

NEW NORMAL FUNCTIONAL CURRICULUM
Instructional Guide for Special and
Inclusive Education
English
Class PP - VIII



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

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Introduction

This guide has been developed for teachers teaching Functional Curriculum to the learners with special educational needs in special institute/schools with Special Educational Needs (SEN) Programme across the country for the implementation of the Functional curriculum. As Functional Curriculum for SEN is aimed at equipping the learners with a set of competencies, it is crucial for all the teachers to have the understanding about the intent of the curriculum so that they would be able to implement it as desired.

The functional curriculum for SEN has multiple learning areas. Each learning area has a set of competencies to be acquired and demonstrated by the learners at each stage of learning, which 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. Children with disabilities are unique, and in that lies the hidden and unexplored talents and personal disposition. Where there is a flexible curriculum, all children have a chance to learn and benefit from education, and their achievements can be recognised. One of the alternatives to ensure that all children are educated and developed to their optimum capacities, is the implementation of functional curriculum. It caters to the learners with severe or multiple sensory impairments which hinder a learner from participating in the general curriculum setting.

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 numeracy, social, behavioural and affective domains that are demonstrable/measurable. Various assessment approaches and tools may be used for assessment, recording and reporting. 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

The Functional Curriculum contents serve as the means for the delivery of education towards achieving the competencies desired at 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. 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 to realise their potential to the maximum.

Class PP	
Competency 1: Use basic listening and speaking skills to participate in daily communication.	
Core Concepts (Topic/Chapter/Theme)	Learning Objectives
<ul style="list-style-type: none"> ➤ Greetings ➤ Courtesy ➤ Knowing about oneself ➤ Names of common objects ➤ Knowing about the immediate environment ➤ Communication 	<ul style="list-style-type: none"> ➤ Greet using greeting words ➤ Speak using courtesy words ➤ Tell about oneself (Name) ➤ Tell the names of common objects: two classroom objects (table, chair, etc.), two vegetables (potato, chilli, etc.) and two fruits (apple, mango, etc.) ➤ Learn words such as class, toilet, assembly ground, library and so on through their location ➤ Follow one step direction: Listen, Come, sit, stand, go ➤ Interact in familiar situations
<p>Topic: Greetings</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> ○ Greet using greeting words <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Demonstrate appropriate ways of greetings. ○ Blended-learning: <ul style="list-style-type: none"> ➤ Use Audio-visual material to teach greetings, (<i>Use resource link:</i>https://www.youtube.com/watch?v=PFYu1Z6WoRM) ○ Activity-Based learning: <ul style="list-style-type: none"> ➤ Let children practice greetings to each other. ○ Place-Based learning: <ul style="list-style-type: none"> ➤ Collaborate with parents to practice greetings at home with parents 	

and other people.

Topic: Courtesy

Learning Objective:

- Speak using courtesy words

Pedagogy/Learning Experiences:

○ **Demonstration:**

- Demonstrate appropriate ways of using courtesy words.

○ **Blended-learning:**

- Use Audio-visual materials to teach courtesy (*Use resource link:*
https://www.youtube.com/watch?v=XpcM-vE_swg-Courtesy)

○ **Activity Based learning:**

- Let children practice greetings to each other.

○ **Place Based learning:**

- Collaborate with parents to practice using courtesy words at home with parents and other people.

Topic: Knowing about oneself

Learning Objective:

- Tell about oneself

Pedagogy/Learning Experiences:

○ **Demonstration:**

- Demonstrate to introduce oneself.

○ **Blended-learning:**

- Show video to learn saying their names (*Use resource link:*
<https://www.youtube.com/watch?v=zMdq9jSaNLg>)

○ **Gaming Method:**

- Design a game to practice saying their name. For example, the children can pass a ball to any of their friends and the one who gets the ball, has to say his or her name.

Topic: Names of common objects

Learning Objective:

- Tell the names of common objects: two classroom objects (table, chair, etc.), two vegetables (potato, chilli, etc.) and two fruits (apple, mango, etc.)

Pedagogy/Learning Experiences:

- **Place-based learning:**
 - Let children identify common objects found within their immediate environment.
- **Blended Learning:**
 - Help learn the names of the common objects through the video (*use resource links:*
<https://www.youtube.com/watch?v=hTobZFggexE>
<https://www.youtube.com/watch?v=0mgrqfWdf80>

Topic: Knowing about the immediate environment

Learning Objective:

- Learn words such as class, toilet, assembly ground, library and so on through their location

Pedagogy/Learning Experiences:

- **Blended Learning:**
 - Use this video to learn more about the School campus (*use resource link:*
https://www.youtube.com/watch?v=xG93Rt_uUL8-Campus)
- **Place Based learning:**
 - Take the children around the School Campus and familiarize them with the important locations/places

Topic: Communication

Learning Objectives:

- Follow one step spoken direction: listen, come, sit, stand, go
- Interact in familiar situations

Pedagogy/Learning Experiences:

- **Demonstration:**
 - Demonstrate to act according to the instructions.
- **Gaming Method:**
 - Design a game on following and giving instructions to their peers.

Assessment:

- **Checklists:**
 - Observe children using their communication skill- greeting words, courtesy words, names of the common objects, names of locations, their names, follow directions.
- **Anecdotal Records:**
 - Parents observe their children using communication skills with members in their community. Parents take short video clips and share with their respective teachers.
 - Teachers follow up with the parents to track children’s learning and performances (Video Conference, Worksheet submission, telephone calls, etc.).

Note: Teachers may use Google suits for assessment, recording and reporting purposes.

Competency 2: Use basic writing skills in their daily life.

Core Concepts (Topic/chapter/themes)	Learning Objectives
<ul style="list-style-type: none"> ➤ Free-writing ➤ Matching 	<ul style="list-style-type: none"> ➤ Draw lines in their note books- horizontal and vertical lines. ➤ Match pictures

Topic: Free-writing

Learning Objective:

- Draw lines in their note books-horizontal and vertical lines.

Pedagogy/Learning Experiences:

- **Demonstration:**
 - Demonstrate appropriate use of writing tools.
 - Demonstrate drawing lines.
- **Place-based learning:**

- Let children practice writing in the air and sand.
- Let children practice pre-writing skills at home with their parents.

Topic: Matching

Learning Objective:

- Match pictures

Pedagogy/Learning Experiences:

- **Demonstration:**
 - Demonstrate matching pictures.
- **ActivityBased Learning:**
 - Let children match common pictures.
- **Gaming Method:**
 - Play online matching Game.

Assessment:

- **Checklists:**
 - Match pictures
 - Observe children using pre-writing skills to assess hand coordination, finger dexterity, holding pencils, etc.
- **Worksheets:**
 - Check whether children can match pictures.
 - Teachers follow up with the parents to track children's learning and performances (Video Conference, Worksheet submission, telephone calls, etc.)

Note: Teachers may use Google suits for assessment, recording and reporting purposes.

Class I	
Competency 1: Use listening and speaking skills to communicate in daily life.	
Core Concept (Topic/chapter/themes)	Learning Objectives
<ul style="list-style-type: none"> ➤ Courtesy ➤ Knowing about oneself ➤ Names of common objects ➤ Use weather words ➤ Colours ➤ Communication ➤ Name parts of a house ➤ Twenty six alphabets ➤ Use phonemes 	<ul style="list-style-type: none"> ➤ Use courtesy words- Excuse me, Can you, will you, you are welcome am sorry. ➤ Introduce themselves in short sentences-name and gender. ➤ Name the common objects (book and pencil), (onion and tomato) and (banana and orange) ➤ Tell two weather words ➤ Name three common colours- red, white and black. ➤ Follow two steps direction with prompts ➤ Name parts of a house ➤ Tell the twenty six alphabet sounds.
<p>Topic: Courtesy</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> ○ Use courtesy words (Can you, Will you, I am sorry, You are welcome, Excuse me) <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Demonstrate in using courtesy words (Can you, Will you, I am sorry, You are welcome, Excuse me) ○ Blended-learning: <ul style="list-style-type: none"> ➤ Enhance use of courtesy words through video clip https://www.youtube.com/watch?v=z2Ojv6Pf_iY 	

Topic: Knowing about oneself

Learning Objective:

- Introduce oneself in short sentences

Pedagogy/Learning Experiences:

- **Demonstration**
 - Demonstrate on introducing oneself.
- **Activity Based**
 - Organize peer activity in introducing each other.

Topic: Names of common objects

Learning Objectives:

- Name the common objects (book and pencil), (onion and tomato) and (banana and orange)

Pedagogy/Learning Experiences:

- **Activity-based Learning**
 - Show pictures of common objects and let children name them.
- **Place-based learning:**
 - Visit a nearby garden and ask children to name some common vegetables/fruits.

Topic: Weather words

Learning Objective:

- Tell two weather words

Pedagogy/Learning Experiences

- **Place Based Learning**
 - Take children out to talk about and learn words related to weather.
- **Blended Learning**
 - Show this video to talk about and learn words related to weather
(Video link:
<https://www.youtube.com/watch?v=rD6FRDd9Hew>)

Topic: Colors

Learning Objective:

- Name three common colors (red, white, and black)

Pedagogy/Learning Experiences:

- **Blended Learning**

- Show this video to learn about colors.

<https://www.youtube.com/watch?v=tkpfg-1FJLU>

- **Activity-based Learning**

- Conduct an activity to identify colors of common objects in and around their environment.

Topic: Communication

Learning Objective:

- Follow two steps direction with prompts (come here and sit down; go and open the door)

Pedagogy/Learning Experiences:

- **Demonstration**

- Demonstrate following the directions.

- **Gaming Method:**

- Design a game to follow instructions.

Topic: Parts of a house

Learning Objective:

- Name parts of a house (door, window, floor, wall, and ceiling)

Pedagogy/Learning Experiences:

- **Activity-based Learning**

- Show pictures of the parts of a house and name them.

- **Place-based learning:**

- Visit a nearby house to learn parts of a house

Topic: Introduce the twenty six alphabets with phonemes (name the alphabets and say sound).

Learning Objective:

- Tell the twenty six alphabets with sounds.

Pedagogy/Learning Experiences:

- **Blended-learning:**
 - Sing Alphabet songs along with the video. *Use the link:*
<https://www.youtube.com/watch?v=yseWMJS8IHw->
<https://www.youtube.com/watch?v=tKsli1MH4lw>
- **Activity-based Learning**
 - Display the flash cards of the alphabets and name them.

Assessment:

- **Checklists:**
 - Observe children using courtesy words ((Can you, Will you, I am sorry, You are welcome, Excuse me)
 - Assess if children can identify common objects and colors, and tell weather words.
- **Anecdotal record:**
 - Observe how children introduce themselves.
 - Teachers follow up with the parents to track children’s learning and performances (Video Conference, Worksheet submission, telephone calls, etc.)

Note: Teachers may use Google suits for assessment, recording and reporting purposes.

Competency 2: Read books.

Core Concepts (Topic/chapter/themes)	Learning Objectives
○ Reading books	<ul style="list-style-type: none"> ➤ Identify title of the book, front and back covers, and how to turn the pages. ➤ Read from left to right.

Topic: Reading books

Learning Objective:

- Identify title of the book, front and back covers, and how to turn the pages.
- Read from left to right.

Pedagogy/Learning Experiences

- **Demonstration**
 - Guide children on reading a book - title of the book, front and back covers, how to turn the pages, and read from left to right.
- **Activity-based Learning:**
 - Let children read books.
 - Show pictures from picture books/relevant pictures and let children read and name.
 - Use the picture dictionary to enhance their reading.

Assessment:

- **Checklist:**
 - Observe children reading books - title of the book, front and back covers, how to turn the pages, and read from left to right.

Competency 3: Exhibit pre-writing skills while writing alphabets

Core Concept

(Topic/chapter/themes)

- Letter formation- lower case
- Matching – similarities and differences

Learning Objectives

- Write three lower case letters. (c,o,a)
- Use pre-writing skills – draw horizontal and vertical lines
- Match pictures (pictures from picture Book) to teach words, such as same and different.

Topic: Letter formation- lower case

Learning Objectives:

- Write three lower case letters. (c,o,a)
- Use pre-writing skills – draw horizontal and vertical lines

Pedagogy/Learning Experiences:

- **Demonstration:**
 - Demonstrate steps of letter formation – c, o, a
- **Activity-based Learning:**
 - Let children practice writing on tracing paper (c, o,a)

Topic: Matching

Pedagogy/Learning Objectives:

- Match pictures (pictures from picture book) to teach words, such as same and different.

Pedagogy/Learning Experiences:

- **Demonstration:**
 - Demonstrate matching picture to picture to teach new words – same, different
- **Activity based learning:**
 - Let children match pictures using worksheets/charts

Assessment:

- **Checklists:**
 - Use worksheet to assess the letter formation and matching.
 - Teachers follow up with the parents to track children’s learning and performances (Video Conference, Worksheet submission, telephone calls, etc.)

Note: Teachers may use Google suits for assessment, recording and reporting purposes.

Class II	
Competency 1: Use speaking and listening skills to communicate in daily life	
Core Concept (Topic/chapter/themes)	Learning Objectives
<ul style="list-style-type: none"> ➤ Parts of a house ➤ Names of common objects ➤ Likes and dislikes ➤ Knowing about oneself ➤ Dresses ➤ Colours ➤ Weather (sunny, cloudy) 	<ul style="list-style-type: none"> ➤ Learn new vocabulary related to parts of a house - kitchen, bedroom, sitting room, alter room, toilet ➤ Learn new vocabulary related to common objects - classroom objects(chalk and chalk board), vegetables (carrot and radish) and fruits (plum and peach ➤ Learn to express their likes and dislikes using simple sentences – I like ... I don't like ... using examples like fruits and vegetables. ➤ Talk about themselves in simple sentences – My name is ... I am a ... ➤ Learn new vocabulary related to dresses - gho, kira,tego,wonju,kera, shirt, pants, shorts, jacket ➤ Name colour words (red, white, black, blue, green) ➤ Tell two weather words (sunny and cloudy)

Topic: Parts of a house

Learning Objectives:

- Learn new vocabulary related to parts of a house - kitchen, bedroom, sitting room, alter room, toilet

Pedagogy/ Learning Experiences:

○ **Direct Teaching:**

- Teach new vocabulary related to parts of a house - kitchen, bedroom, sitting room, alter room, toilet

○ **Place Based Learning:**

- Visit a nearby house and let children name the parts of a house.

Topic: Names of common objects

Learning Objective:

- Learn new vocabulary related to common objects - classroom objects (chalk and chalk board), vegetables (carrot and radish) and fruits (plum and peach)

Pedagogy/ Learning Experiences:

○ **Direct Teaching:**

- Show pictures of different common objects with names.

○ **Activity-based Learning**

- Sort out common objects into categories of classroom tools, vegetables and fruits.

Topic: Likes and dislikes

Learning Objectives:

- Learn to express their likes and dislikes using simple sentences – I like ... I don't like ... using examples like fruits and vegetables.

Pedagogy/ Learning Experiences:

○ **Activity-based Learning**

- Children name the real objects, such as fruits, vegetables and talk about their likes and dislikes using simple sentences – I like ..., I don't like ...

○ **Gaming Method:**

- Design a game to talk about their likes and dislikes.

Topic: Knowing about oneself

Learning Objectives:

- Talk about themselves in simple sentences – My name is ... I am a ...

Pedagogy/ Learning Experiences:

○ **Demonstration:**

- Demonstrate self-introduction in simple sentences - My name is ... I am a ...

○ **Blended-learning:**

- Children learn to use simple sentences to introduce themselves with the help of the video. (Use resource link: <https://www.youtube.com/watch?v=KCZAtgacc7I>).

Topic: Dress

Learning Objective:

- Learn new vocabulary related to dresses - gho, kira, tego, wonju, kera, shirt, pants, shorts, jacket

Pedagogy/ Learning Experiences:

○ **Activity Based:**

- Talk about dresses using new vocabulary related to dress

○ **Gaming Method:**

- Play a game on vocabulary of the clothes using flash cards.

Topic: Colours

Learning Objectives:

- Name colour words (red, white, black, blue, green)

Pedagogy/ Learning Experiences:

○ **Direct Teaching**

- Teach vocabulary related to colors of classroom objects, clothes, other things in and around the classroom.

○ **Place-based learning:**

- Go outside and collect the objects of different colors.
- Talk about the objects and its color in the class.

○ **Gaming Method:**

- Play a game on naming the colors of the objects.

Topic: Weather (sunny, cloudy).

Learning Objectives:

- Tell two weather words (sunny and cloudy)

Pedagogy/ Learning Experiences:

○ **Activity Based:**

- Show flash cards of Sunny and Cloudy weather and talk about them.
- Children draw pictures of weather based on their observations and talk about their likes and dislikes.

○ **Blended-learning:**

- Watch the video link to learn weather words (*Use resource Link:*
<https://www.youtube.com/watch?v=D1ZvQSbVm10>)

Assessment

○ **Checklist/Rubrics Record:**

- Assess knowledge of new vocabulary:
- Related to parts of a house - kitchen, bedroom, sitting room, alter room, toilet.
- Related to common objects - classroom objects (chalk and chalk board), vegetables (carrot and radish) and fruits (plum and peach).
- related to dresses - gho, kira, tego, wonju, kera, shirt, pants, shorts, jacket
- Assess language expressions such as likes and dislikes using simple sentences – I like ... I don't like ... using examples like fruits and vegetables.
- Assess use of simple sentences – My name is ... I am a ...
- Name colour words (red, white, and black, blue, green).
- Teachers follow up with the parents to track children's learning and performances (Video Conference, Worksheet submission, telephone calls, etc.).

Note: Teachers may use Google suits for assessment, recording and reporting purposes.

Competency 2: Read using reading skills	
Core Concept (Topic/chapter/themes)	Learning Objective
<ul style="list-style-type: none"> ➤ Reading books ➤ Weather 	<ul style="list-style-type: none"> ➤ Read books using pictures ➤ Read weather through pictures – sunny, cloudy
<p>Topic: Reading picture book</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ➤ Read books using pictures. ➤ Tell weather through pictures – sunny, cloudy. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Demonstrate reading books using weather pictures from the cards or books. ○ Blended Learning <ul style="list-style-type: none"> ➤ Use the video to enhance their reading. <i>(Use the resource link: https://www.youtube.com/watch?v=sn6GLgaTY0M).</i> ○ Place Based Learning: <ul style="list-style-type: none"> ➤ Organize an outdoor activity to observe weather. ➤ Compare the weather outside and in the picture book. ○ Gaming Method: <ul style="list-style-type: none"> ➤ Design a game to read weather pictures on the flash cards. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Checklist: <ul style="list-style-type: none"> ➤ Use checklist to: ➤ Read books using pictures ➤ Tell weather through pictures – sunny, cloudy ➤ Follow up on the children’s reading skill at home and at school. <p><i>Note: Teachers may use Google suits for assessment, recording and reporting purposes.</i></p>	

Competency 3: Use writing to represent their work	
Core Concept (Topic/chapter/themes)	Learning Objectives
<ul style="list-style-type: none"> ➤ Colouring ➤ Letter formation- lower case 	<ul style="list-style-type: none"> ➤ Colour the fruits and vegetables they like.(two each) ➤ Write four alphabets.(d,g,s,e)
<p>Topic: Coloring</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> ○ Color the fruits and vegetables they like. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Activity Based: <ul style="list-style-type: none"> ➤ Draw fruits or vegetables they like and color them. <p>Topic: Letter formation- lower case</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Write four alphabets.(d,g,s,e) <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Demonstrate the correct letter formation –d,g,s,e ○ Blended Learning: <ul style="list-style-type: none"> ➤ Use Audio-Visual to practice writing the letters on the worksheet. (Use resource link: https://www.youtube.com/watch?v=u-KIAkZRrOI). ○ Activity-based Learning: <ul style="list-style-type: none"> ➤ Provide tracing material for letter formation writing. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Checklist: <ul style="list-style-type: none"> ➤ Assess children’s writing skills – letter formation. ➤ Assess if children can write the four alphabets - d,g,s,e. ➤ Follow up on children’s writing skill at home by the parents. <p><i>Note: Teachers may use Google suits for assessment, recording and reporting purposes.</i></p>	

Class III	
Competency 1: Use listening and speaking skills to communicate in their daily life.	
Core Concept (Topic/chapter/themes)	Learning Objectives
<ul style="list-style-type: none"> ➤ Names of common objects ➤ Family ➤ Dress ➤ Weather ➤ Days of the week ➤ Parts of Plant 	<ul style="list-style-type: none"> ➤ Learn new vocabulary related to common objects: house hold objects (box, bed, cup-board, mirror), fruits (water melon and guava), vegetables (cabbage and cauliflower) ➤ Use new vocabulary related to family - mother, father, brothers, and sisters to introduce their family members. ➤ Use extended vocabulary related to dress - pant, shirt, coat, shoes, socks, cap, hat ➤ Use extended vocabulary related to weather - sunny, rainy, cloudy, windy ➤ Tell the days of the week - Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday ➤ Use new vocabulary related to parts of plant - leaf, flower, stem, root
<p>Topic :Names of common objects (two house hold items, two vegetables, two fruits)</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Learn new vocabulary related to common objects: house hold objects (box, bed, cup-board, mirror), fruits (water melon and guava), vegetables (cabbage and cauliflower) <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ➤ Activity Based: <ul style="list-style-type: none"> ➤ Ask children to bring fruits and vegetables to the class. ➤ Talk about fruits and vegetables that they brought. 	

- Sort out pictures into categories of household objects, vegetables, and fruits and name them.
- **Place Based Learning:**
 - Ask parents to help children learn the names of household objects, vegetables, and fruits at home

Topic: Family

Learning Objective:

- Use new vocabulary related to family - mother, father, brothers, and sisters to introduce their family members.

Pedagogy/Learning Experiences:

- **Activity-based Learning.**
 - Teacher shares his/her family tree on the board to teach vocabulary related to family members
 - Provide worksheet with family tree to name family members
- **Place Based Learning:**
 - Ask parents to talk about their family members with their children at home.

Topic: Dress

Learning Objective:

- Use extended vocabulary related to dress - pant, shirt, coat, shoes, socks, cap, hat

Pedagogy/Learning Experiences:

- **Activity-based Learning:**
 - Children talk about dresses to learn vocabulary related to dress.
 - Children talk about clothes they wear at home and in play fields.
 - Children talk about their favorite dresses
- **Place Based Learning:**
 - Children take a walk in the community and identify different types of clothes people wear

Topic: Weather

Learning Objectives:

- Use extended vocabulary related weather - sunny, rainy, cloudy, windy

Pedagogy/Learning Experiences:

➤ **Activity Based:**

- Display the pictures of four types of weather to teach vocabulary related to weather.
- Demonstrate the usage of weather chart.

➤ **Gaming Method:**

- Conduct a game where children act out how they feel in different weather conditions.

Topic: Days of the week

Learning Objective:

- Tell the days of the week - Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday

Pedagogy/Learning Experiences:

➤ **Blended Learning:**

- Use the video link to learn new vocabulary related to the days of the week.

<https://www.youtube.com/watch?v=mXMofxtDPUQ>

➤ **Activity-Based Learning:**

- Children share what they do or like doing on different days.

➤ **Place Based Learning:**

- Ask parents to talk to their children about the kind of activities they do on different days of the week.
- Children share what their parents do on different days of the week through drawings

Topic: Parts of Plant

Learning Objective: Use new vocabulary related to parts of plant - leaf, flower, stem, root

Pedagogy/Learning Experiences:**➤ Place Based Learning:**

- Organize field trip in the nearby community to learn the parts of a plant.
- Bring a plant to the class, observe, and talk about how to take care of them.
- Children grow any plant and keep record of the growth at home in the class.

Assessment:**➤ Checklist**

- Assess the knowledge and application of new vocabulary related to common objects: house hold objects (box, bed, cup-board, mirror), fruits (water melon and guava), vegetables (cabbage and cauliflower)
- Assess the knowledge and application of new vocabulary related to family - mother, father, brothers, and sisters to introduce their family members.
- Assess the application of extended vocabulary related to dress - pant, shirt, coat, shoes, socks, cap, hat
- Assess the usage of vocabulary related to weather - sunny, rainy, cloudy, windy
- Assess if children can tell the days of the week - Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday
- Assess the usage of new vocabulary related to parts of plant - leaf, flower, stem, root

Note: Teachers may use Google suits for assessment, recording and reporting purposes.

Competency 2: Read picture books using reading skills.	
Core Concept (Topic/chapter/themes)	Learning Objective
➤ Read picture book	➤ Read pictures from books to recognize words.
<p>Topic: Reading Picture book</p> <p>Learning Objective: Read pictures from books to recognize words.</p> <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ➤ Demonstration: <ul style="list-style-type: none"> ➤ Use Book Walk to model reading from the picture book (<i>Use resource link: https://www.youtube.com/watch?v=FhjiWriC2k</i>). ➤ Activity-Based Learning: <ul style="list-style-type: none"> ➤ Carry out a Guided Reading Activity (<i>Use resource link: https://www.youtube.com/watch?v=FhjiWriC2k</i>). ➤ Organize peer reading activity to read to/with their friends/parents. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Using Checklist: <ul style="list-style-type: none"> ➤ Assess children’s word recognition skill by reading picture books. ➤ Assess children’s word recognition skill by parents at home. ➤ Maintain Running Record and Rating Record to check children’s reading progress. <p><i>Note: Teachers may use Google suits for assessment, recording and reporting purposes.</i></p>	

Competency 3: Exhibit pre-writing skills while writing alphabets

Core Concept (Topic/chapter/themes)	Objectives
<ul style="list-style-type: none">➤ Letter formation- lower case➤ Matching➤ Colouring	<ul style="list-style-type: none">➤ Use tracing material to write six alphabets.(t,l,i,v,w,u)➤ Match picture to picture (picture of clothes and weather)➤ Colour the plant (leaf, stem, flower, and root) to identify colours and develop hand coordination.

Topic: Letter formation- lower case

Learning Objectives:

- Use tracing material to write six alphabets.(t,l,i,v,w,u)

Pedagogy/Learning Experiences:

- **Demonstration:**
 - Demonstrate letter formation through paper tracing.
- **Activity Based Learning:**
 - Provide tracing material to provide practice in letter formation both at home and in school.

Topic: Matching

Learning Objectives:

- Match picture to picture (picture of clothes and weather)

Pedagogy/Learning Experiences:

- **Blended Learning Method:**
 - Design an activity to match picture to picture (*use resource link: www.liveworksheets.com*).
- **Activity Based Learning:**
 - Provide worksheet for matching.

Topic: Coloring

Learning Objective:

- Color the plant (leaf, stem, flower, and root) to identify colors and develop hand coordination.

Pedagogy/Learning Experiences:

- **Blended Learning:**
 - Enhance their coloring skill (*Use resource Link: www.liveworksheets.com*).
- **Activity Based Learning:**
 - Provide worksheet to practice coloring skill.
- **Place Based Learning:**
 - Coordinate an outdoor activity to observe real plants for children to draw and color.

Assessment:

- **Checklist:**
 - Assess children's letter formation by writing six alphabets.(t,l,i,v,w,u)

Note: Teachers may use Google suits for assessment, recording and reporting purposes.

Class IV	
Competency 1: Use listening and speaking skills to communicate in their daily life.	
Core Concept (Topic/chapter/themes)	Learning Objectives
<ul style="list-style-type: none"> ➤ Classroom norms ➤ Action words ➤ Knowing about family relationship ➤ Domestic animal ➤ Seasons ➤ Months of the year ➤ Directions 	<ul style="list-style-type: none"> ➤ Use action words to frame classroom norms –clean, care, quiet, time, throw, shout, silent, talk, and eat. ➤ Use action words to frame simple sentences - write, draw, read, and colour. ➤ Use new vocabulary related to family relationship - grandfather, grandmother, uncle, aunt, and cousin. ➤ Use vocabulary related to domestic animals – dog, cat, cow, hen, rooster, horse, and goat. ➤ Use vocabulary related to seasons – winter (cold, dry, windy, snow, and ice) and spring (buds, flowers, leaves, grow, birds, and fresh). ➤ Name the months of the year – December, January, February, March, April, and May. ➤ Show directions using the words – up, down, left, and right.
<p>Topic: Classroom norms.</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> ○ Use action words to frame classroom norms – clean, care, quiet, time, throw, shout, silent, talk, and eat. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: 	

- Teach action words through demonstration.
- Children act out the action words to show their understanding.
- **Activity Based Learning:**
 - Teacher helps children frame classroom norms and display them in the class.
 - Children read the norms with the help of the teacher.

Topic: Action words

Learning Objective:

- Use action words to frame simple sentences - write, draw, read, and color.

Pedagogy/Learning Experiences:

- **Demonstration:**
 - Teacher writes the action words on board and acts it out for the class.
 - Children act out the action words to the class.
- **Activity Based Learning**
 - Teacher provides worksheet to help children write simple sentences:
 - I can ...
 - I can ...
- **Gaming Method:**
 - Play a Guessing Game to use action words.

Topic: Knowing about family relationship

Learning Objective:

- Use new vocabulary related to family relationship - grandfather, grandmother, uncle, aunt, and cousin.

Pedagogy/Learning Experiences:

- **Place Based/ Activity based Learning:**
 - Teacher asks the parents to send photos of their family members prior to the lesson.
 - Teacher prepares a chart to show photos of her own family

members and teach the vocabulary accordingly.

- Teachers prepare enough family words and distribute them to children.
- Let children in pairs arrange the photos of family members as shown by the teacher. Ask children to read aloud the words as they put up the words on the chart.

Topic: Domestic animal

Learning Objective:

- Use vocabulary related to domestic animals – dog, cat, cow, hen, rooster, horse, and goat.

Pedagogy/Learning Experiences:

○ **Blended Learning:**

- Teacher shows a video of animals
- Children identify where these animals might live
- Show another video of domestic animals

○ **Activity-based Learning:**

- Teacher prepares flashcard of domestic animals
- Teachers shows the card and children say the names
- Children share what domestic animals they have at home.

○ **Place Based Learning:**

- Ask parents to help their children learn the new words related to domestic animals at home.
- Take a tour in the nearby village to identify and name them.

Topic: Seasons

Learning Objective:

- Use vocabulary related to seasons – winter (cold, dry, windy, snow, and ice)and spring (buds, flowers, leaves, grow, birds, and fresh)

Pedagogy/Learning Experiences:

○ **Place Based Learning:**

- Take children for a walk around the school and talk about the changes in the environment to teach what the environment looks

like in winter and spring.

- Children share their observations as they return to the class.
- Ask parents to teach children about the changes in the seasons – winter and spring.
- **Blended Learning:**
 - Show videos related to winter and spring to explain about seasonal changes *use resource link: Find appropriate videos about winter and spring season)*
[https://www.youtube.com/watch?v= BkkzF9z4-g](https://www.youtube.com/watch?v=BkkzF9z4-g)
- **Activity-based Learning:**
 - Children talk about the seasons. Teacher helps them with the vocabulary related to winter and spring seasons.

Topic: Months of the year

Learning Objective:

- Name the months of the year – December, January, February, March, April, and May.

Pedagogy/Learning Experiences:

- **Blended Learning:**
 - Children learn the months of the year through a song. (*Use Resource link:*<https://www.youtube.com/watch?v=Fe9bnYRzF>).
- **Activity Based learning:**
 - Teacher asks children about the things that happen in winter and spring.
 - Teacher asks how many of them were born in the months of December, January, February, March, April, and May. Teacher writes on board their names against each month.
 - Teacher tells them that these months fall in winter and spring.

Topic: Directions

Learning Objective:

- Show directions using the words – up, down, left, and right.

Pedagogy/Learning Experiences:

- **Place Based Learning:**

- Teacher takes children for a walk around the school.
- Teacher shows directions using the direction words.

Examples:

The toilet is up on the hill.

Our class is on the left side of the school office.

Our football ground is on the right side of the school building.

- Teacher can use the village or community map to teach the directional words.

- **Gaming Method**

- Design or find an appropriate game to teach directional words.

Assessment:

- Assess children’s knowledge and understanding about the use of vocabulary related to classroom norms (clean, care, quiet, time, throw, shout, silent, talk, and eat) using the classroom norm chart.
- Assess children’s knowledge and understanding about action words (write, draw, read, and colour) through demonstration.
- Assess children’s knowledge about vocabulary related to family relationship (grandfather, grandmother, uncle, aunt, and cousin) through picture matching.
- Assess children’s knowledge about vocabulary related to domestic animals (dog, cat, cow, hen, rooster, horse, and goat) using flashcards.
- Assess children’s knowledge and understanding about vocabulary related to seasons – winter (cold, dry, windy, snow, and ice) and spring (buds, flowers, leaves, grow, birds, and fresh) using flashcards orally.
- Assess children’s knowledge and understanding about the names of the months (December, January, February, March, April, and May) using their birthday chart.

- Assess children’s knowledge and understanding about directional words (up, down, left, and right) through orally through questions and answer.

Note: Teachers may use Google suits for assessment, recording and reporting purposes.

Competency 2: Use reading skills to comprehend texts.

Core Concept (Topic/chapter/themes)	Learning Objective
○ Weather – word recognition	○ Read vocabulary related to weather (sunny, rainy, cloudy, and windy)

Topic: Weather

Learning Objectives:

- Read vocabulary related to weather (sunny, rainy, cloudy, and windy)

Pedagogy Learning Experiences:

- **Demonstration:**
 - Teacher prepares flashcards about weather.
 - Teacher shows flashcards and read out the word related to the picture. Children repeat after the teacher.
- **Blended Learning**
 - Show the video to supplement reading weather. *(Use resource link: <https://www.youtube.com/watch?v=sn6GLgaTYOM>).*
- **Place Based Learning:**
 - Children in pairs change the weather cards according to the weather of the day.
 - Children in pairs report to the class from the weather board on a daily basis.
- **Activity Based Learning:**
 - Children in pairs talk about the weather conditions and share what they need to do when they come to school.

Assessment:

- Assess children’s ability to read vocabulary related to weather (sunny, rainy, cloudy, and windy) using flashcards and the weather board.

Note: Teachers may use Google suits for assessment, recording and reporting purposes.

Competency 3: Write alphabets using pre-writing skills.

Core Concept**(Topic/chapter/themes)****Objectives**

- Letter formation- lower case

- Write six alphabets (j,k,p,r,n,m) using pre-writing skills.

Topic: Letter formation- lower case

Learning Objectives: Write six alphabets (j, k, p, r, n, m) using pre-writing skills.

Pedagogy/Learning Experiences:○ **Demonstration:**

- Demonstrate letter formation. (*Use resource link: <https://www.youtube.com/watch?v=aYGa8V0I03M>*).
- Allow children to practice letter formation on tracing paper.
- Children write three or four-letter word of common objects to practice writing.

Assessment:

- Assess children’s ability to use pre-writing skills to write six alphabets (j, k, p, r, n, m) using tracing paper/work books.

Note: Teachers may use Google suits for assessment, recording and reporting purposes.

Class V	
Competency 1: Use listening and speaking skills to communicate in their daily life.	
Core Concept (Topic/chapter/themes)	Learning Objectives
<ul style="list-style-type: none"> ➤ School norms ➤ Knowing about friends ➤ Occupation ➤ Action words ➤ Parts of the Body ➤ Simple conversations ➤ Personal Information ➤ Seasons ➤ Months of the year 	<ul style="list-style-type: none"> ➤ Use extended vocabulary to frame school norms – punctual, clean, responsible, waste, and dustbin. ➤ Use simple sentences using extended vocabulary - name, class, location, to introduce their friends: <ul style="list-style-type: none"> My friend’s name is ... He/she studies in Class ... He lives in ... ➤ Use vocabulary related to occupations: farmer, teacher, doctor, driver, carpenter, and mason. ➤ Use extended action words to participate in simple conversations: check, learn, teach, and drink. <ul style="list-style-type: none"> Example: I can check my bag. ➤ Use vocabulary related to parts of the body - head, hand, leg, nose, eyes, ears, and mouth ➤ Use vocabulary related to personal information - name, age, gender, and place. <ul style="list-style-type: none"> Example: I am 11 years old. ➤ Use vocabulary related to seasons – summer (raining, wet, hot, muddy, slippery, cloudy) and

	<p>autumn (fall, dry, windy, stormy, yellow, brown, and hailstorm).</p> <ul style="list-style-type: none"> ➤ Name the months of the year – June, July, August, September, October, and November.
<p>Topic: School norms</p> <p>Learning Objectives: Use extended vocabulary to frame school norms – punctual, clean, responsible, waste, and dustbin.</p> <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Activity-based Learning: <ul style="list-style-type: none"> ➤ Teacher helps children frame school norms and display them in the class. ➤ Teacher reads the new vocabulary. ➤ Children repeat after the teacher. ➤ Children read the norms with the help of the teacher. <p>Topic: Knowing about friends</p> <p>Learning Objectives: Use simple sentences using extended vocabulary - name, class, location, to introduce their friends.</p> <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Activity Based learning: <ul style="list-style-type: none"> ➤ Children in pairs introduce each other (Rally Robin). <ul style="list-style-type: none"> My name is ... I study in Class ... I am from ... ➤ Children then take turn to introduce their friends to others on the table (Round Robin). <ul style="list-style-type: none"> My friend’s name is ... He/she studies in Class ... He/she is from ... ○ Place-Based Learning: <ul style="list-style-type: none"> ➤ Ask parents to observe and coach their children in introducing themselves to their neighbors or distant relatives. 	

Topic: Occupation

Learning Objectives: Use vocabulary related to occupations: farmer, teacher, doctor, driver, carpenter, and mason.

Pedagogy/Learning Experiences:

- **Activity Based learning:**
 - Ask children to find out the types of works people do in their village or community.
 - Teacher can ask the parents to help their children learn about types of jobs people do in their community.
 - Teacher asks children about the types of jobs people do in their community: farmer, teacher, doctor, driver, carpenter, and mason.
 - Children can do a simple survey of jobs to find out the number of people doing these jobs in their communities.
 - Teacher can help tabulate the numbers of people doing these jobs and share about the jobs people do in the communities they live.
- **Blended Learning:**
 - Show the video to learn more about the jobs. (Use Resource link: <https://www.youtube.com/watch?v=x8tF2aQoukY>).
- **Placed Based Learning:**
 - Organize a field trip to a factory or local organization to learn more about jobs.
 - Children can interview people they meet in these places.
 - Children can collect the information and put up a display in the class.

Topic: Action Words

Learning Objectives: Use extended action words to participate in simple conversations: check, learn, teach, and drink.

Pedagogy/Learning Experiences:

- **Activity Based learning:**
 - Teacher shows flash cards of action words with pictures reading out each word aloud.
 - Children repeat after the teacher.
 - Teacher shows the flash cards and let children guess the action words.

- Children say simple sentences using these action words.
Example: I can check my bag.

Topic: Parts of the body

Learning Objectives: Use vocabulary related to parts of the body - head, hand, leg, nose, eyes, ears, and mouth

Pedagogy/Learning Experiences:

- **Demonstration:**
 - Children point to their body parts as the teacher reads out the names of the body parts from the flash card.
 - Teacher points to his/her body parts and children say the names.
 - Teacher shows a body chart and ask children to say the names of the body parts.

Topic: Personal Information

Learning objectives: Use vocabulary related to personal information - name, age, gender, and place.

Pedagogy/Learning Experiences:

- **Demonstration:**
 - Teacher can introduce himself /herself to the class:
Example:
My name is ...
I am 30 years old.
I am a male/female.
I live in ...
 - Children in pairs introduce themselves based on the teacher examples.

Topic: Seasons

Learning Objectives: Use vocabulary related to seasons – summer (raining, wet, hot, muddy, slippery, cloudy) and autumn (fall, dry, windy, stormy, yellow, brown, and hailstorm).

Pedagogy/Learning Experiences:

- **Place Based Learning:**
 - Take children for a walk around the school and talk about the changes in the environment to teach what the environment looks like in summer and autumn.

- Children share their observations as they return to the class.
- Ask parents to teach children about the changes in the seasons – summer and autumn.
- **Blended Learning:**
 - Show videos related to summer and autumn to explain about seasonal changes (*use resource link:*
[https://www.youtube.com/watch?v= BkkzF9z4-g](https://www.youtube.com/watch?v=BkkzF9z4-g)).
- **Activity-based Learning:**
 - Children talk about the seasons. Teacher helps them with the vocabulary related to summer and autumn seasons.

Topic: Months of the year

Learning Objectives: Name the months of the year – June, July, August, September, October, and November.

Pedagogy/Learning Experiences:

- **Blended Learning:**
 - Children learn the months of the year through song. (*Use resource link:*
<https://www.youtube.com/watch?v=Fe9bnYRzF>
 - Use this video to learn about the months of the year (*Use resource link:*
<https://www.youtube.com/watch?v=Fe9bnYRzFvk>
- **Activity Based learning:**
 - Teacher asks children about the things that happen in summer and autumn.
 - Teacher asks how many of them were born in the months of June, July, August, September, October, and November.
 - Teacher writes on board their names against each month.
 - Teacher tells them that these months fall in summer and autumn.

Assessment:

- Assess children’s knowledge and understanding about the use of vocabulary related to school norms – punctual, clean, responsible, waste, and dustbin.
- Assess children’s knowledge and understanding about action words to participate in simple conversations: check, learn, teach, and drink.
- Assess children’s knowledge and understanding about vocabulary

related to seasons– summer (raining, wet, hot, muddy, slippery, cloudy) and autumn (fall, dry, windy, stormy, yellow, brown, and hailstorm).

- Assess children’s knowledge and understanding about the names of months – June, July, August, September, October, and November. using their birthday chart.
- Assess children’s knowledge and understanding about vocabulary related to occupations: farmer, teacher, doctor, driver, carpenter, and mason.
- Assess children’s knowledge and understanding about vocabulary related to parts of the body - head, hand, leg, nose, eyes, ears, and mouth

Note: Teachers may use Google suits for assessment, recording and reporting purposes.

Competency 2: Use the reading skills to comprehend text.

Core Concept (Topic/chapter/themes)	Learning Objectives
○ Common signs	➤ Read vocabulary related to common signs (toilet-male, female)

Topic: Common signs

Learning Objectives:

- Read vocabulary related to common signs(toilet-male, female)

Pedagogy/Learning Experiences:

○ **Demonstration:**

- Teacher shows flash cards of signs {toilet-male, female}
- Teacher reads the signs and the words.
- Children read along with the teacher.

○ **Place Based Learning:**

- Take children for a walk to the school toilet to recognize and read the toilet signs for male and female.

<ul style="list-style-type: none"> ○ Activity Based learning: <ul style="list-style-type: none"> ➤ Teacher asks children to compare the two signs and read the words. ➤ Teachers ask children to draw the common signs and write the words. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Use checklist: <ul style="list-style-type: none"> ○ Assess children’s ability to read the vocabulary related to common signs-{Toilet-Male, female}. <p><i>Note: Teachers may use Google suits for assessment, recording and reporting purposes.</i></p>	
<p>Competency 3: Write alphabets using pre-writing skills.</p>	
<p>Core Concept (Topic/chapter/themes)</p>	<p>Learning Objectives</p>
<ul style="list-style-type: none"> ○ Letter formation-lower case 	<ul style="list-style-type: none"> ○ Write seven alphabets (h,b,f,q,y,x,z) using pre-writing skills.
<p>Topic: Letter Formation- lower case</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> ○ Write seven alphabets(h, b, f, q, y, x, z) <p>Pedagogy/ Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Demonstrate letter formation. <i>(Use resource link: https://www.youtube.com/watch?v=aYGa8V0I03M).</i> ○ Activity Based Learning: <ul style="list-style-type: none"> ➤ Allow children to practice letter formation on tracing paper. ➤ Children write three or four-letter word of common words learned to practice writing. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Checklist: <ul style="list-style-type: none"> ➤ Assess children’s ability to use pre-writing skills to write seven alphabets (h,b,f,q,y,x,z) using tracing paper/work books. <p><i>Note: Teachers may use Google suits for assessment, recording and reporting purposes.</i></p>	

Class VI	
Competency 1: Use speaking and listening skills to communicate in their life.	
Core Concept (Topic/chapter/themes)	Learning Objectives
<ul style="list-style-type: none"> ➤ Occupation ➤ Action words ➤ Clothing ➤ Adjectives ➤ Types of meal 	<ul style="list-style-type: none"> ➤ Use vocabulary related to occupations: police, sweeper, carpenter ,lama ➤ Use extended action words to participate in simple conversations: grow, s weep, make, guard, sleep Example: I sleep at night. ➤ Use vocabulary related to types of dresses- worn in winter and summer. ➤ Use comparative vocabulary (big, small, good, bad, short, long, thick ,thin) ➤ Use vocabulary related to meals. (breakfast, lunch, dinner)
<p>Topic: Occupation</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Use vocabulary related to occupations: police, sweeper, carpenter ,lama <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Activity Based Learning: <ul style="list-style-type: none"> ➤ Ask children to find out the types of works people do in their village or community. ➤ Teacher can ask the parents to help their children learn about types of jobs people do in their community. ➤ Teacher asks children about the types of jobs people do in their community: Sweeper, police carpenter, and lama. 	

- Children can do a simple survey of jobs to find out the number of people doing these jobs in their communities.
- Teacher can help tabulate the numbers of people doing these jobs and share about the jobs people do in the communities they live.
- **Blended Learning:**
 - Show the video to learn more about the jobs. (Use resource link: <https://www.youtube.com/watch?v=G5UHA2sf-IE>).
- **Placed Based Learning:**
 - Organize a field trip to local offices to learn more about jobs.
 - Children can interview people they meet in these places.
 - Children can collect the information and put up a display in the class.

Topic: Action words

Learning Objectives:

- Use action words in their daily learning (grow, sweep, make, guard, sleep)

Pedagogy/Learning Experiences:

- **Activity Based learning:**
 - Teacher shows flash cards of action words with pictures reading out each word aloud.
 - Children repeat after the teacher.
 - Teacher shows the flash cards and let children guess the action words.
 - Children say simple sentences using these action words.
Example: I can make.

Topic: Clothing

Learning Objectives: Use vocabulary related to types of dresses- worn in winter and summer {jacket, pant, shirt, shorts, cap}

Pedagogy/Learning Experiences:

- **Activity based Learning:**
 - Teacher asks children to name the type of clothes they wear in winter

and summer.

- Children say the names of the types of clothes they wear in winter and summer,
- Initiate a peer work on comparing the seasons and the clothes.
- **Blended Learning.**
 - Explore the different clothes worn in different seasons (*Use resource link:*
<https://www.youtube.com/watch?v=s8bEZDmjoLY>).

Topic: Adjectives

Learning Objectives:

- Use comparative vocabulary (big, small, good, bad, short, long, thick ,thin)

Pedagogy/Learning Experiences:

- **Demonstration:**
 - Teacher **shows** two objects of different size and explains how to compare two things using adjectives- big, small, good, bad, short, long, thick, thin.
 - Teacher uses the flash cards to teach the comparatives words along with the picture/object.
- **Activity based Learning:**
 - Teacher asks children to walk around the class/school and compare objects they see using the adjectives learned.

Topic: Types of meal

Learning Objectives:

- Use vocabulary related to meals (breakfast, lunch, dinner)
- **Direct Teaching:**
 - Teacher asks the children what meal they have eaten this morning.
 - Children share the food they had eaten in the morning.
 - Teacher teaches the new vocabulary related to meals-breakfast, lunch, dinner{ rice, curry, tea, milk, egg....}
- **Blended Learning**

<ul style="list-style-type: none"> ➤ Show the video to learn more about the meals. (<i>Use resource link: https://www.youtube.com/watch?v=yG0kt3J1Izk</i>). ➤ Place Based Learning: <ul style="list-style-type: none"> ➤ Teacher asks children to bring pot luck lunch to have lunch together in the class. ➤ Children talk about the meal they had and name the type of food they had eaten. 	
<p>Assessment</p> <ul style="list-style-type: none"> ➤ Rubrics/Checklist: <p>Assess children's :</p> <ul style="list-style-type: none"> ➤ Use of vocabulary related to occupations: police, sweeper, carpenter, lama through flashcards and worksheet. ➤ Use of action words to participate in simple conversations: grow, sweep, make, guard, and sleep through interview. ➤ Use vocabulary related to types of dresses- worn in winter and summer through flashcards /interviews. ➤ Use comparative vocabulary (big, small, good, bad, short, long, thick, thin) through worksheet. ➤ Use vocabulary related to meals. (Breakfast, lunch, dinner) through interviews. <p><i>Note: Teachers may use Google suits for assessment, recording and reporting purposes.</i></p>	
<p>Competency 2: Use the reading skills to comprehend text.</p>	
Core Concept (Topic/chapter/themes)	Learning Objectives
<ul style="list-style-type: none"> ➤ Common signs 	<ul style="list-style-type: none"> ➤ Read vocabulary related to common signs(school, hospital)

Topic: Common signs

Learning Objectives:

- Read vocabulary related to common signs(school, hospital)

Pedagogy/Learning Experiences:

➤ **Place Based:**

- Teacher takes the children for field visit to the BHU to learn about the sign of hospital.
- Teacher reads the sign and the word {hospital}on the board and children read the sign after the teacher.

➤ **Blended Learning:**

- Teacher shows the video to teach about the signs. (Use resource link: https://www.youtube.com/watch?v=HkH0Z_roGCg).

➤ **Gaming Method:**

- Teacher design a game to read the sign words on the flashcards.

Assessment:

- Use Rubrics and checklist to assess children’s ability to read vocabulary related to common signs(school, hospital)

Note: Teachers may use Google suits for assessment, recording and reporting purposes.

Competency 3: Use of writing skills to represent their work

Core Concept

(Topic/chapter/themes)

Learning Objectives

- Construct Simple Sentences

- Write simple sentences using the words related to cloth, food and Personal Information.

Topic: Construct Simple sentences.

Learning Objectives: Write simple sentences using the words related to cloth, food and Personal Information.

Pedagogy/ Learning Experiences:

○ **Demonstration:**

- Teacher shows a picture of a food and talk about the food.

- Example: This is rice.
It is white.
I like to eat rice.{ use the words already learned.}

- **Activity based Learning:**

- Children draw the picture of a food or a cloth and write simple sentences about the picture.
- Teacher prepares a bio-data form to write about their personal information.{name, age, gender, class, place}

Assessment

- **Rubrics/Checklist:**

- Assess children's ability to construct simple sentences using the words related to food, cloth and personal information through sample writing.

Note: Teachers may use Google suits for assessment, recording and reporting purposes.

Class VII	
Competencies: Use listening and speaking skills to communicate in their daily life.	
Core Concept (Topic/chapter/themes)	Learning Objectives
<ul style="list-style-type: none"> ➤ Festivals ➤ Feelings and emotions ➤ Types of land forms ➤ Crops ➤ Name of food 	<ul style="list-style-type: none"> ➤ Use vocabulary related to festivals. (Losar, Diwali, Tshechu, Blessed Rainy Day, dance, celebrate, holiday, stall, watch, people), ➤ Use vocabulary related to feelings. (happy, sad, cry, angry) ➤ Use vocabulary related to different landforms (mountain, plain, valley) ➤ Use the vocabulary related to crops grown in different parts of Bhutan (maize, paddy, wheat, buck wheat) ➤ Use vocabulary related to foods (pizza, pasta, momo, fried rice.....)
<p>Topic: Festivals</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Use vocabulary related to festivals. (losar , Diwali, Tshechu, Blessed RainyDay, dance, celebrate, holiday, stall, watch, people), <p>Pedagogy/ Learning Experiences:</p> <ul style="list-style-type: none"> ○ Activity Based Learning: <ul style="list-style-type: none"> ➤ Teacher introduces new words {losar , Diwali, Tshechu, Blessed RainyDay, dance, celebrate, holiday, stall, watch, people) through flash cards and explain them. ○ Blended Learning: <ul style="list-style-type: none"> ➤ Children learn the concept of festival through the video (Use resource link: https://www.youtube.com/watch?v=3fU_peVtpDs) ○ Place Based: <ul style="list-style-type: none"> ➤ Teacher /parent take the children to attend a local festival. 	

- Children share their experiences of the festival.

Topic: Feelings and emotions

Learning Objectives: Use vocabulary related to feelings.(happy, sad, cry, angry)

Pedagogy/ Learning Experiences:

- **Demonstration:**
 - Teacher show the different facial expression and let the children name the expression.
- **Activity based Learning:**
 - Children in pairs show the expression to each other and say the word.

Topic: Types of land forms

Learning Objectives:

- Use vocabulary related to different landforms (mountain, plain, valley)

Pedagogy/ Learning Experiences:

- **Place Based Learning:**
 - Teacher takes the children for a fieldtrip in the locality to explore the different landforms.
 - Teacher teach the vocabulary related to the landforms-mountain, plain, valley.
- **ActivityBased Learning:**
 - Children draw the landforms on which their houses are constructed, label them, and share with friends.

Topic: Crops

Learning Objectives:

- Use the vocabulary related to crops grown in different parts ofBhutan(maize, paddy, wheat, buck wheat)

Pedagogy/ Learning Experiences:

- **Demonstration:**
 - Teacher shows the picture of crops on flashcards and names them.

- Children learn the new vocabulary related to crops.
- **Place Based learning:**
 - Teacher takes the children for a fieldtrip in the locality to see the different crops grown.
 - Teacher display the different crops on a chart grown in Bhutan and name them.
 - Children share which of these crops are grown in their villages or locality.

Topic: Name of the food

Learning Objectives:

- Use vocabulary related to foods (Pizza, pasta, momo, fried rice.....)

Pedagogy/ Learning Experiences:

- **Activity Based learning:**
 - Teacher asks about the food they eat at home/mess.
 - Teacher display the pictures of different food and name them.
 - Children talk about the food they like to each other.
- **Place Based Learning:**
 - Teacher organizes a cooking lesson.
 - Children learn the vocabulary related to food.

Assessment:

- **Rubrics/Checklist:**
 - Assess children's use of:
 - Vocabulary related to festivals. (Losar, Diwali, Tshechu, Blessed Rainy Day, dance, celebrate, holiday, stall, watch, people) through interview.
 - Vocabulary related to feelings.(happy, sad, cry, angry) through worksheet.
 - Vocabulary related to different landforms (mountain, plain, and valley) through worksheet.
 - vocabulary related to crops grown in different parts of Bhutan(maize, paddy, wheat, buck wheat) Through interview.

Vocabulary related to foods (ema- datshi, kewadatshi, pizza,pasta,momo,fried rice.....)
Interview.

Note: Teachers may use Google suits for assessment, recording and reporting purposes

Competency 2: Use the reading skills to comprehend text.

**Core Concept
(Topic/chapter/themes)**

Learning Objectives

- Introduce syllable
- Safety Signs

- Read 1 syllable word (book, pen, phone, bag, cat)
- Read vocabulary related to safety signs (zebra crossing, stop, school ahead, danger sign)

Topic: Introduce syllable

Learning Objectives:

- Read 1 syllable word (book, pen, phone, bag, cat)

Pedagogy/Learning Experiences:

○ **Demonstration:**

- Teacher shows the flashcard having one syllable words and read to children.
- Children read the one syllable word from the flash card after the teacher.

○ **Activity Based Learning:**

- Teacher ask children to read a book in pair and locate one syllable words..

Topic: Safety Signs

Learning Objectives: Read vocabulary related to safety signs (zebra crossing, stop, school ahead, danger sign)

Pedagogy/Learning Experiences:

- **Blended Learning:**
 - Teacher Shows the Audio Visual video to supplement reading the Safety Signs (*Use resource link: <https://www.youtube.com/watch?v= NeEF1fwT4k>*).
- **Place Based learning:**
 - Teacher takes children for a walk nearby a road and ask to read the signs .-zebra crossing, stop, school ahead, danger sign)
 - Get help from a Traffic Policeman to explain the road signs and road safety.
 - Children read the signs and learn the safety tips of using the road.

Assessment:

- **Rubrics/Checklist:**
 - Assess children’s ability to :
 - read 1 syllable word (book, pen, phone, bag, cat)
 - read vocabulary related to safety signs (zebra crossing, stop, school ahead, danger sign)

Note: Teachers may use Google suits for assessment, recording and reporting purposes

Competency 3.Use the writing skill to frame simple sentences.

Core Concept (Topic/chapter/themes)	Learning Objectives
○ Sentence Construction.	➤ Construct simple sentences using the vocabularies learnt.

Topic: Sentence Construction.

Learning Objectives:

- Construct simple sentences using the vocabularies learnt

Pedagogy/Learning Experiences:

- **Demonstration:**
 - Teacher writes simple sentences on the board using the words taught.

➤ **Example:**

I like to eat ema-datshi...

I am happy.

I will go to see the dance.

○ **Activity Based Learning:**

- Teacher prepares sentences jumble activity to rearrange.
- Children in pairs rearrange the jumbled sentences.
- Children write the sentences in their note book.

Assessment:

○ **Rubrics/Checklist:**

- Assess children's ability to construct simple sentences using the words learnt through writing sample.

Note: Teachers may use Google suits for assessment, recording and reporting purposes

Class VIII	
Competency 1: Use listening and speaking skills to communicate in their daily life.	
Core Concept (Topic/chapter/themes)	Learning Objectives
<ul style="list-style-type: none"> ➤ Feelings and emotions ➤ Possessive pronouns ➤ Holidays ➤ Reading Calendar ➤ Food habits ➤ Self-awareness 	<ul style="list-style-type: none"> ➤ Use vocabulary related to feelings.{shock, surprise, afraid} ➤ Use possessive pronouns.{its, my, his, her, our, theirs} to express their needs or possessions. ➤ Use vocabulary related to holidays. {Festivals, Occasions, picnic.....} ➤ Use vocabulary to read Calendar{ days, week days, dates, month and events} ➤ Talk about healthy and unhealthy food. ➤ Use simple sentences to express about self:
<p>Topic: Feelings and emotions</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Use vocabulary related to feelings.{shock, surprise, afraid} <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Teacher shows the facial expressions of shock, surprise and afraid to the children and explain the word. ➤ Children say the words and show the expression to each other. ○ Activity Based Learning: <ul style="list-style-type: none"> ➤ Children talk about the expressions they have seen on people’s face. ○ Blended learning: <ul style="list-style-type: none"> ➤ Watch a video together and ask children to identify different expressions. (Use resource link: https://www.youtube.com/watch?v=7uY2HrQ9qQ8) 	

Topic: Possessive pronouns

Learning Objectives:

- Use possessive pronouns. {its, my, his, her, our, theirs}

Pedagogy/Learning Experiences:

○ **Demonstration:**

- Teacher demonstrates using the possessive pronouns vocabulary.
- Example:
This is my bag.
It is Dechen's pen
This is her book.
This is our classroom.

○ **Activity based Learning:**

- Children converse in pairs using the possessive pronouns.
- Display the objects they possess on the table and practice saying..{This is her /his//my/our/their.....}

Topic: Holidays

Learning Objectives:

- Use vocabulary related to holidays. {Festivals, Occasions, picnic.....}

Pedagogy/Learning Experiences:

○ **Demonstrations:**

- Teacher display the calendar and talk about the holidays
- Children name the different holidays..

○ **Activity Based learning:**

- Children talk about their favourite holidays.

Topic: Reading Calendar

Learning Objectives:

- Use vocabulary to read Calendar{ days, week days, dates, month and events}

Pedagogy/Learning Experiences:

○ **Demonstrations:**

- Teacher display the calendar and talk about the week days, months

and holidays.

○ **Activity based Learning:**

- Children identify and name the days, weeks, months and holidays.
- Children identify their date of birth and month on the calendar and say to their friends.
- Children talk about their Birthday Event.

○ **Place Based learning:**

- Teacher asks children to report the daily - day, date and month to the class.

Topic: Food habits

Learning Objectives: Talk about healthy and unhealthy food.

Pedagogy/Learning Experiences:

○ **Blended Learning:**

- Teacher shows the Audio-visual video about food habits to the children (*Use resource link:*
<https://www.youtube.com/watch?v=fE8lezHs19s>)

○ **Activity Based Learning:**

- Teacher asks children what they have seen in the video.
- Children talk about the good and bad food habits.

Topic: Self-awareness

Learning Objectives:

- Use simple sentences to express about self:
 - I am good at ...
 - I like doing ...
 - I don't like ...
 - I like to wear ...
 - I like to play ...
 - I love ...

Pedagogy/Learning Experiences:

○ **Demonstrations:**

- Teacher talks about his/her like and dislikes.

- Children share their likes and dislikes.

Example:

I am good at ...

I like doing ...

I don't like ...

I like to wear ...

I like to play ...

I love ...

Assessment:

○ **Rubrics/Checklist:**

- Assess children's knowledge and understanding the use of:
- Vocabulary related to feelings.{shock, surprise, afraid} through flashcards.
- Vocabulary related to possessive pronouns.{its, my, his, her, our, theirs} through conference.
- Vocabulary related to holidays. {Festivals, Occasions, picnic.....} through conference.
- Vocabulary to read Calendar {week days, month and holidays} interviews.

Note: Teachers may use Google suits for assessment, recording and reporting purposes

Competency 2 :Use the reading skills to comprehend text.

Core Concept (Topic/chapter/themes)	Learning Objectives
<ul style="list-style-type: none"> ➤ Syllable ➤ Read Short description 	<ul style="list-style-type: none"> ➤ Read 2 syllable words.{pencil, cupboard, table, bottle} ➤ Read the description of festival.

Topic: syllable

Learning Objectives:

- Read 2 syllable words. {pencil, cupboard, table, bottle}

Pedagogy/Learning Experience

○ **Demonstration**

- Teacher show the flashcard and reading two syllable words.
- Children read the words after the teacher.

○ **Blended Learning**

- Teacher show the video to read the two syllable words (*Use resource link: <https://www.youtube.com/watch?v=HKxAjCqc3wU>*).

○ **Activity Based:**

- Children read the 2 syllable words in peer from the flashcard.

Topic: Read short description.

Learning Objective:

- Read short description of festival.

Pedagogy/Learning Experiences:

○ **Demonstration**

- Teacher read a short description on festivals from the reader.
- Children read the short description from the book together with the teacher.

○ **Placed Based learning:**

- Watch a ritual along with their parents at home or in a village. Write a short paragraph about the ritual.
- Children read their writings. Round Robin.

Assessment:

- **Rubrics/checklist:** Assess children's ability to:
 - read 2 syllable words.{pencil, cupboard, table, bottle}
 - Read short description on festival.

Competency 3. Use the writing skill to frame simple sentences	
Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Description	➤ Describe about themselves using the vocabulary learnt earlier.{big, small, happy, sad, angry....}
<p>Topic: Description</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Describe about themselves using the vocabulary learnt earlier.{big, small, happy, sad, angry....} <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Teachers show a simple description of him/her on a chart. ➤ Children read the description on the chart. ○ Activity Based Learning: <ul style="list-style-type: none"> ➤ Children write a short paragraph describing about the food they ate at one particular time. They can also write about one of his/her family members. ➤ Children publish their writings outside of the class for all students to read. This could be part of their reading Festival. <p>Assessment:</p> <ul style="list-style-type: none"> ○ Rubrics/Checklist: <ul style="list-style-type: none"> ➤ Assess children’s ability to write short description about themselves using the vocabulary learnt earlier.{big, small, happy, sad, angry....} <p><i>Note: Teachers may use Google suits for assessment, recording and reporting purposes</i></p>	