classroom organization and learning activity or play video.
- Play the game 'Sonam says' to practice giving and following instructions.
- For further reinforcement of the instructions, learners sing the rhyme 'Hop a Little' from Class PP Anthology of songs and rhyme.

Non-contact teaching

- Create an online social forum where the parents/guardians are informed about the topic to be taught for the day/week.
- Share the link to a video lesson on greetings and courtesies to parents/guardians
- Parents/guardians show the video to learners
- Provide reading materials on greetings and courtesies through group chat.
- Encourage learners to practise greetings and courtesies with their families and friends.
- Shares video on instructions related to classroom organization and learning activity to parents/guardians
- Provide instructions on how to play the game 'Sonam says' to parents/guardians
- Parents videotape learners using greetings and courtesies and following instructions
- Visit clusters for mobile teaching.

Materials:

- Videos on Greetings and Courtesies, video on instructions related to classroom organization and learning activity, Nursery rhymes and songs.

Assessment and Reporting

- Use checklist suggested in the Teacher's Guide to assess students' knowledge (vocabularies related to greetings and courtesies), skills (oral communication) and behaviours (politeness, paying attention and respect).
- Visit clusters to assess using checklist.

Note: The success criteria should be made clear to the learners and develop together wherever possible.

Assessment Tool 1: Rating Scale to assess greetings and courtesies and classroom instruction

Assessment Tool 4: Checklist to assess student's ability to ask and respond to simple questions

Note: Teachers should develop similar checklist whenever and wherever required.

Remedial: Incorporate online remedial measures and contact personally for necessary feedback and intervention.

Resources (online and offline)

- [Greetings and Courtesies](https://www.youtube.com/watch?v=8THGX_N7gCY&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=16)
https://www.youtube.com/watch?v=8THGX_N7gCY&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=16
- Classroom instructions <https://www.youtube.com/watch?v=zcSTzu9e4fo>
- Nursery rhymes Good Morning, Manners and Hop a Little from Class PP Anthology of Songs and Rhymes

Competency

- Use the knowledge of blending to pronounce new words.

Two important abilities that students must develop are blending and segmenting. Blending involves pulling together individual sounds or syllables within words; segmenting involves breaking words down into individual sounds or syllables.

Knowledge: Learning new words

Skills: Blending and segmenting

Behaviour: Pronouncing new words correctly, expressing emotions

Objectives

- Pronounce simple words including CCVC correctly by blending using knowledge of phonemes.
- Listen to, tell simple stories and sing rhymes and songs from a variety of sources.

Note: The above objectives can have multiple topic specific lesson objectives.

Pedagogy/Learning Experience

Contact teaching:

- Revises the alphabet sounds using alphabet sound flashcards within the SSP pack or playing video on Phonemic awareness Part 1 and Part 2 for Class PP (3 minutes every day).
- Revise words learnt from class PP
- Practice alphabet sounds and words from class PP
- Demonstrate how to pronounce new words using the knowledge of blending and segmenting (high frequency words)
- Practice how to pronounce new words using the knowledge of blending and segmenting (high frequency words)
- Listen to the story 'Pema ran'
 - Pema ran and
ran. Pema ran
up a hill.
But Pema had to sit and rest.
In the end, Pema ran to the top.
- Retell the story using the new words learnt

Non-contact teaching

- Use the social forum created in the beginning of the year
- Share the link to a video lesson on alphabet sounds and words
- Parents/guardians show the video to learners
- Practice saying alphabet sounds and words with parents/guardians and friends
- Record sounding out alphabet sounds and words
- Share story 'Pema ran' (print or video) through group chat.

- Parents/guardians tell the story or plays the story audio recorded by teacher
- Retell the story through social forum created for class group

Note: Can use pedagogy listed above for 'Listening to and retelling story' with other stories.

Materials: PP and I Picture cards from SSP pack, Videos on alphabet sounds and words

Assessment and Reporting

- Tool 1: PP SSP Tracking Unit 1 Subtests to Unit 6 Subtests
- Tool 5: Rubrics for assessing students' ability to retell the story from Class I list of assessment tools

Note: The success criteria should be made clear to the learners and develop together wherever possible.

Remedial:

Incorporate online remedial measures and contact personally for necessary feedback and intervention

Resources

- Phonemic awareness part 1 – class PP
<https://www.youtube.com/watch?v=8GqS72R8bQg&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=17> –
- Phonemic awareness part 2 – class PP
<https://www.youtube.com/watch?v=OQzXq6g8pEk&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=19&pbjreload=101> -

Competency

- Participate in simple, short routine conversations on familiar topics to build on inter-personal communication skills.

We use interpersonal skills every day when we communicate and interact with other people, both individually and in groups. They include a wide range of skills, but particularly communication skills such as listening and effective speaking.

Knowledge: Vocabulary on familiar topics

Skill- To converse on familiar topics

Behaviour - Expressing opinions, feelings, and positive attitudes

Objectives

- Engage in short dialogues and discussions with their teacher and classmates.
- Use simple language structures from the texts they have read in their daily conversation with friends, teachers and family members.
- Listen attentively and take turn to respond to others when they speak about matters of immediate interest.
- Speak about subjects beyond their classroom environment.

Note: The above objectives can have multiple topic specific lesson objectives.

Pedagogy/Learning Experience

Contact teaching

- Demonstrate short dialogue to talk about kind of weather of the day
How is the weather?
It is sunny/rainy/cloudy/snowy/windy/thunder/lightning.
- Practice dialogue in pairs. Encourage them to take turns to ask and respond to the questions.
- Play Bean Bag game to further practice the dialogue.
- Describe their favourite weather
Note: Similar activities can be carried out to talk about self and family, daily activities of self and family members, parts of the body and the clothes they wear
- Demonstrate using the following language practices to express likes/dislikes and opinions
What do you like/don't like?
I like apples/beans/dogs/my family/helping others
I don't like chocolates /ice-cream/ snakes/ rainy days
- Practice I like and don't like in pairs
- Get them to talk about their favourite cartoon characters/pets/games/food.

Non-Contact teaching:

- Use the social forum created in the beginning of the year
- Share the link to the video on Weather
- Watch the video and practice the dialogue given below with parents/guardians.

How is the weather? Is it sunny/rainy/cloudy/snowy/windy/thunder and lightning?

It is sunny/rainy/cloudy/snowy/windy/thunder/lightning.

- Watch and practice use of *I like* and *I don't like* along with the trainer in the video

Materials: Story 'Pema ran' from SSP pack, Videos on Weather and I Like and I don't like

Assessment and Reporting

Create checklist to assess students' ability to participate in simple, short routine conversations on familiar topics.

Note: The success criteria should be made clear to the learners and develop together wherever possible.

Resources

- Story 'Pema ran' from SSP pack or Class I Teacher's Guide
- Video on Weather
<https://www.youtube.com/watch?v=y6R431eOGjI&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=21>
- Video on I like and I don't like
<https://www.youtube.com/watch?v=od1BCJeS3mg&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=22>

Competency

- Express ideas and concern using short phrases and sentences.

Knowledge: Words expressing ideas and concerns

Skills: Expressing ideas and concerns

Behaviour: Using appropriate words to express ideas and concerns

Objective

- Use new words to express their ideas and concerns.

Note: The above objective can have multiple topic specific lesson objectives.

Pedagogy/Learning Experience

Contact teaching

- Use blending and segmenting to teach new words related to expressing ideas and concerns
- Teach word to word, word to phrase, phrase to sentence structure to express ideas and concerns in different situation
- Practice in groups or pairs

Non-contact teaching

- Use social forum to teach:
 - new words related to expressing ideas and concerns
 - word to word, word to phrase, phrase to sentence structure to express ideas and concerns in different situation
- Practice along with the teacher on class chat.

Materials: Class group chat

Assessment and Reporting

Design tool to assess learners' ability to use simple language structure to express their ideas and concerns.

Note: The success criteria should be made clear to the learners and develop together wherever possible.

Resources

- Class group chat

Reading and Literature

Competency

- Use phonemic awareness to read and pronounce words correctly.

The knowledge of phonemic awareness is important to develop literary skills. Learners need to acquire these skills to read and pronounce words correctly.

Knowledge: phonemic awareness. Skills: reading and pronunciation. Behaviors; paying attention, being polite while speaking.

Objectives

- Use the reading strategies and skills developed in class PP.
- Use growing knowledge of phonemes including blending to read words and to pronounce them correctly.
- Recognize, read and understand a minimum of 150 words (high frequency and vocabulary) in context.

Note: The above objectives can have multiple topic specific lesson objectives.

Pedagogy/Learning experiences

Contact teaching

- Revise reading words learnt in PP (SSP pack for class PP).
- Demonstrate how to read new words with correct pronunciation (SSP pack-class I).
(Follow Class I Teacher's Guide to for sequence and when to introduce them - *sh, ch, th, qu, wh, oo, ee, ck, ar, or, er, ing, ai, ay, oi, and all*).
- Read the words individually.

Non-Contact teaching

- Use social forum created in the beginning of the year.
- Share video to revise words from class PP and learn new words from class I.
- Watch and practice along with the video.
- Record them reading words from class I reading list and send to the teacher.

Materials

- Words from SSP pack (PP & I), Teacher's Guide for class I, Video on Phonemic Awareness (Class I)

Assessment and Reporting

- Continuous Formative Assessment Class I Literacy Skills – Reading Test Words from SSP pack for class I.
- Design a similar checklist to assess learners’ ability to read high frequency words.

Note: The success criteria should be made clear to the learners and develop together wherever possible.

Share the learner’s assessment to parents and learners (contact and non-contact).

Resources (online)

- Words from SSP Pack for classes I
- Teacher’s Guide for class I
- Videos on Phonemic awareness part 1- class PP
<https://www.youtube.com/watch?v=8GqS72R8bQg&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=17> –
- Videos on Phonemic awareness part 2 – class PP
<https://www.youtube.com/watch?v=OQzXq6q8pEk&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=19&pbjreload=101> -
- Video on Phonemic awareness - class I
<https://www.youtube.com/watch?v=cmLV3ho9hDQ&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=29>

Competency

- View and read the text using visual cues for improved comprehension.

Objectives

- View illustrations and make predictions about the text
- Recognize and use meaning, structure and visual cues to read new text.
- Answer questions about guided reading selections.
- Attend to punctuation (full stop, question mark).
- Make personal connections with texts they are reading.
- Retell stories in their own words
- Enjoy viewing and reading as a learning activity.

Note: The above objectives can have multiple topic specific lesson objectives.

Pedagogy/ Learning experience

Contact teaching

- Teach new word 'cannot' by jumping to touch the ceiling of the classroom. Say '*I cannot touch the ceiling*'. Let learners do the same and repeat the sentence. Also teach 'me' in a similar way.
- Conduct a picture walk with the text Look for me (Big Book). Make sure to use vocabulary from the text so that learners hear the words before they start to read.
- Ask questions in between to make predictions of what will happen next.
- Model to read the text aloud.
- Invite volunteers to read the text aloud. Learners can use meaning, structure and visual cues to read the text.
- Get them to read the text independently by attending to full stop and question mark.
- Ask questions to discuss and make text to life connections.
 - What game is Dechen and Dorji playing?
 - Where does Dechen hide?
 - Where does Dorji look Dechen?
 - What games do you play?
 - Do you play hide and seek?
 - Where do you hide?
- Get them to retell the story in their own words

Non-contact teaching

- Use the social forum created in the beginning of the year.
- Model how to use 'cannot' and 'me'.
- Record and share video on picture walk with the text 'Look for me' (Teacher can have it recorded part by part).
- Ask questions at the end of every part to let them predict what will happen next or where Dechen will hide.
- Watch the video and answer questions accordingly.

- Model how to read the text.
- Read independently attending to full stop and question mark. They can also use meaning, structure and visual cues to read the text.
- Ask questions to discuss and make text to life connections
 - *What game is Dechen and Dorji playing?*
 - *Where does Dechen hide?*
 - *Where does Dorji look Dechen?*
 - *What games do you play?*
 - *Do you play hide and seek?*
 - *Where do you hide?*
- Record their reading and send to the teacher.
- Record their retelling of the story and send to teacher or retell the story through social forum.

Materials: Look for me (Big Book), video on picture walk created by the teacher.

Assessment and Reporting

Use the following assessment tools from Class I Teacher’s Guide:

- Tool 10: Rubrics to assess students’ ability to read the text.
- Tool 5: Rubrics for assessing students’ ability to retell the story.

Note: The success criteria should be made clear to the learners and develop together wherever possible.

Share the learner’s assessment to parents and learners (contact and non-contact).

Resource

Look for me (Big Book)

Competency

- Read and talk about events and characters in stories to make simple inferences about them to show understanding.

Objectives:

- View and read stories, poems, nursery rhymes and songs that introduce them to people, objects and events beyond their immediate environment.
- Identify simple rhyming words.

Note: The above objectives can have multiple topic specific lesson objectives.

Pedagogy/Learning Experiences

Contact teaching

- Watch video (Twinkle Twinkle Little Star) to teach rhyming words.
- Practice reading and identifying rhyming words along with the video.
- Play the video 'I have 10 Little Fingers and 10 little toes'
- Get them to sing the rhyme along with the video.
- Provide the text 'Ten Little Fingers'.
- Get them to read the text independently.
- Ask them to identify rhyming words from the text.

Non-Contact teaching

- Use the social forum created in the beginning of the year.
- Share video (Twinkle Twinkle Little Star).
- Watch and practice singing and identifying rhyming words along with the video.
- Share video on singing the rhyme 'Ten Little Fingers'.
- Listen and practice singing the rhyme along with the video.
- Read the rhyme independently and record their reading for submission.
- Ask them to identify the rhyming words from the text.

Materials

- Video on Twinkle Twinkle Little Star
- Video on I have 10 Little Fingers and 10 Little Toes
- Ten Little Fingers from Class I Anthology of Rhymes and Songs

Assessment and Reporting

Use the following assessment tool from Class I Teacher's Guide:

Tool 12: Rubrics for assessing students' ability to read from Class I Assessment Tools.

Note: The success criteria should be made clear to the learners and develop together wherever possible.

Share the learner's assessment to parents and learners (contact and non-contact).

Resources

- Twinkle Twinkle Little Star
<https://www.youtube.com/watch?v=k-BHKGJIrgE&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=41>
- I have 10 Little Fingers and 10 Little Toes
https://www.youtube.com/watch?v=5wWTsCMRF_Y
- Ten Little Fingers from Class I Anthology of Rhymes and Songs

Competency

- Read aloud their own writing and talk about it.

Objectives

- Understand that a sentence expresses a complete thought.

Note: The above objective can have multiple topic specific lesson objectives.

Pedagogy/Learning Experiences

Contact teaching

- Teach how to write a complete sentence to show that a sentence expresses a complete thought.
- Get them to write a few sentences about their favourite animal, food (fruits/vegetables), game, etc.
- Get them to read aloud their writing
- Get them to talk about what they have written

Non-Contact teaching

- Use the social forum created in the beginning of the year to teach how to write sentences.
- Get them to write a few sentences about their favourite animal, food (fruits/vegetables), game, etc. and send them to teacher.
- Get them to read aloud their writing and talk about it through the social forum.

Materials: Assessment tools

Assessment and Reporting

Use the following assessment tool from Class I Teacher's Guide:

- Tool 13: Checklist to assess students' ability to write.
- Tool 12: Rubrics for assessing students' ability to read.

Note: The success criteria should be made clear to the learners and develop together wherever possible.

Share the learner's assessment to parents and learners (contact and non-contact).

Competency

- Read new texts independently.

Objectives

- Select and read grade appropriate and high interest text from print and non-print sources.
- Read aloud from grade level texts with increasing fluency.
- Read and recommend books to their classmates.
- Read at least 10 texts.

Note: The above objectives can have multiple topic specific lesson objectives.

Pedagogy/Learning Experiences

Contact teaching

- Help learners select text of their level and interest.
- Get them to read the chosen text independently.
- Demonstrate how to fill in the 'Reading Log' with the chosen text.
- Let them choose text of their grade and interest.
- Let them read the texts independently.
- Encourage them to fill in the Reading Log independently.
- Encourage them to recommend the texts they have read to their friends.

Non-Contact teaching

- Use the social forum created in the beginning of the year.
- Ask parents/guardians to help in selecting the text and filling the Reading Log. For those who cannot help, teacher will do that with learners on the class group chat.
- Let them read the text independently.
- Encourage them to fill in the Reading Log independently.
- Encourage them to recommend the texts they have read to their friends through group chat.

Note: Learners should read at least 10 texts in a year.

Materials: Texts, Reading Log

Assessment and Reporting

- Tool 11: Checklist to assess Reading Log from Class I Assessment Tools

Note: The success criteria should be made clear to the learners and develop together wherever possible.

Share the learner's assessment to parents and learners (contact and non-contact).

Resources

- Texts, Reading Log

Writing

Competency

- Develop a comfortable and efficient pencil grip to write smoothly.

Handwriting is a functional tool for writers. When students begin to print, the letter size is often large and out of proportion. As the small muscles become more refined, and with practice, handwriting becomes more uniform. Teacher can model good print handwriting, use mini-lessons to focus on individual letter formation, directionality, spacing, grip, and when to use upper case and lower-case letters.

Objectives

- Use the writing skills developed in Class PP.
- Ensure consistency in the size and proportion of letters and the spacing of words.
Note: The above objectives can have multiple topic specific lesson objectives

Note: The above objectives can have multiple topic specific lesson objectives.

Pedagogy/Learning Experiences

Contact teaching:

- Revise alphabet sounds
- Model how to write letters names
- Listen and write the letter names
- Revise reading the phonic story (CVC words) from class PP
- Introduce phonic story from class I list of stories
- Listen and rewrite the passage/story.

Note: Check on the pencil grip, consistency in the size and proportion of letters and spacing of words. This will have to be stressed every time learners write throughout the year.

Non-Contact teaching:

- Use the social forum created in the beginning of the year.
- Share video to revise alphabet sounds and reading phonic story
- Share videos on letter formation (both lower and upper case)
- Watch and write the letter names
- Introduce phonic story from class I list of stories
- Rewrite the passage/story

Note: Check on the pencil grip, consistency in the size and proportion of letters and spacing of words. This has to be stressed every time learners write.

Materials:

- Video on alphabet sounds
- Videos on Letter formation (both lower and upper case)

Assessment and Reporting

- Design checklist/rubrics to assess consistency in the size and proportion of letters and spacing of words in writing.

Note: The success criteria should be made clear to the learners and develop together wherever possible.

Resources

- Phonemic awareness Part 1 (Class PP)
- <https://www.youtube.com/watch?v=8GqS72R8bQg&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=17>
- Letter Formation – Lower case
<https://www.youtube.com/watch?v=M8LNErr5HVI&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=26>
- Letter Formation – Upper case
<https://www.youtube.com/watch?v=xPvk7-xBqTk&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=32>

Competency

- Use the knowledge of segmenting to write new words.

Understanding that words are made up of sequences of individual sounds, or phonemes, is a building block for learning to decode, or sound out, individual words.

Two important abilities that learners must develop are blending and segmenting. Blending involves pulling together individual sounds or syllables within words; segmenting involves breaking words down into individual sounds or syllables. Learners must be taught to blend, segment, read and spell words in a structured way to help them read and write.

Objectives

- Use knowledge of phonemes to form words when writing independently.
- Write three- four letter short vowel words, high frequency and sight words correctly.

Note: The above objectives can have multiple topic specific lesson objectives.

Pedagogy/Learning Experiences

Contact teaching

- Present the alphabet cards in a mixed order (as opposed to presenting within colour organised groupings) to revise alphabet sounds.
- Introduce new sound /sh/ (blending and segmenting)
- Read and spell /sh/ words (instructions are scripted on the cards along with tips, should some of the students experience difficulty sounding out words). Refer Class Teacher's Guide, **Unit Two, Week One** in for details.
- Conduct phonic story reading and rewriting with the story *The Shut Shop*.
- In groups, get students to write words having /sh/ (*Teacher can accept new words or the words taught earlier*)

Note: The sound of the week are /sh/, /ch/, /th/, /qu/, /wh/, /oo/, /ee/, /ck/, /ar/, /or/, /er/, /i)ng/, /ai/, /ay/, /oi/, /oy/, and /all/.

Non-Contact:

- Use the social forum created in the beginning of the year.
- Watch video on Phonemic Awareness Part 1 (Class PP) to revise alphabet sounds
- Record and share video on teaching /sh/ sound for blending and segmenting, and reading and spelling.
- Watch and practice along with the video
- Write words having /sh/ and send to the teacher

Materials:

- Alphabet and phonic sound flashcards within the SSP pack.
- Blending and segmenting cards within the SSP pack (blue in colour).
- Teacher's Guide for Class I
- Video on Phonemic Awareness Part 1 (Class PP)

Assessment and Reporting

- Continuous Formative Assessment Class I Literacy Skills – Unit 2 Review for Reading, Spelling and Writing (*conduct assessment at the end of the unit*). Teacher can also design similar tool to assess.

Note: The success criteria should be made clear to the learners and develop together wherever possible.

Resources

- Alphabet and phonic sound flashcards from SSP pack
- Blending and segmenting cards within the SSP pack (blue in colour).
- Teacher's Guide for Class I
- Video on Phonemic Awareness Part 1 (Class PP)

<https://www.youtube.com/watch?v=8GqS72R8bQg&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=17> –

Competency

- Compose simple sentences to express their thoughts and ideas.

The four basic sentence functions in the world's languages include the declarative, interrogative, exclamative, and the imperative. These correspond to a statement, question, exclamation, and command respectively.

In class I, learners are taught to write simple sentences to express their thoughts and ideas. This happens with teacher demonstrating how to write a sentence, learners practicing in groups and finally practicing individually.

Objectives

- Write one-sentence answers correctly to simple questions.
- Fill up a simple book review format.

Note: The above objectives can have multiple topic specific lesson objectives.

Pedagogy/Learning Experiences

Contact teaching

- Model reading the story *Food in the zoo*.
- Then get them to read in pairs and then individually/independently.
- Next, discuss the questions:
 - What were the animals in the zoo?
 - What did they all get?
- Finally get them to write one sentence answers for the above questions.
- Now get them to fill up a simple book review format.

Non-Contact teaching

- Share the story *Food in the zoo* in the class group chat
- Record and teacher reading the story and share through the class group chat.
- Practice reading with their parents/guardians/siblings/friends.
- Record and submit their independent reading
- Discuss the questions in the class group
- Write one sentence answer to the questions
- Take picture of their work and send to the teacher.
- Help them fill up a simple book review format

Materials: Story *Food in the zoo* from SSP pack – Class I

Assessment and Reporting

- Design tool (rubric or checklist) to assess learners' reading and writing competencies.
Note: The success criteria should be made clear to the learners and develop together wherever possible.

Resources: Story *Food in the zoo* from SSP pack – Class I

Competency

- Use basic punctuations correctly to show an understanding of their functions.

As well as changing the meaning of a sentence, punctuation also helps to express ideas more clearly to the reader. When speaking aloud, we convey meaning not only through words, but volume, expression, and body language - contextual cues, which are replaced by punctuation in writing.

In lower classes, learners learn to apply punctuation such as full stops, question marks and capital letters correctly to show understanding of their functions. They also learn and apply the skill of maintaining equal spaces between words and margins to format their writing.

Objectives

- Describe pictures in a few sentences.
- Use full stops, question marks and capital letters appropriately.
- Read what they have written and make corrections related to mechanics.
- Use margins to help format their writing.
- Contribute ideas and suggestions for the use of mechanics during the writing of group stories.
- Share at least two pieces of their writing with their classmates and their teacher
- Enjoy writing as a creative activity.

Note: The above objectives can have multiple topic specific lesson objectives.

Pedagogy/Learning Experiences

Contact teaching

- Revise Punctuation marks
- Use Interactive Writing to describe pictures. This can be done with writing activity such as making list, writing story, letter and directions. (*Refer Class I Teacher's Guide for Suggested Teaching Strategies*)
- Practice describing pictures in three to four sentences in groups (use different picture)
- Describe pictures in three to four sentences individually (use another picture)
- Read and correct their own work (*self-assessment*)
- After teacher's correction, share their work with the whole class
Stress on letter formation, use of margin and correct punctuation, and spaces between words for both group and individual writing.

Non-Contact teaching

- Use the social forum created in the beginning of the year.
- Watch video on Punctuation to revise (watch the part where teacher explains and shows the use of capital letters, full stops, and question marks in simple sentences)
- Share instruction and encourage parents/guardians to conduct Interactive Writing with their child (describing pictures)
- Remind to stress on letter formation, use of margin and correct punctuation, and spaces between words for both group and individual writing.
- Describe pictures in three to four sentences (use another picture)
- Read and correct their own work (*self-assessment*)

- Send the picture of learner's work to teacher.
- After teacher's correction, share their work with the whole class.

Materials

- Video on Punctuation
- Pictures

Assessment and Reporting

Design and use self-assessment as well as teacher assessment tools to assess use of punctuation such as capital letters, full stops, question marks, correct letter formation, spacing between words and use of margins

Note: The success criteria should be made clear to the learners and develop together wherever possible.

Resources

- <https://www.youtube.com/watch?v=NHW37SyHFAo&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=49>
- Pictures

Competency

- Write in variety of forms – continuous and non-continuous texts to communicate ideas.

Continuous texts present information in sentences, paragraphs, and larger forms of organized text while Non-continuous texts can include things like charts, maps, lists, and other means of presenting information without using full sentences and organized paragraphs.

Drawing is fun for learners in lower classes. Besides the fun part, they use simple and detailed drawings to *represent* their feelings, ideas, and events from the stories they make up or hear.

Objective

- Use more detailed drawings to represent the stories they make up and hear

Note: The above objective can have multiple topic specific lesson objectives.

Pedagogy/Learning Experiences

Contact teaching

- Tell a story to the class
- Listen and draw the favourite part of the story.
- Make a picture/comic strip of their drawings to tell a story
- Retell the story from the compiled comic strip
- Provide another story to the class
- Instruct them to draw character, probe, or events in the story in detail
- Compile their drawing to show the sequence of events in the story

Non-Contact teaching

- Use social forum to tell a story
- Listen and draw their favourite part of the story and send to teacher
- Compile and make a comic strip of their drawings to tell a story.
- Show and get them to retell the story
- Tell or provide another story to the class
- Instruct them to draw the character, probe or events in the story in detail
- Compile their drawing to show the sequence of events in the story

Materials: Stories

Assessment and Reporting

Design tool to assess learners' ability to use detailed drawings to represent the stories they make up or hear

Resources

- Stories

Language and Grammar

Competency

- Build vocabulary to describe familiar objects, actions and events.

Language is the most powerful tool. We use it to understand our world through listening and reading, and to communicate our own feelings, needs and desires through speaking and writing. With strong language skills, we have a much better chance of understanding and being understood, and of getting what we want and need from those around us. For these we need a rich repertoire of vocabulary to talk about objects or events and ideas.

Knowledge-Knowledge of grammar

Skills-Talk about ideas and the world around us

Behaviour- Talk politely, expresses ideas and opinions etc.

Note: The objectives broadly fall under conventions of language and grammar. However, it must be used as a tool to achieve the above competency and link it with other strands wherever necessary.

Objectives

- Use proper and common noun (naming words): classroom objects, common objects, names of animal and places.
- Use singular and plural nouns correctly.
- Use preposition: on, in, under, in front of, near, besides, behind ...
- Use adjectives (describing words): big, small, fat, thin, tall, short ...
- Use comparative adjectives: bigger, taller, shorter...
- Use frequently occurring adjectives
- Use articles: a, an and the.
- Use phrases and simple sentence.
- Use subject-verb agreement correctly.
- Use punctuation marks: capitalization, comma, question mark and full stop.

Note: The above objectives can have multiple topic specific lesson objectives

Pedagogy/Learning Experiences

Contact teaching

- Use classroom and common objects, places and animals to teach singular and plural nouns correctly with the language in practice:
What is this?
This is a pencil/an eraser/bird/
What are these?
These are pencils/tins/birds/
What is that?

*That is a book/an apple/ dog.
What are those?
Those are books/apples/dogs.*

To use places and animals for learning, learners can make a visit to different places in school.

- Ask them to watch videos on Preposition. Practice use of *on, in, under, in front of, near, beside, behind* in the class through demonstration, and play/stories/songs/rhymes in phrases and sentences in all four strands.
- Teach to use adjectives such as *big, small, fat, thin, tall, and short* through demonstration, and play/stories/songs/rhymes in phrases and sentences in all four strands.
- Teach to use comparative adjectives such as *bigger, taller, shorter, smaller, thinner, and fatter*, through demonstration, and play/stories/songs/rhymes in phrases and sentences in all four strands.

Note: The above activities can be broken down into smaller lessons. This will not only help in emphasizing on the particular topic but also make assessment a lot easier.

Non-Contact teaching:

- Watch video on My School and Classroom Objects to revise naming words
- Watch video to learn Introducing words; *This, These, That and Those*
- Practice use of *this, these, that and those* with their parents/guardian using the language below.

*What is this?
This is a pencil/an apple/ a bird.
What are these?
These are pencils/apples/tables.
What is that?
That is a book/a dog/a tree.
What are those?
Those are books/dogs/trees.*

- Watch videos on Preposition to revise and practice use of *on, in, under, in front of, near, beside, and behind* at home. Parents/guardians can use demonstration, and play/stories/songs/rhymes to use preposition in all four strands.
- Through class chat, teach to use adjectives such as *big, small, fat, thin, tall, and short* and comparative adjectives such as *bigger, taller, shorter, smaller, thinner, and fatter* through demonstration, and play/stories/songs/rhymes in phrases and sentences in all four strands.
- Record and submit their work to teacher.

Note: The above activities can be broken down into smaller lessons. This will not only help in emphasizing on the particular topic but also make assessment a lot easier.

Materials: Videos on My School and Classroom Objects, Introducing Words and Preposition.

Assessment and Reporting

- Design assessment tools to assess the above objectives in all four strands.

Note: The success criteria should be made clear to the learners and develop together wherever possible.

Resources

- My School and Classroom Objects
https://www.youtube.com/watch?v=nnxiz_PpEU8&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=18&pbjreload=101
- Introducing words
<https://www.youtube.com/watch?v=yEmNYRnzs4Y&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=27>
- Preposition
<https://www.youtube.com/watch?v=eYZDGMKajaE&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=32>
<https://www.youtube.com/watch?v=YjGeCqIzqtl&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=34>

Competency

- Build vocabulary to describe familiar objects, actions and events.

Language is the most powerful tool. We use it to understand our world through listening and reading, and to communicate our own feelings, needs and desires through speaking and writing. With strong language skills, we have a much better chance of understanding and being understood, and of getting what we want and need from those around us. For these we need a rich repertoire of vocabulary to talk about objects or events and ideas.

Knowledge-Knowledge of grammar

Skills-Talk about ideas and the world around us

Behaviour- Talk politely, expresses ideas and opinions etc...

Note: The objectives broadly fall under conventions of language and grammar. However, it must be used as a tool to achieve the above competency and link it with other strands wherever necessary.

Objectives

- Use personal, possessive, and indefinite pronouns: I, me, they, them, their, anyone, anyone, everything, it.
- Use possessive 's' as in Dorji's dog.
- Use quantifier: some, few, all, many, more, a lot...
- Use adverb: slowly...
- Use phrases and simple sentence.
- Use subject-verb agreement correctly.
- Use punctuation marks: capitalization, comma, question mark and full stop.

Note: The above objectives can have multiple topic specific lesson objectives

Pedagogy/Learning Experiences

Contact teaching

- Teach how to use the following in both Listening & Speaking and Writing:
 - personal, possessive, and indefinite pronouns: *I, me, they, them, their, anyone, anyone, everything, it* through demonstration, and play/stories/songs/rhymes.
 - Quantifier *some, few, all, many, more, a lot...* through demonstration, and play/stories/songs/rhymes.
 - Adverb *slowly*
- Make sure to check that the subject verb agreement is correct. Stress on punctuation marks such as capitalization, comma, question mark and full stop.

Non-Contact teaching:

- Use social forum (Class group chat) to teach the use of following in both Listening & Speaking and Writing:
 - Personal, possessive, and indefinite pronouns: *I, me, they, them, their, anyone, anyone, everything, it* through demonstration, and play/stories/songs/rhymes.

- Quantifier some, few, all, many, more, a lot... through demonstration, and play/stories/songs/rhymes.
- Adverb *slowly*
- Make sure to check that the subject verb agreement is correct. Stress on punctuation marks such as capitalization, comma, question mark and full stop.

Materials: Stories/rhymes/songs

Assessment and Reporting

- Use rubrics/checklist to assess Listening & Speaking and writing

Note: The success criteria should be made clear to the learners and develop together wherever possible.

Resources: Stories/rhymes/songs

Competency

- Use conventions of basic grammar to speak, write and represent in their everyday.

Conventions refers to the mechanical correctness of a piece of writing. Correct use of conventions, such as spelling, capitalisation, punctuation, paragraphing, grammar and usage, guides the reader through the text easily.

Knowledge of grammar here refers to all topics that has been learned in class PP with some inclusion in class I. You may choose to revise the objectives under language and grammar to link the progression of topics specified herein under the objectives. The four strands in the English curriculum are inextricably linked and one must not forget the Knowledge, Skills and Behaviour (KSB) of the individual strand while delivering the lessons.

Knowledge - Conventions of grammar

Skills - Apply those conventions at phrase and sentence levels

Behaviour - Using the conventions correctly in various situations

Objectives

- Use auxiliary verbs: is, am, are, can...
- Use verb (action words): read, write, run....
- Use question words: what, which, how, who, when, where, why.
- Use phrases and simple sentence.
- Use subject-verb agreement correctly.
- Use verbs to convey a sense of past, present, and future.
- Use punctuation marks: capitalization, comma, question mark and full stop.

Pedagogy/Learning Experiences

Contact teaching

- Use demonstration and play/songs/rhymes/stories to teach auxiliary verbs *is, am, are, can.....* and verb (action words): *read, write, run....*
- Teach to use verb to talk about present, past and future
- Practice to use the above in groups, pairs and individually
- Watch to use question words: *what, which, how, who, where, why.....*
- Practice using question words along with the video
- Show how to use the above in writing
- Practice the use of above in writing
- Assign a task on writing

Non-Contact teaching

- Use social forum created in the beginning of the year.
- Use demonstration and play/songs/rhymes/stories to teach auxiliary verbs *is, am, are, can.....* and verb (action words): *read, write, run....*
- Teach to use verb to talk about present, past and future
- Watch video on Question words and practice along with the video.
- Show how to use the above in writing

- Practice the use of above in writing
- Assign a task on writing.
- Record and send their writing to teacher.

Materials: Video on Question words, stories/songs/rhymes

Assessment and Reporting

- Design tool to assess learners' ability to use auxiliary verbs and verbs in Listening and Speaking.
- Use rubric or checklist to assess use of punctuation marks in their writing.

Note: The success criteria should be made clear to the learners and develop together wherever possible.

Resources

- Question words
https://www.youtube.com/watch?v=5_bFOHQTSRM&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=44&pbjreload=101
- Stories/songs/rhymes

Annexure: Essential Components of

1. A Balanced Literacy Classroom

- Balance of quiet and talk activities
- Interactive conversations concerning reading and writing
- Expectations are clear to students, and they can self-regulate
- Students engaged in meaningful literacy work
- Higher level questions are asked by the teachers and students
- Independent literacy work may be open-ended, encouraging higher level skills
- Students encouraged to take risks
- Transitions between activities smooth and efficient
- Evidence of on-going assessment of student progress
- Community and cooperation
- Student independence, ownership, and responsibility.

2. Read Aloud Session

- Selection is appropriate for age and interests of students
- Uses a variety of types of text for read aloud
- Teacher models reading strategies through “think aloud’s”
- Occurs every day
- Students invited to respond to read aloud selections
- Specific teaching points are evident.

3. Shared Reading

- All students have access to text
- Specific teaching points are evident
- Parts of text are highlighted to reinforce teaching point
- Text read repeatedly.

4. Guided Reading

- Teacher working with small, flexible group (5-6 students)
- Group has similar needs, determined through assessment
- Text used presents challenges and supports to students
- Teacher provides support through introduction to selection, highlighting key ideas, vocabulary, etc.
- Students read text independently with teacher available to provide support
- Teacher and students return to text for a teaching point after reading
- Teaching points are evident and clear to students
- Teacher making anecdotal notes about individuals and group
- Teacher listening to individuals read.

5. Independent Reading

- Students know how to select appropriate books for themselves
- Students reading independently

- Students self-select reading material
- Teacher conferencing with individuals
- Students may be responding to text through writing or some other form

6. **Modelled/Shared Writing**

- Teacher thinks aloud about all aspects of writing process
- Focused on specific skill(s)
- Skill focus determined from assessing student work
- Writing done so all students can view it
- Teacher models rereading and revising
- Teacher discusses writing with students
- Teacher clearly states expectations to help students in their own writing—may develop a rubric together.

7. **Guided Writing (Writing Workshop)**

- May begin with mini-lesson (this may also be part of the modelled/shared/interactive writing components)
- Students writing, practicing skills learned through mini-lessons
- Writing may be student choice or teacher assigned
- Teacher meeting with individuals or small groups of students to teach specific skills
- Students aware of and following routines established
- Students may be participating in peer conferences.

8. **Independent Writing**

- Students self-select topics
- Teacher conferencing with students
- Students have opportunity to publish writing if they want