

National School Curriculum
INSTRUCTIONAL GUIDE
FOR ENGLISH
CLASS: PP-III



School Curriculum Division
Department of School Education
Ministry of Education and Skills Development
Royal Government of Bhutan



“Your parents, relatives, and friends would be very proud of what you have achieved. At your age, to have completed your studies is your personal accomplishment. Your knowledge and capabilities are a great asset for the nation. I congratulate you for your achievements. Finally, your capabilities and predisposition towards hard work will invariably shape the future of Bhutan. You must work with integrity, you must keep learning, keep working hard, and you must have the audacity to dream big.”

- His Majesty Jigme Khesar Namgyel Wangchuck

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Foreword

The erstwhile Royal Education Council (REC) developed an Adapted and Prioritized curricula for schools so that learners can continue learning during the disruptions caused by the COVID 19 pandemic since March 2020. With the commencement of the 2021 academic session, the new normal curriculum, later renamed as the National School Curriculum (NSC), was embraced as a paradigm shift of education from the conventional knowledge-based learning to competency based, open source and experiential learning leveraged on digital technologies. In order to facilitate the effective implementation of the curriculum change, Instructional Guides were developed in all subjects, and the teachers were oriented through virtual and short contact modes as per the prevailing pandemic situations. The curricula were aimed at minimizing the learning loss for learners as it was designed for implementation in different situations - during school closure or during regular contact instructional hours.

While these measures served as a solution to problems brought about by the pandemic and the global changing trend in education, a resilient and more dynamic curricula and instructions remain the current priority of the Government. In cognizance of some the shortfalls in the provisional edition of Instructional Guides (IG), the Department of Curriculum and Professional Development reviewed and revised the existing Instructional Guides across all subjects with the aim of enforcing the competency-based learning and making teaching-learning happen ‘anytime anywhere’ commensurate to an inclusive education, so that all learners are provided the opportunity to learn at their pace and situation.

The revised Instructional Guides have drawn ideas and inspiration from various educational philosophies and principles, particularly the Delors Report, *Learning: The Treasure Within* (1996). The report prioritizes the development of the whole person and not just academic knowledge through the four pillars: “learning to know”, “learning to do”, “learning to be”, and “learning to live together”. Therefore, the New Curriculum and the Instructional Guide 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.

It must be noted that the New Curriculum and the Instructional Guide are not just a response to the pandemic, but a culmination of the curriculum reform work for the last four years by the Royal Education Council. The school curricula are to be perceived as integrated, and based on themes and problems that inspire learners to learn and 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, find purpose of learning, and be better able to participate in social and political milieu. Thus, this initiative is envisaged to orient our educational process towards nurturing ‘nationally rooted and globally competent’ citizens.

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

Tashi Delek



Tashi Namgyal

Director

Table of Contents

1. Acknowledgements	ii
2. Foreword	iii
3. Introduction	viii
4. Purpose of Instructional Guide.....	ix

Class PP

1. Listening and Speaking	1
○ Competency	
○ Learning Objectives	
○ Learning Experiences	
○ Assessment	
○ Resources	
2. Reading and Literature	19
○ Competency	
○ Learning Objectives	
○ Learning Experiences	
○ Assessment	
○ Resources	
3. Writing	34
○ Competency	
○ Learning Objectives	
○ Learning Experiences	
○ Assessment	
○ Resources	
4. Language and Grammar	44
○ Competency	
○ Learning Objectives	
○ Learning Experiences	
○ Assessment	
○ Resources	

Class I

1. Listening and Speaking	59
○ Competency	
○ Learning Objectives	
○ Learning Experiences	
○ Assessment	
○ Resources	
2. Reading and Literature	74
○ Competency	
○ Learning Objectives	
○ Learning Experiences	
○ Assessment	
○ Resources	
3. Writing	88
○ Competency	
○ Learning Objectives	
○ Learning Experiences	
○ Assessment	
○ Resources	
4. Language and Grammar	101
○ Competency	
○ Learning Objectives	
○ Learning Experiences	
○ Assessment	
○ Resources	

Class II

5. Listening and Speaking	114
○ Competency	
○ Learning Objectives	
○ Learning Experiences	
○ Assessment	
○ Resources	
6. Reading and Literature	126
○ Competency	
○ Learning Objectives	
○ Learning Experiences	
○ Assessment	
○ Resources	
7. Writing	141
○ Competency	
○ Learning Objectives	
○ Learning Experiences	
○ Assessment	
○ Resources	
8. Language and Grammar	153
○ Competency	
○ Learning Objectives	
○ Learning Experiences	
○ Assessment	
○ Resources	

Class III

1. Listening and Speaking	165
○ Competency	
○ Learning Objectives	
○ Learning Experiences	
○ Assessment	
○ Resources	
2. Reading and Literature	181
○ Competency	
○ Learning Objectives	
○ Learning Experiences	
○ Assessment	
○ Resources	
3. Writing	194
○ Competency	
○ Learning Objectives	
○ Learning Experiences	
○ Assessment	
○ Resources	
4. Language and Grammar	208
○ Competency	
○ Learning Objectives	
○ Learning Experiences	
○ Assessment	
○ Resources	
5. Time allocation	215
6. Annexure	216

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 learners 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 learners 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 learners 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 learners and report to stakeholders at various levels. Further, the focus of assessment should be 'for learning' rather than assessment 'of learning' which should be an integral part of the learning experiences.

Purpose of the Instructional Guide

Among the many definitions of ‘curriculum’ this Instructional Guide underscores the meaning of curriculum as a standard and competency-based sequence of planned learning experiences where learners practise and achieve the proficiency in applying the learning experiences in real life scenarios. These proficiencies, in the curriculum framework, have been stated as “competencies” and ‘objectives’ for each class. In keeping with the principle, ‘less is more’ as stated the National School Curriculum, the contents of the curriculum have been reduced so that learners can be engaged more in activities that can lead to the acquisition of language skills rather than having them ‘cover the syllabus’.

This Instructional Guide believes that the classroom teachers, as professional individuals, can make the most authentic and reliable judgment about each learner’s learning needs and the learning experiences to be provided to propel the learners in the learning continuum.

With these beliefs and principles as the background, the following are the purposes of this document:

- i. Facilitate learners acquire language skills and competencies using literature as a medium.
- ii. Strengthen blended learning, including flipped classroom with multimedia, digital pedagogies and ICT devices and websites as tools to share the responsibility of learning amongst the learners, teachers, the parents and other stakeholders.
- iii. Facilitate the use of Continuous Formative Assessment for learning using diverse appropriate assessment techniques and tools commensurate with individual differences in learning, and gather evidence to guide planning of educational programmes and activities for learners.
- iv. Promote inclusive learning through the blended learning which facilitates learning anywhere, any time with the learner being responsible for the learning.
- v. Provide suggestive means of teaching language skills by building interrelationship among, and through, the integration of the four strands of the curriculum.
- vi. Help teachers assume the roles of facilitator, guide, motivator and evaluator.
- vii. Guide teachers, parents and other stakeholders in helping learners achieve their potential.
- viii. Empower teachers to design their own ‘course of study’ or ‘class curriculum’ for their learners in line with the National School Curriculum Framework.
- ix. Enhance sharing the burden of responsibility and accountability for learning amongst the stakeholders, including the learners themselves.

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 for teachers to select, structure and sequence them to best suit the learners need while maintaining coherence and consistency. In other words, while the contents of the curriculum are negotiable (except for short stories, novels or plays, where applicable), the competencies and objectives are not. 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 learners 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 skills stated as competencies and objectives for each class. 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.

Class PP

Workbook

Overview			
Thematic workbook – Class PP			
THEME	ACTIVITY	PAGE	PURPOSE
About Me	Trace and colour (body)	1 & 2	<ul style="list-style-type: none"> • Develop motor skill • Acquisition of new vocabulary (boy & girl) • Know the difference between boy and girl
	Draw a picture of yourself	3	<ul style="list-style-type: none"> • Know self and self-awareness • Develop motor skill • Talk about self
	Read and draw	4	<ul style="list-style-type: none"> • Self-awareness • Know about their daily responsibilities • Develop motor skill
	Let's recite together many times and enjoy	5	<ul style="list-style-type: none"> • Self-awareness • Learn about their body parts. • Positive mindset
	Draw happy or sad face	6	<ul style="list-style-type: none"> • Know about their likes and dislike(self-awareness) • Learn name of the fruits • Develop motor skill • Immediate interest
	Trace the path with your pencil	7	<ul style="list-style-type: none"> • Develop motor skill • Left to right orientation • Develop confidence
	Colour	8	<ul style="list-style-type: none"> • Introduce the primary colours • Develop motor skill • Appreciation of body
My Body	How many? Count and write in the boxes	9	<ul style="list-style-type: none"> • Name the body parts • Importance of body parts • Develop motor skill
	Colour the body parts	10	<ul style="list-style-type: none"> • Name the body parts • Functions of body parts • Colouring skill
	Draw your face	11	<ul style="list-style-type: none"> • Name the parts of face • Develop motor skill • Caring and self-awareness
	Trace your left/right hand	12	<ul style="list-style-type: none"> • Left and right vocabulary • Develop motor Skill • Left and right direction
	Cut and paste correctly	13	<ul style="list-style-type: none"> • Know the names of body parts • Develop motor skill • Appreciating
Family	Discuss the picture	14	<ul style="list-style-type: none"> • Introduce the word family and its meaning • Discuss the responsibilities • Text to life connection

	Match	15	<ul style="list-style-type: none"> • Left to right orientation • Visual coordination • Know about their family • Love and respect
	Draw your family	16	<ul style="list-style-type: none"> • Appreciating • Motor skill • Name their family members
My Classroom	Discuss the picture	17	<ul style="list-style-type: none"> • Know the names of classroom objects • Develop Speaking skill • Sense of responsibility and care
	Match	18	<ul style="list-style-type: none"> • Learn the names of classroom objects • Left to right hand coordination • Build confidence
	Colour	19	<ul style="list-style-type: none"> • Learn the names of classroom objects • Left to right hand coordination • Build confidence
	Talk about daily routine	20	<ul style="list-style-type: none"> • Make text to life connection • Talk about their daily activities
	Match	21	<ul style="list-style-type: none"> • Hand coordination • Know the names of different places in the school • Caring
	Colour	22	<ul style="list-style-type: none"> • Name colours • Identify the national flag of our country • Sense of patriotism • Develop motor skill development
	Read and write	23	<ul style="list-style-type: none"> • Write smoothly • Respond to a simple question • Understand phrases and simple sentences
Healthy Living	Discuss the picture	24	<ul style="list-style-type: none"> • Learn healthy habits • Reason out the importance • Participate in conversation
	Colour the fruits	25	<ul style="list-style-type: none"> • Name the fruits • Name the primary colours • Motor skill development
	Colour the vegetables	26	<ul style="list-style-type: none"> • Name the vegetables • Name primary colours • Motor skill development
	Mark a tick (✓) on healthy food and cross (X) on unhealthy food	27	<ul style="list-style-type: none"> • Introduce 'healthy and unhealthy food' • Identify healthy and unhealthy food
Me and my Friend	Discuss the picture	28	<ul style="list-style-type: none"> • Make text to life connection • Know the purpose of having friend in our life • Talk about their friends
	Colour	29	<ul style="list-style-type: none"> • Name primary colours • Develop motor skill • Appreciating

	Cut and paste	30	<ul style="list-style-type: none"> • Differentiate good and bad friends • Feel for their friends. • Develop motor skill.
	Draw your best friend	31	<ul style="list-style-type: none"> • Self-awareness • Describe their friends • Love and affection
Money	Colour	32	<ul style="list-style-type: none"> • Emphasize on saving money • Motor skill development • Being thrifty
	Talk about your saving	33	<ul style="list-style-type: none"> • Bhutanese currency and coins • Valuing money • Saving money
Me and my Surrounding	Discuss the picture	34	<ul style="list-style-type: none"> • Know the importance of keeping surrounding clean • New vocabulary • Apply it in real situation
	Match	35	<ul style="list-style-type: none"> • Learn vocabulary related to weather • Appreciate mother nature • Motor skill development
	Cut, sort and paste	36	<ul style="list-style-type: none"> • Build the sense of responsibility • Respect and appreciate the environment • Visual coordination
	Colour	37	<ul style="list-style-type: none"> • Know the basic parts of plants • Importance of plants • Develop motor skill
	Trace and colour	38	<ul style="list-style-type: none"> • Develop motor skill • Identify primary colours • Appreciate environment
	Discuss the picture	39	<ul style="list-style-type: none"> • Name animals • Participate in conversation • Appreciating
	Match	40	<ul style="list-style-type: none"> • Hand coordination • Learning the names of animal • Appreciating
	Cut and paste animals to their home	41	<ul style="list-style-type: none"> • Name the animals and their home • Develop motor skill • Positive attitude
My Clothes	Colour	42	<ul style="list-style-type: none"> • Name our national dress • Primary colours • Develop motor skill
	Cut the picture and stick it in right place	43	<ul style="list-style-type: none"> • Name the clothes • Sense of responsibility and its purpose • Develop motor skill

Phonics Workbook

Overview Sound workbook – Class PP				
Unit	Group	Activities	Page No	Purpose
Unit 1	Group 1 Alphabet sounds	<ul style="list-style-type: none"> Circle the picture that matches the beginning sound. Finish by writing the sound. Sound out and read each word. Match the word to the picture. Finish by writing the word. 	1-2	Introduce the s, a, t, p, i, n
Unit 2	Group 1 Alphabet sounds Group 2 Alphabet sounds	<ul style="list-style-type: none"> Write the beginning, middle and end sound. Cut and paste the beginning sound to each picture in the first space (refer pg.22). Finish by writing the sound in the next space. Sound out and read the word. Draw a picture that matches the word. Finish by writing the word. 	3-5	Recapitulate s, a, t, p, i, n Introduce c, h, e, r, m, d
Unit 3	Group 1 Alphabet sounds Group 2 Alphabet sounds Group 3 Alphabet sounds	<ul style="list-style-type: none"> Tick the correct beginning sound. Finish by writing the sound. Look at the picture and say the word. Cut out and paste the word from page 22 under the correct picture. Finish by writing the word below. Look at the picture and sound out the word. Then spell each word. 	6-8	Recapitulate s, a, t, p, i, n and c, h, e, r, m, d Introduce g, o, u, l, f
Unit 4	Group 1 Alphabet sounds Group 2 Alphabet sounds Group 3 Alphabet sounds Group 4 Alphabet sounds	<ul style="list-style-type: none"> Colour the picture that matches the sound. Finish by writing the sound in the space. Look at the picture and say the word. Rearrange the sounds to form the word. 	9-11	Recapitulate s, a, t, p, i, n c, h, e, r, m, d and g, o, u, l, f Introduce x, j, q, k, z, v, w, y
	Group 1 – 4 Additional activities	<ul style="list-style-type: none"> Look at the picture and sound out the word. Write the beginning, middle and end sounds. Sound out and read the word. Then draw a picture in the space. Look at the picture and sound out the words. Find the word that matches the picture. Look at the picture, sound out and write the word. Look at the picture and use the sounds to write the word. Sound out and read the words in the box. Then find the words in the puzzle. Name the pictures. Sound them out and write in the puzzles. Look at the farm animals. Sound 	12-21	Blend and segment CVC words

		<p>out and write the names. Finish by writing any three names again in the boxes.</p> <ul style="list-style-type: none"> • Look at the pictures. Sound out and write the names. Finish by writing the words again in the boxes below. • Look at the picture. Read the words and complete the sentence. 		
<p>Note: Use the CVC stories to teach blending and segmenting</p>				

Reading Materials

Overview Reading materials – Class PP		
Sl No	Name of the Text	Purpose
1	School	Picture to print connection
2	I like	
3	Father/Mother	
4	Where is Dechen?	Punctuation
5	Is this isTakin?	
6	Dechen and Dorji's Father	<ul style="list-style-type: none"> • Book orientation • Book concept • Book tell a story or gives information
7	Dechen and Dorji	
8	The little Yellow Chick	Adjective
9	Bubble the Artist	Took talk
10	Let's Go to School	Text to life connection
11	Barney says "Please and Thank you"	Courtesies

Anthology

Overview Anthology – Class PP		
Sl. No	Content	Purpose
1	Good morning	Greetings
2	Hop A Little	Action words
3	Manners	Manners
4	Where Is Tashi?	
5	Teddy Bear, Teddy Bear	Greetings and courtesy
6	Walking In the Jungle	Identify animals Learn Rhyming words
7	It's time to clean up	Health and hygiene
8	Days of the week	Names of the week
9	Rain, Rain Go Away	Weather words Rhyming words
10	Alphabet Song	Identify alphabet letters
11	Good Food Song	Identify vegetables
12	Fruit Salad	Identify Fruits
13	Here We Go Round the Mulberry Bush	Health and hygiene
14	Barney Song	Love and care
15	Dorji's Gho	Names of colour
16	If You Are Happy and You Know it	Teach Letter Sounds
17	Nima Karma	Animal names Animal sound
18	Sharing Song	Value and develop the sense of sharing
19	Little Peter Rabbit	Hand Coordination

Listening and Speaking

Topic: Emergent vocabulary

When learning a new language, learning should begin with words of greeting and courtesy. This helps to initiate conversation and introduce oneself. After greetings and courtesies, learners need to be exposed to words and phrases that are related to their environment (i.e., classroom objects, places, animals, plants/flowers, clothes, body parts) to help them express their needs and interests.

Competency

- Speak in words and phrases to express their immediate needs and interests.

Knowledge: words and phrases related to their environment

Skills: speaking, expressing the words and phrases related to their environment

Behaviour: expressing their needs and interests using the words and phrases learnt

Learning Objectives

- Use words of greetings and courtesies to show respect and deference.
- Respond to compliments.
- Listen to nursery rhymes, songs and stories from a variety of sources for enjoyment.
- Sing nursery rhymes and songs.
- Understand phrases and simple sentences.
- Speak in simple sentences, including the use of demonstrative pronouns: this, that, these and those and use adjectives, comparatives like bigger, taller, and shorter.
- Describe common objects and favourite person in simple words, phrases, and sentences.
- Respond to simple questions about matters of immediate interest.
- Use simple language structures from the texts they have read in their daily conversation with friends, teachers and family.
- Enjoy listening to and speaking English.

Note: The above objectives can have multiple lesson objectives based on the topic.

Learning Experiences

To develop the ability to speak in words and phrases to express their immediate needs and interests, the learner engages in the following learning experiences. However, the activities should be carried out consistently with variations over the given time period.

- Introduce, explain and demonstrate the basic social functions of greetings and courtesies in various social contexts through PBE.
- Demonstrate the correct question for asking permission (May I come in/go out/use your pencil/borrow your eraser/play with your toy, please?" and the correct response (Yes, you may. No, you may not).
- Practice greetings, courtesies and asking permission and responding to it through role play.

- Watch the video lesson on ‘Greetings and Courtesies’ to reinforce the topics learnt https://www.youtube.com/watch?v=8THGX_N7gCY&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=16
- Demonstrate how to respond in English when the learner’s name is called.
- Introduce and familiarize the words related to the topics using real objects, pictures or campus tours. Note that it may take more than one lesson to introduce, familiarize and practice the relevant words for each topic.
- Naming body parts: Knowing ones’ body and taking care is important especially for younger children to develop self-awareness skill. Use possessive adjectives to talk about body parts.
- Tell them about the importance of keeping oneself clean.
- Explain nutritional values of different food and healthy food choices. Practise Clean Plate Policy to manage food waste. (Use readers ‘I can count’ and ‘Dechen’s cat and Dorji’s dog’ as supplementary texts)
- Introduce the Bhutanese currency (coins and notes) in various notes and emphasize the use of Ngultrum as the unit of currency. During circle time, have children talk different denominations of money in simple sentences. Inculcate value of taking care of the notes because of the significant images printed on them.
- The following videos can be used to reinforce the topics.
 - Classroom Objects (https://youtu.be/nnxiz_PpEU8)
 - Places in the School (https://youtu.be/nnxiz_PpEU8)
 - Weather (<https://youtu.be/y6R431eOGjl>)
 - Colours (<https://youtu.be/JbZJFx4LI08>)
 - Foods (<https://youtu.be/A5F3DBei9HI> , <https://youtu.be/oFVP2rvOVsM>)
 - Animals (https://youtu.be/AnZxiGkm_PM)
 - Plants (<https://youtu.be/p3St51F4kE8>)
 - Flowers (<https://youtu.be/mJrQansr6IM>)
 - Clothes (<https://youtu.be/8e9fcZeh-oM>)
 - Body Parts (<https://youtu.be/SUt8q0EKbms>)
- Play a variety of games to emphasize and revise the words/language structure learnt.
 - Remember-Remember
 - Feely Bag
 - Picture Identity Cards
 - Snakes and Ladders
 - Whisper
 - Chain Game
 - The Obstacle Game
- During the morning circle time, have the learners use the particular words learnt in their conversation. For instance, if this week the topic is animals and the learners have learnt the names of the animal’s body parts, then encourage circle time to converse on comparing and contrasting their body parts to that of the animals.
- Organize ‘Design Thinking’ lessons (i.e., How to care for flowers/plants?)
- Practice speaking in English through songs and rhymes.

Assessment

Use the following suggested assessment tools. Teachers are encouraged to design their own assessment tools that best suit the need of the children.

Checklist to assess greetings and courtesies (Use throughout the year)

Sl. No	Name	<i>The learner can use appropriate greetings and courtesies in words and phrases.</i>										Remarks
		Good morning/ afternoon		Thank you		Good bye		Please, May I come in/ go out?		May I have (a) ...?		
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	Dawa											

Language in practice: Ask learners

- What do you say when you ask for something?
- Please, May I have ...
- What do you say when you meet a teacher in the morning/afternoon?
- Good morning/ afternoon.
- What do you say when you come in/go out of the classroom?
- Please, May I come in/ go out?

Anecdotal record to observe learner's ability to use courtesies and greetings.

Anecdotal Records Name: Class: Date:	
Objectives	Comments/observation
Practice greetings (Good morning/ afternoon/ evening)	
Practice courtesies (Thank you, please, welcome, excuse me, my pleasure)	
Asking permissions (Please, May I come in/ go out? / May I borrow.....? / May I help you...)	

Note: This is a sample anecdotal record. Teachers may use or design similar tools to assess learners' competencies.

Rating scale to assess learner’s competency to speak in words and phrases.

Learning Area	Performance Descriptions					Feedback (s)
	All the time	Most of the time	Sometimes	Not at all	Intervention (s)	
Describing classroom objects.						
Naming common foods.						
Naming vegetables and fruits.						
Children will be able to follow classroom instructions (fold your arms, put up your hands, look at the ----, bring the ..., touch the ..., point to the..., match the..., sort the ..., empty the bin,).						

Anecdotal records to observe learner’s competency in language through questionnaire.

Sample:

Learner’s name:		Date:
Name of the book: Dechen and Dorji’s Father		Observation
Questions		The child has a very good idea about the story. She can even guess what Dorji’s father does. She also makes text to life connection clearly: she compares her pet dog with Rinzin’s animals. She talks about what Rinzin gets from his animals and what she does with her dog as well as the differences in their habitats.
1. What animals does Dorji’s father have?		
2. How many horses does the family have?		
3. What does Dorji’s father do?		
4. What does your father do?		
5. Do you also have these animals?		
6. What other animals do you have at home?		
7. What do you do with your animal?		
8. Draw your animal and colour it.		

Teachers Note: After reading the text/story, teacher can ask a variety of questions to fulfil the above objectives.

Observation to test learner's behaviour while listening and speaking.

Objectives	Date	Comments/ observation
1. Listen to and sing songs and nursery rhymes (takes keen interest when learning rhymes; follows and sings in the class)		
2. Speak in simple sentences (tries to speak English using the language structures learnt)		
3. Understand and show appropriate behaviour when listening and speaking		
4. Enjoy listening and speaking English (participates in group work and conversations using English; initiates conversations in English in the class and even outside the classroom)		

Note to the teacher: The observation can happen while the learners are involved in the action. This should not be a formal assessment/observation. The tool can be used once a term. Provide remedial support as required.

Note: Share with learners and their parents the assessment criteria before the assessment and the outcomes after the assessment.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/e22af13d-0f94-4f94-bf5d-615158d5b530/> (Greetings)

<https://lessons.rec.gov.bt/lesson/29db0bda-4c6e-4c80-acc1-b7fe2a4e8e1b/> (Classroom objects)

<https://lessons.rec.gov.bt/lesson/f0ea672b-16cf-43cc-b15f-a568258d8614/> (Re-telling story)

<https://lessons.rec.gov.bt/lesson/dbcb3744-f95e-4764-9ae2-911b0cef0b23/> (saving Money)

<https://lessons.rec.gov.bt/lesson/f5898c76-9fe3-4264-9a18-03b8dbbb89d1/> (Family)

<https://lessons.rec.gov.bt/lesson/6ae2fab3-0c17-40da-ae18-4e794d772f7a/> (Courtesy)

<https://lessons.rec.gov.bt/lesson/f5411ef9-1698-4ccf-a449-dee305eb10ec/> (Body Parts)

<https://lessons.rec.gov.bt/lesson/d3987d0a-5e63-421f-83c5-e894e7bd1d6a/> (About Me)

Resources (Online)

Title & URL of Resources	Summary/Description of Resources	Core concepts
Greetings and Courtesies https://www.youtube.com/watch?v=8THGX_N7gCY&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=16	Video contains words of greetings and courtesies, some good habits and manners, and learning how to introducing ourselves and ask permissions.	Vocabulary Comprehension Oral communication skills
Places in the school and classroom objects https://youtu.be/nnxiz_PpEU8	Introduction to names of places in the school and the classroom objects	Names/noun Comprehension Oral communication skills
Weather https://youtu.be/y6R431eOGjl	Introduces and describes the different kinds of weather.	Word building Communication Comprehension
Colour Song https://youtu.be/JbZJFx4LI08	Song to reinforce ten colours	Vocabulary Songs
Food https://youtu.be/A5F3DBei9HI (Fruits) https://youtu.be/oFVP2rvOVsM (Vegetables)	Names and describes the fruits and vegetables	Names/noun Description Comprehension
Animals https://youtu.be/AnZxiGkm_PM	The video shows different types of animals, their names, habitat, their babies and sounds. There is also a brief description of the national animal (taken).	Names/noun Description Comprehension
Plants https://youtu.be/p3St51F4kE8	Dr. Binocs series: An animation on the different parts of the plants and brief functions of each part.	Names/parts Functions
Flowers https://youtu.be/mJrQansr6IM	Animated rhyme describing ten different flowers	Songs/vocabularies
Clothes https://youtu.be/8e9fcZeh-oM	Names a variety of clothes including Bhutanese and non-Bhutanese kinds.	Names/noun Connections
Body Parts https://youtu.be/SUt8q0EKbms	Shows the body parts and tell the names. Asks children to follow instructions.	Names/noun Parts Description

Other Resources:

- Nursery Rhymes and songs from PP Anthology
- Good morning (greetings and courtesies)
- Manners (greetings and courtesies)
- Rain, rain go away (weather)
- I hear thunder (weather)
- Flowers
- Nima Karma Had a Farm (reinforce animal names and sounds)
- The Wheels of the Bus Go Round and Round (preposition)
- Head and Shoulders (Body Parts)
- I wiggle (Body Parts)
- Ten Little Fingers (Body Parts)

Topic: Understanding instructions

Classroom instructions are crucial for new learners to understand and follow to successfully adjust to their school environment.

Competency

- Follow classroom instructions for learning and demonstrating desired behaviour.

Knowledge: Classroom instructions

Skills: Listen and execute

Behaviour: following instruction, respecting, being polite

Learning Objectives

- Use vocabulary related to their immediate environment include talks about topics such as families, friendship and love.
- Follow classroom instructions.
- Listen to and enjoy nursery rhymes, songs and stories from a variety of sources.
- Sing nursery rhymes and songs.
- Understand phrases and simple sentences.
- Respond to simple questions about matters of immediate interest.
- Enjoy listening to and speaking English.

Note: Each of the above objectives can have multiple topic specific lesson objectives.

Learning Experiences

To develop the ability to follow classroom instructions for learning and demonstrating desired behaviour the child engages in the following learning experiences. Note that the activities must be facilitated throughout the year. Each of the activities mentioned may require more than one class to complete and follow up can include variations of the activity.

- Revise the relevant vocabularies learnt for a specific topic. For instance, the topic 'Classroom Objects' would include the following relevant vocabularies table/desk/ chair/ stool/ bench/ bag/ chalk/ chalkboard/ cupboard/ door/ window/wall/ dustbin/ floor/ book /dustpan. Games mentioned in the above competency may be organized to revise the vocabularies as well.
- Demonstrate the desired classroom instructions. Use the video to emphasize the lesson <https://youtu.be/UIGD9uFY-C4> . It is advisable to introduce one or two instructions at a time and then build up gradually. Present lots of opportunities for learners to listen and follow the instructions and eventually to even give instructions.
 - Some examples of classroom instructions (psychomotor domain) include, fold your arms, put up your hands, look at the _____, come in, bring the _____, open the _____, touch the _____, point to the _____, match, sort the _____, clean the _____, empty the bin.
 - Proceed to more complex classroom instructions (cognitive domain) which includes make, look, read, write, do, run, cut, play, stop, colour, draw, etc.
- **Explain the importance of** exhibiting appropriate behaviour and manners in the classroom, outside the classroom and with friends, parents and teachers.
 - Help children develop good rapport with teachers, family and friends.

- Develop 'Rules for a Healthy Relationship' [e.g., Seek permission to use other's things; Be polite (say thank you/ sorry/ welcome) appropriately]
- Instil age-appropriate values of Driglam Namzha (receiving with two hands, speaking politely)
- Play a variety of games to emphasize and revise the words/language structure learnt.
 - Sonam Says (reinforces classroom instructions)
 - Relay Game (Follow instructions)
 - Do as I Say and Not as I Do
- Use the Work Books to further practise listening to and following instructions.
- Conduct Inquiry Based Learning activities. For example, learners follow instructions to find out how many types of flowers grow in a particular garden/location
- Explain the KWL (What I know, what I want to know, what I learned) chart. Learners follow instructions to complete the KWL chart on relevant topics.
- Encourage children to practise related words/phrases/instructions with their family and friends.

Assessment

Use the following assessment tools as suggested to assess learners' work.

Rubrics for assessing learners' ability to listen and follow instructions. (Note: This is just a sample rubric. Teachers may use or design similar tools to assess learners' competencies to follow classroom instructions.)

Descriptors	Exceeding	Advancing	Meeting	Approaching	Beginning
Follow instructions	Follows all the instructions correctly.	Follows most of the instructions correctly.	Follows some instructions correctly.	Follows few instructions correctly.	Hardly follows instructions correctly.
Give instructions	Give clear and precise instructions.	Give clear instructions.	Instructions are somewhat clear.	Instructions given are not clear and vague.	Cannot give instructions at all.
Enjoy listening & speaking English.	Conversation in English with teachers and friends is carried out always.	Conversation in English with teachers and friends is done most of the time.	Conversation in English with teachers and friends is done sometimes only.	Conversation in English with teachers and friends is done sometimes only.	Never tries to converse in English.

Checklist to assess learners’ ability to follow classroom instructions.

Sl. No	Name	Learning Outcome: <i>The learner can follow classroom instructions correctly.</i>										Remarks
		Fold your arms		Put your hands up		Look at the ...		Bring the ...,		Touch the ... ,		
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	Dawa											

Note: This is a sample checklist. Teachers may use or design similar tools to assess learners’ competencies to follow classroom instructions.

Rubrics to assess learners’ ability to follow classroom instructions for learning and demonstrating desired behaviour. (Note: This is a sample rubric. Teachers may use or design similar tools to assess learners’ learning behaviour.)

Behavior	Exceeding	Advancing	Meeting	Approaching	Beginning	Remarks
Learning behavior	The learner always leads the learning activities.	The learner works cooperatively without being reminded.	The learner works cooperatively when reminded.	The learner works cooperatively only when required to do so.	The learner refuses to work cooperatively.	
Following instructions	The learner always follows the given instructions and also gives instructions to his/her friends to lead the learning activities.	The learner follows instructions and classroom rules without being reminded.	The learner follows instructions and classroom rules when reminded.	The learner follows instructions and classroom rules when required to do so.	The learner refuses to follow instructions and classroom rules.	
Social behavior (Caring, responsible, friendship, cooperation, Driglam Namzha.....)	The learner is always well behaved and can be set as a role model to his/her friends in the class.	The learner consistently uses social skills without being reminded.	The learner uses social skills when reminded.	The learner uses social skills when required to do so.	The learner refuses to use social skills.	

Note: Share with learners and their parents the assessment criteria before the assessment and the outcomes after the assessment.

Online lesson Plans

Refer the following suggestive lesson plan. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/09849826-8268-486e-a1d6-298f091661f1/> (Classroom instruction)

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
Basic classroom instructions https://youtu.be/UIGD9uFY-C4	The video describes some classroom instructions.	Phrases simple sentences. Description
Different kinds of families. https://www.youtube.com/watch?v=hpCiyNqzIE	Different kinds of family (Nuclear, two parents, single parent, extended family...)	Language structures Conversations Communication Knowledge (Kinds of family)
International technical Guidance on Sexuality Education. https://www.unaids.org/sites/default/files/media_asset/ITGSE_en.pdf	Pdf on Comprehensive Sexuality Education.	Knowledge Skills Behaviour Content
<ul style="list-style-type: none"> • Nursery Rhymes and songs from PP Anthology • This is the way we sit on the chair • Teddy Bear, Teddy Bear • Here We Go Round the Mulberry Bush • Manners 		

Topic: Letter sounds

Research has confirmed that the fastest pathway to literacy is through learning the alphabet sounds rather than the letter names. Therefore, it is crucial for young learners to produce the sounds of the alphabets accurately.

Competency

- Verbalize the letter sounds of the alphabet correctly to pronounce words clearly.

Knowledge: alphabet sounds

Skill: Verbalizing/enunciating the sounds

Behaviour: paying attention, respecting, following instruction

Learning Objectives

- Listen to and verbalize the alphabet sounds correctly.
- Name the letters of the alphabet correctly.
- Pronounce simple CVC words correctly by blending and segmenting using knowledge of phonemes.
- Listen to and enjoy nursery rhymes, songs and stories from a variety of sources.
- Sing nursery rhymes and songs.
- Enjoy listening to and speaking English.

Note: Each of the above objectives can have multiple topics based on specific lesson objectives.

Learning Experiences

To develop the ability to verbalize the alphabet sounds correctly, the learners engage in the following learning experiences. Teachers may refer the Structured Synthetic Phonics (SSP) approach towards teaching the sounds.

- Provide platform for learners to explore their listening power and practise focusing their attention on particular sounds of interest. Learners may be asked to talk about sounds they heard or draw the sounds they heard.
- Expose and teach the alphabet sounds. Use SSP resource book for step-by-step guide to the activities. To reinforce the alphabet sounds, share the video links.
 - <https://youtu.be/8GqS72R8bQg>
 - <https://youtu.be/OQzXq6q8pEk>
- Note that the videos cover all the alphabet sounds in one go. Teachers may want to show the video in parts as and when a set of sounds have been taught. Create short video clips of individual sounds to share in the group chat. Post pictures and ask learners to identify initial or end sounds.
- Engage learners in blending activities with adult support (i.e., short pauses between sounds, repetition of the sounds and/ or revealing the pictures for visual support).
- Engage learners in segmenting activities with adult support (i.e., using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth.)
- Encourage learners to identify letter sounds in their texts to recapitulate the alphabet sounds learnt.

- Teach the letter names when learners start to write them. The alphabet order should be taught but at a later stage when learners have learnt the sounds.

Assessment

Use the following assessment tools as suggestive tools to assess learners' work.

Tool 1: PP SSP Tracking (Synthetic Structured Phonics)

- **Pre-Literacy Skill Area 1** (Alphabet Sound Recall)
- **Pre-Literacy Skill Area 2:** Phonemic Awareness: Blending (for later reading) and Segmentation (for later spelling and writing)
- **Early Literacy Skill Area 3:** CVC Reading and Spelling

Unit 1 subtests:

Unit 1	Sound	✓/X	Response	Sound	✓/X	Response	Sound	✓/X	Response
Unit 1	s	<input type="checkbox"/>		n	<input type="checkbox"/>		i	<input type="checkbox"/>	
	p	<input type="checkbox"/>		t	<input type="checkbox"/>		a	<input type="checkbox"/>	

Teacher Note: After daily targeted teaching the expected unit 1 results: 5/6 or 6/6 for group 1 alphabet sound recall

Blending Test Set 1	CVC Phonic Level Blending			Unit 1	
	Sound	✓/X	Response	✓	X
Blending Test Set 1	m (1 second pause)	<input type="checkbox"/>		u (1 second pause)	<input type="checkbox"/>
	s (1 second pause)	<input type="checkbox"/>		n (1 second pause)	<input type="checkbox"/>
	f (1 second pause)	<input type="checkbox"/>		a (1 second pause)	<input type="checkbox"/>
	b (1 second pause)	<input type="checkbox"/>		e (1 second pause)	<input type="checkbox"/>
	t (1 second pause)	<input type="checkbox"/>		d (1 second pause)	<input type="checkbox"/>

Teacher Note: After daily targeted teaching the expected unit 1 results: for blending and segmenting: 0% or 20% with negative observations

Unit 2 subtests:

Unit 2	Sound	✓/X	Response	Sound	✓/X	Response	Sound	✓/X	Response
Unit 2	p	<input type="checkbox"/>		t	<input type="checkbox"/>		a	<input type="checkbox"/>	
	s	<input type="checkbox"/>		n	<input type="checkbox"/>		i	<input type="checkbox"/>	
	c	<input type="checkbox"/>		d	<input type="checkbox"/>		e	<input type="checkbox"/>	
	m	<input type="checkbox"/>		r	<input type="checkbox"/>		h	<input type="checkbox"/>	

Teacher Note: After daily targeted teaching the expected unit 2 results: 10/12, 11/12 or 12/12 for group 1 & 2 alphabet sound recall.

Tracking Pre-Literacy Skill Area 2: Phonemic Awareness										
Blending (A precursor to decoding or reading ability.) Instructions: "I am going to say 3 sounds. Put them together and guess the word."					Segmentation of CVC Words (A precursor to spelling and writing.) Instructions: "What are the sounds in these words?"					
CVC Phonemic Level Blending					Unit 1		Unit 2			
					✓	X	Response			
Blending Test Set 1	m	(1 second pause)	u	(1 second pause)	d	<input type="checkbox"/>		Date tested:	<input type="checkbox"/>	
	s	(1 second pause)	u	(1 second pause)	n	<input type="checkbox"/>			<input type="checkbox"/>	
	f	(1 second pause)	a	(1 second pause)	n	<input type="checkbox"/>		Score:	<input type="checkbox"/>	
	b	(1 second pause)	e	(1 second pause)	d	<input type="checkbox"/>		_____ /5	<input type="checkbox"/>	
	t	(1 second pause)	a	(1 second pause)	p	<input type="checkbox"/>		= _____ %	<input type="checkbox"/>	
					✓	X	Response			
					Date tested:			Date tested:		
					Score:			Score:		
					_____ /5			_____ /5		
					= _____ %			= _____ %		
					Unit 1		Unit 2			
					Segmentation Test Set 1					
					top	<input type="checkbox"/> Tick if correct response ("t - o - p"). If incorrect, what did the child answer?			<input type="checkbox"/> Tick if correct response ("t - o - p"). If incorrect, what did the child answer?	
					lid	<input type="checkbox"/> Tick if correct response ("l - i - d"). If incorrect, what did the child answer?			<input type="checkbox"/> Tick if correct response ("l - i - d"). If incorrect, what did the child answer?	
					peg	<input type="checkbox"/> Tick if correct response ("p - e - g"). If incorrect, what did the child answer?			<input type="checkbox"/> Tick if correct response ("p - e - g"). If incorrect, what did the child answer?	
					bug	<input type="checkbox"/> Tick if correct response ("b - u - g"). If incorrect, what did the child answer?			<input type="checkbox"/> Tick if correct response ("b - u - g"). If incorrect, what did the child answer?	
					nut	<input type="checkbox"/> Tick if correct response ("n - u - t"). If incorrect, what did the child answer?			<input type="checkbox"/> Tick if correct response ("n - u - t"). If incorrect, what did the child answer?	

Teacher Note: After daily targeted teaching the expected unit 2 results: for blending and segmenting: 20%, 40% or 60% with negative observations.

Unit 3 Subtests:

Unit 3		Group 1	Group 2	Group 3	Sound	✓	X	Response	Sound	✓	X	Response	Sound	✓	X	Response
Group 1	Alphabet Sounds	i			n	<input type="checkbox"/>			s	<input type="checkbox"/>						
		a			t	<input type="checkbox"/>			p	<input type="checkbox"/>						
		m			r	<input type="checkbox"/>			h	<input type="checkbox"/>						
Group 2	Alphabet Sounds	c			d	<input type="checkbox"/>			e	<input type="checkbox"/>						
		u			b	<input type="checkbox"/>			g	<input type="checkbox"/>						
Group 3	Alphabet Sounds	o			f	<input type="checkbox"/>			l	<input type="checkbox"/>						

Unit 3	i	n	s	a	t	p
	m	r	h	c	d	e
	u	b	g	o	f	l

Negative Observations (suggesting further skill development is required)																
<input type="checkbox"/> Said the letter name																
<input type="checkbox"/> Slow recall																
<input type="checkbox"/> A reliance on adult prompting																
Other Observations:																
Date tested: _____																
Score: _____ /18																

Teacher Note: After daily targeted teaching the expected unit 3 results: 16/18, 17/18, or 18/18 for group 1, 2 & 3 alphabet sound recall.

CVC Phonemic Level Blending					Unit 3			Unit 3					
					✓	X	Response						
Blending Test Set 2	m	(1 second pause)	a	(1 second pause)	p	<input type="checkbox"/>		Date tested:	sit <input type="checkbox"/> Tick if correct response ("s - i - t"). If incorrect, what did the child answer?				
	l	(1 second pause)	e	(1 second pause)	g	<input type="checkbox"/>			yes <input type="checkbox"/> Tick if correct response ("y - e - s"). If incorrect, what did the child answer?				
	p	(1 second pause)	a	(1 second pause)	n	<input type="checkbox"/>		Score:	tub <input type="checkbox"/> Tick if correct response ("t - u - b"). If incorrect, what did the child answer?				
	m	(1 second pause)	o	(1 second pause)	p	<input type="checkbox"/>		_____ /5	sad <input type="checkbox"/> Tick if correct response ("s - a - d"). If incorrect, what did the child answer?				
	r	(1 second pause)	u	(1 second pause)	n	<input type="checkbox"/>		= _____ %	wet <input type="checkbox"/> Tick if correct response ("w - e - t"). If incorrect, what did the child answer?				
								Date tested:	Score: _____ /5				
Negative Observations (suggesting further skill development is required)													
i.) Was the task presented with short pauses between sounds?													
ii.) Did the child request the sounds to be repeated?													
iii.) Did the child repeat the sounds (inside their head) in order to p													
iv.) Did the task appear difficult and cognitively effortful? (i.e. face grimace, uncertain tone of voice)													
Negative Observations (suggesting further)													
i.) Did the student confuse the task and p													
ii.) Did the task appear difficult for the child													
iii.) Was the student reliant upon adult pro													
iv.) Other:													

After daily targeted teaching the expected unit 3 results: for blending and segmenting: 60% or 80% with negative observations.

Unit 4 Subtests:

Group 1 Alphabet Sounds	Sound	✓	X	Response	Sound	✓	X	Response	Sound	✓	X	Response	Negative Observations <small>(suggesting further skill development is required)</small> <input type="checkbox"/> Said the letter name <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting Other Observations:	Date tested: _____	
Unit 4 Group 2 Alphabet Sounds	t			<input type="checkbox"/>	n			<input type="checkbox"/>	a			<input type="checkbox"/>		Scores	Score: _____ /26
	i			<input type="checkbox"/>	p			<input type="checkbox"/>	s			<input type="checkbox"/>			
	d			<input type="checkbox"/>	r			<input type="checkbox"/>	e			<input type="checkbox"/>			
Unit 4 Group 3 Alphabet Sounds	h			<input type="checkbox"/>	c			<input type="checkbox"/>	m			<input type="checkbox"/>			
	b			<input type="checkbox"/>	f			<input type="checkbox"/>	g			<input type="checkbox"/>			
	l			<input type="checkbox"/>	u			<input type="checkbox"/>	o			<input type="checkbox"/>			
Unit 4 Group 4 Alphabet Sounds	x			<input type="checkbox"/>	j			<input type="checkbox"/>	q			<input type="checkbox"/>			
	k			<input type="checkbox"/>	z			<input type="checkbox"/>	v			<input type="checkbox"/>			
	w			<input type="checkbox"/>	y			<input type="checkbox"/>				<input type="checkbox"/>			

Unit 4

i	n	s	a	t	p
m	r	h	c	d	e
u	b	g	o	f	l
x	j	q	k	z	v
w	y				

Teacher Note: After daily targeted teaching the expected unit 4 results: 24/26, 25/26 or 26/26 for the full alphabet.

Note: Share with learners and their parents the assessment criteria before the assessment and the outcomes after the assessment.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/6b43029c-e18a-4f8b-b3c1-41ecc231e1c3/> (Letter sounds (s, a, t, p, i, n))

<https://lessons.rec.gov.bt/lesson/522c29c0-9886-4ebf-a908-1c90b607d555/> (Letter Names)

<https://lessons.rec.gov.bt/lesson/9649e768-e2ab-4e7e-8655-d503acf418c4/> (Letter sounds (c, h, e, r, m, d))

<https://lessons.rec.gov.bt/lesson/3065abd3-fd40-41d3-9d03-e923164a58ae/> (Letter sounds (x, j, q, k, z, v, w, y))

<https://lessons.rec.gov.bt/lesson/20a5a262-19fa-432a-a092-fe1f552a8e10/> (Letter sounds (g, o, u, l, f, b))

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
Alphabet sound part 1 https://youtu.be/8GqS72R8bQg	Video exposes learners to 18 alphabet sounds. There is blending and segmenting demonstration using the 18 sounds	Sounds Pronunciation Communication Vocabulary
Alphabet sound part 2 https://youtu.be/OQzXq6q8pEk	Video revises the 18 sounds learnt in part 1 and shows the rest of the 8 sounds of the alphabet. Some more blending and segmenting is explained with sounds learnt. Short texts are read using the blending skills.	Sounds Pronunciation Communication Vocabulary
SSP Sound Cards and Picture cards		

Topic: Vocabulary for conversation

Learners are introduced to words/phrases as they explore their new environment in the school. However, teachers must ensure that learners understand the words and manipulate them to construct sentences.

Competency

- Develop vocabulary to convey messages clearly and correctly in their conversations.

Knowledge: vocabulary (names of objects, colours, animals, places etc.)

Skill: identifying and speaking/conveying messages

Behaviour: paying attention, respecting, following instructions

Learning Objectives

- Use vocabulary related to their immediate environment to include talks about topics such as families, friendship and love.
- Pronounce simple words including CCVC correctly by blending using knowledge of phonemes.
- Listen to and enjoy nursery rhymes, songs and stories from a variety of sources.
- Sing nursery rhymes and songs.
- Understand phrases and simple sentences.
- Speak in simple sentences, including the use of demonstrative pronouns: this, that, these and those and use adjectives, comparatives like bigger, taller, and shorter.
- Describe common objects and favourite person in simple words, phrases, and sentences.
- Listen to and understand simple stories and make text to life connections to include topics such as love, friendship and family.
- Enjoy listening to and speaking English.

Note: Each of the above objectives can have multiple topics based on specific lesson objectives.

Learning Experiences

To develop vocabulary to convey simple messages clearly and correctly the learners engage in the following learning experiences.

- Teacher may use the learning experiences described under competency 1 (Speak in words and phrases to express their immediate needs and interests) to build vocabulary of the words introduced.
- Play a variety of games to provide opportunity for learners to practise using the words/phrases learnt.
 - Feely Bag game to reinforce the names of objects.
 - Remember-Remember game with a variety of content (objects, pictures, colours, numbers)
 - Chain Game to improve pronouncing specific words.
- Narrate/Read stories containing words being learnt. (Caterpillar story for days of the week)
- Use Work Books to emphasize particular vocabulary. Work Books have pictures to colour, match and circle.
- Provide opportunities for learners to draw and talk about their pictures. Encourage learners to use the words learnt.

- Facilitate learners to interview their parents and elders to learn names of flowers, animals, clothes, etc.
- Explain the currency and denominations of money. Discuss about saving money. Assign learners to explore the piggy bank savings with the various banks with help of adults.
- Encourage children to explore the piggy bank system at the banks with their parents from websites. Learners start a piggy bank at home if not with the banks.

Assessment

Use the following assessment tools as suggested.

Rubrics to check oral competencies (naming objects, food, animals, colours, body parts) (Note: Keep on adding or create a similar tool for future activities.)

Learning Area	Performance Descriptions				
	Exceeding	Advancing	Meeting	Approaching	Beginning
Describing classroom objects.	Can describe any classroom objects in more than four complete and correct sentences.	Can describe any classroom objects in four complete and correct sentences.	Can describe any classroom objects in three complete sentences.	Can describe any classroom objects in 2 complete sentences.	Can describe any 1 classroom objects.
Naming vegetables and fruits	Can name more than 10 vegetables or fruits.	Can name at least 9 to 10 vegetables or fruits.	Can name at least 6 to 8 vegetables or fruits.	Can name at least 3 to 5 vegetables or fruits.	Can name at least 1 to 2 vegetables or fruits.
Naming body parts	Can name more than 10 body parts.	Can name at least 9 to 10 body parts.	Can name at least 6 to 8 body parts	Can name at least 3 to 5 body parts	Can name at least 1 to 2 body parts

Note:

- Tools given here are just suggestive in nature. Teachers can design their own rubrics based on the topics and lessons.
- Share with learners and their parents the assessment criteria before the assessment and the outcomes after the assessment.

Rubrics for assessing learners' ability to retell a simple story (Note: Tools given here are just suggestive in nature. Teachers can design their own rubrics based on the topics and lessons.)

Components	Exceeding	Advancing	Meeting	Approaching	Beginning
Pronunciation	Pronounce all the words clearly	Pronounce most of the words clearly	Pronounce some familiar words clearly	Pronounce few words clearly	Very little words clearly
Vocabulary	Can use all the words learnt in the class.	Can use most of the words learnt in the class.	Can use some of the words learnt in the class.	Can use few words learnt in the class.	Cannot use any words learnt in the class.
Language	All the sentences used are correct and complete and have meaning.	Most of the sentences used are correct and complete and make meaning.	Some of sentences used correct and complete but not all make meaning	A few sentences used are correct. It is difficult to understand the story.	The learners can say only few words.

Checklist to assess learner’s ability to ask and respond to simple questions. (Note: Keep on adding or create a similar tool for future activities.)

Questions	Asks questions with proper intonation		Remarks	Responses	Responds in complete sentences		Remarks
	Yes	No			Yes	No	
What is your name?				My name is -----			
Where are you from?				I am from -----			
Where do you live?				I live in -----			
What do you do in the morning/afternoon/evening?				I get up/wash my face/eat breakfast/go to school. I read/write/play/eat lunch. I go home/help my mother/write home work			
What does your father/mother do?				He goes to office/works in the field. She goes to school/stays at home			
What does your brother/sister/grandfather/grandmother do?				He/she goes to school/office He/she helps our father/mother.			

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/cd96f55f-1c3f-484f-968e-0e58c3df9989/> (Picture Interpretation)

<https://lessons.rec.gov.bt/lesson/d6c0b197-3b86-46a1-915b-69224948e008/> (Fruits and Vegetables)

<https://lessons.rec.gov.bt/lesson/d3860a0d-8664-4557-bc6d-e43b57542fa6/> (Waste segregation)

<https://lessons.rec.gov.bt/lesson/87d19d5e-9901-46cc-b8ea-e27bf3f16fcc/> (Healthy Food)

<https://lessons.rec.gov.bt/lesson/5000f5f4-e95a-4253-bf8a-a345482697e2/> (Weather)

<https://lessons.rec.gov.bt/lesson/086dc0ec-c3af-42e5-a08b-916dbcb35f25/> (Parts of Plants)

<https://lessons.rec.gov.bt/lesson/04a14a8f-7d14-4c1d-ab5d-88a10d71e385/> (Animals)

<https://lessons.rec.gov.bt/lesson/85da2571-7ac2-42cb-8afa-5b11b15bf077/> (Friends)

<https://lessons.rec.gov.bt/lesson/001afa15-c15b-46bb-98ad-ef7e86b3b1f2/> (Good Habits)

<https://lessons.rec.gov.bt/lesson/70a7b439-8d2a-4adb-8ac3-c4498490a2e5/> (Clothes)

<https://lessons.rec.gov.bt/lesson/c3019dbb-2618-425f-acf8-5c614b1e86fd/> (Colours)

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
Different kinds of families. https://www.youtube.com/watch?v=hpCiyNqzIE	Different kinds of family (Nuclear, two parents, single parent, extended family...)	Names/noun Knowledge (Kinds of Family) Comprehension Oral communication skills
International technical Guidance on Sexuality Education. https://www.unaids.org/sites/default/files/media_asset/ITGSE_en.pdf	Pdf on Comprehensive Sexuality Education.	Knowledge Skills Behaviour Content
<ul style="list-style-type: none"> • Nursery rhymes and songs from the PP Anthology • The Colour Song • The Good Food Song • Barney Song • Head and Shoulder • What Animals Say • How Does the Corn Go? • Ten Little Fingers • Little Peter Rabbit 		

When choosing videos for learners to watch, make sure the spoken language is clear and accurate. Teacher also needs to assure the content relevancy and appropriateness (non-violent, non-abusive, non-sexual).

Reading and Literature

Topic: Print awareness

Print awareness is child's earliest understanding that written language carries meaning. The foundation of all other literacy learning builds upon this knowledge.

Source: <https://www.readingrockets.org/article/print-awareness-guidelines-instruction>

Competency

- Show how print is organized to build the foundation for reading.

Knowledge: print

Skill: identifying, showing

Behaviour: sharing, responding

Learning Objectives

- Hold a book and show how a book is organized.
- Show that a book tells a story or gives information.
- Recognize that a word is a unit of print with empty space on either side.
- Relate the spoken word to the written word.
- Make text to life connections.
- View and read simple texts aloud independently.
- Enjoy viewing and reading as a learning activity.

Note: Each of the above objectives can have multiple topics based on specific lesson objectives.

Learning Experiences

To develop print awareness, the learners engage in the following learning experiences.

- Read big books to learners and explain the concept of a book (showing the title, pictures, words, front and back of the book).
- Show the connection between the picture and the text. Use the following readers: school, I like, Father and Mother.
- Tag and label as many objects or corners in the classroom to help learners make a connection between the object and print.
- Learners practice left-to-right and top to bottom orientation in the English Handwriting Book, which will be relevant when learners begin to read.
- Learners match one-to-one in Workbook to practice left-to-right orientation, which will be relevant when learners begin to read.
- Help learners associate their spoken name to print and recognize their name in print. (Creating name tags and making the attendance board to practice recognizing their printed names)
- After the teacher has read the story (Bubbles the Artist), the learners draw pictures of what they liked in the story.

Note: Refer SSP tool guide for clarity.

Rating scale to assess reading skill

Learning Area	Learner can read the text using reading strategies.					Remarks
	Date	All the time	Most of the time	Sometimes	Not at all	
Use picture to make meaning from the text.						
Use of knowledge of language to predict and to read text.						

Note: Share with learners and their parents the assessment criteria before the assessment and the outcomes after the assessment.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/49ba29ee-7d4f-4d51-926c-7d53e8d652cd/> (Concept of a book)

<https://lessons.rec.gov.bt/lesson/44af7b34-ddfa-4c9e-80e9-e9569aae6672/> (Print awareness)

<https://lessons.rec.gov.bt/lesson/cafab71-4081-42bc-a7d5-cdac68d80971/> (Read aloud)

Resources

Title & URL of Resources	Summary/Description of Resources	Core Concepts
Parts of a book https://youtu.be/ER_9GX1clNI	Video is about 7mins long showing the various parts of a book.	Concept of book Parts/noun Comprehension
Parts of a book https://youtu.be/2n6-UibBbUQ https://youtu.be/7dhW9I2xbFg	Fun songs that explain the parts of a book.	Concept of book, Rhymes, songs

Note: Teacher may choose sample books related to nutritional and financial literacy and sexuality education.

Topic: Emergent reading

When learners have acquired the letter sounds, blending is the next step towards literacy. Daily practice must be provided for learners to develop and enhance the blending skill to read fluently (refer SSP Resource book)

Competency

- Use the knowledge of blending to read.

Knowledge: alphabet sounds

Skill: blending, fluency and accuracy

Behaviour: sharing, respecting, following directions

Learning Objectives

- Recognize that a word is a unit of print with empty space on either side.
- Relate the spoken word to the written word.
- Identify upper-case and lower-case letters of the alphabet and their respective sounds and names.
- Use phonemes (letter sounds) to read new words and pronounce them correctly.
- Recognize, read in context and understand a minimum of 100 high frequency words.
- Make text to life connections.
- Enjoy viewing and reading as a learning activity.

Note: Each of the above objectives can have multiple topics based on specific lesson objectives.

Learning Experiences

To develop the ability to blend sounds to read words, the learner engages in the following learning experiences.

- Revise the alphabet sounds learnt.
- Choose three to four picture cards daily from the SSP pack to practice blending.
- As and when relevant, work with sight words/high frequency words that cannot be decoded using the phonemic awareness approach.
- Provide opportunities for learners to identify and sound out letters in words from the text being read. Note that learners need to understand that an alphabet has both name and sound.
- Learners also need to differentiate between the upper and lower-case alphabet.(For practice, use English handwriting book.)
- Send video links for learners to watch on alphabet sounds and blending sounds to read words.
- Assign learners to create their own videos of blending a word with adult support.

Teacher's Note: As and when relevant, use SSP resources, CVC stories, a Phonic Workbook, and the theme-Workbook.

Assessment

Use the following suggestive tools to assess the learner's work.

Early Literacy Skills Area 3. (Tracking Early Reading Skills: Refer SSP Pack for class PP)

Checklist for reading High Frequency words.

Name.....

Unit	HF word	Reads the word		Remarks
		Yes	No	
I	A			
II	I			
	Like			
	This/this			
	Who			
III	Father			
	In			
	she			
	where			
	you			
	here			
	not			
	On			
IV	here			
	Am			
	In			
	little			
	one			
	two			
	his			
	into			
	big			
He				
V	It			
	eat			
	has			
	have			
	they			
	are			
	and			
her				
	the			

Rating Scale to assess learners' ability to use phonic sounds and blending to read.

(Note: Keep on adding or create a similar tool for future activities.)

Learning Area	Learner can use knowledge of phonic sounds and blending to read.					Remarks
	Date	All the time	Most of the time	Sometimes	Not at all	
Use knowledge of phonic sounds to read.						
Use knowledge of blending to read.						

Note: Share with learners and their parents the assessment criteria before the assessment and the outcomes after the assessment.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/9c3dca37-5434-487a-8a31-2d1409a3f407/> (CVC words)

<https://lessons.rec.gov.bt/lesson/1104d33d-cb3d-4a31-b1ee-62ccdee63439/> (CVC story)

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
Alphabet sound part 1 https://youtu.be/8GqS72R8bQg	Video exposes learners to 18 alphabet sounds. There is blending and segmenting demonstration using the 18 sounds	Alphabet Sounds, Phonemic Awareness (CVC words). Pronunciation.
Alphabet sound part 2 https://youtu.be/OQzXq6g8pEk	Video revises the 18 sounds learnt in part 1 and shows the rest of the 8 sounds of the alphabet. Some more blending and segmenting is explained with sounds learnt. Short texts are read using the blending skills.	Alphabet sounds, Phonemic Awareness (CVC words) Pronunciation.
SSP Pack		

Topic: Following instructions

For a beginner reader, independent reading can be daunting and tedious. To make reading easier and enjoyable, teacher must introduce and engage learners in reading together as a whole class or in groups. In this way, learners can develop confidence and be motivated to read on their own.

Competency

- Follow the teacher or peers to read in chorus for developing reading fluency.

Knowledge: sounds of the letters

Skill: blending the sounds and reading

Behaviour: synchronising with teacher and other learners

Learning Objectives

- View and use pictures to make meaning from the text.
- View and follow the rhythm of rhymes, songs and poems.
- Read at least 10 texts.
- Dictate ideas and sentences to the teacher in the composition of group stories.
- Follow the stories they hear and say what they like about them.
- Enjoy viewing and reading as a learning activity.

Note: Each of the above objectives can have multiple topics based on specific lesson objectives.

Learning Experiences

To develop reading in a chorus, the learners can engage in the following learning experiences.

- Learners look at and listen to a big book the teacher reads.
- Read Dechen and Dorji's father text. Use the workbook on the theme, "Me and My Surroundings" for the activity.
- Choose texts that have chorus lines (repeat words/phrases/sentences). Then either as a whole class or in groups, encourage learners to read the chorus together. (Use relevant CVC stories.)
- Use variety of reading strategies to read the texts. Texts may include concepts of nutritional and financial literacy and sexuality education. Read the reader "I like" and then carry out the activity from the workbook on the theme of healthy living. Use the workbook on My saving and video below to learn about financial literacy. There is also a video link available for sexuality education.
- Identify High frequency words from the texts. Read, write and make sentences with the High Frequency words depending upon the ability of the learners.
- Engage learners in picture walk before reading a book. Learners make text to life connection. (Read Let's Go to School Supplementary Reader and The Little Yellow Chicks.) Encourage learners to share what they liked about the books they read.
- Send links for read-along books, so learners can practice reading aloud and along with the video.
- Read Barney says "Please" and "Thank you" to make text to life connection.

Teacher's Note: As and when relevant, use SSP resources, CVC stories, a Phonic Workbook, and the theme workbook.

Assessment

Use the following assessment tools.

Reading Observation using miscue analysis.

Instruction: Use this tool to assess reading skills from any readers.

Book Title: Pat the Big Dog	Date:
Name of the child:	
It is a dog. Child omits a	
a	
It is a big ^ dog. Child inserts 'a'	
It is a big fat dog. Child 'R' repeats the word ' big '	
Pat the big fat dog. Self-correction 'SC' later	
SC	
I am a cat. I am a dog. Child substitutes with 'a' for 'am'. Then appeal (A?) for help from the teacher to read the word.	
aA?	
I can run and sit. Child mispronounces the word 'run' as red. Then appeal to the teacher for help.	
Sample story: Pat the Big Dog	
Source: SSP (story 1 with CVC)	

Checklist to assess Reading log

Reading Log

Date	Name of the book			Remarks
		☺	☹	

Note to the teacher: In the first term, the teacher has to maintain a reading log for every child which will remain as a record but will not be marked. In the second term, the children must maintain their own reading log which needs to be seen and marked. In PP, the reading log consists of just the title of the book, whether they liked it, shown with a smiling face or did not like it, indicated with a sad face and any other comments the teacher might want to add. The books read could be just their text in the first term whereas in the second term; they need to record any other book they might read from the reading corner or at home. This tool can be used once a year.

Checklist to assess Reading Log

Sl. No	The learner has ...	Yes	No	Remarks
1	Read 5 texts			
2	Written in complete sentence.			
3	used capital letters and full stop correctly			

Rating Scale to assess learners' Reading Skills

Learning Area	Learning Objective: The learner can read the text using reading strategies.					Remarks
	Date	All the time	Most of the time	Sometimes	Not at all	
Use picture to make meaning from the text.						
Use of knowledge of language to predict and to read text.						
Use phonics to read new words and pronounce them clearly.						

Note: Share with learners and their parents the assessment criteria before the assessment and the outcomes after the assessment.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/2a5a7b50-9a40-439c-9841-1e3e5e9d5629/> (Choral Reading)

<https://lessons.rec.gov.bt/lesson/37fc29ff-5f13-43c7-9762-bd44b8f58793/> (Comprehension)

Resources:

Title & URL of Resources	Summary/Description of Resources	Core concepts
Brown Bear, Brown Bear (read along book) https://youtu.be/cmlvbaRe3q0	Video reinforces names of animals, colours and chorus line.	Names/noun Rhymes Comprehension.
12 Books by Bruce Larkins https://youtu.be/9eNkucfAbD0	Video contains 12 books. The books are about different topics.	Names/noun Rhymes Comprehension.
Nursery rhymes and songs from PP Anthology		

Topic: Viewing

Non- continuous texts include labels, tables and charts, where words/phrases do not continue into sentences/paragraphs. Being able to decode such texts is just as equally important as being able to read continuous texts. Teachers are encouraged to label objects, corners and make simple sign posts (i.e., a sign post with a picture of lunch bag, an arrow pointing and word here written can be decoded as the place to put the lunch bags).

Competency

- View simple non – continuous texts to make meaning independently.

Knowledge: non-continuous texts

Skill: reading/decoding

Behaviour: accuracy and creativity

Learning Objectives

- Relate the spoken word to the written word.
- View and use pictures to make meaning from the text.

Note: Each of the above objectives can have multiple topics based on specific lesson objectives.

Learning Experiences

To develop the ability to read and understand non-continuous texts, the learner engages in the following learning experiences.

- Familiarize learners with the labels and sign posts in the classroom/school.
- Facilitate an inquiry-based activity for learners to explore some common signs/posts (stop, entry/exit, no parking, rest room) seen in the locality. Learners can watch the *Safety Signs* video.
- Explain the job Chart. Learners recognize names and use illustrations to make meaning.
- Let learners make posters on relevant topics (health and hygiene, good habits, healthy food, good touch/bad touch, financial literacy).
- Send video link given below to learners to learn the safety signs.
- Learners draw and talk about the safety sign they drew.
- Encourage learners to design their own safety signs on paper or computer. Collaborate with ICT teacher.

Assessment

Use the following assessment tools.

Observational Checklist to assess decoding of non-continuous texts

(Note: Keep on adding or create a similar tool for future activities.)

SI No	Name		Date	
	Non- continuous text	Yes	No	Remarks
1	Can read and label sign posts in the classroom.			
2	Can explain the job chart.			
3	Can recognize names and use illustrations to make meaning.			
4	Can read posters for health and hygiene, good habits, healthy foods, bad and good touch			
5	Can recognize the value of the Bhutanese currencies.			
6	Can interpret safety signs			

Play Snakes and Ladders (customize the game with non-continuous texts) to observe if learners can accurately read non-continuous texts.

Note: Share with learners and their parents the assessment criteria before the assessment and the outcomes after the assessment.

Online lesson Plans

Refer the following suggestive lesson plan. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/f8405ea3-2819-4d18-a13e-05857e03217a/> (non-continuous text)

<https://lessons.rec.gov.bt/lesson/ab352509-8e12-471c-8db6-48943a2fcf47/> (Book Talk)

<https://lessons.rec.gov.bt/lesson/0fe62add-2354-46bd-8939-6ad7987b2aa1/> (Vocabulary)

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
Safety Signs https://youtu.be/I5PAnE2Soxg	Video explains several safety signs.	Viewing signs Finding meaning Comprehension.
<ul style="list-style-type: none">• Nursery rhymes and songs from PP Anthology• It's time to clean up.		

Topic: Simple punctuation

Successful reading involves not only accurately decoding words but also being able to enunciate the punctuation marks.

Competency

- Respond to simple punctuation marks to read correctly.

Knowledge: identify punctuation marks

Skill: Reading/responding to the punctuation marks (i.e., one second pause to mark full stop)

Behaviour: appreciation of the intonation while reading and the accuracy of the response to the punctuation marks.

Learning Objectives

- Respond to full stops and question marks when reading aloud.
- Make text to life connections.

Note: Each of the above objectives can have multiple topics based on specific lesson objectives.

Learning Experiences

To develop the ability to articulate punctuation marks, the child engages in the following learning experiences.

- During read aloud activities, point out the punctuation marks. Initially show one punctuation per book and gradually progress to recognizing all punctuation marks learnt in a book.
- Watch the links mentioned below to reinforce punctuation marks. Explore similar videos.
- During choral reading, provide opportunities for learners to read by drawing their attention to punctuation marks and emphasizing how the particular sentence will be read depending upon the punctuation mark (e.g., using a questioning tone to read questions) Use Readers such as Where is Dechen? and Is it a Takin? to learn punctuation. A teacher can browse related texts and use relevant stories from the CVC Stories.
- Send the links to learners to learn about punctuation marks.
- Assign short sentences and questions for learners to practice reading. The learners practice and record their reading. The recordings can be used for assessment.

Assessment

Use the following assessment tool.

Reading Observation using miscue analysis

Instruction: Use this tool to assess reading skills from any readers.

Book Title: Pat the Big Dog	Date:
Name of the child:	
It is a dog. Child omits a	
a	

It is a big ^ dog. Child inserts 'a'

It is a **big** fat dog. Child 'R' repeats the word 'big'

Pat the big **fat** dog. **Self-correction 'SC'** later

SC

I **am** a cat. I **am** a dog. Child substitutes with 'a' for 'am'. Then appeal (A?) for help from the teacher to read the word.

aA?

I can **run** and sit. Child mispronounces the word 'run' as red. Then appeal to the teacher for help.

Sample story: Pat the Big Dog

Source: SSP (story 1 with CVC)

Rating Scale to assess learners' ability to respond to simple punctuation marks.

(**Note:** Keep on adding or create a similar tool for future activities.)

Behaviors	Always	Most of the time	Sometimes	Rarely
Respond to full stop appropriately				
Respond to question marks appropriately				
Respond to comma appropriately				

Note: Share with learners and their parents the assessment criteria before the assessment and the outcomes after the assessment.

Online lesson Plans

Refer the following suggestive lesson plan. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/0930b1ba-0beb-43fa-b6af-ca8a36168538/> (Punctuation)

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
Fluency Hearing Punctuations https://youtu.be/FJiFMn-A66o How to Improve Reading using Correct Punctuation https://youtu.be/-qy6hBpnSOI	Videos demonstrate how punctuation marks are read (For teachers only)	Punctuations. Reading Strategies. Communication skills
Punctuations explained by punctuations https://youtu.be/LdCOswMeXFQ	Short animation where punctuations (full stop, question mark, exclamation mark and comma) explain themselves. Teachers should note that full stop is called a period in the video.	Punctuations. Reading Strategies. Communication skills
Capital Letter Song https://youtu.be/c3g2gqt2TpA	Fun animated song explaining when to use capital letters.	Songs Punctuations. Reading Strategies. Communication skills
Capital Letter and Full Stop Song https://youtu.be/hjvfcS3K7zM	Sing along that encourages children to identify capital letters and full stop in sentences.	Songs Punctuations. Reading Strategies. Communication skills
Make text to life connection https://www.youtube.com/watch?v=Arq3TskQcP8	Read the text and make text to life connection.	Making connections. Comprehension. Oral communication skills.
International technical Guidance on Sexuality Education. https://www.unaids.org/sites/default/files/media_asset/ITGSE_en.pdf	Pdf on Comprehensive Sexuality Education.	Knowledge. Skills. Behaviour. Content.
The texts used for read aloud (texts can be from their reading materials with concepts of nutritional and financial literacy and sexuality education)		

Writing

Topic: Drawing and representing

Initially, children draw pictures to represent information. But as they begin writing their alphabet, they should progress towards accompanying their drawings with a word/phrase and eventually writing complete sentences.

Competency

- Use drawings to represent things and ideas.

Knowledge: representing using pictures

Skill: Drawing pictures and writing their names

Behaviour: following directions, respecting, paying attention

Learning Objectives

- Use drawings to represent the stories they make up or hear.
- Dictate sentences to their teacher to accompany the action in their drawings.

Note: Each of the above objectives can have multiple topics based on specific lesson objectives.

Learning Experiences

To develop the ability to use pictures to represent their writing, the learner engages in the following learning experiences.

- Use Work Books/work sheets to match pictures and words (learners begin to connect picture and text)
- Match pictures to sentences.
- Learners listen to a story. Teacher provides pictures and sentences relevant to the story. Teacher reads a sentence and learners pick out the most appropriate picture that matches the sentence.
- Encourage learners to draw pictures of what they like after listening or reading a story.
- Learners make entries in the Reading log. Learners draw pictures to describe their response to a text.
- Show a picture. Learners dictate words/phrases/sentences to the teacher who writes it on the board.
- Ask parents to either read or tell a story and learners draw what they liked in the story.

Assessment

Observational Checklist to check learners' drawing to represent writing

Sl.No	Indicators	Yes	No	Remarks
1	Drawing makes meaning			
2	Follow instructions			
3	Presentation			
4	Focus			
5	Creativity and originality			

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/6f7f6770-cb33-46fc-9a93-7faa96b5a9c8/> (Retelling a Story (Picture representation))

<https://lessons.rec.gov.bt/lesson/1c532af2-d7fa-442f-921c-2713615b06c0/> (Pre- Writing)

<https://lessons.rec.gov.bt/lesson/3f704f55-1192-4794-8176-a79b8d605b3e/> (Dictation)

Resources

Explore tutorials on how to draw simple objects and animals. Assist learners who have difficulty drawing.

- Nursery rhymes and songs from PP Anthology (Sing song and let children draw pictures of words they know from the song)
- Nima Karma had a Farm
- The Good Food song
- Fruit Salad

Topic: Letter formation

Learners need to be aware of the lower and upper-case aspects of written letters of the alphabet. The lower-case is introduced while teaching the sounds and the upper case with letter names. However, note that the alphabet (irrespective of upper or lower-case) has name and sound.

Competency

- Shape letters of the alphabet correctly to demonstrate the acquisition of fine motor skills.

Knowledge: Recognize the letters of the alphabet

Skill: Writing/shaping the letters

Behaviour: paying attention, following direction, respecting.

Learning Objectives

- Adopt appropriate writing posture and efficient pencil grip.
- Form small (lower case) and capital (upper case) letters correctly.
- Match letters to their corresponding sounds (i.e., the alphabetic principle).

Note: Each of the above objectives can have multiple topics based on specific lesson objectives.

Learning Experiences

To develop the ability to shape letters of the alphabet correctly, the learner engages in the following learning experiences.

- Use Work Book/ work sheets and Print Book for learners to practice prewriting and creative drawing skills.
- Assign tasks such as matching pictures to the corresponding letters.
- Explore educational video games that provide learners to practice hand movements to write letters. (Note: some games may not follow the same orientation).
- After addressing the phonemic aspect of the alphabet, learners practice writing letters in their Print Book, beginning with lower-case.
- Send the video link on letter formation. Teacher may want to ask learners to watch in parts as the video explains all the letters together.

Assessment

Use the following assessment tool.

Letter Formation Rubrics

Scoring Guide

5. Exceeding: Shapes letter clearly, neatly and write on the line using the correct formation.	4. Advancing: Shapes letter clearly, neatly and writes on the line, may not follow the correct formation
3. Meeting: Shapes letter but is not able to write on the line.	2. Approaching. Not able to shape accurately and cannot write on the line as required.
1. Beginning: letters are not legible and can only scribble randomly on the page.	

Skills Learner	5	4	3	2	1	Remedial Measure(s)	Comment

Note: Share with learners and their parents the assessment criteria before the assessment and the outcomes after the assessment.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/d5e25cc4-4ded-42d4-9628-50a3ec0aa0f0/> (Letter Formation)

<https://lessons.rec.gov.bt/lesson/2532dadf-0908-4c2f-ac1e-73c2ea1eb853/> (Alphabet Letters)

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
Letter Formation (lower-case) https://youtu.be/M8LNErr5HVI	Video demonstrates how to hold a pencil, some prewriting and write all the lower-case letters.	Punctuation. Develop motor skills Alphabets
Letter formation (upper-case) https://youtu.be/xPvk7-xBqTk	Video demonstrates how to write all the upper-case letters.	Punctuation. Develop motor skills Alphabets
Nursery rhymes and songs from PP Anthology <ul style="list-style-type: none"> • The Alphabet Song • If You Are Happy and You know It (sound song) 		

Topic: Text orientation

After being able to write the letters of the alphabet, learners progress to refining their handwriting and writing words. They learn about text orientation (left to right, top to bottom, space between words).

Competency

- Write words legibly to show text orientation.

Knowledge: Text orientation

Skill: Writing

Behaviour: following direction, respecting

Learning Objectives

- Write following left to right and top to bottom orientation.
- Use some known words to accompany the drawings in their stories.
- Write simple sentences with capital letters and full stops correctly.
- Leave space between words in their writing.

Note: Each of the above objectives can have multiple topics based on specific lesson objectives.

Learning Experiences

To develop the legibility of words, the learner engages in the following learning experiences.

- Show/point out good examples of text orientation (during read aloud sessions or on labels, posters)
- Provide writing opportunities for learners (Teacher may remind learners of the text orientation rules before writing)
 - Draw pictures of flowers and write the names of flowers from the tag.
 - Draw an animal they like and write sentences about it.
- Ensure learners write their names beginning with capital letters.
- Suggest learners to create a scrap page highlighting punctuation mark
 - Learners collect cut out texts from discarded newspapers, magazines, books etc.
 - Stick the collected texts in their note books.
 - Using crayons, highlighter or pencils to mark the punctuation marks.
- Check that learners use punctuation marks when labelling or writing sentences to describe objects, food or favourite person (It is suggested not to correct strictly in the beginning, otherwise, it discourages beginner writers).
- An alternative could be teacher sends snap shots of texts to learners for them to identify and mark the punctuation marks.

Assessment

Use the following assessment tool.

Rubric to Assess Children's Competency in Writing Skills

Scoring Guide

5. Exceeding: Writes grammatically correct sentences with correct punctuation marks and spellings. He/she leaves spaces between all the words.	4. Advancing: Writes in complete sentences with few grammatical errors with correct punctuation marks and spellings. He/she leaves spaces between all the words.
3. Meeting: Writes in complete sentences with some grammatical errors and does not use correct punctuation marks and spellings. He/she leaves spaces between most of the words.	2. Approaching: Writes in phrases but may not use correct punctuation marks and spellings. He/she leaves spaces between some words
1. Beginning: Writes in words but may not use correct punctuation marks and spellings. He/she leave spaces between a few words.	

Skills Learner	5	4	3	2	1	Remedial Measure(s)	Comment

Name writing checklist (Note: Keep on adding or create a similar tool for future activities.)

Learners	Writes name correctly		Writes name beginning with upper case.		Writes name using lower case.		Writes using linear repetitive writing or scribbles.		Remarks
	Yes	No	Yes	No	Yes	No	Yes	No	

Writing Scoring Rubric (Note: Keep on adding or create a similar tool for future activities.)

	Exceeding	Advancing	Meeting	Approaching	Beginning	Remarks
Orientation	Writes left to right all the time Writes top to bottom all the time	Mostly writes left to right Mostly writes top to bottom	Writes left to right sometimes. Writes top to bottom sometimes.	Writes left to right rarely. Writes top to bottom rarely.	Cannot write from left to right at all. Cannot write from top to bottom at all.	
Spacing and letter formation	Spaces between letters and words all	Spaces between letters and words most	spaces between letters and words	Spaces between letters and words rarely	Cannot space between letters and	

	time.	of the time.	sometimes.		words.	
Capitalization	Writes all upper case and lower-case letters correctly.	Writes most of the upper case and lower-case letters correctly.	Writes some of the upper case and lower-case letters correctly.	Writes a few upper cases and lower-case letters correctly.	Cannot write upper case and lower-case letters correctly.	
Spelling	Includes all early sound and letter spellings Writes all the consonant sounds at the beginning and end of words.	Includes most of the early sound and letter spellings Writes most of the consonant sounds at the beginning and some consonant sounds at the end of the words.	Includes some of the early sound and letter spellings. Writes some of the consonant sounds at the beginning and some consonant sounds at the end of the words.	Rarely Includes early sound and letter spellings. Writes a few consonant sounds at the beginning and few consonant sounds at the end of the words.	Does not include early sound and letter spelling. Writes consonant sounds at the beginning of and end of the words with the teacher's guidance.	

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/9d647f74-5f91-478b-8eb6-e01ebf89a740/> (CVC Words)

Resources

When choosing videos for learners to watch, make sure the spoken language is clear and accurate. Teacher also needs to assure the content relevancy and appropriateness (non-violent, non-abusive, non-sexual).

Topic: Knowledge transfer

Learners use their knowledge of sounds to write words. The skill of segmenting is used to help with spellings.

Competency

- Write simple common words using the knowledge of sounds and attempt writing other words.

Knowledge: sound(s) of the letter(s) in a word

Skill: Writing letters corresponding to the sounds

Value: following direction/instruction, respecting

Learning Objectives

- Label parts of their drawings.
- Use knowledge of phonemes to write CVC (consonant-vowel-consonant) words correctly.
- Contribute ideas to the writing of group stories which the teacher writes down for the class.
- Write a minimum of 50 new words independently.
- Enjoy writing as a creative activity.

Each of the above objectives can have multiple topic specific lesson objectives.

Learning Experiences

To develop the ability to write words using the knowledge of sounds, the learner engages in the following learning experiences.

- Use the Work Books/work sheets for learners to practise writing words by copying the words or filling in the blanks.
- Assign lists of words for learners to practice spelling (from SSP pack).
- Provide opportunities for learners to sound out as they write words when labelling or writing sentences.
- During writing group stories, encourage learners to sound out the spellings, when teacher writes on the board.
- Assign spelling lists to learners through the group chat.
- Explore spelling apps such as *Montessori Words & Phonics*

Assessment

Use the following assessment tool

1. Early Literacy Skills Area 3, Tracking Early Spelling Skills (Refer SSP Pack for Class PP)
2. Checklist to assess learners' ability writes simple common words. (Note: *Keep on adding or create a similar tool for future activities. Common words: chair, door, table, pen, book, chalk board, bin, window and so on*)

Teacher says the sounds, learners listen and write.

Name	pin		fin		Sin		sat		Tin		pat		Remarks
	Yes	No											
Sonam													
Dechen													
Dorji													

Note: Share with learners and their parents the assessment criteria before the assessment and the outcomes after the assessment.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/97b207f3-d33a-4d0e-a4a3-5047cd4372ac/> (Simple Sentence)

<https://lessons.rec.gov.bt/lesson/f2cabe54-70ec-4b10-8a59-334784904022/> (Simple Sentences)

<https://lessons.rec.gov.bt/lesson/affe887a-c1b9-41ef-a471-219670b05fcf/> (Constructing a Sentence)

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
Montessori Words & Phonics app	Digital game to learn word building, reading, writing and spelling – 320 phonics-enabled words.	Vocabulary Phonemic awareness CVC words. Comprehension

Language and Grammar

Topic: Naming words

Language is the most powerful tool to understand and communicate with others. The quality of communication is directly proportional to quantity of vocabulary one possesses and the ability to manipulate the words to express feeling/ideas. For beginners, successful acquisition of vocabulary is by learning words related to themselves first, then their immediate environment and eventually the world.

Competency

- Acquire adequate vocabulary to name familiar objects and pictures correctly.

Knowledge: Vocabulary of familiar objects/pictures

Skill: listening/speaking/reading/writing names of objects/pictures

Behaviour: following direction, respecting, sharing

Learning Objectives

- Use proper and common noun (naming words): classroom objects, common objects, names of animal and places.
- Form regular singular and plural nouns by adding /s/ or /es/ (e.g., cat, cats, go, goes).
- Use adjectives (describing words): big, small, fat, thin, tall, short ...
- Use quantifiers: some, few, all ...
- Understand and use question words: what, which, how, who, when, where, why.

Note: Each of the above objectives can have multiple topics based on specific lesson objectives.

Learning Experiences

To acquire vocabulary to name familiar objects and pictures, the learner engages in the following learning experiences.

- Link the other strands' (Listening and Speaking, Reading and Literature, and Writing) activities which are relevant to this competency (developing vocabulary from Listening and Speaking; using the knowledge of blending to read from Reading and Literature; write words using the knowledge of sounds from Writing Strand)
- Encourage learners to describe objects in their environment with adjectives (big, small, tall, short, long, fat, thin, thick, good, bad, full, empty)
- Use relevant activities from the other Strands to develop this competency via online forum.

Assessment

Use the following assessment tool.

A checklist for reading High frequency words (Can also be used as self and Peer assessment Tool)

Name.....

Unit	HF word	Reads the word		Remarks
		Yes	No	
I	A			
II	I			
	Like			
	This/this			
	Who			
	Father			
III	In			
	she			
	where			
	you			
	here			
	not			
	On			
	here			
IV	Am			
	In			
	little			
	one			
	two			
	His			
	into			
	Big			
	He			
It				
V	eat			
	has			
	have			
	they			
	are			
	and			
	her			
the				

Early Literacy Skills Area 3. (Tracking Early Reading Skills)

Note:

- Tools given here are suggestive in nature. Teachers can design their own rubrics based on the topics and lessons.
- Share with learners and their parents the assessment criteria before the assessment and the outcomes after the assessment.

Checklist to check learners’ competency to use vocabulary to name familiar objects and pictures correctly. (**Note:** *Keep on adding or create a similar tool for future activities.*)

Sl. No	Learners	Use proper and common nouns		Form regular singular/plural nouns		Use adjectives like big, small, short, tall, long, thin, fat....		Use quantifiers like some, few, all...		Understand and use question words like what, where and who		Remarks
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	

Online lesson Plans

Refer the following suggestive lesson plan. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/03d45133-1ec4-41ad-b484-4c4d0552e261/> (Singular and Plural nouns)

Resources

When choosing videos for learners to watch, make sure the spoken language is clear and accurate. Teacher also needs to assure the content relevancy and appropriateness (non-violent, non-abusive, non-sexual).

Topic: Putting words together

After learning to say a word and understand its meaning, the next step is to use the word in a sentence. Begin by speaking the words learnt in a sentence and then progressing to reading and eventually writing the sentence.

Competency

- Use simple sentences correctly to convey and receive messages.

Knowledge: simple sentences

Skill: listening/speaking/reading/writing simple sentences

Behaviour: following directions/instructions

Learning Objectives

- Use the most frequently occurring prepositions: (e.g., to, from, in, out, on, off, for, of, by, with, under)
- Use articles a, an and the correctly.
- Use pronouns: he, she, I, we, they and it.
- Use demonstrative pronoun: this and that, these and those.
- Use comparative adjectives: bigger, taller, shorter
- Use possessive 's' as in Dorji's dog.
- Use possessive adjective: his, her, my ...
- Use punctuation: capitalization, full stop and spacing.
- Use phrases and simple sentence.
- Use subject-verb agreement correctly.
- Understand and use question words: what, which, how, who, when, where, why.

Note: Each of the above objectives can have multiple topics based on specific lesson objectives.

Learning Experiences

To encourage learners to use simple sentences correctly, the learner engages in the following learning experiences.

- Link the other strands' (Listening and Speaking, Reading and Literature, and Writing) activities which are relevant to this competency (developing vocabulary from Listening and Speaking; using the knowledge of blending to read from Reading and Literature; write words using the knowledge of sounds from Writing Strand)
- Encourage the use of demonstrative pronoun 'this' to name the classroom objects. Create variations such as learners can draw pictures of classroom objects and practice asking "What is this/that/these/those?" and answering "This/That/These/Those is/are ..."
- Urge learners to use the prepositions (in, on, under) accurately in their speech and identify position of objects in pictures (Work Book). Listen and draw can be an extended learning activity.
- Demonstrate the use of possessive 's' to talk about belongings. Practise further by assigning tasks in the Work book/work sheets.
- Practice using possessive adjectives (my, his, her, your) to identify objects belonging to oneself and others.

- Demonstrate the use of pronoun 'it' to talk about objects and things. Use the writing activities in the Work Book/work sheets to complete sentences with pronoun 'it'
- Discuss and compare objects/people/animals using comparative adjectives.

Note: The context of Bhutanese values, nutritional/financial literacy and sexuality education may be used while delivering the language content.

Assessment

Use the following assessment tool.

Rubric to assess children's competency in writing simple sentences.

Scoring Guide

5. Exceeding: Writes grammatically correct sentences.	4. Advancing: Writes in complete sentences but contains a few grammatical errors.
3. Meeting: Writes in complete sentences but contains some grammatical errors.	2. Approaching: Writes in phrases with grammatical errors.
1. Beginning: Writes only one or two words	

Skills Learner	5	4	3	2	1	Remedial Measure(s)	Comment

Checklist to assess learners' ability to use language *this and that* with singular and '*these and those*' with plural correctly– use it throughout the year.(Can also be used as self and Peer assessment Tool)

Name of learners	This is		That is.....		These are.....		Those are		Remarks
	Yes	No	Yes	No	Yes	No	Yes	No	
Sonam									
Jambay									

Note: The teacher can design similar tools to assess learners' ability to language and grammar appropriately.

Rubrics to assess learners' sentences (The teacher can design similar tools to assess children's ability to language and grammar appropriately.)

Components	Exceeding	Advancing	Meeting	Approaching	Beginning
Pronunciation	Pronounce all the words clearly	Pronounce most of the words clearly	Pronounce some familiar words clearly	Pronounce a few words clearly	Very little words clearly
Vocabulary	Can use all the words learnt in the class.	Can use most of the words learnt in the class.	Can use some of the words learnt in the class.	Can use a few words learnt in the class.	Cannot use any words learnt in the

					class.
Language	All the sentences used are correct, complete and have meaning.	Most of the sentences used are correct, complete and make meaning.	Some of sentences used correct, complete but not all make meaning.	A few sentences used are correct. It is difficult to understand the story.	The learners can say only a few words.

Note: Share with learners and their parents the assessment criteria before the assessment and the outcomes after the assessment.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/8a6660d8-fa8e-40a1-8d26-2c8ea2a0efeb/> (Articles)

<https://lessons.rec.gov.bt/lesson/f77f68f9-c4fa-4717-8e01-569ecf4ecca0/> (Pronoun)

<https://lessons.rec.gov.bt/lesson/44c20ff6-34f8-4828-b561-9727c833934a/>(Demonstrative Pronoun)

<https://lessons.rec.gov.bt/lesson/74b0ea3d-a1d8-4e47-8fcc-337846cbfb96/>(Comparative Adjectives)

<https://lessons.rec.gov.bt/lesson/1f8b3482-5342-4923-86ab-e5b9a5e19889/> (Preposition)

<https://lessons.rec.gov.bt/lesson/09aa659f-391d-4d72-806c-750334aa515e/> (Present Continuous Tense)

<https://lessons.rec.gov.bt/lesson/f9ccf7e3-cb68-4c1f-8f1c-a85531eec3db/> (Possessive Noun)

<https://lessons.rec.gov.bt/lesson/3856127c-9506-4708-8b58-418200ec786f/> (Wh- questions)

<https://lessons.rec.gov.bt/lesson/8db854fe-9fc4-4cef-a64b-d6784991faa6/> (Nouns)

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
1. Demonstrative Pronouns (this, that, those, these) https://youtu.be/yEmNYRnzs4Y	Video introduces the demonstrative pronouns and explains their usage.	Pronouns Communication Comprehension
2. Preposition https://youtu.be/eYZDGMKajaE https://youtu.be/YjGeCqIzqtI	Video explains prepositions (in, on, under) in the first video. In the second video the prepositions (besides, behind, in front of) are explained.	Prepositions. Communication Comprehension Explanation

Topic: Tenses

Learning to speak using the correct tense to describe a situation is an important skill for young learners. To successfully acquire this skill, learners must understand verbs and how they change depending on when something happened.

Competency

- Use tenses correctly to relate action and time.

Knowledge: verbs

Skill: Speaking/reading/writing in tenses related to action and time

Behaviour: following direction/instruction

Learning Objectives

- Use verb (action words): read, write...
- Use auxiliary verbs: is, am, are...
- Use present continuous tense of verb: reading, writing, drawing...

Note: Each of the above objectives can have multiple topics based on specific lesson objectives.

Learning Experiences

To develop the correct use of tenses, the learner engages in the following learning experiences.

- Always talk to the learners in simple and grammatically correct language.
- Link the other strands' (Listening and Speaking, Reading and Literature, and Writing) activities which are relevant to this competency (developing vocabulary from Listening and Speaking; using the knowledge of blending to read from Reading and Literature; write words using the knowledge of sounds from Writing Strand)
- Reinforce the present continuous tense of the verb by singing songs such as *Here We Go Round the Mulberry Bush*, to ask "What are you doing?" and answer "I am brushing my teeth/ washing my face/ combing my hair etc. Gradually, progress to using the present continuous with the third person (he/she and names of children)
- Play 'Who is the Boss?' game to emphasize learning present continuous tense
- Use simple present tense of the verb to talk about their daily actions.
- Play the Subject-Verb Agreement game.

(A game sheet divided into small boxes with pictures of someone doing an action. Use the verbs taught. At the side of the sheet, have six ladders with 10-15 rungs.

1. Group learners into six and provide children the game sheet, a dice and counters. Let the children place their counter at the bottom of each bar. Let one child close his/her eyes and roll the dice on the sheet. The learner must then say what action is shown in the picture the dice has fallen on. e.g., If it is on the picture of a person eating, the child says: I eat. If his answer is correct, he moves one step ahead on his ladder.

The next learner must say what the previous player does: He eats and then rolls the dice the same way and says what he does, using the picture cue: I sleep. Repeat the process. The learner to get to the top of the ladder first is the winner.

Materials: Nursery rhymes and songs from PP Anthology, Here We Go Round the Mulberry Bush.

Assessment

Use the following assessment tool

Cloze test to assess learners' ability to write verbs/tenses (Can also be used as self and Peer assessment Tool)

Sample of cloze test work sheet:

1. Iin the morning.



2. Weto school every day.



3. Hein the classroom.



4. Theyfootball after school.



5. She..... at nine O' clock at night.



Note:

- The teacher can design similar cloze test to assess children's ability to use language and grammar appropriately.
- Share with learners and their parents the assessment criteria before the assessment and the outcomes after the assessment.

Check list to assess the use of simple present and present continuous tenses. (Teachers can design similar tools.)

Sl. No	Learners	Can use simple present tenses correctly. (I/She/he/It can run. She/he/It runs fast.)		Can use present continuous tenses correctly. (I am sleeping. She/he/It is sleeping.)		Remarks
		Yes	No	Yes	No	
1						

Rubrics to assess learners' ability to use simple present, present continuous tenses and subject-verb agreement. (Teachers can design similar tools.)

Topics	Exceeding	Advancing	Meeting	Approaching	Beginning
Simple present tenses	The learner always uses simple present tenses correctly while relating to action or time.	The learner frequently uses simple present tenses correctly while relating to action or time.	The learner sometimes uses simple present tenses correctly while relating to action or time.	The learner rarely uses simple present tenses correctly while relating to action or time.	The learner needs constant guidance from the teacher.
Present continuous tenses	The learner always uses present continuous tenses correctly while relating to action or time.	The learner frequently uses present constant tenses correctly while relating to action or time.	The learner sometimes uses present continuous tenses correctly while relating to action or time.	The learner rarely uses present continuous tenses correctly while relating to action or time.	The learner needs constant guidance from the teacher.
Subject-Verb Agreement	The learner always uses subject- verb agreement correctly while relating to action or time.	The learner frequently uses subject- verb agreement correctly while relating to action or time.	The learner sometimes uses subject- verb agreement correctly while relating to action or time.	The learner rarely uses subject- verb agreement correctly while relating to action or time.	The learner needs constant guidance from the teacher.

Online lesson Plans

Refer the following suggestive lesson plan. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/64b95070-f940-49cb-b6c2-f2aa8a44dfbe/> (Action Verbs)

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
Tenses https://www.weareteachers.com/verb-tenses/	20 clever ideas and activities for teaching Verb Tenses.	Verbs. Auxiliary verbs Comprehension
What are you doing? https://youtu.be/DI8g2pZ82ME	Video shows language pattern (Present Continuous tense). Learners are exposed to verbs in the Present Continuous tense and used in sentences.	Present continuous tense of verb. Comprehension. Oral communication skills.

Class I

Workbook

Overview Workbook – Class I			
Theme	Activities	Page No	Purpose
About Me	Read and write in the box	1	<ul style="list-style-type: none"> • Self-awareness • Build self confidence • Punctuation. (Capital letter, full stop)
	Talk about their likes and dislikes	2	<ul style="list-style-type: none"> • Talk about likes and dislikes. (Self-awareness) • Action words • Use specific language such as I like and I don't like
	Put a tick in the food you like	3	<ul style="list-style-type: none"> • Talk about their likes and dislike. (Self-awareness) • Name food • Know healthy eating habits
	Circle the correct words	4	<ul style="list-style-type: none"> • Coping with emotions • Self-awareness • New words such as happy, sad...
My Body	Discuss and draw the body parts	5	<ul style="list-style-type: none"> • Name body parts • Motor skill development • Self-awareness
	Discuss and match	6	<ul style="list-style-type: none"> • Naming of body parts • Hand coordination • Simple language structure • Importance of body parts
	Discuss and write daily activities	7	<ul style="list-style-type: none"> • Discuss on relevant issues of daily activities • Action words • Instil good habits and break bad habits • Make children more efficient and achieve their goals
My Family	Word Search	8	<ul style="list-style-type: none"> • Family members and its spelling • Motor skill development • Love and care
	Label the family tree	9	<ul style="list-style-type: none"> • Name family members in detail • Give child a sense of belonging and security • Confidence in life and emotional balance • Relationship • Critical thinking
My Classroom	Discuss and write about the classroom picture	10	<ul style="list-style-type: none"> • Tenses • Express their ideas and opinions • Construct simple sentences related with class activities • Love and care for their classroom objects
	Read and write	11	<ul style="list-style-type: none"> • Use demonstrative pronoun • Responding to simple questions • Understanding phrases and simple sentences to write the answer • Sense of belongingness
	Cut and paste	12	<ul style="list-style-type: none"> • Name classroom objects • Make child comfortable and enhance their learning abilities • Importance of classroom objects • Care personal belongings
	Preposition	13	<ul style="list-style-type: none"> • Name classroom object with correct preposition • Learn to construct simple sentences • Express their ideas in different situation
	Discuss and write	14 & 15	<ul style="list-style-type: none"> • Name classroom object with correct preposition • Construct simple sentences and expressing ideas in different situation • Communication, appreciating and respecting

	Cross word puzzle	16	<ul style="list-style-type: none"> Name days of the week. Identifying Sequencing Critical thinking
	Discuss the daily activity Choose and write (Question and answer)	17 & 18	<ul style="list-style-type: none"> Construct simple sentences using the correct form of tenses and action words Respond to simple questions Learn to organize their daily schedules Speak about the subjects beyond their classroom environment
Healthy Living	Read and put tick	19	<ul style="list-style-type: none"> Learn good manners Discuss healthy habits Identifying
	Discuss and draw	20	<ul style="list-style-type: none"> Healthy dietary practice (avoid junk food, right food combination and healthy plate policy) Identifying and analysing
	Hand washing technique	21	<ul style="list-style-type: none"> Importance of keeping hands clean Know steps of washing hands Learning by doing
	Arrange jumble letters	22	<ul style="list-style-type: none"> Naming fruits Spelling Importance of eating fruits
Me and My friend	Discuss and write	23	<ul style="list-style-type: none"> Talk about friends Healthy relationship with friends Write in sentences
	Choose the correct answer	24	<ul style="list-style-type: none"> Valuing friendship Using action words Reading, analysing and writing
	Draw and write	25	<ul style="list-style-type: none"> Valuing friendship Motor skill development Constructing simple sentence
	Talk about their friends	26	<ul style="list-style-type: none"> Express about ideas of friendship Construct simple sentences Know the importance of friendship
Saving	Draw and write	27 & 28	<ul style="list-style-type: none"> Identify wants and needs Valuing money Use financial terminology
Me and my surrounding	Complete the sentence	29	<ul style="list-style-type: none"> Name the weather Knowing immediate environment Use pronoun to construct sentences
	Match	30	<ul style="list-style-type: none"> Name the seasons Spelling Appreciating nature Recognizing the seasons
	Read and match	31	<ul style="list-style-type: none"> Name the different kinds of jobs Know the importance of work Identifying
	Read and write.	32 & 33	<ul style="list-style-type: none"> Name the workers and tools Importance of tools and its uses Analysing Making life connection
	Read and match	34	<ul style="list-style-type: none"> Naming the animals and its home Knowing their immediate environment Identifying the animal's home
	Discuss and write	35	<ul style="list-style-type: none"> Naming our national identity Spelling

			<ul style="list-style-type: none"> • Sense of belonging
	Discuss and draw	36	<ul style="list-style-type: none"> • Love and appreciation for surrounding • Knowing their immediate environment • Observing
	Thumb Printing	37	<ul style="list-style-type: none"> • Know the importance of tree. • Creativity • Construct simple sentence
My Clothes	Discuss and write	38	<ul style="list-style-type: none"> • Naming clothes • National dress • Describe and construct simple sentences
	Draw clothes	39	<ul style="list-style-type: none"> • Name the clothes • Identifying • Importance of clothes

Phonics Workbook

Overview Phonic Work – Class I				
Unit	Story	Activity	Page No	Purpose
Unit 1 Revision of class pp concept	<ul style="list-style-type: none"> • Pema ran • Yum, yum, yum! • Pema likes red • The man Om • Zam and his cat • Dema's pets 	<ol style="list-style-type: none"> 1. Sound out and read these words. 2. Sound out as you spell and write. 3. Read, draw and write. 4. Sound out as you write and rearrange the word. 	1-4	Recapitulate the lessons learnt in previous class before introducing a new concept.
Unit 2 Longer words e.g. CCC	<ul style="list-style-type: none"> • Going fishing • The shut shop • Zam and his pal • Dema's maths • The whip • The queen and the quilt 	<ol style="list-style-type: none"> 1. Sound out as you write in the sound boxes. 2. Thumb with a yellow paint on the sound that matches the picture. 3. Fill in with 'sh' and sound out as you spell the words. 4. Read, draw, and write. 5. Say, glue then cover and write the initial "ch" sound. 6. Sound out and use picture to write words. 7. Read, draw and write. 8. Say, glue then cover and write the diagraph "th" sound. 9. Sound out and use picture to write words. 10. Write the letters in the space. 11. Read, write and draw. 12. Sound out and write 'wh' word below each picture. 13. Write the letters in the space. 14. Cut and paste the letters. 	5-18	<ul style="list-style-type: none"> • To identify each graph, diagraph sound in a word to blend and segment the sound structures of each word. • Practice through different spelling strategies.
Unit 3	<ul style="list-style-type: none"> • A stack of food • The good cook • Food in the zoo • The deep reef 	<ol style="list-style-type: none"> 1. Say, glue then cover and write the diagraph "ck" sound. 2. Sound out to spell the words that are pictured below. 3. Write the letters in the space. 4. Read, write and draw. 	19 – 31	Identify and manipulate each sound of a word to decode the words.

<p>Short and long vowels.</p>		<ol style="list-style-type: none"> 5. Sound out to spell and use picture to write words. 6. Sound out to spell the words that are pictured below. 7. Sound out and write each word in the correct box. 8. Write the word in the steps. 9. Read, draw and write. 10. Say, glue then cover and write the “ee” sound. 11. Sound out to spell the words that are pictured below. 12. Sound out and read each word, then write in the sound boxes. 13. Read, draw and write. 		
<p>Unit 4 CCVC</p>	<ul style="list-style-type: none"> • Jigme’s trip • A frog and a grub • A fresh plump plum • The club flag • The crab’s plan • Frank’s bump • The tent in the wind • A skunk’s hunt 	<ol style="list-style-type: none"> 1. Sound out and colour each sound of the word in alternating colours. 2. Draw lines to join the letters to form words. 3. Read, draw and write 4. Sound out as you spell and write. 5. Sound out as you spell and write in the correct space. 	<p>32 - 36</p>	<p>Identify each sound in a word and decode the same sound words.</p>
<p>Unit 5</p>	<ul style="list-style-type: none"> • A snarling shark • Karma at the market • The black horse • The storm in the corn • My sister’s letter • The lost jumper 	<ol style="list-style-type: none"> 1. Write each sound for each word in the table. 2. Read and underline the ‘ar’ sound. 6. Write each sound for each word in the steps. 7. Put sound together to make ‘-ing’ word. 8. Read, draw and write. 9. 	<p>37 - 39</p>	<p>Identify each sound in a word and decode the same sound words.</p>
<p>Unit 6</p>	<ul style="list-style-type: none"> • A play day • The wet snail • Norbu and Penjor • Moist soil • A tall wall • The red train 	<ol style="list-style-type: none"> 1. Fill in with ‘-ay’ to complete the words. 2. Complete the steps. 3. Read and draw picture for each word. 4. Make a rhythm for the rhyme below. 5. Sound out and spell the words. 6. Sound out and spell the words. 	<p>40 – 45</p>	<p>Identify each sound in a word and decode the same sound words.</p>

Reading Materials

Overview Reading Materials – Class I		
Sl #	Name of the text	Purpose
1	The school	New vocabulary - (auxiliary verb, conjunctions, nouns, present continues tense, verbs, adjectives, possessive using pictures, words and contextual cues)
2	Occupation	Information on different jobs and the work they do.
3	Twelve animals of Bhutan	Animal's home and food habit.
4	The elephant trunk	Comprehension, prediction, text to life connection
5	At the market	Quantifier
6	What am I?	Healthy food
7	Water	Text to life connection
8	Momo and the leopard	Tense (Past tense)
9	Look for me (Big Book)	Preposition
10	Barney - Let's go to the farm	Text to life connection
11	Pepper goes to doctor	Courtesies
12	Bruno gets lost	Important life lesson

Anthology

Overview Anthology – Class I		
Sl#	Content	Purpose
1	How Nice I Am	Manners
2	If you Are Happy and You Know It.	Understand the Emotions
3	Washing	Health and Hygiene
4	Start The Day with A Smile.	Emotions
5	Little Pussy	Care and love of animals
6	Marry Had a Little Lamb	Figure of speech
7	Creepy Mouse.	Identify rhyming words
8	Mix A Pan Cake	Procedures in baking
9	Peanut Butter and Jelly	Procedure in making sandwich
10	Apple Cake Time	Procedures in baking
11	Dewali	Festival
12	Jump or Jiggle	Rhyming words
13	Got My Toothpaste	Health and Hygiene

Listening and Speaking

Topic: Understanding and responding

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

Competency

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

Knowledge: words of greetings and courtesies, and compliments

Skill: using the above in various situations

Behaviour: showing propriety and respect

Learning Objectives

- Use the listening and speaking skills developed in Class PP.
- 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.
- Enjoy listening to and speaking English.

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

Learning Experiences

- 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, **to use 'excuse me' as a polite way of attracting**, 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 say's 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.

- Create an online social forum where the parents/guardians are informed about the relevant topics taught in the school. Parents are encouraged to be co-partners in monitoring, assessing and maintaining the consistency of the learning experiences.
- Review the Rules for a Healthy Relationship (e.g., We will speak politely. We will keep our hands/legs to ourselves. etc) learnt in class PP and display it in the classroom.

Assessment

Rating Scale to assess greetings and courtesies. Use anecdotal records to observe the learners. (Use it throughout the year)

5 - All the time	4 - Most of the time
3 - Sometimes	2- Rarely
1- Not at all	

Greetings & Courtesies Learners	Good morning/ afternoon / evening	Excuse me	I am sorry	Thank you	Please may I ...	Hello	How are you?	I am fine, thank you	Remarks
E.g., Jambay	3	2	3	2	4	4	2	2	

Rubrics to assess learners' ability to follow simple instructions (Note: This is just a sample anecdotal record. Teachers may use or design similar tools to assess learners' competencies)

Learning Outcomes	Exceeding	Advancing	Meeting	Approaching	Beginning
Follow simple classroom instructions	Follows classroom instructions precisely and carries out instructions without supervision.	Follows classroom instructions accurately. Asks for instructions to be repeated once or twice.	Can follow simple classroom instructions with some guidance from teacher.	Shows inadequate understanding to follow instructions with more guidance from teacher.	Cannot perform any of the activities without teacher or peer support.
Give simple classroom instructions	Gives instructions accurately using appropriate and correct language.	Gives accurate classroom instructions with clear information.	Can give classroom instructions with some prompts from peer or teacher.	Gives instructions with fragmented sentences/inaccurate information. Needs lot of prompts.	Cannot give instructions even with the prompts from teacher and peer.
Use of singular and plural forms	Always uses singular and plural forms accurately in a sentence.	Uses singular and plural forms accurately most of the times.	Uses singular and plural forms accurately sometimes.	Uses singular and plural forms inaccurately most of the times.	Always uses singular and plural forms inaccurately.
Use of tenses	Always uses the simple past and simple present correctly.	Uses the simple past and simple present correctly most of the times.	Uses the simple past and simple present correctly some of the times.	Inconsistent use that shows a lack of knowledge of the tenses.	Cannot use the simple past and simple present without teacher's guidance.
Use of high	Uses almost all	Uses most a of	Uses many high	Uses some high	Shows knowledge

frequency word and vocabulary	high frequency words appropriately and correctly.	high frequency words appropriately and correctly.	frequency words correctly appropriately.	frequency words correctly and appropriately.	of only a few numbers of high frequency words.
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Anecdotal record to observe learners’ ability to use courtesies and greetings (Note: This is just a sample anecdotal record. Teachers may use or design similar tools to assess learners’ competencies)

Anecdotal Records	
Name:	Date:
Class:	Comments/observation
Objectives	
Practice greetings (Good morning/ afternoon/ evening)	
Practice courtesies (Thank you, please, welcome, excuse me, my pleasure	
Asking permissions (May I borrow.....? / May I help you...)	

Note: Teachers may develop similar tools whenever and wherever required. The success criteria should be developed together with the learners. Seek support from parents to assess, monitor and maintain the consistency of appropriate behaviours taught. Share the assessment and outcomes with the learners and their parents.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/4f4cd092-72e2-44ac-b9be-262056ea9d7a/> (Greeting and Courtesy)

<https://lessons.rec.gov.bt/lesson/f045248d-bc95-4e87-9770-de818f76977d/>(Classroom Instructions)

<https://lessons.rec.gov.bt/lesson/3a832a68-b714-406b-bb9f-5d322704147c/> (Compliments)

Resources

Title & URL of Resources	Summary/Description of Resources	Core Concepts
Greetings and Courtesies https://www.youtube.com/watch?v=8THGX_N7gCY&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=16	Video is about demonstrating about greetings and courtesy.	Vocabulary Comprehension Oral Communication skills
Classroom instructions https://www.youtube.com/watch?v=zcSTzu9e4fo	The video is 3 minutes 13 seconds long about classroom instructions.	Knowledge Oral Communication skills Comprehension Giving instructions
<ul style="list-style-type: none"> Videos on Greetings and Courtesies Video on instructions related to classroom organization and learning activities Nursery rhymes and songs (Good Morning, Manners and Hop a Little from Class PP Anthology of Songs and Rhymes) 		

Topic: Putting sounds together

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

Competency

- Use the knowledge of blending to pronounce new words.

Knowledge: Learning new words

Skills: Blending

Behaviour: Pronouncing new words correctly, expressing emotions

Learning Objectives

- Pronounce simple words including CCVC correctly by blending using the 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.

Learning Experiences

- Revise the alphabet sounds using alphabet sound flashcards within the SSP pack or playing the Phonemic awareness Part 1 and Part 2 videos.
- Revise words learnt in class PP.
- Introduce and demonstrate the pronunciation of phonic sounds with the use of sound cards and picture cards.
- Practice alphabet sounds, phonic sounds and words from class PP and I.
- Demonstrate how to pronounce new words using the knowledge of blending (refer SSP Resource Book).
- Listen to the stories (refer SSP Resource Book).
- Retell the story using the new words learnt.
- Share the links to video lessons on alphabet sounds and phonic sounds.
- Vocabularies like coin, cash, money, Ngultrum, Chetrum (Financial Literacy), Love, care, help, share (healthy relationship with family and friends), good and bad touch (CSE) can be taught too while addressing the values.

Assessment

Tool 4: Checklist to assess learners' ability to say words with blends (Note: *Develop and use as and when blending is taught*).

Example for 'oo'

Name	book		Look		cook		Moon		food		zoo		Remarks
	Yes	No	Yes	No									

Use the above as an example to assess the articulation of the blends: *sh, ch, th, qu, wh, ck, ee, ar, or, er, ing, oy, oi, ai, ay, dr, gr, bl, ck*)

Continuous Formative Assessment Class I Literacy Skills (Refer SSP Tracking sheets).

Rubrics to assess learners’ ability to blend sounds to pronounce new words (Note: Develop and use as and when blending is taught.)

Learning Outcomes	Exceeding	Advancing	Meeting	Approaching	Beginning	Remarks
Can the learner blend sound together once she or he identifies them?	Can blend the sound of new words automatically	Can blend sound of all new words	Can blend sound of most new words	Can blend the sound of few new words	Needs the teacher’s guidance to blend the sound of new words.	
How automatic is the learner with identifying and blending sounds to read new words?	Can blend words automatically	Can blend most of the new words.	Can blend some new words.	Can blend few new words.	Needs the teacher’s guidance to blend new words.	

Use the above as an example to assess the articulation of the blends: *sh, ch, th, qu, wh, ck, ee, ar, or, er, ing, oy, oi, ai, ay, dr, gr, bl, ck*)

Note: Teachers may develop similar checklists whenever and wherever required. The success criteria should be developed together with the learners. Share the assessment and outcomes with the learners and their parents.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/33d58b67-e0ef-4510-9809-247995be475b/>(Phonemic Awareness - CVC Words)

<https://lessons.rec.gov.bt/lesson/20a644c5-cb6e-47f5-9589-d542cec983d3/>(Phonemic Awareness - CVC Story)

Resources

Title & URL of Resources	Summary/Description of Resources	Core Concepts
Phonemic awareness part 1 – class PP https://www.youtube.com/watch?v=8GqS72R8bQg&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=17 –	The video shows the Phonemic awareness part 1 – class PP	Sound Oral Communication skills Comprehension
Phonemic awareness part 2 – class PP https://www.youtube.com/watch?v=OQzXq6g8pEk&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=19&pbjreload=101 –	The video shows Phonemic awareness Part 2- class PP	Sound Oral Communication skills Comprehension
Phonemic Awareness part 3 – Class I https://youtu.be/cmLV3ho9hDQ	The video shows Phonemic awareness Part 3- class I	Sound Oral Communication skills Comprehension
<ul style="list-style-type: none"> • PP and I Picture cards from SSP pack • Videos on alphabet sounds and words 		

Topic: Talking about things and events

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 effective listening and speaking.

Competency

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

Knowledge: Vocabulary on familiar topics

Skill: To converse on familiar topics

Behaviour: Expressing opinions, feelings, and positive attitudes

Learning 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 including talk about families, friendship and love.

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

Learning Experiences

- Initiate discussions on relevant issues such as the weather, nutritional and financial literacy, sexuality education, clothes, animals, daily activities, family and friendship.
- Practice dialogue in pairs. Encourage them to take turns to ask and respond to the questions. Play Bean Bag game to further practice the dialogues.
- Invite learners to share on the above-mentioned issues.
- Get them to talk about their favourite cartoon characters/pets/games/food (use specific language such as I like.../I don't like...; comparative adjectives; adjectives).
- Set up a pretend grocery store in the classroom and role play as shopkeeper and customer. Encourage them to use financial terminology such as cash, ngultrum, change, discount, profit, MRP and cost in their conversation. Help children identify different denominations of Bhutanese currency.
- Let learners identify the private parts of their body. *Note that while naming them, use the same tone as you would to name any other part of the body. Learners need to learn the names, the significance of their hygiene and understand about good touch and bad touch.*
- Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable (say, "No" or "Go away" or "scream for help" and talk to a trusted adult). Explain to the learners that all touches are not bad. The following are good touch:
 - Shaking hands
 - Hugging by parents, siblings and friends

- Kissing by parents and siblings
- Patting on the back/shoulder

Teacher’s Note: Ensure that children understand that child sexual abuse is never the fault of the child. It is always the fault of the older person, morally and legally. People often blame the child because they do not want to offend an older person or lose their support.

Assessment

Checklist to assess learners’ ability to ask and respond to simple questions Questionnaires (requiring either words or drawings as answers).

Questions	Asks questions with proper intonation		Remarks	Responses	Responds in complete sentences		Remarks
	Yes	No			Yes	No	
What is your name?				My name is -----			
Where are you from?				I am from -----			
Where do you live?				I live in -----			
What do you do in the morning/afternoon/evening?				I get up/wash my face/eat breakfast/go to school. I read/write/play/eat lunch. I go home/help my mother/write home work			
What does your father/mother do?				He goes to office/works in the field. She goes to school/stays at home			
What does your brother/sister/grandfather/ grandmother do?				He/she goes to school/office He/she helps our father/mother.			

Checklist to assess learners’ ability to say animals’ names, where they live, foods they eat, what their babies are called and their usefulness. (Note: Keep on adding or create a similar tool for future activities.)

Animal	Where does it live?		What does it eat?		What do we call its baby?		How does it help us? (importance/usefulness)		Remarks
	Yes	No	Yes	No	Yes	No	Yes	No	
Eg. Dog	It lives in a kennel.		It eats bone/rice/left-over food.		It is called puppy.		It looks after the house. It will play with us. It is my best friend.		
Cat									
Cow									

Pig									
Hen									
Horse									
Goat									
Sheep									

Note: Encourage learners to say in full sentences.

Rubrics to assess learners' ability to respond to simple questions. (Note: Keep on adding or create a similar tool for future activities.)

	Exceeding	Advancing	Meeting	Approaching	Beginning
Fluency	The learner speaks clearly and without hesitation, pronunciation and intonation sounds natural.	The learner speaks clearly with some hesitation but pronunciation and intonation sound natural.	The learner speaks with more hesitation and there are some problems with pronunciation and intonation don't prevent communication.	Frequent hesitation and major problems with pronunciation cause communication to break down.	Does not attempt.
Listening comprehension	The learner responds immediately with appropriate answer to the questions.	The learner pauses, but responds appropriately to all the questions.	The learner fails to respond immediately, but understands the questions and answers most of them correctly.	The learner fails to respond immediately, misunderstands questions and answers differently.	Does not attempt.

Rating scale for role play

Sl. No	Learning Outcomes /skills/ Behaviours	Always (3)	Sometimes (2)	Rarely (1)	Remarks
	Date				
1	Speaks clearly & fluently				
2	Asks appropriate questions				
3	Stays focused during role play				
4	Uses complete sentences while responding				
5	Knows how to take turns when talking				
6	Is confident enough to communicate				
7	Uses appropriate language				

Note: Teachers may develop tools checklists whenever and wherever required. The success criteria should be developed together with the learners. Share the assessment and outcomes with the learners and their parents.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/b2663c51-1be6-483a-adb8-88231cad9c22/> (My Family)

<https://lessons.rec.gov.bt/lesson/69fc2657-0c53-40ba-8a38-426f51bb615b/> (Classroom Objects)

<https://lessons.rec.gov.bt/lesson/306d7fdd-6035-45b1-b51c-fe301e67e077/> (Healthy Living)

Resources

Title & URL of Resources	Summary/Description of Resources	Core Concepts
Stories from SSP Resource Book	The SSP book contains different stories.	Sounds Reading skills Comprehension
Video on Weather https://www.youtube.com/watch?v=y6R431eOGjI&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=21	This video presents a lesson about weather.	Oral Communication skills Responding to the speaker
Video on I like and I don't like https://www.youtube.com/watch?v=od1BCJeS3mg&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=22	The video talks about 'I like...' & 'I don't like...'	Oral Communication skills Responding Comprehending Being polite
Video links to different kinds of families and home life https://www.youtube.com/watch?v=hpCyiyNqzIE https://www.youtube.com/watch?v=itXY_kuXQVY	Video links talks about different kinds of families and home life.	Receptive Respecting Team work Oral Communication skills Responding Comprehending Being polite
Teacher can use following links to get ideas and information while designing the lesson or activities based on: Financial literacy: https://www.incharge.org/financial-literacy/resources-for-teachers/financial-literacy-for-kids/ Comprehensive Sexual Education (CSE):	The link has various strategies and sample of activities to teach about the issues like financial, nutritional & CSE.	Additional resources for teacher references to design activities regarding the financial, nutritional & CSE. Note: Teacher may explore similar links and design activities according to the

<p>https://www.unaids.org/sites/default/files/media_asset/ITGSE_en.pdf</p> <p>Nutritional Values: https://www.actionforhealthykids.org/activity/nutrition-education/</p>		context.
<ul style="list-style-type: none"> • Stories from SSP Resource Book • Videos on Weather and I Like and I don't like 		

Topic: Expressing ideas orally

Expressing ideas using short phrases and sentences is essential in developing literacy skills.

Competency

- Express ideas and concern using short phrases and sentences.

Knowledge: Related vocabulary

Skills: Conveying ideas and concern

Behaviour: Participate in conversation while exhibiting appropriate concern and decorum.

Learning Objectives

- Use new words to express their ideas and concern.
- Listen to, tell simple stories, and sing rhymes and songs from a variety of sources.
- Listen attentively and take turn to respond to others when they speak about matters of immediate interest.
- Use simple language structures from the texts they have read in their daily conversation with friends, teachers, and family members.
- Engage in short dialogues and discussions with their teacher and classmates
- Enjoy listening to and speaking English.

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

Learning Experiences

- Use various cues such as visual, letter, sound and contextual to teach new words that can be used to express ideas and concern.
- Teach word to word, words to phrase, phrases to sentence structure to express ideas and concern in different situation (simple to complex structure).
- Allow learners to express their ideas/opinions in groups or pairs
- Discuss healthy dietary practices (avoiding junk food, right food combination and healthy plate policy). Use any relevant books that are age appropriate to teach the nutritional values of vegetables and fruits (e.g., Reader - At the market). Make a healthy plate poster, where children can draw various healthy food items on a plate.
- Initiate discussions to instil the value of saving money. *Little by little, it's no more little by then*, is a quote that can encourage learners to have a saving. Watch video on piggy bank saving.
- Invite learners to the hot seat where they must express their opinions on issues such as safe actions they can take to bullying/violence among their peers and bad touch. Teacher can debrief on a positive note.

Assessment

Rubrics for assessing learners' ability to retell a story (*This is just a sample rubric. Teachers may use or design similar tools to assess learners' competencies*)

Components	Exceeding	Advancing	Meeting	Approaching	Beginning
Features of a Story	The story has features (character, setting, plot, goal, resolution)	The story has Most of the features of the story.	The story has some features of The story	The story has few features of the story	The story has no features
Pronunciation	Pronounce all the words clearly	Pronounce most of the words clearly	Pronounce some familiar words clearly	Pronounce few words clearly	Very little words pronounced clearly
Fluency	Tells story fluently using words learnt in the class	Tells story quite fluently using words learnt in the class	Tells story less fluently using words learnt in the class	Tells story haltingly	Attempts to tell story laboriously
Language	Tells in complete grammatically correct sentences	Most sentences used are grammatically correctly.	Some sentences used are grammatically correctly.	Only few sentences used are grammatically correct	Language used is incorrect.

Checklist to assess Listening and Speaking skill

Learning outcomes/Listening and Speaking behaviour	Yes	No	Remarks
Speaks clearly and fluently			
Stays focused while speaking			
Uses complete sentences			
Pronounces words correctly			

Observation to test learners' behaviour listening and speaking

Objectives	Date	Comments/ observation
1. Listen to and sing songs and nursery rhymes (takes keen interest when learning rhymes; follows and sings in the class)		
2. Speak in simple sentences (tries to speak English using the language structures learnt)		
3. Understand and show appropriate behaviour when listening and speaking		
4. Enjoy listening and speaking English (participates in group work and conversations using English; initiates conversations in English in the class and even outside the classroom)		

Rubrics to assess learners' ability to follow classroom instructions for learning and demonstrating desired behaviour. (Note: This is just a sample rubric. Teachers may use or design similar tools to assess learners' learning behaviour.)

Behavior	Exceeding	Advancing	Meeting	Approaching	Beginning	Remarks
Learning behavior	The learner always leads the learning activities.	The learner works cooperatively without being reminded.	The learner works cooperatively when reminded.	The learner works cooperatively only when required to do so.	The learner refuses to work cooperatively.	
Following instructions	The learner always follows the given instructions and also gives instructions to his/her friends to lead the learning activities.	The learner follows instructions and classroom rules without being reminded.	The learner follows instructions and classroom rules when reminded.	The learner follows instructions and classroom rules when required to do so.	The learner refuses to follow instructions and classroom rules.	
Social behavior (Caring, responsible, friendship, cooperation, Driglam Namzha.....)	The learner is always well behaved and can be set as a role model to his/her friends in the class.	The learner consistently uses social skills without being reminded.	The learner follows uses social skills when reminded.	The learner follows uses social skills when required to do so.	The learner refuses use social skills.	

Note: The success criteria should be developed together with the learners. Share the assessment and outcomes with the learners and their parents.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/cb6ff9d5-b26f-4ee2-b8a3-6efb8596d7e2/> (About Me)

<https://lessons.rec.gov.bt/lesson/aec88638-1317-4191-99e4-610090a6c697/> (WH-Questions)

<https://lessons.rec.gov.bt/lesson/0e801f07-9641-4246-aa07-d87d277ebde0/> (Friends)

<https://lessons.rec.gov.bt/lesson/80cd5518-0632-4abd-b71f-f2799e33e6ae/> (My Savings)

<https://lessons.rec.gov.bt/lesson/f66b21b2-b97e-4328-b469-6e7a8bc873f8/> (National Symbols)

<https://lessons.rec.gov.bt/lesson/70d2ddea-f5c8-496b-85ec-e004bb860aee/> (Clothes)

Resources

Title & URL of Resources	Summary/Description of Resources	Core Concepts
<p>Piggy Bank Song https://youtu.be/SsNif_dNiUw</p>	<p>This video shows the nursery rhyme on financial literacy.</p>	<p>Saving Listening skill</p>
<p>Teacher can use following links to get ideas and information while designing the lesson or activities based on: Financial literacy: https://www.incharge.org/financial-literacy/resources-for-teachers/financial-literacy-for-kids/ Comprehensive Sexual Education (CSE): https://www.unaids.org/sites/default/files/media_asset/ITGSE_en.pdf Nutritional Values: https://www.actionforhealthykids.org/activity/nutrition-education/</p>	<p>The link has various strategies and sample of activities to teach about the issues like financial, nutritional & CSE.</p>	<p>Additional resources for teacher references to design activities regarding the financial, nutritional & CSE.</p> <p>Note: Teacher may explore similar links and design activities according to the context.</p>
<ul style="list-style-type: none"> • Reader 'At the market' • Healthy Plate poster • Video on piggy bank saving 		

Reading and Literature

Topic: Phonemic awareness and pronunciation

Phonemic awareness is important to develop literary skills. Learners need to acquire these skills to read and pronounce words correctly.

Competency

- Use phonemic awareness to read and pronounce words correctly.

Knowledge: phonemic awareness

Skills: reading and pronunciation

Behaviors: Read fluently

Learning 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.

Learning Experiences

- Revise reading words learnt in PP (SSP Resource Book).
- Introduce the phonic sounds (*sh, ch, th, qu, wh, oo, ee, ck, ar, or, er, ing, ai, ay, oi, and all*) in context (refer SSP Resource Book and Phonic Work Book to teach and carry out the tasks accordingly).
- Read aloud the phonic stories that correspond to the phonic sounds taught. In addition, the texts can also be used to explore topics such as family, relationship, inclusion, tolerance, respects, Bhutanese values, nutritional and financial literacy.

Example:

- Pema ran (text) can teach the value of perseverance, determination and success.
- The shut shop/Karma at the market (texts) can be used to extend learners' understanding of financial literacy.
- Yum yum yum/ The good cook/ A stack of food/ Food in the zoo/ A fresh plump plum/ Zam and his pal/ A frog and a grub (texts) can be used to further enhance the understanding of nutritional values of different food, their source and food hygiene.
- The lost jumper/ My sister's letter (texts) can be used to discuss family relationships.
- A play day/ Norbu and Penjor/ Zam and his pal (texts) can be used to discuss friendship.

- The storm in the corn (text) can initiate discussion on recognizing that all people are unique (the horse and stork are different animals with their own strengths and weaknesses) and valuable and have right to be treated with dignity and respect.
- The wet snail (text) can be used to explain about patience and tolerance.
- Videos on phonics may be watched
- Use social forums to inform parents/guardians about the relevant topics taught in the school. Parents are encouraged to be co-partners in monitoring, assessing and maintaining the consistency of the learning experiences.

Teacher’s Note: As and when relevant, use SSP resources, a Phonic Workbook, and the theme workbook.

Assessment

Continuous Formative Assessment Class I Literacy Skills – Reading Test Words from SSP pack for class I.

Rubrics to assess learners’ ability to blend sounds to pronounce new words (Note: *Develop and use as and when blending is taught.*)

	Exceeding	Advancing	Meeting	Approaching	Beginning	Remarks
Can the learner blend sound together once she or he identifies them?	Can blend the sound of new words automatically	Can blend sound of all new words	Can blend sound of most new words	Can blend the sound of few new words	Needs the teacher’s guidance to blend the sound of new words.	
How automatic is the learner with identifying and blending sounds to read new words?	Can blend words automatically	Can blend most of the new words.	Can blend some new words.	Can blend few new words.	Needs the teacher’s guidance to blend new words.	

Use the above as an example to assess the articulation of the blends: *sh, ch, th, qu, wh, ck, ee ,ar, or, er, ing, oy, oi, ai, ay, dr, gr, bl, ck*)

Checklist to assess learners’ ability to produce the long and short vowel sounds.

Sounds	Produce the long vowel sounds (initial, medial, final)	No. of words
Ee	sheep, wheel, cheese, seed, cheek, street, beef, feet, sleep, teeth, feel, week, keep, leeches, speed, creeper, sweet, freezing, need, sleep, green, been, deer (medial) see, knee, bee, tree, free (final)	
Ar	arm, archery, argue, are, army, (initial) card, cart, hard, parent, sharp, partner, March, Sarpang, board (medial) far, year, near, fear, hear, ear (initial)	
A	apple, ask, as, all, ago, animal, autumn, (initial) aaw, paw, raw, family, ran, tall, walk, village, lay, same, said, father, began, path, call, vase, cave, trapped, day, can, fall, yawn, claw, raven, place, clattered, car (medial) extra (final)	

Oo	roof, look, choose, food, cooking good, roots, school, stood, shook, soon, poor, foolish, hoopoe, roof, cool, mushroom, spoon, stool, boomed(medial) bamboo, cuckoo, too(final)	
Ar	arrow, arrive, arrest, arrange(initial) aarry, farmer, hare, dark, part(medial) car, far, jar, roar (final)	
A	at, axe, an, ant, am (initial) fat, flat, that, jam, hand, sad, sat, rat, cat, back, happy, fast, grass, plant, last(medial)	
O	on, ox, October, often, open, order, osprey(initial) hot, pot, lot, not, dog, hostel, lesson, from, forest, woke, cloth, spoke, got, door, lock, son, demon, hole, top, crop, stop(medial) who (final)	
U	up, under, us, ugly, umbrella (initial) cup, must, number, hundred, summer, mutton, studies, run, but, luck, hug, jump, bug, fur, bump, buzz(medial)	

Note: The success criteria should be developed together with the learners. Share the assessment and outcomes with the learners and their parents.

Online lesson Plans

Refer the following suggestive lesson plan. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/b17f3c51-2216-494d-96c8-40826725a3c1/> (/sh/ sound)

<https://lessons.rec.gov.bt/lesson/54bc8eb7-6f66-4244-b089-62b3f1f7d3c2/> (/ch/ sound)

<https://lessons.rec.gov.bt/lesson/5f853d67-0ecf-4f41-a09a-ce0107650ced/> (/th/ sound)

<https://lessons.rec.gov.bt/lesson/ccbc181d-5555-410e-bcd6-b8d59f7188d5/> (/wh/ sound)

<https://lessons.rec.gov.bt/lesson/aff53f10-9b37-44a5-8ac1-8bb89f3133df/> (/qu/ sound)

<https://lessons.rec.gov.bt/lesson/cf5f70b7-9fa9-4a02-9f2f-1ce6bf10f04b/> (/ck/ sound)

<https://lessons.rec.gov.bt/lesson/f5ebaf53-91ad-403c-a944-0065b38399e8/> (/oo/ sound)

<https://lessons.rec.gov.bt/lesson/3b6f1cf5-c18e-420e-85c7-be6d38a87af7/> (/ee/ sound)

<https://lessons.rec.gov.bt/lesson/9197d654-e8b3-4b7e-a352-d01fa6bd3448/> (/ar/ sound)

<https://lessons.rec.gov.bt/lesson/32069fc5-c2e8-4f98-98a7-625b9908f03e/> (/or/ sound)

<https://lessons.rec.gov.bt/lesson/0103a013-a077-4994-8157-acb1887c4543/> (/er/ sound)

<https://lessons.rec.gov.bt/lesson/c3b269e9-83a6-4cf3-a83d-a3bc35d600c2/> (/i+ng/ sound)

<https://lessons.rec.gov.bt/lesson/8abe71ea-92df-43e5-9610-770083b22933/> ('ai' and 'ay' sound)

<https://lessons.rec.gov.bt/lesson/54520ae0-a499-4aba-9ce7-dfd597365f0f/> ('oi' and 'oy' sound)

<https://lessons.rec.gov.bt/lesson/00505fda-8deb-4efe-9e81-588a3184e867/>(Double consonant 'll' sound)

<https://lessons.rec.gov.bt/lesson/76bf728e-fcc6-49ad-ad2d-4481946d3d9c/>(Vowels (a, e, i, o, u))

<https://lessons.rec.gov.bt/lesson/b8816614-de87-4a8c-8c26-ee6c668730cb/> (Phonemic Awareness – CVCC)

<https://lessons.rec.gov.bt/lesson/02248592-8f17-4a4c-865e-fabfb5bbb1a4/> (Phonemic Awareness- CCVC)

Resources

Title & URL of Resources	Summary/Description of Resources	Core Concepts
Words from SSP Pack for classes I	The SSP book contains different stories.	Sounds Reading skills Comprehension
Video on Phonemic awareness part 1- class PP https://www.youtube.com/watch?v=8GqS72R8bQg&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=17	The video shows the Phonemic awareness part 1 – class PP	Sound Reading skills Oral Communication Comprehension
Video on Phonemic awareness part 2 – class PP https://www.youtube.com/watch?v=OQzXq6g8pEk&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=19&pbjreload=101 -	The video shows the Phonemic awareness part 2 – class PP	Sound Reading skills Oral Communication skills Comprehension
Video on Phonemic awareness - class I https://www.youtube.com/watch?v=cmlV3ho9hDQ&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=29	The video shows the Phonemic awareness class I	Sound Reading skills Oral Communication Comprehension
Teacher can use following links to get ideas and information while designing the lesson or activities based on: Financial literacy: https://www.incharge.org/financial-literacy/resources-for-teachers/financial-literacy-for-kids/ Comprehensive Sexual Education (CSE): https://www.unaids.org/sites/default/files/media_asset/ITGSE_en.pdf Nutritional Values: https://www.actionforhealthykids.org/activity/nutrition-education/	The link has various strategies and sample of activities to teach about the issues like financial, nutritional & CSE.	Suggested resources for teacher references to design activities regarding the Financial, Nutritional & CSE. Note: explore similar links
<ul style="list-style-type: none"> • Alphabet and phonic sound cards (SSP pack) • Picture cards for blending activities (SSP pack) • Video on Phonemic Awareness (Class I) • Videos on Phonemic Awareness (Class PP) 		

Topic: Comprehension

In order to read a word(s)/phrases/sentences, a variety of strategies are available to help decode the print such as using visual, sound/letter and context cues. Amongst them, the easiest one is visual cues to comprehend the meaning of the texts.

Competency

- View and read the text using visual cues to improve comprehension skills.

Knowledge: Concept of connection between visual and print

Skills: Viewing and reading texts for comprehension

Behaviours: read fluently and improve comprehension

Learning 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.

Learning Experiences

- Teach new words (auxiliary verbs, conjunctions, nouns, verbs, adjectives, quantifiers, adverbs, question words, possessive('s) using pictures, words and contextual cues. (Use the text mention: "The School, At the Market and Momo and the Leopard").
- Conduct picture walks with texts (Big Books, readers) before reading. Make sure to use vocabulary from the text so that learners hear the words before they start to read.
- Carry out guided reading to help learners to comprehend the texts better.
- Invite volunteers to read the text aloud. Learners can use three reading cues (meaning, structure and visual cues) to read the text. Learners may record their readings and send to the teacher via social forum.
- Get them to read the text independently by attending to punctuation marks. (Use the text – What Time is it, Momo?)
- Ask questions before, during and after reading to make predictions, comprehend and make to text to real life connections. (Use wh question words).

Example (from the Big Book 'Look for me')

- What game is Dechen and Dorji playing?
- Where does Dechen hide?
- Where does Dorji look for 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 and share among peers. This may also be done via social forum.
- Encourage learners to illustrate their understanding of the text read or describe a picture in sentences, either on paper or gadgets (ICT).

Teacher’s Note: As and when relevant, use SSP resources, a Phonic Workbook, and the theme workbook.

Assessment

Use the following assessment tools:

Observational Checklist to assess decoding of non-continuous texts. (Note: Keep on adding or create a similar tool for future activities.)

Name:		Date:		
	Non- continuous text	Yes	No	Remarks
1	Can read and label sign posts in the classroom.			
2	Can explain the job chart.			
3	Can recognize names and use illustrations to make meaning.			
4	Can read posters for <ul style="list-style-type: none"> • health and hygiene, • good habits, • healthy foods, • bad and good touch 			
5	Can recognize the value of the Bhutanese currencies.			
6	Can interpret safety signs			

Rubrics to assess learners’ ability to read the text (Note: Keep on adding or create a similar tool for future activities)

Components	Exceeding	Advancing	Meeting	Approaching	Beginning
Reading Strategies	Uses reading strategies effectively Meaning – does the sentence make sense? Structure – does the sentence sound right? Visual – does the word look right? (Using the phonic cues)	Successfully attempts to use reading strategies Meaning – does the sentence make sense? Structure – does the sentence sound right? Visual – does the word look right?	Attempts to use reading strategies with little prompts from the teacher. Meaning – does the sentence make sense? Structure – does the sentence sound right?	Attempts to use reading strategies with more prompts from the teacher. Meaning – does the sentence make sense? Structure – does the sentence sound right? Visual – does the word look right?	No attempt was made to use reading strategies Meaning – does the sentence make sense? Structure – does the sentence sound right? Visual – does the word look

		(Using the phonic cues)	Visual – does the word look right? (Using the phonic cues)	(Using the phonic cues)	right? (Using the phonic cues)
Fluency	Reads the text fluently	Reads fairly fluently	Reads with some halting in between the words.	Reads haltingly word by word	Reads laboriously
Pronunciation	Pronounces all the words correctly	Pronounces most of the words correctly	Pronounces some of the words correctly	Pronounces few of the words correctly	Cannot pronounce all the words correctly.
Intonation	Reads with correct modulation of all the words that shows understanding.	Reads with correct modulation of most words	Reads with correct modulation of some words	Reads with correct modulation of few words	Inappropriate use of intonation

Note: Design other tools to assess the learner’s competencies. The success criteria should be developed together with the learners. Share the assessment and outcomes with the learners and their parents.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/e8fb7732-cab3-4e89-9faf-e6018f8cf75d/> (Text: Look for Me (Big Book))

<https://lessons.rec.gov.bt/lesson/79aebb6d-2822-462f-9e42-c54492485f04/> (My Body)

<https://lessons.rec.gov.bt/lesson/43ae244f-200c-489a-9b2b-c8e7830c6688/>(Synonyms and Antonyms)

<https://lessons.rec.gov.bt/lesson/65cee844-ec41-400f-81e6-79f23cb524b6/> (Text: The School)

<https://lessons.rec.gov.bt/lesson/65ab3ab2-5e47-40e2-963f-ba6fcf5c0e81/> (Occupation)

<https://lessons.rec.gov.bt/lesson/3d1ada9d-3b24-43bf-93eb-f4e510d5d54e/> (Text: Water)

Resources

Title & URL of Resources	Summary/Description of Resources	Core Concepts
Look for me (Big Book)	The book is about ‘hide and seek’ game played by Dechen and Dorji	Playing games make predictions, comprehend and make to text to real life connections
Punctuation video https://youtu.be/LdCOswMeXFQ	The video shows the punctuation marks and its function.	Knowledge Visual cues to read
Big Book/readers/SSP texts Use relevant online videos to supplement the lessons (especially the grammar aspects)		

Topic: Talking about books

The primary elements of a story are the events and the characters. Readers must be taught to recognize these first in order to understand stories.

Competency

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

Knowledge: Comprehension of the elements (title, characters and events) present in the stories

Skills: Read and talk about the character and events of the stories

Behaviours: Actively participate in reading the texts and text talks

Learning 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.

Learning Experiences

- Model read the texts with correct pronunciation, intonation, audibly and fluently.
- Sing or watch videos of songs/rhymes/poems to teach rhyming words.
- Practice reading and identifying rhyming words.
- Allow learners to talk about the characters and events in the texts (stories, poems, songs, rhymes). Make text-life and text-text connections. (Use the text – Let go camping and Let go camping)
- Let learners read the text (stories/rhyme/song/ poem) independently.
- Through the texts, teachers may address relevant issues such as food hygiene and safety, healthy plate policy, managing food waste, values, rights, culture, life relationships, peer pressure, clean note policy and saving culture.

Teacher's Note: As and when relevant, use SSP resources, a Phonic Workbook, and the theme workbook.

Assessment

Use the following assessment tools:

- Rubrics for assessing learners’ ability to read the text
- Miscue analysis

Reading log

Date	Name of the book	I like	I don't like
06/04/22	What time is it, Momo?	I like -----	I don't like.....

Teachers note: Learners should read at least 5 texts/books in each term and maintain the record independently.

Checklist to assess Reading Log

Sl. No	The learner has ...	Yes	No	Remarks
1	read 10 texts			
2	written in complete sentence.			
3	used capital letters and full stop correctly.			

Rubrics to assess learner’s ability to read and talk about the texts (Note: Keep on adding or create a similar tool for future activities)

Exceeding	Advancing	Meeting	Approaching	Beginning
Reads and talks about the text with all the aspects.	Reads and talks about the text with most of the aspects.	Reads and talks about some aspects of the text.	Reads and talks about few aspects of the text.	Reads and talks about no aspects of the text.
Recalls all the characters in the text.	Recalls most of the characters.	Recalls some characters of the text.	Recalls a few characters of the text.	Cannot recall any characters of the text.
Tells an excellent moral of the text in detail.	Tells very good moral of the text in some detail.	Tells good moral of the text in detail.	Tells fairly good moral of the text in details.	Cannot tell the moral of the text.

Note: Anecdotal to record the formal and informal sharing of the values/issues by the learner.

Teachers may develop similar tools whenever and wherever required. The success criteria should be developed together with the learners. Share the assessment and outcomes with the learners and their parents.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/cb99d61b-aaea-4ef7-a831-fad015e97f94/> (Text: The Elephant's Trunk)

Resources

Title & URL of Resources	Summary/Description of Resources	Core Concepts
Rhyming words https://www.youtube.com/watch?v=k-BHKGJlrgE&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=41	The video teaches about rhyming words.	Identifying rhyming words
I have 10 Little Fingers and 10 Little Toes https://www.youtube.com/watch?v=5wWTsCMRF_Y	The video teaches the nursery rhymes of body parts.	Visual cues to read
Clean note policy (video is in Dzongkha with English subtitles) https://youtu.be/THkw0t2dEe0	This video presents about clean note policy.	Respecting Saving Taking care of notes.
Teacher can use following links to get ideas and information while designing the lesson or activities based on: Financial literacy: https://www.incharge.org/financial-literacy/resources-for-teachers/financial-literacy-for-kids/ Comprehensive Sexual Education (CSE): https://www.unaids.org/sites/default/files/media_asset/ITGSE_en.pdf Nutritional Values: https://www.actionforhealthykids.org/activity/nutrition-education/	The link has various strategies and sample of activities to teach about the issues like financial, nutritional & CSE.	Suggested resources for teacher references to design activities regarding the financial, nutritional & CSE. Note: Teacher may explore similar links and design activities according to the context.
<ul style="list-style-type: none"> • Songs/rhymes/stories • Other relevant materials such as posters and worksheets may be designed or downloaded 		

Topic: Reading and responding

This competency integrates the reading, writing and speaking skills encouraging learners to write stories and reading them. They will also talk about their stories and answer questions about the stories from their peers.

Competency

- Read aloud their own writing to talk about it.

Knowledge: Understanding of the components of reading

Skills: Read and talk about their own writings.

Behaviours: Read fluently and express clearly their ideas

Learning Objectives

- Understand that a sentence expresses a complete thought.
- Expand their bank of known words to read simple texts.

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

Learning Experiences

- Read aloud and share their own writings (related to issues such as favourite person/ animal/ food/ game) to partner/team/whole class or via social forum.
- Exchange views among peers and provide feedback on their writing.
- Use Corners to assist learners to read and comprehend a text. Collect learners' writings, then give back randomly so each child gets a writing which is not their own. After reading, children walk to the corner that best describes the writing.
- Another variation can be children read their friend's writings and illustrate accordingly.
- Display children's writings for all the read and enjoy.

Teacher's Note: As and when relevant, use SSP resources, a Phonic Workbook, and the theme workbook.

Assessment

Use the following assessment tools

Rubrics to assess learners' ability to read aloud with fluency and expression (especially for readers' theatre) (Note: Keep on adding or create a similar tool for future activities)

Exceeding	Advancing	Meeting	Approaching	Beginning
Reads with fluency and expression	Reads with fluency and expression though the reading lacked expression for one or two lines.	Reads fairly fluent, though the reading lacked expression for some of the lines.	Reads with less fluency and lacked expression through approximately half of his/her lines.	Read word by word with no fluency or expression

Miscue Analysis to assess learners' ability to read (use it throughout the year).

Example: *Twelve Animals of Bhutan*

Learner's name:.....

This is a tiger.

It is a big animal (a)

It is yellow with black stripes (step)

Tigers live (like/sc) in hot places.

They like water (live/sc).

They eat pigs, goats, deer (dog), and (-----) other animals.

There are not many (m) tigers in Bhutan. (B-----)

Symbols to mark miscues

This is a tiger = Word not recognized. No attempt made to work it out. (Omission).

It is a big animal (a_) = Word not recognized. Some attempts made to work it out phonically - letter sounds tried are noted.

Tigers live (like/sc) in hot places = Word suggested by the child is written in but self-corrected, which is not considered as error.

It is yellow with black stripes (step). = Word suggested by the child is substituted, which is an error.

They eat pigs, goats, deer (dog) and (____) other animals. = Long hesitation. Not considered error if read by the child after a long pause.

Teacher's Note: 1. Series of marking miscue analysis can be used to mark in the checklist and rating.
2. Miscue Analysis may be used at least 5 times in a year (3 times in term I and 2 times in term II) for 5 texts which are read by the children in the whole year.

Note: Design tools to assess learner's comprehension skill through Corners and illustrations
The success criteria should be developed together with the learners. Share the assessment and outcomes with the learners and their parents.

Resource: Sample writings on relevant topics to be displayed in reading corners/portfolios

Online lesson Plans

Refer the following suggestive lesson plan. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/c757973b-03ef-4966-8213-65a91d126392/> (Text: Zam and His Cat)

Topic: Independent reading

By this stage, the learners should have acquired enough reading skills to read age and level-appropriate texts independently.

Competency

- Read new texts independently.

Knowledge: Understanding of various components of reading

Skills: Reading various texts

Behaviours: Reading independently

Learning 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.

Learning Experiences

- Help learners select text of their level and interest and read independently.
- Demonstrate and encourage learners to fill in the 'Reading Log' after reading a text. If possible, encourage parents to help with the task.
- Encourage them to recommend the texts they have read to their friends during sharing time or via social forums.
- Provide opportunities for learners to read aloud texts in class/assembly/social forums.

Note: Learners should read at least 10 texts in a year. Texts may include stories, poems, rhymes related to food hygiene and safety, healthy plate policy, managing food waste, values, rights, culture, life relationships, peer pressure, clean note policy and saving culture.

Teacher's Note: As and when relevant, use SSP resources, a Phonic Workbook, and the theme workbook.

Assessment

Rating Scale to check reading proficiency (Frequency- to be used twice in a term)

Learning objectives/Reading behavior	Always	Most of the time	Sometimes	Rarely	Remarks
Use structure and visual cues to read text					
Read new vocabulary taught to them					
Understand the meaning of new vocabulary					
Use phonic cues to read words and pronounce them clearly					
Recognise new words using structure and visual cues					
Identify simple rhyming words					
Attend to punctuation marks – full stop and question mark while reading					
Read aloud simple text fluently					

Note: Teachers may use reading log and miscue analysis for this competency as well. Teachers may also develop similar tools whenever and wherever required. The success criteria should be developed together with the learners. Share the assessment and outcomes with the learners and their parents.

Online lesson Plans

Refer the following suggestive lesson plan. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/a8372ff2-8497-446c-a34f-08a6d26dafb7/> (Animals)

Resources

- Reading Log format
- Browse age and level appropriate texts.
- Texts
- Reading Log

Teacher’s Note: Suggested to use Pepper, Bubbles and Barney series story book to enhance reading.

Writing

Topic: Learning to write

Handwriting is a functional skill for writers. When learners begin to print, the letter size is often large and out of proportion. As the fine motor skills become more refined with practice, handwriting becomes legible. Teacher can model good handwriting, use mini-lessons to focus on individual letter formations, directionality, spacing, grip, and when to use upper case and lower-case letters.

Competency

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

Knowledge: Holding a pencil

Skills: Comfortable and efficient pencil grip

Behaviours: Write smoothly

Learning 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.

Learning Experiences

- Model and revise the most comfortable and appropriate pencil grip for each learner to adopt.
- Provide ample opportunities (drawing, writing words/sentences) for learners to practice and enhance their writing skills.
- Provide tracing sheets for further practising and enhancing the skill of writing uniformly.

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.

Assessment

Rating Scale to assess learners' ability to write (Use punctuation)

Writing Objectives/Behaviour	Always	Most of the time	Sometimes	Rarely
Shape letters accurately				
Use capital letters and small letters appropriately				
Use vocabulary learnt in their writing				
Use full stop appropriately				
Use question marks appropriately				
Use margin to format their writing				

Teacher's note: This rating scale may be supported by the assessment notes made on the Sample Writing observational sheet as well as the anecdotal records.

Letter Formation Rubrics (To assess consistency in the size and proportion of letters and spacing of words in writing).

Scoring Guide

5.Exceeding: Shapes letter clearly, neatly and write on the line using the correct formation.		4. Advancing: Shapes letter clearly, neatly and writes on the line, may not follow the correct formation					
3. Meeting: Shapes letter but is not able to write on the line.		2. Approaching. Not able to shape accurately and cannot write on the line as required.					
1. Beginning: letters are not legible and can only scribble randomly on the page.							
Skills Learner	5	4	3	2	1	Remedial Measure(s)	Comment

Note: The success criteria should be developed together with the learners. Share the learner’s assessment to parents and learners.

Online lesson Plans

Refer the following suggestive lesson plan. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/85649217-6440-49be-b314-91c2daf3b55d/> (Letter Formation)

Resources

Title & URL of Resources	Summary/Description of Resources	Core Concepts
Letter Formation – Lower case https://www.youtube.com/watch?v=M8LNEr5HVI&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=26	This video demonstrates on how to write alphabet letters (lower case) with correct formation.	Writing skills Handwriting
Letter Formation – Upper case https://www.youtube.com/watch?v=xPvk7-xBqTk&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=32	This video demonstrates on how to write alphabet letters (lower case) with correct formation.	Writing skills Handwriting
Printable tracing sheets https://www.createprintables.com/name-tracing-worksheet-practice/	The links has printable worksheet.	Handwriting Correct letter formation
Tracing worksheets		

Topic: Putting letters and words together

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 pushing 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.

Competency

- Use the knowledge of segmenting to write new words.

Knowledge: phonemic awareness (alphabet sounds and phonic sounds)

Skills: Blending and segmenting skills

Behaviour: Write new words

Learning 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.

Learning Experiences

- Organize segmenting and spelling activities such as spelling detective, dictation and cloze test (refer SSP Resource Book)
- Conduct phonic story rewriting (refer SSP Resource Book for direction)
- Watch video on phonic sounds
- As variation learners can listen to word(s)/phrases/sentences and write them down and share in the social forum

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

Assessment

SSP Continuous Formative Assessment Class I Literacy Skills (Spelling Test Words and Writing Test Sentences).

Checklist to assess learners' ability to listen and write the words.

Teacher says the sounds, learners listen and write. For example: sh- (pause) o- (pause) p = shop

Name	Shut		cash		Ship		Fish		she		shed		Remarks
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
Sonam													
Dechen													
Dorji													

Note: Teachers may develop similar checklists/rubrics/rating scales whenever and wherever required. The success criteria should be developed together with the learners. Share the assessment and outcomes with the learners and their parents.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lessonplans/35ce6577-f0c9-498c-bc64-ba9b26ec60d6/edit/> (Enhancing Writing Through Segmenting Techniques)

Resources

- SSP Resource Book
- Video on Phonemic Awareness

Title & URL of Resources	Summary/Description of Resources	Core Concepts
Part 1 (Class PP) https://youtu.be/8GqS72R8bQg	The video is about phonemic awareness.	Blending and segmenting skills Writing skills
Part 2 (Class PP) https://youtu.be/OQzXq6q8pEk	The video is about phonemic awareness.	Blending and segmenting skills
Part 3 (Class I) https://youtu.be/cmLV3ho9hDQ	The video is about phonemic awareness.	Blending and segmenting skills
<ul style="list-style-type: none"> • Alphabet and phonic sound flashcards within the SSP pack. • Segmenting cards within the SSP pack • Videos on Phonemic Awareness 		

Topic: Emergent writing

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 teams and finally practicing individually.

Competency

- Compose simple sentences to express their thoughts and ideas.

Knowledge: Understand the differences between a word, phrase and sentence.

Skills: Write simple sentences

Behaviour: express their thoughts and ideas suitably

Learning Objectives

- Write one-sentence answers correctly to simple questions.
- Fill up a simple book review format.
- Describe pictures in a few sentences.
- Enjoy writing as a creative activity.

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

Learning Experiences

- Provide jumbled up words for learners to arrange into correct sentences and rewrite them.
- Design worksheets on relevant topics (Bhutanese currency, grammar, healthy food habits, family, animals, body parts, clothes, objects) for learners to match and write short sentences.

Example: During a lesson on writing simple sentences, teacher can create similar worksheets infusing the use of pronouns, auxiliary verb (has) and identification of the Bhutanese currency.

Column A	Column B	Write a sentence
 <p>Karma</p>		<p>Example: Karma has Ngultrum 10.</p>
 <p>He</p>		
 <p>She</p>		

- Demonstrate how to write 'I like...' and 'I don't ...' in the reading log.
- Provide simple questionnaires for learners to practice writing simple answers.
- Browse relevant websites such as liveworksheet.com to explore worksheets online.

Assessment

Rubrics to assess learners' ability to write simple sentences

Areas	Exceeding	Advancing	Meeting	Approaching	Beginning
Handwriting	All letters are uniform, consistently well-formed and legible throughout the writing.	Letters are uniform, well-formed and legible, but there are some inconsistencies in letter formation.	Most letters are well formed and legible.	Some letters are well formed and legible.	Letters are not uniform and readers struggle to decipher.
Punctuation	Capital letters are used appropriately throughout the writing.	Capital letters are used appropriately in most part of the writing.	Capital letters are used appropriately in some part of the writing.	Capital letters are not used appropriately in most part of the writing.	The child has no idea of when to use capital letters appropriately
	Uses full stop/question marks appropriately at the end of the sentence	Uses full stop/question marks mostly at the end of the sentence	Uses full stop/question marks sparingly at the end of the sentence	The child makes more errors in the use of full stop/question mark at the end of the sentence	The child has no idea of how to use full stop/question marks in the sentence
Sentence structure	Writes all the sentences in complete structure to convey clear meaning and ideas.	Writes most the sentences in complete structure to convey clear meaning and ideas.	Writes some of the sentences in complete structure to convey meaning and ideas	Writes a few sentences in complete structure to convey meaning and ideas	The sentence consists of only one or two words
Content	Ideas & information are very clear and adequate. The ideas are original.	Ideas & information are clear. Most ideas are original.	The overall idea is clear, but seems to have been borrowed but the words are not.	Ideas & information are not clear. The idea and the words are copied.	The content is incomplete.
Spellings	Error-free spellings	Mostly error-free (2-3 errors)	4-7 errors	8-10 errors	More than 10 errors.

Note: The success criteria should be made clear to the learners and develop together wherever possible. Share the assessment and outcomes with the learners and their parents.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/120da2d7-ba8c-4005-a7c8-c83342192da8/>(Writing in Sentence)

<https://lessons.rec.gov.bt/lesson/f5295121-4c8b-4998-b3ef-7b7c0bdfdf6e6/> (Season)

Resources

Title & URL of Resources	Summary/Description of Resources	Core Concepts
Worksheets https://www.liveworksheets.com/	This link has sample worksheets. This link helps teachers to create worksheet and share in social forums. The assessment can be also done online.	Suggested resource link for teachers to share and assess online.
<ul style="list-style-type: none">• Jumbled words• Worksheets• Reading log		

Topic: Developing writing

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 (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.

Competency

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

Knowledge: Functions (when to use) of punctuation marks (full stop, comma, question mark, question mark, capital letters, spacing)

Skills: Use punctuations in their writing

Behaviour: Accurate and appropriate use of punctuation marks in their writing

Learning Objectives

- Describe pictures in a few sentences.
- Revise, demonstrate and practice the use of punctuation marks 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.

Learning Experiences

- Revise Punctuation marks learnt in Class PP (full stops, capital letter, question mark)
- Introduce punctuation marks (comma and exclamation mark) in context (in the phonic story 'Yum, yum, yum' exclamation mark is used).
- Use Interactive Writing to describe pictures, making list, writing sentences and stories.
- Encourage learners to write, 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, correct punctuation, and spaces between words for both group and individual writing*).
- Watch video on Punctuation to revise
- Learners can further practice the use of punctuation marks on [liveworksheet.com](https://www.liveworksheet.com)
- Learn the punctuation dance and apply it while reading texts consisting many punctuation marks.

Punctuation Dance

When you get to a **period**, you stomp.

When you get to a **comma**, you step to the side.

When you get to a **question**, you put your hands up side to side like you're asking a question and wiggle down a little.

When you get to an **exclamation point**, you jump in the air with arms up!

(Use it while reading any texts, for a fun and engaging reading experience.)

Note: Teachers are encouraged to assess only one aspects of writing at a time. For instance, Teacher can look at only punctuation error (capitalizing proper nouns) at one time and not the spellings or structures of their work.

Assessment

Checklist for punctuation

Learner name.....	Yes	No	Remarks
Behaviour			
Uses capital letters correctly for the starting of sentence			
Uses of capital letters correctly for proper nouns.			
Uses full stops at the end of the sentences.			
Uses question marks after the questions.			

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 developed together with the learners. Share the learner's assessment and outcome with the parents.

Online lesson Plans

Refer the following suggestive lesson plan. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/4537f557-cdcf-4301-8e65-33da6535dfee/> (Book Review)

Resources

Title & URL of Resources	Summary/Description of Resources	Core Concepts
Punctuation video https://youtu.be/LdCOswMeXFQ	This video shows the punctuation marks and its function.	Use of punctuation marks correctly.
Punctuation lesson https://www.youtube.com/watch?v=NHW37SyHFAo&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=49	This video shows about the punctuation marks.	Use of punctuation marks correctly.
Worksheets https://www.liveworksheets.com/	This link has sample worksheets.	Suggested resource link for teachers to share and assess online.
<ul style="list-style-type: none"> • Video on Punctuation • Pictures • Texts 		

Topic: Expressing 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.

Competency

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

Knowledge: The various forms of writing (stories, rhymes, signs, labels)

Skills: Develop and write in a variety of forms

Behaviour: Use the variety of forms to communicate effectively

Learning Objectives

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

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

Learning Experiences

- Encourage learners to describe their drawings in a word/phrases/sentences.
- Expose learners to a variety of forms of writing such as stories, poems, songs, sign posts, maps, graphs, lists and tables (continuous and non-continuous texts)
- Provide opportunities for learners to practise writing continuous and non-continuous texts (related to nutritional and financial literacy, sexuality education, values and culture) by progressing gradually (initially learners copy the whole text, then progress to write parts of the text on their own and eventually write independently).
- Learners make comic strips after listening to or reading a story. Comic strips may include illustrations accompanied by phrases and short sentences.
- Make a scrapbook of non-continuous texts (signs/ trail signs) for learners to understand their meaning and use. Signs could be available locally or browsed online.

Assessment

Rubrics to assess writing

Levels	Exceeding	Advancing	Meeting	Approaching	Beginning
Components					
Capital and small letters	Uses capital/small letters correctly all the time	Uses capital/small letters correctly most of the time.	Uses capital/small letters correctly only at some points.	Uses capital/small letters only when asked by the teacher.	The child has no idea of when to use capital/small letters.
Vocabulary	Uses all vocabulary taught in the class correctly	Uses most vocabulary taught in the class correctly	Use some vocabulary taught in the class correctly	Uses a few vocabularies taught in the class correctly	The child makes no use of vocabulary taught in the

					class.
Full stops and Question marks	Uses all required full stops/question marks correctly	Uses most required full stops/question marks correctly.	Uses some required full stops/question marks correctly.	Uses a few required full stops/question marks correctly.	The child makes no use of full stops/question marks
Grammar	Uses all required tenses correctly while writing.	Uses most required tenses while writing	Uses some required tenses while writing	Uses a few required tenses while writing	The child makes no use of tenses
Sharing	Volunteers share completed writing with friends/whole class	Volunteers share completed writing with friends/whole class when asked.	Volunteers share writing with friends/whole class when asked, but the writing is incomplete.	Writing consists of only few phrases and the is reluctant to share his/her work with friends/whole class	Writing consists of only a few scribbles.
Drawing	Writing is accompanied by appropriate drawing to add meaning	Writing is complemented by appropriate drawing, but may not add meaning.	Only some aspects of the drawing are related to the writing.	Only a few aspects of the drawing are related to the writing.	The drawing is not appropriate to the writing.

Observational Checklist to check learners' drawing to represent writing

Sl.No	Indicators	Yes	No	Remarks
1	Drawing makes meaning			
2	Follow instructions			
3	Presentation			
4	Focus			
5	Creativity and originality			

Rubrics to assess learners' ability to describe given pictures/images/drawings

Exceeding	Advancing	Meeting	Approaching	Beginning	Remarks
Makes a meaning inference with evidence.	Makes meaningful inference	Provides somewhat meaningful inference.	Provides an unrelated response.	No descriptions given.	

Observational Checklist to check learners can write in variety of forms- continuous and non-continuous text to communicate ideas.

Descriptors	Yes	No	Remarks
Use high frequency words from word wall.			
Use pictures to illustrate their own story.			
Use capital letters, full stop/question marks correctly.			

Give a relevant title to their story.			
Can include one to three characters in their story.			
The story makes sense.			

Rubrics to assess learners' scrap book or comic strip

Components	Exceeding	Advancing	Meeting	Approaching	Beginning	Remarks
Layout	The scrap book/comic strips have more than 5 pages.	The scrap book/comic strip has 4 to 5 pages	The scrap book/comic strips have 3 to 4 pages.	The scrap book/comic strips have 2 to 3pages.	The scrap book/comic strips have 1 or no pages.	
Topic content	The scrap book/comic strips include detailed information about the topic/activity.	The scrap book/comic strips somehow include detailed information about the topic/activity	The scrap book/comic strips include description about the topic/activity.	The scrap book/comic strips include some information about the topic/activity.	The scrap book/comic strips include little information about the topic/activity.	
Vocabulary	Uses high level vocabulary	Uses words taught outside the classroom	Uses the words learnt in the classroom.	Limited word choice.	Only one-two words.	
Expression	Expresses each picture/drawing in 1 or more complete sentences.	Expresses each picture/drawing in at least 1 complete sentence	Expresses each picture/drawing in simple sentence	Expresses each picture/drawing at least in phrases.	Expresses each picture/drawing in one to two words.	
Creativity	The scrap book/comic strips contain adequate number of pictures/drawings to enhance the topic/activity.	The scrap book/comic strips contain required number of pictures/drawings to enhance the topic/activity .	The scrap book/comic strips contain a good number of pictures/drawings to enhance the topic/activity.	The scrap book/comic strips contain some pictures/drawings to enhance the topic/activity.	The scrap book/comic strips contain a few pictures/drawings to enhance the topic/activity.	
Presentation	The scrap book/comic strips look colourful, eye catching and attractive with relevant	The scrap book/comic strips look colourful and eye catching with relevant pictures and complete sentences.	The scrap book/comic strips look colourful but has few pictures and incomplete sentences.	The scrap book/comic strips have required number of pages with less pictures and incomplete sentences.	The scrap book/comic strips have 1-2 pages with irrelevant pictures and few words.	

	pictures and complete sentences.					
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Note: The success criteria should be developed together with the learners. Share the learner’s assessment to parents and learners.

Online lesson Plans

Refer the following suggestive lesson plan. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/573841e8-a0dd-4d8d-ac16-2750b54450fe/> (Word Formation)

Resources

Title & URL of Resources	Summary/Description of Resources	Core Concepts
How to make a scrapbook (for teachers to refer) https://www.everything-about-scrapbooking.com/how-to-make-a-scrapbook.html	Video for teacher reference	Creativity Designing
Video guide to making a scrapbook https://youtu.be/nJbBV-1cDPiM	This video demonstrates on how to create scrap book.	Creativity skills
<ul style="list-style-type: none"> • Variety of continuous and non-continuous texts • Sample scrap book • Signs 		

Language and Grammar

Topic: Developing vocabulary

We use language 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 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.

Competency

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

Knowledge-Knowledge of grammar

Skills-Talk about ideas and the world around us

Behaviour- Talk politely, expresses ideas and opinions etc.

Learning Objectives

- Use proper and common noun (naming words): classroom objects, common objects, names of animal and places, occupation.
- 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 sentences.

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

Learning Experiences

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. The grammatical aspects need to be taught in contexts and not in isolation. While addressing the pertinent issues relating to our Bhutanese values, financial and nutritional literacy and sexuality education, the grammar concepts are imbedded and taught concomitantly. Following are some strategies on how to go about teaching grammar in context.

- The phonic stories have level appropriate vocabulary, that can be taught in context.
- The picture cards from SSP provide learners to build vocabulary using visual/sound cues.
- Create story map for a fun way of learning nouns (or to develop any other vocabulary). Learners make a story map about the members of their family/animals they have seen/places they have been/clothes they wear in various seasons/healthy food etc. Learners

can accompany their drawings/cut up pictures with labels. Encourage learners to elaborate on their diagrams during oral presentation.

- Making a photo album/picture book.
Learners create labelled images depicting action verbs, adjectives and nouns they learnt from stories either heard or read to them.

Note: Parents can be involved while creating story maps and picture books

Assessment

- Teacher may use the assessment tools mentioned in the other strands. However, emphasize on the learner's ability to use a particular grammar item.
- Design assessment tools that use the other language skills (Listening and Speaking, Reading and Literature, and Writing) but evaluate specific grammar topics.

Note: The success criteria should be developed together with the learners. Share the assessment and outcomes with the learners and their parents.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/1190d9f3-aa93-4548-8877-f05e7363437b/> (Noun)

<https://lessons.rec.gov.bt/lesson/2baac3f6-6458-43c1-a679-ef8474d2b7f9/> (Demonstrative Pronoun)

<https://lessons.rec.gov.bt/lesson/f9e7d9e7-e21f-4242-a44c-932e67efcd5b/> (Singular and Plural noun)

<https://lessons.rec.gov.bt/lesson/6f7e64bb-2c1e-4fba-8092-680e6baa6897/> (Adjectives)

<https://lessons.rec.gov.bt/lesson/5a9d27d3-4480-4484-8b97-1266f526c69f/> (Comparative adjectives)

<https://lessons.rec.gov.bt/lesson/eaa85b58-a6ad-4a32-a964-7655e24a612e/> (Phrases and simple sentences)

Resources

Title & URL of Resources	Summary/Description of Resources	Core Concepts
My School and Classroom Objects https://www.youtube.com/watch?v=nnxiz_PpEU8&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=18&pbjreload=101	This video shows about classroom object.	Knowledge Comprehension skills Drawing
<ul style="list-style-type: none"> • Phonic stories • Suitable pictures to teach new vocabulary 		

Topic: Emergent grammar

Conventions refers to the mechanical correctness of a piece of writing. Correct use of conventions, such as spelling, capitalization, punctuation, paragraphing, grammar and usage, guides the reader through the text easily. Knowledge of grammar refers to all topics that has been learned in class PP with some inclusion in class I. Teacher may choose to revise the objectives under language and grammar to link the progression of topics specified herein under the objectives.

Competency

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

Knowledge - Conventions of grammar

Skills - Apply those conventions at phrase and sentence levels

Behaviour - Using the conventions correctly in various situations

Learning 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.
- Use subject-verb agreement correctly.

Learning Experiences

Expose learners to realistic or near realistic setting to see or hear the target language before having to focus on it. Choose a text with the targeted grammar item appearing frequently. Learners notice the new item and work out the rules by induction. In context, learners will see the usage of grammatical patterns better and the context will help them understand how to use grammar forms and structure. Some suggested learning experiences that can be provided are:

- **Mini-lesson**
After a writing exercise, Teacher conducts a mini-lesson on the appropriate use of a punctuation mark (stick to one punctuation mark at a time). After which, learners edit their own work on that aspect taught during the mini-lesson.
- **Read-a-louds.**
Teacher model reads a text. Prompt learners to explore the functions of punctuation marks by discussing how punctuation marks can indicate the character's mood, tone and even personality.
- **Dialogues**
Using dialogues is an effective way to demonstrate how language is used in the real world. Let children listen to a conversation about speakers talking about daily activities (to teach simple present) or an event that happened recently (to teach about simple past). Guide learners to deduce the form of the structure and explain the rule (i.e., the present simple is used for routine activities). Further encourage learners to construct similar sentences about

their own daily activities. (Check the Valley View Community Unit School District’s *Teaching Grammar in Context: Why and How?* for step-by-step process) .

- Comic strips

To teach grammar aspects (such as subject verb agreement patterns), Teacher can create an engaging comic around the learner’s favourite cartoon character (free online story boards are available). Examine the following with the learners:

- Which letter ends the verbs that tells us the character’s action?
- Does this same letter come at the end of verbs that tell us about another character’s actions?
- What happens to the -s at the end of the verbs when the characters are doing actions together?
- When one person is doing an action, with which letter(s) should the present tense form of the verb(s) end?
- What happens to the verb(s) when two or more people are doing the same action simultaneously?

Learners create their own comic strip and apply the same conventions and share interesting super hero stories.

Assessment

Checklist to assess learners’ ability to use collective noun.

Note: Use real objects to check the use of collective noun

Name	A cup of/a glass of/a bottle of.....		A tin of.....		A pair of.....		A bunch of.....		A bundle of		A box of.....		A packet of		A piece of.....		Remarks
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	Yes	Yes	No	
Sonam																	
Tandin																	
Kinley																	

Checklist to assess learners’ ability to use language *this and that* with singular and *‘these and those’* with plural correctly– use it throughout the year.

Name of learners	This is		That is.....		These are.....		Those are		Remarks
	Yes	No	Yes	No	Yes	No	Yes	No	
Sonam									
Jambay									

Rubrics to assess learners' ability to use simple present, present continuous tenses and subject-verb agreement. (Teachers can design similar tools.)

Topics	Exceeding	Advancing	Meeting	Approaching	Beginning
Simple present tenses	The learner uses simple present tenses correctly while relating to action or time.	The learner uses simple present tenses correctly while relating to action or time frequently.	The learner uses simple present tenses correctly while relating to action or time sometimes.	The learner uses simple present tenses correctly while relating to action or time rarely.	The learner needs constant guidance from the teacher.
Simple past tense	The learner uses simple past tenses correctly while relating to action or time.	The learner uses simple past tenses correctly while relating to action or time frequently.	The learner uses simple past tenses correctly while relating to action or time sometimes.	The learner uses simple past tenses correctly while relating to action or time rarely.	The learner needs constant guidance from the teacher.
Simple future tense	The learner uses simple future tenses correctly while relating to action or time.	The learner uses simple future tenses correctly while relating to action or time frequently.	The learner uses simple future tenses correctly while relating to action or time sometimes.	The learner uses simple future tenses correctly while relating to action or time rarely.	The learner needs constant guidance from the teacher.
Present continuous tenses	The learner uses present continuous tenses correctly while relating to action or time	The learner uses present constant tenses correctly while relating to action or time frequently.	The learner uses present continuous tenses correctly while relating to action or time sometimes.	The learner uses present continuous tenses correctly while relating to action or time rarely.	The learner needs constant guidance from the teacher.
Subject-Verb Agreement	The learner uses subject-verb agreement correctly while relating to action or time.	The learner uses subject-verb agreement correctly while relating to action or time frequently.	The learner uses subject-verb agreement correctly while relating to action or time sometimes.	The learner uses subject-verb agreement correctly while relating to action or time rarely.	The learner needs constant guidance from the teacher.

Rubric to assess children's competency to use conventions of basic grammar in writing simple sentences.

Scoring Guide

5. Exceeding: Writes grammatically correct sentences.	4. Advancing: Writes in complete sentences but contains a few grammatical errors.
3. Meeting: Writes in complete sentences but contains some grammatical errors.	2. Approaching. Writes in phrases with grammatical errors.
1. Beginning: Writes only one or two words	

Learner \ Skills	5	4	3	2	1	Remedial Measure(s)	Comment

Note: Teachers are recommended to use assessment tools for Listening & Speaking, Reading and Writing to assess learners' ability to use language and grammar competently. Teachers can also design their own tools to be used as diagnostic assessment.

Note: The success criteria should be developed together with the learners. Share the assessment and outcomes with the learners and their parents.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/fdb286fe-0934-4f30-8543-72a4447360e8/> (helping verbs (is, are, has, have, do and does))

<https://lessons.rec.gov.bt/lesson/4326b9a1-b43a-48fb-b5a5-714331cf1dd7/> (Punctuation)

<https://lessons.rec.gov.bt/lesson/816e6801-beef-403c-b0ba-b059046385fe/> (Preposition)

<https://lessons.rec.gov.bt/lesson/3fe4cb94-3af1-453c-a978-03f3f79144c6/> (Personal Pronoun)

<https://lessons.rec.gov.bt/lesson/7eba06ea-9888-4c92-affb-10ebaf154991/> (Action Verb)

<https://lessons.rec.gov.bt/lesson/2e71e49d-2e0d-4058-97db-78e9e4f88429/> (Tenses)

<https://lessons.rec.gov.bt/lesson/9594cac4-71b2-4ae6-91b1-07f6f8ba9fc0/> (Possessive Noun)

<https://lessons.rec.gov.bt/lesson/cbe1ab82-18ce-493e-b9d8-f9cd1b6d9625/> (Quantifier)

<https://lessons.rec.gov.bt/lesson/4a33be3a-7ce9-41d8-a8f6-2fd6d48b7112/> (Use articles: a, an and the)

Resources

Title & URL of Resources	Summary/Description of Resources	Core Concepts
Question words https://www.youtube.com/watch?v=5_bFOHQTSRM&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=44&pbjreload=101	This video talks about question words.	Questioning skills
Demonstrative pronouns (this, that, these, those) https://www.youtube.com/watch?v=yEmNYRnzs4Y&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=27	This video talks about demonstrative pronoun.	Knowledge Comprehending skills

<p>Preposition videos https://www.youtube.com/watch?v=eYZDGMKajaE&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2iclN&index=32 https://www.youtube.com/watch?v=YjGeCqIzqtI&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2iclN&index=34</p>	<p>This video shows preposition</p>	<p>Knowledge Comprehending skills</p>
<p>Teaching Grammar in Context: Why and How? https://www.vvvd.org/site/default.aspx?PageType=3&ModuleInstanceID=19779&ViewID=7b97f7ed-8e5e-4120-848f-a8b4987d588f&RenderLoc=O&FlexDataID=54291&PageID=10115</p>	<p>This link guides teachers on how to teach grammar in context.</p>	<p>Reference for teachers.</p>
<ul style="list-style-type: none"> • Texts • Sample comic strips • Recordings of conversation 		

Class II

Workbook

Overview Workbook – Class II			
Theme	Activities	Page	Purpose
About Me	Complete the sentence about yourself	1	<ul style="list-style-type: none"> • Self-awareness. • Self-respect • Analyzing • Enjoy reading • Write accurately and appropriately
My Body	Read and colour	2	<ul style="list-style-type: none"> • Colour and name body parts. • Words acquisition. • Appreciating. • Understanding and applying
	Look at the picture and write the sentence	3	<ul style="list-style-type: none"> • Healthy living habits • Interpretation • Accurately • Self-respect
	Read and draw	4	<ul style="list-style-type: none"> • Reading • Analyzing • Appreciating body parts • Acceptance • Text to life connection
	Look for body words and write them in the space provided.	5	<ul style="list-style-type: none"> • Acquisition of body words • Identify the body words • Care and appreciation • Problem solving
My Family	Discuss the picture	6&7	<ul style="list-style-type: none"> • Understand the relationship • Respect and care • Name family members in detail • Critical thinking • Inculcate writing habit • Communicating
	Draw your family tree and label	8&9	<ul style="list-style-type: none"> • Responsibilities of family members • Respect, love, care and appreciation • Critical thinking • Writing
	Picture description	10	<ul style="list-style-type: none"> • Tenses • Family bond • Reasoning, critical thinking • Text to life connection • Inculcate writing habit
	Discuss the picture	11&12	<ul style="list-style-type: none"> • Participating in conservation • Learning by doing • Adverb of sequence • Cooking skills • Appreciation • Enjoy
	What will they do now?	13	<ul style="list-style-type: none"> • Tense • Prediction and critical thinking • Love and care • Writing appropriate answers • Imagination • Reasoning
My Classroom	Framing classroom rules	14	<ul style="list-style-type: none"> • Adverb of frequency • Love and care • Critical thinking • Unity and commitment

			<ul style="list-style-type: none"> • Framing correct sentence structure
	Question and answer	15	<ul style="list-style-type: none"> • Self-awareness • Respect and positive attitude • Acquisition of answering technique • Relationship • Affection
	Read and draw	16	<ul style="list-style-type: none"> • Different types of prepositions • Reading skills • Analyzing • Cleanliness • Presenting
	Fill in the blanks	17	<ul style="list-style-type: none"> • Critical analysis. • Acceptance. • Acquisition of new words and spelling
	Circling the describing words	18	<ul style="list-style-type: none"> • Describing words • Identifying • Reading accurately • Applying • Problem solving
Healthy Living	Food Pyramid	19&20	<ul style="list-style-type: none"> • Thinking before speaking • Healthy eating habits • Responding correctly • Curiosity • Writing
	Likes and dislike	21	<ul style="list-style-type: none"> • Data interpretation • Critical thinking • Healthy eating habits • Writing accurately and clearly
Me and My Friend	Read and write	22&23	<ul style="list-style-type: none"> • Reading accurately • Understanding and applying • Writing accurately and clearly
	Use can and can't	24	<ul style="list-style-type: none"> • Self-awareness • Politeness • Responding appropriately • Applying • Inquiring
	Make Wh-questions	25	<ul style="list-style-type: none"> • Wh-questions • Read accurately • Critical thinking • Applying • Confidence • Communication
	Rewrite the sentence	26	<ul style="list-style-type: none"> • Punctuation • Applying • Self-awareness • Decision making • Problem solving
	Discuss the picture	27&28	<ul style="list-style-type: none"> • Cooperation • Hard work • Critical thinking • Friendship • Sequencing • Reading
	Demonstrative Pronoun	29	<ul style="list-style-type: none"> • Applying, critical thinking • Demonstrative pronoun • Cooperation and unity • Teamwork

Money	Read the dialogue and answer the questions	30&31	<ul style="list-style-type: none"> • Responding questions • Valuing money • Empathy • Reading accurately • Management
Me and My surrounding	Rearrange the word (Use reader 'The Blessed Rainy Day)	32	<ul style="list-style-type: none"> • Words acquisition • Critical thinking • Patience • Writing accurately and clearly • Building sequencing skill • Preservation of cultural
	Action words	33 & 34	<ul style="list-style-type: none"> • Preservation of cultural and tradition • Action words • Reading and reasoning
	Weather Words	35	<ul style="list-style-type: none"> • Acquisition of weather terms • Imagination • Recognizing • Spelling
	Week's weather	36	<ul style="list-style-type: none"> • Journal Writing • Curiosity • Degree of comparison • Decision making • Prediction
	Read the description and tick	37	<ul style="list-style-type: none"> • Seasons • Reading and analyzing • Identifying • Likes and dislikes
	Word Search	38	<ul style="list-style-type: none"> • Naming seasons and months • Spellings • Identifying • Applying • Awareness
	Discuss the picture	39&40	<ul style="list-style-type: none"> • Safety • Participating in conversation • Critical thinking and applying • Acceptance • Sharing
	Draw and fill in the space	41	<ul style="list-style-type: none"> • Job and it's description • Critical thinking and applying • Appreciating, respecting • Awareness • Passion • Empowerment
	Going to become	42	<ul style="list-style-type: none"> • Tenses • Decision making • Openness • Positivity, Exploration, • Empowerment
	Fill in the blank	43	<ul style="list-style-type: none"> • Words acquisition • Decisiveness • Quality writing • Connectivity • Decisiveness

Phonic Workbook

Unit	Story	Reading and Spelling List Words	Activity	Purpose
Unit 1 Revision of late class 1 concept	1. The lost clock 2. The snail and the quail 3. Moist soil 4. My Clever sister 5. The queen's quilt 6. The farmer and the horse	1. List 1 2. List 2 3. List 3 4. List 4 5. List 5 6. List 6	- Write spelling words in alternating colours with 1 sound in each box.	Recapitulate the lessons learnt in previous class before introducing a new concept.
Unit 2 Double and triple consonants and double letters	1. Shrunk 2. Scram 3. Drenching Rain 4. The ill gull 5. My poster is a mess 6. In a tizz	1. List 1 2. List 2 3. List 3 4. List 4 5. List 5 6. List 6	- Write spelling words in alternating colours with 1 sound in each box.	<ul style="list-style-type: none"> To identify each graph, diagraph sound in a word to blend and segment the sound structures of each word. Practice through different spelling strategies.
Unit 3 Short and long vowels.	1. Penjor sat in the shade 2. The grapes that I ate 3. The tree at the park 4. Time to dine 5. The note in smoke 6. The month of June	1. List 1 2. List 2 3. List 3 4. List 4 5. List 5 6. List 6	- Write spelling words in alternating colours with 1 sound in each box.	Identify and manipulate each sound of a word to decode the words.
Unit 4 oa/ow, ea,aw	<ul style="list-style-type: none"> The trip to the coast Outside the window My teacher A day at the beach The hawk's meal A horse and a fawn 	<ul style="list-style-type: none"> List 1 List 2 List 3 List 4 List 5 List 6 	- Write spelling words in alternating colours with 1 sound in each box.	<ul style="list-style-type: none"> Identify sounds of different diagraphs Complete the table with graphs and diagraphs.
Unit 5 ou, ow, ir, ur, er	<ul style="list-style-type: none"> Storm clouds Power off in town An owl's nest Getting dirty Sun burn Chirp 	<ul style="list-style-type: none"> List 1 List 2 List 3 List 4 List 5 List 6 	- Write spelling words in alternating colours with 1 sound in each box.	Recognize the opposite of the words and decode
Unit 6 ew, ue, oo, y, y as igh and ee, ve and kn.	<ul style="list-style-type: none"> A new book shelves A loose tooth The shy spy Olive tree home The puppy with no name The knight's knife 	<ul style="list-style-type: none"> List 1 List 2 List 3 List 4 List 5 List 6 	- Write spelling words in alternating colours with 1 sound in each box.	<ul style="list-style-type: none"> Practice the different sounds. incorporate spelling strategies

Reading Materials

Overview Reading Materials -Class II		
Sl#	Name of the Text	Purpose
1	The Good Monkey	Concepts such as helping, village life, family, responsibility
2	The Blessed Rainy Day	Concepts such as celebration, family, cultural and tradition, family bond
3	Signs	Safety rules (Most of the signs mentioned in the reader is not familiar)
4	Snow White and the Seven Dwarfs	Concepts such as trust, truthfulness, helping
5	My Body	High level content (Should mention more about the different parts of body and its function)
6	Weather	Seasons, weather, food crops and vegetables
7	Momo and the Mirror	Self-awareness, tense
8	Yak	Informative text about yak
9	People and places	Jobs (If given information of people from different places in Bhutan)

Anthology

Overview Anthology – Class II		
Sl#	Contents	Purpose
1	Lubin Loo	Learn Body parts
2	Don't throw your Junk in My Backyard	Awareness on waste management
3	Traffic lights	Signs
4	The Princess	Learn story through song
5	Put Your Fingers on Your Head	Body parts
6	Brush, Brush, Brush Your Teeth	Health and Hygiene
7	You Are My Sunshine.	Emotions
8	The strongest One	Learn figure of speech and weather words.
9	Travelling, Travelling	Means of Transportation and parts of poem
10	Horsey, Horsey	End rhyming words
11	Morning Town Ride	Roles of each worker

Listening and Speaking

Topic: Speaking with correct pronunciation

It should be remembered that learners at this stage will need a lot of encouragement, opportunity, and support for listening and speaking activities. Two important abilities that learners have learnt and must improve are blending and segmenting. Blending involves pushing together individual sounds or syllables within words; segmenting involves breaking words down into individual sounds or syllables. Providing learners ample opportunities will further enhance these skills.

Competency

- Apply the knowledge of blending to pronounce new words clearly.

Knowledge: Phonemic awareness

Skills: Blending and pronouncing.

Behaviour: Accurately and clearly pronounce words

Learning Objectives

- Use the listening and speaking skills developed in earlier classes.
- Pronounce words containing double and triple consonants, digraphs, tricky graphemes, and short and long vowels correctly by blending using knowledge of phonemes.
- Use new vocabulary appropriately.

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

Learning Experiences

- Revise the alphabet sounds and phonic sounds learnt in the in the earlier class. (Refer SSP Resource Book)
- Model and teach the words containing double and triple consonants, digraphs, tricky graphemes, and short and long vowels correctly by using the knowledge of phonemes. (Refer SSP resource Book)
- Practice pronouncing words from the word lists (SSP pack).
- Share the video link on phonemic awareness (class II) through the social forum. Note that the video may need to be watched in parts while teaching the sounds, and as a whole during revision.

Note: Refer SSP Resource Book for a systematic and structured approach to phonemic awareness.

Assessment

Continuous Formative Assessment Class II Literacy Skills

Note: Teachers may develop similar checklists whenever and wherever required. The success criteria should be developed together with the learners. Share the learner’s assessment and outcomes with the learners and their parents.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/b7f9eabc-edd5-46a1-af0b-151ce0e1f430/> (Revision of ck and k sounds)

<https://lessons.rec.gov.bt/lesson/4ba0cb09-1dd2-4511-98a7-c38eca98b3f1/> (Double initial consonant blends (th, sh, sq))

<https://lessons.rec.gov.bt/lesson/ecf8124b-cc59-4472-8aab-21e1624e5886/> (Phonemic awareness: diagraph /qu/ /wh/)

<https://lessons.rec.gov.bt/lesson/d0acd96f-a632-4819-884f-b0df005a0de1/> (Phonemic awareness: diagraph /ar/ /or/)

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
Phonemic Awareness (Class II) https://youtu.be/50MoTJhCgr4?list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN	Video showing the phonemics awareness.	sounds Oral communication skills Application.
Video on Blending and segmenting. https://www.youtube.com/watch?v=O_xMtW64pSw	Video on blending and segmenting.	sounds Comprehension Oral communication skills
Phonic cards (SSP pack) and Word lists (SSP pack)		

Topic: Developing fluency and accuracy in speech

In order to speak good English, one must possess a rich bank of vocabulary and accurate control over the grammatical aspects. Learners have previously learned several grammar topics namely, (*proper/common/collective nouns; propositions; articles; personal/possessive pronouns; demonstrative pronouns; singular/plural nouns; degrees of adjectives; verbs (action); auxiliary verbs; tenses (present simple/continuous, simple past); possessive 's'; possessive adjectives; quantifiers; punctuation marks; subject-verb agreement; question words*) in context, which must now be practised and developed further. New components of grammar such as *indefinite pronouns; simple future tense; construction of compound/positive/negative sentences; pronoun determiners; conjunctions; root words, prefix, suffix; adverbs; sequence adverbs; adverbs of frequency.*

Competency

- Show control of basic grammar in speech to narrate simple events in sequence.

Knowledge: Conventions of Grammar

Skills: Narrating simple stories in sequence

Behaviour: sharing, expressing feelings, emotions)

Learning Objectives

- Use proper word order in simple sentences and questions
- Use singular and plural forms and simple tenses correctly
- Narrate simple events in sequence using sequence adverbs like 'first, then, next etc.
- Tell simple stories in their own words including on topics such as the needs and the roles of each family member.
- Listen to and sing rhymes and songs from a variety of sources.

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

Learning Experiences

- Use diagnostic assessments to check the learner's control over the previously learnt grammar topics and revise them before building on it.
- Always teach grammar in context and never in isolation. At this stage, focus on the use and application of specific grammar technicalities rather than learning the rules and terminologies.
- Use the phonic stories (SSP pack) or any other relevant readers/texts for retelling activities.
 - Workbook (Dechen's family) – reflect on their own/family members' roles, gender roles.
 - Phonic story (My teacher) – role play the story, debrief on healthy relationship and social etiquettes. Definition: *A healthy Relationship is when two people develop a connection based on mutual respect, trust and honesty.*
Note: Draw out Bhutanese values and concepts of nutritional and financial literacy; and sexuality education from the texts, pictures and discussions.
- Practice word order by playing with jumbled up words/sentences.
Example of jumbled words:

made Pema cake. a

(The period after the word 'cake' will hint that cake is the last word in the sentence order and capital P in Pema indicating the first word/proper noun.)

Example of jumbled up sentences

After that pour water. Next plant the seed. Finally leave it a shady place. First put some soil in a pot.

(The adverbs of sequence will help find order of action while planting a seed in a pot.)

Note that word order activities can be used to learn/emphasize/revise other grammar topics. Assign teams with word(s) for them to develop a story/incidence that uses the words. After the entitled time, have teams share their work.

- Provide opportunities for learners to narrate incidences/events in sequences.
- Watch/Sing songs and rhymes on various related contents. Debrief learner's understanding from the videos and share with their peers.

Assessment

Assess the above learning experiences using the following sample checklist.

	Need Improvement	Room to grow	Excellent work
Voice (Speak clearly and loudly)			
Fluency (Speak not too fast nor too slow)			
Eye Contact (Looking at the audience while speaking)			

Rubrics to assess learners' ability to narrate simple events

Components	Exceeding	Advancing	Meeting	Approaching	Beginning
Events/ideas	The events/ideas are in sequence. Needs no prompting. Narrates the events clearly.	The events/ideas are in sequence, but with a few events missing. Little prompting is needed.	The events/ideas are in sequence, but with some events missing. Some prompting is needed.	The events/ideas are in sequence. It is difficult to understand the story. Teacher needs to prompt frequently.	The events/ideas are not in sequence. Teacher needs to prompt every time.
High frequency words & vocabulary	Uses all the HF words & vocabulary appropriately while narrating the event.	Uses most of the HF words & vocabulary appropriately while narrating the event.	Uses some of the HF words & vocabulary appropriately while narrating the event.	Uses few HF words & vocabulary appropriately while narrating the event.	Little HF words and vocabulary used.

Sentence structure	All the sentences used are grammatically correct and have meaning.	Most of the sentences used are grammatically correct and have meaning	Some of the sentences used are grammatically correct, but do not convey complete meaning.	A few sentences used are grammatically correct, but difficult to understand	Can only say in few words.
Intonations	Uses appropriate tones as per the mood/emotions.	Uses most appropriate tones as per the mood/emotions.	Uses some appropriate tones as per the mood/emotions.	Uses few appropriate tones to show the emotions.	Tones used are not as per the mood/emotions.

Rubrics to assess learners' ability to follow simple instructions

Objective	Exceeding	Advancing	Meeting	Approaching	Beginning
Follow simple classroom instructions	Follows classroom instructions precisely and carries out instructions without supervision.	Follows classroom instructions accurately. Asks for instructions to be repeated once or twice.	Can follow simple classroom instructions with some guidance from teacher.	Shows inadequate understanding to follow instructions with more guidance from teacher.	Cannot perform any of the activities without teacher or peer support.
Give simple classroom instructions	Give instructions accurately using appropriate and correct language	Gives accurate classroom instructions with clear information.	Can give classroom instructions with some prompts from peer or teacher	Gives instructions with fragmented sentences/inaccurate information. Needs lot of prompts.	Cannot give instructions even with the prompts from teacher and peer.
Use of singular and plural forms	Always uses singular and plural forms accurately in a sentence.	Uses singular and plural forms accurately most of the times.	Uses singular and plural forms accurately sometimes.	Uses singular and plural forms inaccurately most of the times.	Always uses singular and plural forms inaccurately.
Use of tenses	Always uses the simple past and simple present correctly	Uses the simple past and simple present correctly most of the times	. Uses the simple past and simple present correctly some of the times.	Inconsistent use that shows a lack of knowledge of the tenses.	Cannot use the simple past and simple present without teacher's guidance.
Use of high frequency word and vocabulary	Uses all high frequency words appropriately and correctly.	Uses most high frequency words appropriately and correctly.	Uses some high frequency words correctly appropriately.	Uses a few high frequency words correctly and appropriately.	Uses one or two high frequency words correctly and appropriately

Rubrics for assessing learners' ability to retell a story (*This is just a sample rubric. Teachers may use or design similar tools to assess learners' competencies*)

Components	Exceeding	Advancing	Meeting	Approaching	Beginning
Features of a Story	The story has all features (character, setting, plot, goal,	The story has Most of the features.	The story has some features.	The story has a few Features.	The story has no features.

	resolution)				
Pronunciation	Pronounce all the words clearly	Pronounce most of the words clearly	Pronounce some familiar words clearly	Pronounce few words clearly	One words pronounced clearly
Fluency	Tells story fluently using words learnt in the class	Tells story quite fluently using words learnt in the class	Tells story less fluently using words learnt in the class	Tells story haltingly	Attempts to tell story laboriously
Language	Tells in complete grammatically correct sentences	Most sentences used are grammatically correctly.	Some sentences used are grammatically correctly.	Only few sentences used are grammatically correct	Language used is incorrect.

Note: Teachers may develop similar checklists whenever and wherever required. The success criteria should be developed together with the learners. Share the learner’s assessment and outcomes with the learners and their parents.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/f6fb7462-b639-41ed-878b-2c0740c85767/>(Family)

<https://lessons.rec.gov.bt/lesson/57b58a0f-8cf5-4501-90ee-a1da13be1821/>(Describing picture)

<https://lessons.rec.gov.bt/lesson/9ee51fe9-54bb-46a3-a4a1-efb3fc44971f/> (Sentence sequencing)

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
Video on money saving https://youtu.be/IHDVnQg4T6c	The video talks about being responsible with money.	Oral communication skills Application. Reflection.
Healthy eating song https://youtu.be/-JldSBUQB34	Video sings about the benefits of eating healthy food.	Songs on food. Comprehension Oral communication skills
Video on simple past tense https://www.youtube.com/watch?v=QIZXd-m6Pdw	The video is presenting the simple past tense in use.	Application in context. Communication Comprehension
Learners’ self- evaluation sheet on speaking https://www.pinterest.com/pin/364228688593084215/	Self-evaluation sheet on Reader’s theatre.	Reading strategy Evaluation
<ul style="list-style-type: none"> • Phonic stories (SSP pack) • Work book • Jumbled words/sentences • Songs/rhymes 		

Topic: Talking about objects and events

By this stage, the learners should have acquired adequate vocabulary to talk comfortably about familiar objects and everyday events. Learners should be provided enough time and opportunity to practice the acquired vocabulary.

Competency

- Use adequate vocabulary to converse about everyday events.

Knowledge: Vocabulary

Skills: conversing about everyday events, listening and speaking.

Behavior: expressing opinions, feelings and positive attitude.

Learning Objectives

- Participate in longer conversations and dialogues to include topics such as talking about what they like about their friends.
- Answer questions and explain further when asked.
- Follow and give classroom instructions accurately.
- Give response to compliments and invitations.
- Use simple statements, questions, commands, and requests.
- Enjoy listening to and speaking English.

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

Learning Experiences

- Let learners participate in longer conversations and dialogues on topics such as family, friendship, financial and nutritional literacy and sexuality education.
- Allow learners to talk about what they like about their friends. Encourage learners to give feedback and accept feedbacks.
- Learners' practice conversing about their likes and dislikes. Encourage Learners to ask questions to enhance their conversations. (Teacher can initiate talks related to topics such as family, friendship, financial and nutritional literacy and sexuality education.)
- Learners watch relevant videos (people's conversation, good touch and bad touch). Examine the vocabulary used and the manner/tone/gestures executed.
- Provide learners occasions to compliment and respond to it using a range of expressions and positive attitude.
 - I like your hair style. / Nice haircut! / You look great in your new haircut.
 - You were a great help today.
 - I am so lucky to have you.
 - Great effort! / I can see you have put in a lot of work. / Good job!
 - Thank you.
 - My pleasure.
 - You are welcome.
 - I enjoyed helping you.

- Identify the different types of sentences (statements, question, commands and requests) used in various texts. Note that the emphasis is on how words can be manipulated to form each type and help learners to make similar sentences and not define it.

Assessment

Checklist to assess learners' ability to use adequate vocabulary while speaking

Sl.No	Learning outcomes	Yes	No
1	Generalization: The ability to define a word		
2	Application: Selecting an appropriate use of the word		
3	Breadth: knowledge of multiple meanings of the word.		
4	Precision: The ability to use the word correctly in all situations.		
5	Availability: the ability to use the word productively.		

Rubrics to assess learners' ability to narrate simple events/experiences

Components	Exceeding	Advancing	Meeting	Approaching	Beginning
Vocabulary	Uses all words learned in the classroom accurately while talking about everyday events/experiences	Uses most of the words learned in the classroom accurately while talking about everyday events/experiences	Uses some of the words learned in the classroom accurately while talking about everyday events/experiences	Uses a few words learned in the classroom while talking about everyday events/experiences	The child uses one or two words learned in the classroom while talking about everyday events/experiences
Sentence structure	All the sentences used are grammatically correct and have meaning.	Most of the sentences used are grammatically correct and have meaning	Some of the sentences used are grammatically correct, but do not convey complete meaning.	A few sentences used are grammatically correct, but difficult to understand	Can only say in few words.
Pronunciation	Pronounces all the words in the event correctly	Pronounces most of the words in the event correctly	Pronounces some of the words in the event correctly	Pronounces a few words in the event correctly	The child cannot pronounce any word in the event
Fluency	Narrates all the events in the story fluently	Narrates most of the events in the story fluently	Narrates some of the events in the story fluently	Narrates a few events in the story fluently	The child cannot narrate any event in the story fluently

Anecdotal record to observe learners’ ability to use courtesies and greetings (Note: This is just a sample anecdotal record. Teachers may use or design similar tools to assess learners’ competencies)

Anecdotal Records	
Name:	Class: Date:
Objectives	Comments/observation
Practice greetings (Good morning/ afternoon/ evening)	
Practice courtesies (Thank you, please, welcome, excuse me, my pleasure)	
Asking permissions (May I borrow.....? / May I help you...)	

Note: Teachers may develop similar tools whenever and wherever required. The success criteria should be developed together with the learners. Share the learner’s assessment and outcomes with the learners and their parents.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/1cd65673-0375-407b-8ef4-e9530210fbfe/> (Conversation (Dialogue) Money)

<https://lessons.rec.gov.bt/lesson/3e1f4f65-f881-4252-861c-52d5ad601e6c/>(Talking about objects)

<https://lessons.rec.gov.bt/lesson/c263f417-502c-459d-9586-19156e87983a/> (Good and bad touch)

<https://lessons.rec.gov.bt/lesson/a3b826b7-6ef1-4c8e-882f-f9755f5709c7/> (Understanding and following instructions)

<https://lessons.rec.gov.bt/lesson/d2ede611-7473-4188-bdc0-dc8d86117ad1/> (Healthy food)

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
Video on people’s conversation. https://www.youtube.com/results?search_query=Grade+two+conversation	The video is a dialogue between a teacher and learner (Conversation).	Oral communication skills Application. Reflection.
Bad touch and good touch https://youtu.be/H68e3G_jt7I	The video presents the good touch and bad touch.	Real life connections Comprehension Oral communication skills
<ul style="list-style-type: none"> • Dialogue Chart • Workbook • Readers 		

Topic: Developing interpersonal skills

It is important for children to learn the best of social skills and to interact with others positively without fear and arrogance. They have learnt the words to express themselves and now it is the stage to help them use these words appropriately and effectively to communicate with respect and propriety.

Competency

- Exhibit proper behavior in different situations while listening and speaking to show propriety and respect.

Knowledge: self-awareness, acceptable behavior

Skills: listening and speaking

Behavior: showing respect, politeness, paying attention, responding appropriately

Learning Objectives

- Use the listening and speaking skills developed in earlier classes.
- Enjoy listening to and speaking English.
- Describe pictures in simple words, phrases and sentences with appropriate expressions and intonation.
- Talk in simple sentences about good touch and bad touch with examples.

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

Learning Experiences

- Let learners speak on a topic of their interest, then allow learners, in turns, to speak on any topic of their choice and observe the behaviours and expressions of the listeners. (The talk may include movies, different characters, issues and ideas). Discuss some good habits/manners of a speaker/audience.
- Let the learners watch videos with Value lesson to develop various life skills. (Teacher may choose to browse for more videos and animated stories from the internet. Learners can talk about attitudes, behaviour and expressions one must exhibit while listening and speaking at their level).
- Have role plays for learners to act out as various people from stories they have learnt (Snow White, Momo and the mirror). Role plays may not necessarily be a reproduction of the original. Teacher can get creative and ask learner to create their own script by tweaking a part of the story (for instance, a role play where the Queen is a kind person in Snow White)

Assessment/Reporting

Design tools to assess KSV (Knowledge, Skills and Values) and learner's behaviour during activities.

Rubrics to assess KSV (Knowledge, Skills and Values) and learner's behaviour during activities

Behavior	Exceeding	Advancing	Meeting	Approaching	Beginning	Remarks
Learning behavior	The learner always leads the learning activities.	The learner works cooperatively without being reminded.	The learner works cooperatively when reminded.	The learner works cooperatively only when required to do so.	The learner refuses to work cooperatively.	
Following instructions	The learner always follows the given instructions and also gives instructions to his/her friends to lead the learning activities.	The learner follows instructions and classroom rules without being reminded.	The learner follows instructions and classroom rules when reminded.	The learner follows instructions and classroom rules when required to do so.	The learner refuses to follow instructions and classroom rules.	
Social behavior(caring, responsible, friendship, cooperation, DriglamNamzha.....)	The learner is always well behaved and can be set as a role model to his/her friends in the class.	The learner consistently uses social skills without being reminded.	The learner uses social skills when reminded.	The learner uses social skills when required to do so.	The learner refuses to use social skills.	

Checklist to assess Listening and Speaking skill

Sl. No	Learning outcome/Listening and Speaking Behaviors	Yes	No	Remarks
1	Speaks clearly and fluently			
2	Stays focused while speaking			
3	Uses complete sentences			
4	Pronounces words correctly			
5	Asks appropriate questions			
6	Joins in on the shared reading activity			
7	Knows how to take turns when talking			
8	Begins to ask for help			

Rating Scale to assess learners' ability to role play (Listening & Speaking)

Sl. No	Learning Outcome /skills/ Behaviours	Always	Sometimes	Rarely	Remarks
	Date				
1	Speaks clearly & fluently				
2	Asks appropriate questions				
3	Stays focused during role play				
4	Uses complete sentences while responding				
5	Knows how to take turns when talking				
6	Is confident enough to communicate				
7	Uses appropriate language				

Checklist to assess learners' ability to share their work (Listening and Speaking)

Sl. No	Learning outcome /skills/ Behaviours	Yes	No	Remarks
1	Speaks clearly & fluently			
2	Uses complete sentences while responding			
3	Uses appropriate language			
4	Is confident enough to communicate			
5	Is audible			

Note: The success criteria should be developed together with the learners. Share the learner's assessment and outcomes with the learners and their parents.

Online lesson Plans

Refer the following suggestive lesson plan. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/b59a4343-291f-4606-8294-ec40203ce551/> (Giving and responding to invitations)

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
Video on value https://www.youtube.com/watch?v=YNOnFsnjYhY	The video presents us the value on respecting each other.	Understanding Inferences Application. Reflection.
Bad touch and good touch https://youtu.be/H68e3G_jt7I	The video presents the good touch and bad touch.	Real life connections Comprehension Oral communication skills
<ul style="list-style-type: none"> Videos Relevant texts 		

Reading and Literature

Topics: Learning to read

The knowledge of phonemic awareness is important to develop literary skills. Learners need to acquire these skills to read and pronounce words correctly. Learners have worked with alphabet and phonic sounds. At this stage, learners will need abundant practice with what they have learnt previously and work on the new sounds (double and triple consonants, diagraphs, tricky graphemes, and short and long vowels)

Competency

- Use the knowledge of phonemic awareness to decode unfamiliar words.

Knowledge: phonemic awareness, vocabulary

Skills: Blending and reading

Behaviour: Read accurately

Learning Objectives

- Use growing knowledge of phonemic awareness including blending and segmenting to read words and pronounce them clearly.
- Read aloud from grade level texts with increasing fluency and accuracy.
- Recognize, read in context, and understand a minimum of 200 words (high frequency and vocabulary words)

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

Learning Experiences

- Revise the alphabet and phonic sounds learnt in previous classes.
- Introduce the new sounds and practice reading them in words and phonic stories. Refer the SSP Resource Book for a step-by step guide to phonemic awareness.
- Watch the phonemic awareness video either in parts or as whole to supplement what is taught in class.
- Use the word lists and phonic stories for learners to identify, sound out and read new words. Refer SSP Resource Book.

Assessment

Continuous Formative Assessment Class II Literacy Skills (Reading Test Words)

Phonemic awareness assessment

Sl. No	Measures	Yes	No	Remarks
1	Phoneme matching: The ability to identify words that begin with the same sound For eg; Which words sound alike? man, sat, sip (Correct response: sat, sip)			
2	Phoneme isolation (initial): The ability to isolate a single sound from within a word. For eg: What's the first sound in "sat"? (Correct response: /s/)			
	Phoneme isolation (final): The ability to isolate a single sound from within a word. For eg: What's the last sound in "sat"? (Correct response: /t/)			
	Phoneme isolation (middle): The ability to isolate a single sound from within a word. For eg: What's the middle sound in "sat"? (Correct response: /a/)			
3	Phoneme blending: The ability to blend individual sounds into a word. For eg: What word do these sounds make? /h/-/o/-/t/ (Correct response: hot)			
4	Phoneme segmentation: The ability to break a word into individual sounds. For eg: What sounds do you hear in "hot"? (Correct response: /h/-/o/-/t/)			

Rating Scale to assess learners' ability to read

Sl. No	Learning outcomes/Reading Behaviours	All words	Most words	Some words	Few words
1	Use phonic cues (sound knowledge) to decode words while reading				
2	Can break multi-syllabic words into syllables to pronounce words.				
3	Apply the knowledge of morphemes to identify unfamiliar words.				
4	Can use grapho-phonics/phonemic awareness (sound-symbol relationship)				
5	Can use picture cues to make meaning in a text				

Note: Teachers may develop similar checklists whenever and wherever required. The success criteria should be developed together with the learners. Share the learner's assessment and outcomes with the learners and their parents.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/e853fbeb-2ee1-4476-97eb-1af10445d567/> (Short and long vowel sounds (/a_e /) where 'e' is silent)

<https://lessons.rec.gov.bt/lesson/bcdcbadd-5a00-47aa-94fe-d25d8cf1f99a/> (Reading and pronunciation of words (using blending and segmenting))

<https://lessons.rec.gov.bt/lesson/c1dc7c6f-7dd8-490c-87b1-0a69898e95d2/> (Vowel (oa, ow))

<https://lessons.rec.gov.bt/lesson/db3f437a-a97f-4e5f-9e0e-89d76ed2930f/> (Learning to read (fluency and accuracy))

<https://lessons.rec.gov.bt/lesson/350ff23b-6967-45fd-89d3-4f9c65805243/> (Phonemic awareness: Long vowels 'ou', 'ow'.)

<https://lessons.rec.gov.bt/lesson/3e2312a3-21d5-447d-9131-e34c6f8e08b7/> (Phonemic awareness: Digraphs 'oo', 'ew' and 'ue'.)

<https://lessons.rec.gov.bt/lesson/d1db2a7d-b1a7-4ff0-a4a1-563dd2d534c5/> (Phonemic awareness: /ve/ and /kn/)

<https://lessons.rec.gov.bt/lesson/d550a09d-390c-4a23-ada0-fe49f8d25730/> (Phonemic awareness: double vowel diagraph /ai/ and /ay/)

<https://lessons.rec.gov.bt/lesson/a781f372-2dcf-4694-b615-d73f09440427/> (Phonemic awareness: double vowel diagraph /oi/ and /oy/)

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
Phonemic Awareness video (Class II) https://youtu.be/50MoTJhCgr4	The video on Phonemic Awareness.	Sounds, Understanding, Communication, Application
Sound cards, word lists, phonic stories (SSP pack)		

Topic: Purposeful reading

The purpose of a text is, how it's structured; what techniques and words are used; and who the target audience is. Range of texts in grade two are: stories, poems, songs, informational texts, dialogues etc.

Competency

- Read a range of texts to talk about their purpose and audience.

Knowledge: type of texts.

Skills: Reading, viewing and talking about various texts.

Behaviour: expressing emotions, opinions, respecting other's views.

Learning Objectives

- Use the reading strategies developed in earlier classes
- Locate and report on information from the text.
- Read and view different texts for different purposes: stories, poems, songs, informational text and non-continuous text.
- Answer questions about guided reading selection.
- Identify paragraphs in simple texts.

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

Learning Experiences

- Read aloud a selected text and initiate discussions on the text and its purpose. (Use the question words "who," "what," "where," "when," "why," and "how." to prompt learners to think about who did the author write it for and what did he/she want us to learn from it).
- Watch the video on 'Who, what, where, when, why and how' while reading to develop their questioning skills to locate and report on information.
- Use various reading strategies that are appropriate for learners to explore a text.
- Read the text virtually and send it in the social forum. Initiate discussion on the reading done. Every learner needs to be the part of the reading.
- Use texts regarding pertinent issues to generate vibrant and effective discussions on them (issues such as Bhutanese values, valuing and earning and saving money, waste management, healthy food, bullying, good and bad touch, healthy relationships and hygiene and sanitation)

Note: Designing W chart at the discretion of the teacher. Please note it should be a graphic organizer.

Assessment

Anecdotal Record for assessing: Talk about the simple text read

(Frequency: 2 times, one in the beginning of the year and the other after term 1)

Name:

Date:

Areas for observation:

- a. Tell the topic/title of the text.
- b. Say the events in the story/main information about the text
- c. Uses complete sentences
- d. Uses high frequency words/ vocabulary learnt
- e. Uses pictures to talk about the text.

Cloze Test for Reading & Literature

1. It is difficult to walk the river when the river gets big. (across)
2. I must go home the river gets bigger. (before)
3. told them to hold me. (I)
4. I gave Maymay a stick and he quickly it. (caught)
5. We got to the first river. It was very fast. (going)

Questionnaire for Reading & Literature (Locate the information in the text)

Frequency-2 times a year

Name: Date:

Text: Yaks

Questions

1. Where do the yaks live?
2. How does the angry yak look like?
3. How can you differentiate wild yaks from domestic yaks?
4. Why does the herder bring the yaks down to the valley in winter?
5. When do the yaks have their babies?

Note: Teachers may develop similar tools whenever and wherever required. The success criteria should be developed together with the learners. Share the learner's assessment and outcomes with the learners and their parents.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/892848f8-5230-47c7-b549-7962d6376bf4/> (Poem)

<https://lessons.rec.gov.bt/lesson/f59480cb-e0d4-44b4-a4cb-68f8271fb7e9/> (non-continuous text)

<https://lessons.rec.gov.bt/lesson/bdb85dd7-52ae-4327-8d59-f570b9df78bb/> (Story (fable))

<https://lessons.rec.gov.bt/lesson/2458457a-934e-40e8-b9ce-c262ced5e1c7/> (Text Momo and the mirror)

<https://lessons.rec.gov.bt/lesson/b6be5e16-663f-4f1d-9de0-4edb5ba3061e/> (Weather)

<https://lessons.rec.gov.bt/lesson/fe127b75-69fc-490f-9b6b-6b60ccd7192b/> (The body book)

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
Reading comprehension video. https://www.youtube.com/watch?v=DI_7MgrgBII	The reading comprehension video on questioning and answering.	Reading strategies. Understanding Communication Application
<ul style="list-style-type: none"> • Texts (stories, poems, songs, dialogues) • W chart (Fill out the "who," "what," "when," "where," "why," and "how" of the book as reference). • Video on reading comprehension (using 'w' question words) 		

Topic: Comprehending texts

This competency is book walk/review in its most basic stage. It encourages children to develop and use their critical and creative thinking skills to respond to a text they have read. It also provides opportunities for children to compare/contrast their own beliefs to what the author says.

Competency

- Read texts to express their opinions (likes & dislikes).

Knowledge: phonemic awareness to read, content of the text read

Skills: Read the texts and talk about it

Behaviour: Read the text accurately and express their opinions on the text in an appropriate and respectful manner.

Learning Objectives

- Identify end rhymes in poetry
- Identify literary devices like simile.
- Identify paragraphs in simple texts.
- Select texts and develop a list of the stories and poems that they like.

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

Learning Experiences

- Teach short poems/rhymes from Songs and Anthology Class II. Initiate discussion on end rhymes/learners likes and dislikes and let them look for texts of their interest to read.
- Allow learners to recite a short poem/ sing a rhyme expressing their opinion. (Learners can chose their own poems and rhymes.
- Watch a video on rhyming words to understand what rhyming words are and write a rhyming word for any given word.
- Introduce the literary device (simile) while reading texts. Note that the focus here is to appreciate the manipulation of words which learners learn to apply in their own writings and not on the memorization of the term and its definition.
- Invite learners to the hot seat where they must express their opinions on a paragraph read from any poem/rhyme/stories. (Teacher may include texts the address issues such as bullying/violence among peers, good/bad touch, financial and nutritional literacy and sexuality education).
- Let learners maintain a log book of the texts they have read and reflect their opinion about the text in it. Teacher may provide opportunities for learners to talk about texts they enjoyed and recommend to their peers.

Assessment

Checklist to assess end rhymes and literary devices (simile) in a poem.

Components	Yes	No	Remarks
The learner can read the poem			
The learner can identify similes (words associated with words such as 'as' and 'like')			
The learner can identify end rhymes (words ending with the same sound)			
The learner can tell the theme of the poem			
The learner can express their opinions about the content of the poem			

Anecdotal Record for assessing: Talk about the simple text read

(Frequency: 2 times, one in the beginning of the year and the other after term 1)

Name: Date:

Areas for observation:

- Tell the topic/title of the text.
- Say the events in the story/main information about the text
- Uses complete sentences
- Uses high frequency words/ vocabulary learnt
- Uses pictures to talk about the text.

Reading Log

Sl. No	Knowledge about the story			Forms and articulates opinions	
	Title of the book	Characters	Main Events	I like.....	I don't like.....
1	Example: The Good Monkey	Momo, Dorji, Dechen, Wangmo, Grandfather, father, mother, snake, dog		I like when Momo help Wangmo. I like grandfather because he tells stories.	I don't like when Dorji sleep. I don't like snake.

Teachers note: Learners should read at least 15 texts/books in a year and maintain the record independently. Use the following tool to assess it.

Checklist to assess Reading Log

Sl. No	Areas	Yes	No	Remarks
1	Has read 15 texts			
2	Has written in complete sentence.			
3	Has used capital letters and full stop correctly			

Note: The success criteria should be developed together with the learners. Share the learner's assessment to parents and learners.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/4851adbe-ecc5-478f-a7d4-7f4e03a6a4df/>(End rhymes)

<https://lessons.rec.gov.bt/lesson/39e6390c-c46e-425e-a860-94a12cae7bb2/> (Literary Device (Simile))

<https://lessons.rec.gov.bt/lesson/c3645e98-4f77-4fe7-8d90-0ec7913ca48a/> ((Story - Snow white and seven dwarfs))

<https://lessons.rec.gov.bt/lesson/3890f6de-a6fc-4933-9695-a8d127a83d80/> (Blessed Rainy Day Text)

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
Rhyming words. https://www.youtube.com/watch?v=jahYCETTBa0	The video on rhyming words with examples.	Vocabulary Understanding Communication Application
Simile lesson https://youtu.be/pm6zt24w0qU	Video lesson on simile with examples.	Vocabulary Understanding Communication Application
Simile activities https://youtu.be/XTSCSSHQH_U	Teachers need to watch the video and see the appropriateness and may develop similar activities.	Vocabulary Understanding Communication Application
<ul style="list-style-type: none"> • Class II Anthology of Songs, Rhymes and Poems. • Relevant texts • Rhyme Charts. • Video on rhyming words 		

Topic: Developing reading fluency and accuracy

Competency

- Read aloud with accuracy, fluency and expression to improve reading skills.

Reading aloud involves reading accurately and fluently in an agreeable manner. To arrive at this goal, learners must first master pronunciation and reading pace. Reading can be the foundation of developing the other three strands (listening, speaking and writing).

Knowledge: Use visual, phonic, letter, contextual cues to read texts.

Skills: Read accurately and fluently

Behaviour: Improve and enjoy reading

Learning Objectives

- Use the reading strategies developed in earlier classes.
- Use their knowledge of punctuation – full stop, question mark, and comma.
- Read aloud from grade level texts with increasing fluency and accuracy.
- Listen to, read and talk about texts.

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

Learning Experiences

- Select texts that are relevant to the learner’s needs (texts that have high frequency of targeted structure/grammar items in use or texts that contain moral values and issues related to financial and nutritional literacy; and sexuality education).
- Encourage learners to read not just for learning but for pleasure and provide opportunities for text talk (predictions, text to text and text to life connections) in formal (to assess) and informal (during circle time) settings.
- Choose from a range of reading strategies to implement while reading. Enhance inclusive accommodation and modification strategies for diverse learners such as buddy reading, shared reading, echo reading, choral reading, guided reading, and Directed Reading Thinking Activity (DRTA).
- Model read texts so learners are exposed to fluency and agreeable expressions. (Teacher demonstrates how to read punctuation marks and use intonation while reading)
- Assign reading tasks for learners to read virtually through the social forums. (Teacher may include self- created videos for practice).

Assessment

Rubrics to assess learners’ ability to read the text

Components	Exceeding	Advancing	Meeting	Approaching	Beginning
Reading Strategies	Attempts to use reading strategies effectively by using phonic cues: (Meaning – does the sentence make sense?)	Attempts to use reading strategies successfully by using phonic cues: (Meaning – does	Attempts to use reading strategies promptly by using phonic cues: (Meaning – does	Attempts to use reading strategies sparingly by using phonic cues: (Meaning – does the sentence make sense?)	No attempt is made to use reading strategies: Meaning – does the sentence make sense?

	Structure – does the sentence sound right? Visual – does the word look right?)	the sentence make sense? Structure – does the sentence sound right? Visual – does the word look right?)	the sentence make sense? Structure – does the sentence sound right? Visual – does the word look right?)	Structure – does the sentence sound right? Visual – does the word look right?)	Structure – does the sentence sound right? Visual – does the word look right?)
Fluency	Reads with fluency and expression	Reads with fluency and expression though the reading lacks expression for one or two lines.	Reads with fluency and expression through approximately half of his/her lines	Reads word by word with no fluency or expression.	The child reads a few single words correctly.
Pronunciation	Pronounces all the words correctly	Pronounces most of the words correctly	Pronounces some of the words correctly	Pronounces a few words correctly	Pronounces no words correctly
Intonation	Reads with correct modulation of all the words.	Reads with correct modulation of most words.	Reads with correct modulation of some words.	Reads with correct modulation of only a few words.	Inappropriate use of intonation.

Note: Teachers may develop similar tools whenever and wherever required. The success criteria should be developed together with the learners. Share the learner’s assessment to parents and learners.

Online lesson Plans

Refer the following suggestive lesson plan. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/bf11cdb2-1661-45f9-beb0-c3c7fd667b1f/> (Punctuations (capital letters, full stops, comma, and question marks))

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
Reading aloud (David goes to school) https://youtu.be/JWafD1H8tLA	Video on ‘Read aloud’ ‘David goes to school’	Vocabulary, Understanding Communication, Application
Reading simple sentences. https://www.youtube.com/watch?v=mEv9POjxzLI	Video with simple sentences with fluency.	Vocabulary, Understanding Communication Application
Reading skill development books	Teacher can explore for videos on related topics.	Knowledge, Skill behaviour Content
Library books: Online Reading resources		

Topic: Interacting with texts

There are two main **text types**, factual and literary. Within these are many more narrowly defined **text types**. Factual **text types** include factual description, recount, or persuasive essays. Literary **text types** include poetry, narrative or personal response. The main types of text types are narrative, descriptive, directing, and argumentative. However, there can be different types of text in a text type: the boundaries of text types are not always clear. According to some, we are increasingly confronted with texts that contain a wide variety of text types.

Competency

- Read a variety of texts to improve comprehension skills.

Knowledge: A variety of texts

Skills: Reading and comprehending

Behaviour: Appreciate the variety of texts, improve comprehension and instil reading habits

Learning Objectives

- Make inter textual (text to text) and personal connections with the ideas, events and people that they encounter in their reading.
- Recognize, read in context and understand a minimum of 200 words (high frequency and vocabulary words).
- Enjoy viewing and reading as a learning activity.
- Read at least 15 texts.

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

Learning Experiences

- Learners choose and select reading materials from the library and internet. Inculcate the habit of going to the reading corners to read after completion of an assigned task in the classroom. Read books/texts of their interest and allow learners to make text to text; or text to life connections and share their views about the text read. Encourage learners to read using the cueing system (Meaning – does the sentence make sense? Structure – does the sentence sound right? Visual – does the word look right?).
- Maintain reading log by the learners.
- Watch videos and record the words for additional understanding. (Teacher may include the activities on reading focusing on different concepts like financial/nutritional literacy, Comprehensive Sexuality Education (CSE), family, friendship, values and culture).
- Allocate an appropriate platform (during morning circle time) for learners to share their views (the best/worst part; literary devices used; the values imparted; the issues discussed) about a text.
- Follow up the reading of a text with a question-and-answer session, where critical and creative questions are asked. It is equally important for learners to answer questions both verbally and in written form(worksheets).

Assessment

Reading Log

Sl. No	Knowledge about the story			Forms and articulates opinions	
	Title of the book	Characters	Main Events	I like.....	I don't like.....
1	Example: The Good Monkey	Momo, Dorji, Dechen, Wangmo, Grandfather, father, mother, snake, dog		I like when Momo help Wangmo. I like grandfather because he tells stories.	I don't like when Dorji sleep. I don't like snake.

Teachers note: Learners should read at least 15 texts/books in a year and maintain the record independently. Use the following tool to assess it.

Checklist to assess Reading Log

Sl. No	Areas	Yes	No	Remarks
1	Has read 15 texts			
2	Has written in complete sentence.			
3	Has used capital letters and full stop correctly			

Rating Scale to assess learners' ability to read

Sl. No	Learning outcomes/Reading Behaviours	All words	Most words	Some words	Few words
1	Use phonic cues (sound knowledge) to decode words while reading				
2	Can break multi-syllabic words into syllables to pronounce words.				
3	Apply the knowledge of morphemes to identify unfamiliar words.				
4	Can use grapho-phonics/phonemic awareness (sound-symbol relationship)				
5	Can use picture cues to make meaning in a text				

Rubrics to assess learners' ability to read the text

Components	Exceeding	Advancing	Meeting	Approaching	Beginning
Reading Strategies	Attempts to use reading strategies effectively by using phonic cues: (Meaning – does the sentence make	Attempts to use reading strategies successfully by using phonic cues: (Meaning – does the sentence make sense? Structure – does	Attempts to use reading strategies promptly by using phonic cues: (Meaning – does the sentence make sense? Structure – does the sentence	Attempts to use reading strategies sparingly by using phonic cues: (Meaning – does the sentence	No attempt is made to use reading strategies: Meaning – does the sentence make sense? Structure –

	sense? Structure – does the sentence sound right? Visual – does the word look right?)	the sentence sound right? Visual – does the word look right?)	sound right? Visual – does the word look right?	make sense? Structure – does the sentence sound right? Visual – does the word look right?	does the sentence sound right? Visual – does the word look right?)
Fluency	Reads with fluency and expression	Reads with fluency and expression though the reading lacks expression for one or two lines.	Reads with fluency and expression through approximately half of his/her lines	. Reads word by word with no fluency or expression.	The child cannot read a single word correctly.
Pronunciation	Pronounces all the words correctly	Pronounces most of the words correctly	Pronounces some of the words correctly	Pronounces a few words correctly	Pronounces no words correctly
Intonation	Reads with correct modulation of all the words.	Reads with correct modulation of most words.	Reads with correct modulation of some words.	Reads with correct modulation of only a few words.	Inappropriate use of intonation.

Rubrics to assess learner’s ability to read and talk about the texts.(Note: Keep on adding or create a similar tool for future activities)

Exceeding	Advancing	Meeting	Approaching	Beginning
Reads and talks about the text in detail.	Reads and talks about most aspects of the text.	Reads and talks about some aspects of the text.	Reads and talks about a few aspects of the text.	Reads and talk about one aspect of the text.
Recalls all the characters in the text in detail.	Recalls most of the characters in the text in detail.	Recalls some characters of the text.	Recalls a few characters of the text.	Recalls no characters of the text.
Tells the moral of the text clearly.	Tells the moral of the text but it’s not clear.	Tells the moral of the text faintly.	Tells the moral of the text in bits and pieces.	Cannot tell the moral of the text.

Note:Teachers may develop similar checklists whenever and wherever required. The success criteria should be developed together with the learners. Share the learner’s assessment to parents and learners.

Online lesson Plans

Refer the following suggestive lesson plan. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/17d57abf-87ff-48d9-a97d-04080d4ee35f/> (Yaks)

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
Balance diet video to copy the vocabularies. https://youtu.be/YimuldEZSNY	Video talking on eating balance diet.	Vocabulary Understanding Communication Application
Keeping promise. https://youtu.be/g4l7KTCStb4?list=PLgQkM9MFZAI0wVUMKiyG0HEOXYy80Jya9	'Grateful for little things' video.	inferences Understanding Application Gratefulness
Making text to self-connection https://youtu.be/93l-pRLX_9A https://youtu.be/nLgaBoVk468	Video showing connections. Text-text, text - life connections.	Inferences Understanding Application
Making text to text connection https://youtu.be/csvPCahxPN4	Video showing connections. Text-text connections.	Inferences Understanding Application
Online worksheets for comprehension questions https://www.liveworksheets.com/	Live tutorial worksheet on various topics.	Knowledge Skill Behaviour
<ul style="list-style-type: none"> • Texts from the Library • Online resources • Online worksheets 		

Writing

Topic: Forming letters correctly

Children's reading development is dependent on their understanding of the alphabetic principle – the idea that letters and letter patterns represent the sounds of spoken language. To put those sounds into print is the parallel goal of this competency.

Competency

- Form letters correctly and consistently to show mastery over the knowledge of the alphabet.

Knowledge: Knowledge of alphabet.

Skills: letter formation, writing

Behaviour: maintaining cleanliness while writing with less writing errors

Learning Objectives

- Write clearly and legibly.
- Use growing knowledge of phonemes (Including vowel sounds) and spelling patterns to enhance their writing.
- Write sentences guided by pictures or objects.

Note: The above objectives can have multiple topics based on specific lesson objectives. Each objective may require several lessons (for instance, the second objective requires a period each to teach individual punctuation marks; after which mini-lessons may be required throughout the year to emphasize the punctuations).

Learning Experiences

- Revise the writing skills developed in the earlier classes.
- Watch videos on the formation of upper case and lower-case letter as practice or refresher course for skill development of the learners. Let the learners write with the correct formation. (Teacher can make creative short clips and sent in social forum).
- For struggling learners, print out worksheet for learners to practice handwriting.
- Initiate short writing exercises for learners to follow. It can include describing a picture or narrating an incidence (The content of writing can be of relevant concepts such as financial/nutritional literacy, Comprehensive Sexuality Education (CSE), family, friendship, values and culture).

Assessment

Letter Formation Rubrics

Components	Exceeding	Advancing	Meeting	Approaching	Beginning
Direction of letters	All letters are facing the correct direction.	Most letters are facing the correct direction.	Some letters are facing the correct direction.	A few letters are facing the correct direction.	One or two letters are facing the correct direction.
Line position	All letters touch the lines of the notebook.	Most letters touch the lines of the notebook.	Some letters touch the lines of the notebook.	A few letters touch the lines of the notebook.	One or two letters touch the lines of the notebook.
Circle closure	All letters containing circles are closed.	Most letters containing circles are closed.	Some letters containing circles are closed.	A few letters containing circles are closed.	One or two letters containing circles are closed.
Straight lines	All letters containing straight lines are straight.	Most letters containing straight lines are straight.	Some letters containing straight lines are straight.	A few letters containing straight lines are straight.	One or two letters straight lines are straight.
Neatness	All letters are easy to read.	Most letters are easy to read.	Some letters are easy to read.	A few letters are easy to read.	One or two letters are easy to read.

Self-assessment checklist for the use of capital letters, full stop and question mark

Components				
I/We used capital letter in the beginning of the sentence.				
I/We used capital letter for names of people.				
I/We used capital letter for names of places.				
I/We used capital letter for pronoun I.				
I/We used capital letter for the title of the book.				
I/We used capital letter for the days of the week.				
I/We used capital letter for the names of the month.				
I/We used capital letter for the subjects.				
I/We used full stop at the end of a sentence.				
I/We use question mark at the end of a question.				

Note: Teachers may develop similar tools whenever and wherever required. The success criteria should be developed together with the learners. Share the learner's assessment to parents and learners.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/30006a4d-afaa-4d0e-bbd5-12c2b7eeb269/> (Phonemic awareness: Digraphs 'ir', 'er' and 'ur'.)

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
Videos on letter formation. https://www.youtube.com/watch?v=xPvk7-xBqTk&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=32 (upper case)	Video on letter formation.	Vocabulary Understanding Communication Application
Videos on letter formation. https://www.youtube.com/watch?v=M8LNErr5HVI&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=26 (lower case)	Video on letter formation.	Skill Understanding Application
Online worksheet for handwriting practice https://www.education.com/worksheets/handwriting/	Video showing how to create worksheets tracing on handwriting.	Skill Understanding Application
<ul style="list-style-type: none"> • Worksheets. • Picture cards. • Live worksheets/ create printable worksheet. 		

Topic: Developing as writers

Writing involves the mechanical correctness of a piece of **writing**. Correct use of **conventions**, such as spelling, punctuation, paragraphing and structuring make a piece of writing appealing to readers. It also helps convey accurate information. Therefore, it is vital for learners to write using the convention of language accurately and diligently.

Competency

- Use conventions of language to express meaning through writing and representing.

Knowledge: knowledge of simple conventions of language

Skills: writing, representing

Behaviour: accurately and appropriately expressing feelings, emotions, opinions

Learning Objectives

- Communicate meaning to a greater extent through the use of words and sentences with lesser dependence on drawing to carry the story.
- Initiate ideas and make suggestions for the use of mechanics during writing of group stories.
- Develop their ideas in a series of simple sentences using capital letters, full stops, question marks, commas and apostrophes.

Note: The above objectives can have multiple topics based on specific lesson objectives

Learning Experiences

- Shared writing: conduct writing task in teams, enable learners to write on different topics. (The content can be of relevant concepts such as financial/nutritional literacy, Comprehensive Sexuality Education (CSE), family, friendship, values and culture).
- Maintaining a journal. After reading a text or watching/singing a song/rhyme, let learner journal their feelings. The writing task can use to emphasize language mechanics such as punctuations and grammar structure.
- Make comic strips of stories they have already read/invent new stories with similar themes as of the ones they have read. This activity can be done in teams with different members contributing towards producing a book/comic strip at the end.
- Provide the relevant links in the social group to keep learners connected to the learning experiences.
- Provide jumbled up words/sentences from a known story for learners to unscramble and write down accurately.
- Provide opportunities for learners to self-assess and peer assess their writings

Note: Teacher can always conduct mini lessons in between activities (shared writing, comic strip) to an individual/team/whole class on one specific grammar topic and then allow learners to edit their work. It is important to remember to focus on a particular grammar item while assessing rather than assessing all the items at once.

Assessment

Rubrics to assess learners' ability to use convention of language in writing.

Conventions	Exceeding	Advancing	Meeting	Approaching	Beginning
Punctuation	Learner uses all the accurate punctuations.	Learner uses most of the accurate punctuations.	Learner uses some of the accurate punctuations.	Learner uses a few accurate punctuations.	Learner uses one accurate punctuation.
Capitalization	Learner uses capital letters to begin sentences and for all names.	Learner uses capital letters to begin sentences and for most of the names.	Learner uses capital letters to begin sentences and for some of the names.	Learner uses capital letters to begin sentences and for a few names.	Learner uses capital letters to begin sentences and for one to two names.
Grammar	Learner uses all grammatical rules, such as subject-verb agreement, tenses and articles appropriately.	Learner uses most of the grammatical rules, such as subject-verb agreement, tenses and articles appropriately.	Learner uses some of the grammatical rules, such as subject-verb agreement, tenses and articles appropriately.	Learner uses a few grammatical rules, such as subject-verb agreement, tenses and articles appropriately.	Learner uses one grammatical rule, such as subject-verb agreement, tenses and articles appropriately.
Spelling	Learner writes all the High frequency words correctly and applies spelling rules.	Learner writes most High frequency words correctly and applies spelling rules.	Learner writes some High frequency words correctly and applies spelling rules.	Learner writes a few High frequency words correctly and applies spelling rules.	Learner writes one or two High frequency words correctly and applies spelling rules.

Rating scale to assess learners' ability to use conventions of language in writing

Conventions	Always	Most of the time	Sometimes	Never
Punctuation: Learner uses accurate punctuation.				
Capitalisation: Learner uses capital letters to begin sentences and for names.				
Grammar: Learner uses all grammatical rules, such as subject-verb agreement, tenses and articles appropriately.				
Spelling: Learner writes most High frequency words correctly and applies spelling rules.				

Note: Teachers may develop similar tools whenever and wherever required. The success criteria should be developed together with the learners. Share the learner’s assessment to parents and learners.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/45bb4d4a-bc2a-452f-8511-fede9a3f51ed/> (Sentences)

<https://lessons.rec.gov.bt/lesson/4a4168a1-0667-41ee-a9ac-8228dd6ada00/> (Text Sign)

<https://lessons.rec.gov.bt/lesson/38654fb6-5878-46eb-ac27-18ef594b3eba/> (Paragraph writing)

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
Twinkle Twinkle Little Star https://www.youtube.com/results?search_query=twinkle+twinkle+little+star	Video song on ‘Twinkle Twinkle Little Star’.	Songs Understanding Communication Application
Constructing sentences (Teacher References not for learners) https://www.youtube.com/watch?v=ZIOVw581THs	Video on constructing sentences. ‘I can write complete sentences.’	Skill Vocabulary Understanding Application
Constructing sentences (Teacher References not for learners) https://www.youtube.com/watch?v=hQ1OwYu4GsY	Video on constructing sentences. ‘Six ways to write sentences.’	Skill Vocabulary Understanding Application
<ul style="list-style-type: none"> • Songs, Rhymes and Poems • Worksheets • Phonic stories (SSP pack) 		

Topic: Following conventions of language

Text types can be many and some of the familiar ones are articles, picture description, letters, cooking recipes, brochures, stories with illustrations etc... Refer the following site for further reference (<https://www.literacyideas.com/different-text-types>)

Competency

- Use the structures of familiar text types to develop writing skills.

Knowledge: various text types

Skills: writing various text types

Behaviour: Write appropriate texts for various reasons, inculcate writing habit, sharing, expressing feelings and emotions

Learning Objectives

- Use margins, dates and titles to help format their writing.
- Use writing skills developed in earlier classes.
- Enjoy writing as a creative activity.

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

Learning Experiences

- Present the writing process (appropriate for class II) using language that is appropriate to the grade level. The standard of writing can also vary according to the learners' ability.
- Provide pictures to draw and describe in few sentences. (The content of writing can be of relevant concepts such as financial/nutritional literacy, Comprehensive Sexuality Education (CSE), family, friendship, values and culture).
- Display several sample texts (letters, stories, paragraphs, poems) for learners to look at as reference.
- Demonstrate how to write a simple leave application. Provide enough practice. (Teacher may also choose to explain the importance of informing the school about any kinds of leave and the options on the mode of delivery such as via social forum, phone calls or emails, whichever is convenient and accepted by the school)
- Watch video on writing process to guide learners to do short write up individually. Share the link in social forum.
- Coordinate phonic story re-writing activities, in which the teacher dictates a phonic story already learned and the learners write it down.

Assessment

Rubrics to assess learners' ability to write.

Areas	Exceeding	Advancing	Meeting	Approaching	Beginning
Ideas & Content	Ideas & information are very clear and adequate. The ideas are original.	Ideas & information are clear. Most ideas are original.	The overall idea is clear, but seems to have been borrowed but the words are not.	Ideas & information are very not clear. The idea and the words are copied.	Lacks central idea.
Organization	Effectively organised in logically and creative manner.	Strong order and structure	Organization is appropriate, but conventional.	Attempts at organization, but beginning and ending not developed.	Lack of structure; disorganised and hard to follow.
Sentence structures	Uses complete sentences to support and carry clear meaning and ideas.	Most sentences are complete and support meaning and ideas.	Some of the sentences are incomplete but carry meaning in the writing.	The writing contains sentence fragments. It is difficult to understand.	The writing does not carry any meaning.
Word choice	Words are precise and carefully chosen.	Broad range of words.	Most words are functional and appropriate.	Monotonous, often repetitious, sometimes inappropriate.	Limited range of words. Some vocabulary misused.
Conventions (Spelling, capitalisation, punctuation and grammar)	Exceptionally strong control of conventions of language.	Strong control of conventions of language.	Occasional errors	Frequent significant errors.	Numerous errors.

Anecdotal Record for writing (frequency – 2 times a year)

Sl. No.	Objectives	Observation
1	Uses process writing while writing (prewriting, drafting, revising, editing)	
2	Shares at least three pieces of writing with friends.	
3	Shows interest in writing	
4	Can suggest ideas and mechanics of writing (full stop, capital letters and question marks).	

Rubrics to assess learners' ability to write sentences guided by pictures or objects

Levels Components	Exceeding	Advancing	Meeting	Approaching	Beginning
Vocabulary	Uses all vocabulary taught in the class correctly	Uses most vocabulary taught in the class correctly	Use some vocabulary taught in the class correctly	Uses a few vocabularies taught in the class correctly	The child makes no use of vocabulary taught in the class.
Grammar	Uses all required tenses correctly while writing.	Uses most required tenses while writing	Uses some required tenses while writing	Uses a few required tenses while writing	The child makes no use of tenses
Sharing	Volunteers share completed writing with friends/whole class	Volunteers share completed writing with friends/whole class when asked.	Volunteers share writing with friends/whole class when asked, but the writing is incomplete.	Writing consists of only few phrases and the is reluctant to share his/her work with friends/whole class	Writing consists of only a few scribbles.
Drawing	Writing is accompanied by appropriate drawing to add meaning	Writing is complemented by appropriate drawing, but may not add meaning.	Only some aspects of the drawing are related to the writing.	Only a few aspects of the drawing are related to the writing.	The drawing is not appropriate to the writing.

Note: The success criteria should be developed together with the learners. Share the learner's assessment to parents and learners. Teacher can develop tools to assess the writing process.

Online lesson Plans

Refer the following suggestive lesson plan. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/6dde7d7b-a4db-4c9f-aaf2-b6d3e47266da/> (Writing format (Letter Writing))

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
Types of texts https://www.literacyideas.com/different-text-types teacher's reference.	Video on type of text for teacher to refer.	Knowledge Understanding Communication Application
Creative writing for class II https://youtu.be/IlkvwsZtuOM (Describing a picture)	Video on creative writing on describing a picture.	Skill comprehension Understanding Application
<ul style="list-style-type: none"> • Sample of various text types viz. Letters, Articles, Newspapers, Brochures, stories and poems. • Phonic stories • Pictures • Video on the process of writing 		

Topics: Co-creating texts

The word “text” refers to a written or typed document. In terms of a rhetorical situation, however, “text” means **any form of communication that humans create**. Whenever humans engage in any act of communication, a text serves as the vehicle for communication. Texts can be created either in pairs or in group.

Competency

- Co-create texts to share written ideas.

Knowledge: Conventions of language, ideas on concepts

Skills: conveying ideas on concepts and writing it down

Behaviour: sharing, expressing feelings and emotions, team work

Learning Objectives

- Write simple book reviews, journal.
- Share at least three pieces of writing with their classmates and their teacher.

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

Learning Experiences

- Teacher may want to begin by co-creating a story with the learners, where learners provide the ideas and vocabulary and Teacher writes it down on either on chalkboard or computer. Teacher can also suggest ideas/words when learners fall short of words/ideas. Let learners copy the co-created text or print out a copy for each learner. This could one of the sample writings for learners to reference later.
- Provide a sample book review/journal format then let learners fill in the details of the book/text read. Encourage learners to read text to enter in the journal. The entries can be shared either with learners talking about it or displaying their work for other to see.
- **Author’s chair:** Assist learners to share their writings with the class and invite feedback. It is important to help learners to accept feedback, especially constructive ones positively and make relevant changes if and where ever possible. (Teacher watches the video for a better understanding of the activity)
- In teams, let learners write chain stories/sequence of events. It can be as simple as six or seven sentences (one sentence each by a team member) or more (each member gets two or three chances to write). Initially, practice this activity with known stories before allowing learners to be creative. Have presentation by teams to share their work with the class.
- Provide different video links in social forum for co-creating texts. Explain what needs to be done after watching the video, let individual/groups learners write sentences about the video. Learners and teacher must correspond in personal/group chat for interventions and remedial help.

Assessment

Checklist to assess learners' level of participation while co-creating texts (Teacher may add or change the descriptors as per classroom situations and capability of the learners.)

Sl. No	Descriptors	Yes	No	Remarks
1	The learner proactively contributes to class by offering ideas.			
2	The learner respectfully listens, discusses and asks questions.			
3	The learner is always prepared and ready with the materials.			
4	The learner works to complete all the group goals.			
5	The learner always has a positive attitude about the task.			
6	The learner performs all the duties assigned in the team.			

Checklist to assess learners' ability to write a simple book review

Sl. No	Components	Yes	No	Remarks
1	Has written the title of the book			
2	Has written the name of the author			
3	Can name the characters			
4	Main events in the story			
5	Can write the moral of the story in words/phrases			
6	Can reason out why he/she likes or dislikes a particular character in words/phrases			

Checklist to assess learners' Journal

Sl. No	Objectives/Writing Behaviours	Yes	No	Remarks
1	Entry for every day made			
2	Capital and full stop used appropriately			
3	Neat and legible hand writing			
4	Reflections demonstrate knowledge on the topic			
5	Well-kept/maintained journal			

Note: Teachers may develop similar checklists whenever and wherever required. The success criteria should be developed together with the learners. Share the learner's assessment to parents and learners.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/be13b94f-75c9-4988-bd21-e262b524f3d5/> (Creating a group story)

<https://lessons.rec.gov.bt/lesson/b108b7af-5dd3-4939-b3cb-4f38c5f1e331/> (Phonemic awareness: diagraph /er/)

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
Jack and the Bean Stalk https://www.youtube.com/watch?v=VCpAYajmvo	Video 'Jack and the Bean Stalk'.	Knowledge Understanding Communication Application
Author's chair (Teacher's reference) https://youtu.be/zodkOzBu-tc	Video on 'Author's chair' as teacher's reference.	Skill comprehension Understanding Application
Sequence of events https://youtu.be/4AMptAmS_xM	Video on sequencing the events. (Story events)	Knowledge Skills Comprehension
<ul style="list-style-type: none"> • Chalkboard, computer • Writing process chart. • Texts • Sample reviews/journals (age appropriate) • Videos 		

Topic: Grammar knowledge

Knowledge of grammar here refers to all topics that has been learned in previous classes with some new inclusion in grade two. 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 of the individual strand while delivering the lessons.

Competency

- Use the knowledge of grammar to use language purposefully at words and phrase levels.

Knowledge: Conventions of grammar

Skills: applying conventions of grammar at sentence and phrase levels

Behaviour: speaking and writing effectively, sharing, expressing thoughts and feelings

Learning Objectives

- Use articles: a, an and the (usage).
- Use demonstrative pronoun: this and that, these and those.
- Use present continuous tense of verb and present, past tense (irregular verb and noun) and future tense: reading, writing, drawing... and play - played.
- Use possessive 's': Dorji's dog.
- Use punctuation: capitalization, comma, question mark and full stop.
- Construct compound sentences, negative and positive statement.
- Use subject-verb agreement correctly.
- Use question words: **what, which, how, who, when, where ...**

Note: The above objectives can have multiple topic specific lesson objectives. Each of the objectives is a lesson per se and you may choose to link it with other objectives in reading, writing or listening & speaking strands since all the strands are inextricably linked. Remember, the grammar items should be taught in context with other strands.

Learning Experiences

Note: The following lesson is on question words... It is of utmost importance that most of the conventions of grammar specified here are introduced since classes PP and I.

- Mini-lesson
After a writing exercise, Teacher conducts a mini-lesson on the appropriate use of a punctuation mark (stick to one punctuation mark at a time). After which, learners edit their own work on that aspect taught during the mini-lesson.
- Read-a-louds.
Teacher model reads a text. Prompt learners to explore the functions of punctuation marks by discussing how punctuation marks can indicate the character's mood, tone and even personality.

- Dialogues
Using dialogues is an effective way to demonstrate how language is used in the real world. Let children listen to a conversation regarding an appropriate topic and using target language (simple present, present continuous, simple past, simple future). Remember to focus on one tense at a time. Guide learners to deduce the form of the structure and explain the rule (i.e., simple future tense is used to talk about things that haven't happened yet). Further encourage learners to construct similar sentences about activities/things they will do but haven't done yet. (Check the Valley View Community Unit School District's *Teaching Grammar in Context: Why and How?* for step-by step process)
- Comic strips
To teach grammar aspects (such as subject verb agreement patterns), Teacher can create an engaging comic around the learner's favourite cartoon character (free online story boards are available). Examine the following with the learners:
 - Which letter ends the verbs that tells us the character's action?
 - Does this same letter come at the end of verbs that tell us about another character's actions?
 - What happens to the -s at the end of the verbs when the characters are doing actions together?
 - When one person is doing an action, with which letter(s) should the present tense form of the verb(s) end?
 - What happens to the verb(s) when two or more people are doing the same action simultaneously?

Learners create their own comic strip and apply the same conventions and share interesting super hero stories.

Sample activity to work with question words.

After reading 'Time to dine' (phonic story), write the following sentence on the board/flash it using a projector

Q.Dema light a fire?

- Arrive at the following answers with corresponding questions.
 - Why means a reason. To cook dinner (why?)
 - When means a time. At 6pm/In the evening (when?)
 - Who means a person Dema (who?)
 - What means a thing. A fire (what?)
 - Where means a place. In the kitchen (where?)

Sing/watch this song <https://www.youtube.com/watch?v=vXWK1-L41f0> to emphasize 'wh' questions. Use a similar example like the one above and practice dissecting a sentence(s) using the 'wh' questions.

Assessment

Use the tools for Listening and Speaking/Reading/Writing strands to assess learner’s ability to use language and grammar competently. You may need to make some changes in the success criteria.

Note: Teachers can also design their own tools to be used as diagnostic assessment. The success criteria should be developed together with the learners. Share the learner’s assessment to parents and learners.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/2aa0c26e-e400-4232-842a-633ff0c12a2a/> (Articles (a, an, the))

<https://lessons.rec.gov.bt/lesson/ca033d9c-9b55-4746-8276-c6a3b4a94112/> (Comparative and Superlative Adjectives)

<https://lessons.rec.gov.bt/lesson/e526ac52-c37c-4378-a321-a7ed4fd57d57/> (Tenses (present, past and future))

<https://lessons.rec.gov.bt/lesson/68e5961b-7fbc-492e-aa23-1d34741a75a7/> (Question words (what, which, how, who, when, where))

<https://lessons.rec.gov.bt/lesson/449ceba8-dbd0-48da-83b2-193b16d60538/>(Subject-verb agreement)

<https://lessons.rec.gov.bt/lesson/204c5cd3-59d3-4ce8-a842-e4d200ee2b8b/> (Quantifiers (some, few, all, many, more, less, a lot, any...))

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
Video on ‘wh’ questions https://www.youtube.com/watch?v=vXWK1-L41f0	Video on ‘Wh’ Questions.	Skill Knowledge Understanding Comprehension Communication Application
Video on ‘wh’ questions (BBS lesson) https://www.youtube.com/watch?v=5bFOHQTSRM&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=44	Video lesson on ‘Wh’ Questions.	Skill comprehension Understanding Application
<ul style="list-style-type: none"> • Stories/poems/rhymes • Dialogues • Sample comic strips 		

Topic: Naming objects and events

Language is our 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.

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.

Competency

- Build vocabulary to name objects and events to talk about abstract ideas.

Knowledge-Knowledge of grammar

Skills-Talk about ideas and the world around us

Behaviour- Talk politely, expresses ideas and opinions etc.

Learning Objectives

- Use proper and common noun (naming words): classroom objects, common objects, names of animal and places.
- Use preposition: on, in, under, in front of, near, besides, behind, inside, outside, after ...
- Use personal, possessive, and indefinite pronouns: I, me, they, them, their, anyone, everything, it
- Use singular and plural nouns.
- Use adjectives (describing words): big, small, fat, thin, tall short ...
- Use comparative and superlative adjectives: bigger, taller, shorter... biggest, tallest, shortest...
- Use verb (action words): read, write...
- Use auxiliary verbs: is, am, are, can, must, must not, will, should ...
- Use possessive adjective: his, her, my and their...
- Use quantifier: some, few, all, many, more, less, a lot, any...
- Use pronoun determiner: other, another, what after, neither, both, none, all of them, ...
- Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- Use root words, prefix, suffix
- Use sequence adverb: first, then, next, after that, finally...
- Use adverbs of frequency: sometimes, never, always, every ...
- Use adverb: slowly, nicely...

Note: The above objectives can have multiple topic specific lesson objectives. Each of the objectives is a lesson per se and you may choose to link it with other objectives in reading, writing or listening & speaking since all the strands are inextricably linked.

Learning Experiences

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. The grammatical aspects need to be taught in contexts and not in isolation. While addressing the pertinent issues relating to our Bhutanese values, financial and nutritional literacy and sexuality education, the grammar concepts are imbedded and taught concomitantly. Following are some strategies on how to go about teaching grammar in context.

- The phonic stories have level appropriate vocabulary, that can be taught in context.
- The picture cards from SSP pack provide learners to build vocabulary using visual/sound cues.
- Create story map for a fun way of learning nouns (or to develop any other vocabulary).
- Learners make a story map about the members of their family (including extended family members)/animals found in different regions/ Different types of weather/healthy food/safety signs/occupation etc. Learners can accompany their drawings/cut up pictures with sentences. Encourage learners to elaborate on their diagrams during oral presentation.
- Making a photo album/picture book.
- Learners create labelled images depicting action verbs, adjectives and nouns they learnt from stories either heard or read to them. Encourage learners to make their own sentences using those key words.

Note: Parents can be involved while creating story maps and picture books

Sample activity to work with abstract ideas and adverbs of sequence

- Let your learner Watch the story: (This animation has movements, no speech)
https://www.youtube.com/watch?v=Y3cpV_dnN_I
- Hold a classroom discussion on what happens and what does the man learn. After the discussion, the class must arrive at being helpful/gratitude/thankfulness. (For grade two, gratitude and thankfulness are an abstract concepts)
- Use simple adverbs of sequence (first, then, next, after etc...) to narrate and talk about what happens in the story.
- Let the learners write down and later share among peers.

Assessment: Use the tools for Listening and Speaking/Reading/Writing strands to assess learner's ability to use language and grammar competently. You may need to make some changes in the success criteria.

Note: Teachers can also design their own tools to be used as diagnostic assessment. The success criteria should be developed together with the learners. Share the learner's assessment to parents and learners.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/55619cef-8376-4cc3-a808-46bff84b6abf/> (Proper and Common noun)

<https://lessons.rec.gov.bt/lesson/18cc3145-e635-4b2d-8087-ec4de0602231/> (Singular and Plural nouns)

<https://lessons.rec.gov.bt/lesson/27c7d45d-9c00-47f1-a957-46d3bb830723/> (Pronouns (he, she, I, we, they, and it.))

<https://lessons.rec.gov.bt/lesson/632924fa-9c67-4157-9480-98ec11b6dae4/> (Determiner Pronouns)

<https://lessons.rec.gov.bt/lesson/008007c3-19f7-4074-b2be-c91e786868cd/> (Possessive Pronouns)

<https://lessons.rec.gov.bt/lesson/3ace4c65-0de3-4c8d-a739-f5372f42418e/> (Demonstrative Pronouns (this and that, these and those))

<https://lessons.rec.gov.bt/lesson/34153579-1bd8-424d-a518-31388f47e46a/> (Types of Verbs)

<https://lessons.rec.gov.bt/lesson/3c054f69-648d-4448-8391-3e93506fa65c/> (Preposition)

<https://lessons.rec.gov.bt/lesson/8a7d7653-48d6-4e75-80c9-3b04e3a0be7e/> (Punctuation)

<https://lessons.rec.gov.bt/lesson/1862332b-ab34-4847-bcaf-2fcf8ef6bcf3/> (Conjunction)

<https://lessons.rec.gov.bt/lesson/17dff80a-a3b8-47b1-9364-28894afebc9c/> (Adverb (sequence adverb))

<https://lessons.rec.gov.bt/lesson/d8e79990-fd67-45d3-ba7c-149ccde25962/> (Adverb (adverb of manner))

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
Videos on abstract ideas (helping others/gratitude): https://youtu.be/Y3cpV_dnN_I	Short video showing gratitude.	Reflection, Comprehension Communication, Application
Stories, sample story maps and picture books, video about abstract ideas		

Class III

Workbook

Overview Workbook – Class III			
Theme	Activities	Page	Purpose
About me	Paragraph Writing	1, 2 & 3	<ul style="list-style-type: none"> • Applying • Expressing feelings • Following instructions • Correct formation • Legible handwriting • Punctuation • Self-motivation • Goal setting • Honesty • Enjoy writing
	Feelings	4	<ul style="list-style-type: none"> • Coping with emotion • Journal writing • Appropriate writing • Inculcate writing habits • Self-awareness • Reasoning • Life connection • Sharing
My Body	I am a bee (Poem)	5, 6 & 7	<ul style="list-style-type: none"> • Articulating words correctly • Appreciation • Competence • Self-awareness • Text to life connection • Curiosity • Imagination • Empathy
	Fill in the column	8	<ul style="list-style-type: none"> • Self-awareness • Care • Problem solving • Self-respect • Critical thinking • Learning the function of five senses
Health and First Aid	Nose Bleeding	9 & 10	<ul style="list-style-type: none"> • Framing rules • Learning the steps to prevent nose bleed • Applying • Coping with challenges • Safety • Wisely use of given information to frame the rules • Punctuation • Using words correctly • Writing sentences correctly
	Keeping my body safe	11	<ul style="list-style-type: none"> • Identifying • Personal Safety • Self-respect • Reasoning • Reading accurately •
	Saying No	12	<ul style="list-style-type: none"> • Disagreeing respectfully and politely • Expressing

			<ul style="list-style-type: none"> Overcoming emotional challenges Communication Moral reasoning Personal safety Sharing feelings Recognizing feelings of oneself
My Family	My Lovely family	13, 14 ,15 & 16	<ul style="list-style-type: none"> Adjectives, opposite, possessive pronoun Comprehending Reading with correct pronunciation, intonation and pause Relationship Trust, unity, love and care Writing legibly Sense of belongingness Learning to describe family members
	Read the comic strip	17, 18 & 19	<ul style="list-style-type: none"> Dialogue writing Punctuation Unity Safety Moral Creative writing
	Little Red Riding Hood	20, 21 & 22	<ul style="list-style-type: none"> Reader's theatre Comprehending Applying Writing appropriately Personal safety Respecting elderly people Helping others
My School	My School	23, 24 & 25	<ul style="list-style-type: none"> Reasoning Critical thinking Descriptive Essay Articles Being receptive Self-awareness Openness Pronoun Following direction
Healthy Living	Healthy Living	26 & 27	<ul style="list-style-type: none"> Reading accurately Healthy eating habit Comprehending Problem solving Good manners Respecting others view Making an apology Following direction Learning to construct sentences
Me and My Friend	Lion and the Mouse	28, 29 & 30	<ul style="list-style-type: none"> Sequencing Using correct voice tone and volume Trust, friendship, help Gratitude Understanding my action impacts to others
		31 & 32	<ul style="list-style-type: none"> Letter writing format Applying Language structure

	Friendly Letter		<ul style="list-style-type: none"> • Following instruction • Friendship • Expressing • Nurturing relationship
Saving	Birthday Gift	33, 34, 35 & 36	<ul style="list-style-type: none"> • Reading accurately • Managing and saving money • Self-responsibility • Positive thinking • Analytical thinking • Planning • Decision making
	Ant and the Grasshopper	37, 38, 39 & 40	<ul style="list-style-type: none"> • Reading accurately • Comprehending • Planning • Hard work • Self-responsibility • Recognizing the difference between expected and unexpected behaviour • Elements of story
Me and My surrounding	Robin (Poem)	41, 42 & 43	<ul style="list-style-type: none"> • Reading with correct pronunciation, intonation and rhythm • Seasons and its description • Competency based question • Appreciating
	Clothes line	44, 45, 46 & 47	<ul style="list-style-type: none"> • Learning by doing • Imagination • Life connection • Title, rhyming words, stanzas • Comprehending • Appreciating

Phonics Workbook

Unit	Story	Reading and Spelling List Words	Activity	Purpose
Unit 1 Revision of class 2 concepts	1. The plane and cube 2. The home on the coast 3. The hawk's hunt 4. A scouting owl 5. Seday's birthday 6. A windy day at the beach	1. List 1 2. List 2 3. List 3 4. List 4 5. List 5 6. List 6	Write spelling words in alternating colours with 1 sound in each box.	Recapitulate the lessons learnt in previous class before introducing a new concept.
Unit 2 ce as s se as s se as z ge as j dge as j tch as ch	1. Yangki's spiced rice 2. Goose on the loose 3. Surprise 4. The plunge 5. Porridge for dinner 6. Lhamo's chickens	1. List 1 2. List 2 3. List 3 4. List 4 5. List 5 6. List 6	Write spelling words in alternating colours with 1 sound in each box.	<ul style="list-style-type: none"> • To identify each sound in a word to blend and segment the sound structures of each word. • Identify trigraphs
Unit 3 air and ear as air are as air	1. The pear tree 2. The scarecrow 3. Youth group cruise 4. Lightning strike	1. List 1 2. List 2 3. List 3 4. List 4	Write spelling words in alternating colours with 1 sound in each box.	<ul style="list-style-type: none"> • Identify and manipulate each sound of a word to decode the words. • Recognize the rhyming

ui and ou as long oo igh ea as e ear and eer	5. A bird without feathers 6. Mr Kinley	5. List 5 6. List 6		words and homophones.
Unit 4 oar as or ore as or oor and our as or ear as er a as ar a as o	1. The boar on the shore 2. Chedup ate more 3. A mess on the floor 4. The early bird 5. After class 6. The swan's nest	1. List 1 2. List 2 3. List 3 4. List 4 5. List 5 6. List 6	Write spelling words in alternating colours with 1 sound in each box.	<ul style="list-style-type: none"> Identify each sound in a word and decode the same sound words. Practice and categorize a as 'ar' or 'or' sound.
unit 5 a as ai e as ee ey as ee ey and y as ee a as or ar as or	1. A basic room 2. Beware of the octopus 3. The valley 4. Plenty 5. Water fun 6. Swarm of bees	1. List 1 2. List 2 3. List 3 4. List 4 5. List 5 6. List 6	Write spelling words in alternating colours with 1 sound in each box.	<ul style="list-style-type: none"> Identify each sound in a word to blend and segment each word. List the word meaning
unit 6 le double letters tion ph as f	1. A stable fire 2. Wangmo loved to giggle 3. The cubby 4. Norbu's Puppet 5. Solution to pollution 6. The photo	1. List 1 2. List 2 3. List 3 4. List 4 5. List 5 6. List 6	Write spelling words in alternating colours with 1 sound in each box.	<ul style="list-style-type: none"> Identify different sound for different letters in a word to blend and segment each word. Sound out and classify the noun, verb and adjective. Join the focus word and suffix.

Reading Materials

Overview		
Reading Materials – Class III		
Sl#	Name of the text	Purpose
1	The True Son	Courage and motherly love
2	Punakha Domchoe	<ul style="list-style-type: none"> Celebration Culture and tradition
3	Some birds of Bhutan	Informative text of birds
4	How do plants provide food	
5	The lion and the hare	<ul style="list-style-type: none"> Courage Protection Victory of good over evil

Anthology

Overview Anthology – Class III		
Sl#	Contents	Purpose
1	Two Unforgettable Days	Health and Hygiene
2	Mice	Talk about rat features
3	Good morning	Animal sound
4	The clothes-line	Figure of speech
5	Brother	Family
6	How they sleep	Sleeping position of different animals
7	The tree	Benefits of growing tree
8	A watering Rhyme	Taking care of plants
9	KeeyangKeeyang	Learn types of trees Helping somebody in need
10	A moon bear's dance	Learn features of poem
11	Going to the zoo	Types of animals
12	Peanut Butter And Jelly	Learn how to bake cake using adverb of sequence
13	Our tree	Seasons
14	The farmer Sows His Seeds	How to grow maize

Listening and Speaking

Topic: Pronouncing correctly

Class III have already acquired knowledge of the alphabet and some phonic sounds in their earlier classes. Thus, in this grade, learners shall further advance their phonological awareness to pronounce and spell the newly acquired words correctly while speaking, reading and writing.

Competency

- Use the knowledge of blending to pronounce new words correctly.

Knowledge: Phonemic awareness

Skill: Pronounce words

Behaviour: Articulating words correctly

Learning Objectives

- Use the listening and speaking skills developed in earlier classes.
- Pronounce words containing double and triple consonants, digraphs and short and long vowels correctly by blending and segmenting using knowledge of phonemes.
- Enjoy listening to and speaking English.

Note: The above objectives can have multiple lesson objective based on the topics.

Learning Experiences

- Revise the different sounds (alphabet/double and triple consonants, long/short vowels, vowel digraphs) learnt in earlier classes and practice them as and when one comes across such words.
- Study the new phonic sounds (vowel digraphs and trigraphs, consonant digraphs and trigraphs, tricky sounds, double letters and schwas syllable) and refer the SSP Resource Book for a guide to approach phonics.
- Show videoclips of the target phonemes and learners practice them.
- Explain types of stories, (Fables, Fiction, non-fiction, Fairy tales, adventure story etc...) (Teacher display the definition in the classroom for reference).
- Design or adapt audio material (could be nursery rhymes, poems, and stories) for learners to familiarize the target phonemes.
- Listen to phonic stories that employ the target phoneme to emphasize it.
- Use the word list(s) to practice pronouncing the words.
- Speaker of the day; Learners take turns to speak on topic of their choice (themselves, environment). (The topic may include Family, friendship, financial and nutritional literacy, Comprehensive sexuality education (CSE) topics, Values and culture). Encourage learners to use new words learnt.
- Play the words from an audio device to be listened and imitated by the learners. Use computer or dictionary applications on smartphones.

Note: Refer SSP Resource Book for a systematic and structured approach to phonemic awareness.

Assessment

- Refer Continuous Formative Assessment Class III Literacy Skills.
- Checklist to assess learners' ability to produce the long and short vowel sounds.

Sounds	Produce the long vowel sounds (initial, medial, final)	No. of words
Ce	dance, chance, prance, produce, glance, since, voice, juice, twice, price, prince...	
Se	house, horse, mouse, please, tease, dose, case, close, ease	
Dge	bridge, ridge, hedge, fridge, pledge, grudge.....	
Ge	cage, page, wage, sage, huge, large, judge, edge, forge, lodge.....	
Eer	peer, seer, deer, beer, sheer, cheer.....	
Air	chair, hair, repair, fair, stair, affair.....	
Oor	door, poor, floor,	
Tch	pitch, catch, latch, fetch.....	

Note: Teachers may use the above sample as an example to assess the articulation of double & triple consonants, digraphs and short & long vowels. Design tools to assess learner's ability to sound the target phonemes. The success criteria should be developed together with the learners. Share the learner's assessment and outcomes with the learners and their parents.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/c6832569-ffe7-40dd-9dba-9278f753d7ee/> ('dge' and 'ge' as /j/ sound)

<https://lessons.rec.gov.bt/lesson/941efb7a-4552-4f46-9ccf-a81df5a74e82/> (Final consonant trigraph /tch/ sound)

<https://lessons.rec.gov.bt/lesson/1d488174-61d8-4f43-98d0-786fc2836034/> (Final -se/s/ze sounds as /z/)

<https://lessons.rec.gov.bt/lesson/6f123372-42fc-42f0-92de-e938b232f038/> (Vowel trigraph /igh/ sound)

<https://lessons.rec.gov.bt/lesson/f9c3a406-99d6-4229-90c4-73f8f0f5afaf/> (Trigraph/ Long vowel 'eer' 'ear' 'ere' sounds (r-controlled vowels))

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
Video on sounds introduces in Class III https://www.youtube.com/watch?v=mCAx1JuqPI&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=44	The video on Phonemic Awareness.	Sounds Understanding Communication Application
Textbooks and manuals (REC) https://rec.gov.bt/textbooks-and-manuals/#683-888-wpfd-english-1586090636	Textbooks and Manuals for reference	Knowledge Content Behaviour Skills
Consonant blends https://www.youtube.com/watch?v=2aL4dfv7RbA (three letter consonant blends) https://www.youtube.com/watch?v=PNmMgDc_ztg (three letter consonant blends) https://www.youtube.com/watch?v=1LzyXvHO638	The video is presenting the lesson on three consonant blends.	Sounds Understanding Oral Communication
Sound cards, word lists, phonic stories (SSP pack), songs, audio devices suitable for class III learners		

Topic: Growing as speakers

Learners communicate effectively if they have rich vocabulary. They use the vocabulary acquired in accordance to context. Also, learn and use new vocabularies as and when needed independently.

Competency

- Use newly acquired vocabularies in different contexts to show an understanding of form and meaning.

Knowledge: Newly acquired vocabularies

Skill: Speak using the new vocabulary

Behaviour: Appropriately and accurately use the new vocabulary when talking about their needs and interests.

Learning Objectives

- Use the listening and speaking skills developed in earlier classes.
- Give and respond to invitations and compliments.
- Initiate conversations and respond to others in familiar situations such as in the classroom and library and on the playground.
- Use clear pronunciation, polite expressions, intonation, and gestures to share feelings and ideas when speaking about matters of immediate interest.
- Use newly acquired vocabulary appropriately.
- Enjoy listening to and speaking English

Note: The above objectives can have multiple lesson objectives based on the topics.

Learning Experiences

- Review learners' knowledge on greetings and courtesies (asking and responding to permission; complimenting and responding to it). Demonstrate how to invite and respond to invitations. Use phonic texts 'Seday's Birthday' and 'Surprise' to initiate discussion on the topic.
- Create Word wall/Word bank to display vocabulary and high frequency words and revise them regularly. Update the word wall/bank frequently.
- Identify new words from texts read. Make flash cards with these words. Let learners explore the meaning and make sentences and share in the class.
- Teach learners to use dictionaries to find the meaning of the words.
- Play fun vocabulary building games that would trigger learners to state the synonyms and antonyms of the words or learners make sentences using the key words (Check Resources for more ideas)
- Familiarize learners with target vocabularies providing a filling-gap worksheet by listening to an audio material. (It could be poetry, story, conversation and nursery rhymes or materials on podcast).
- Make learners observe their environment and maintain a picture dictionary for noun and adjective words that they see around them (class, school, locality and home).

- Show form and function of the words in sentences or reading materials and make learners practice them in their speaking.
- Let learners' watch a **silent** video for one minute at the most and ask learners to describe the video using a given set of words/words of their choice. This activity can be done orally to enhance Listening and Speaking Skills or written down for Writing.
- Use word mapping strategy that allows learners to find new words and meanings to their word maps along with pictures and diagrams that illustrates the word's meaning. Learners could share them to their shoulder partner, face partner, groups or whole class.

Note: Refer SSP Resource Book for a systematic and structured approach to phonemic awareness.

Assessment

Vocabulary Inventory (To be used as diagnostic & self-assessment)

Words	I don't know this word.	I have seen this word but don't know what it means.	I have seen this word and I think it means ...	I know this word. It means...

Note: Teachers may use the above sample to check learners' knowledge of vocabulary before and after teaching them (Pre-test and Post-test).

Checklist to assess learners' competencies to use newly acquired vocabulary.

Sl. No	Descriptors	Yes	No	Remarks
1	The learner can use newly acquired vocabulary while conversing with peers/teachers both within and outside the classroom.			
2	The learner knows the meaning of all the newly acquired vocabulary.			
3	The learner can pronounce all the newly acquired vocabulary correctly.			
4	The learner can use newly acquired vocabulary in different contexts to show an understanding of form and meaning.			
5	The learner can use the newly acquired vocabulary while doing class presentations, delivering speeches and narrating stories			

Checklist to assess learners' competencies to use newly acquired vocabulary.

Sl. No	Learning outcomes	Yes	No
1	Generalization: The ability to define a word.		
2	Application: Selecting an appropriate use of the word.		
3	Breadth: knowledge of multiple meanings of the word.		
4	Precision: The ability to use the word correctly in all situations.		

5	Availability: The ability to use the word productively.		
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Notes:

- There are tools that assess other aspects of Listening and Speaking skills (ability to tell stories, speech and role play), which has a criterion for use of vocabulary.
- Design rubrics or checklist to assess learner’s picture dictionary.
- Compile learner’s checklist, test and puzzles in their portfolios to analyse their progress, challenges and render support accordingly.
- Teachers may develop similar tools whenever and wherever required. The success criteria should be developed together with the learners. Share the learner’s assessment and outcomes with the learners and their parents.

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
Textbooks and manuals (REC) https://rec.gov.bt/textbooks-and-manuals/#683-888-wpfd-english-1586090636	Textbooks and Manuals for teacher reference.	Content Knowledge Skills Behaviour
Strategies to use flash cards (for teachers) https://www.youtube.com/watch?v=X9KebTgfLJI	Video on ideas for using flash cards to teach vocabulary.	Vocabulary Comprehension application
Vocabulary Revision Games/Activities https://www.youtube.com/watch?v=vY-53nXyoVY	The video on vocabulary revision.	Vocabulary Sounds Understanding Oral Communication
Worksheets and games for learning checking learner’s vocabulary (Suggestive link: https://www.studiestoday.com/printable-worksheet-english-cbse-class-3-english-practice-worksheets-120-vocabulary-219569.html and https://www.k5learning.com/vocabulary-worksheets/third-grade-3)	The write up presenting worksheet and games.	Vocabulary Sounds Understanding Oral Communication Application
<ul style="list-style-type: none"> • Phonic stories/readers • Sight words • Word wall • Dictionaries • Word building games (crossword puzzles). Browse the net for more fun games. • Video (can be muted to have silent videos) 		

Listening and speaking, teacher’s resource book, Language aloud...allowed by Gwen Mowbray.
Download from www.rec.gov.bt)

Topic: Conversation skills

Learners are able to know when and how to initiate a conversation, how to continue/end a conversation, how to clear communication gaps as well as issues. They use strategies that would not only build healthy relationship with people and audience around but also express their opinions effectively.

Competency

- Participate in conversation about familiar situations with friends and teachers to build on inter-personal communication skills.

Knowledge: Languages for invitation, compliments, courtesy

Skill: interpersonal and communication skill,

Behaviour: paying attention, being receptive, following instruction, making eye contact, responding to speakers, being polite.

Learning Objectives

- Use the listening and speaking skills developed in earlier classes.
- Follow and give directions in grammatically correct sentences.
- Give and respond to invitations and compliments.
- Initiate conversations and respond to others in familiar situations such as in the classroom, library and on the playground.
- Use clear pronunciation, polite expressions, intonation and gestures to share feelings and ideas when speaking about matters of immediate interest.
- Explain plans, ideas, answer questions and explain further when asked.
- Use newly acquired vocabulary appropriately.
- Talk in correct sentences about family values that they care about and also different types of love.
- Talk in simple sentences about good and bad touches with examples.
- Enjoy listening to and speaking English

Note: The above objectives can have multiple lesson objectives based on the topics.

Learning Experiences

- Review common greeting and courteous statements learnt from the earlier classes. Ensure that learners use them appropriately depending on the setting. (The setting being at home, at school, with friends, with strangers, with elders, with youngers.)
- Generate ground rules for any listening and speaking activities so learners are aware what kind of behaviour is expected of each one of them (the speaker and the audience)
- Use dialogues to identify and inculcate inter-personal communication skills. Let learners say the dialogues and practice the skills (active listening, body language, negotiation skills, etc).
- Provide a simple situational problem (A situation relevant to class III) and ask learners to discuss and plan on how to solve the given problem in pairs or groups.
- **Question game;** Play this game to help learners know about their friends and after the game, make them talk about their friends in form of a speech. Learners deliver a short extempore speech about their friends. (Look for more online/offline games).

- Create a platform (online is an option) for learners to share about themselves and discuss on the given situations (family values, different types of love, good/bad touch, hygiene and sanitation, food waste, money management, healthy relationships, etc).
- Prepare a lesson that shares simple tips on inter-personal communication skills that could be easily followed by the learners. After learning the tips, ask them to practice the skills in the form of a role play or a dialogue. Have presentations by teams. Videotaping/Voice recording can be an option.
- Have a 'Do You Know Your Friend?' session. Just like the BBS Television program. Teacher has a set of ten questions (number of questions can be decreased according to time permitted) to ask. The teacher can interview one learner on the previous day or via the social forum on a private chat. On the day of the session, enact the show (greet children as the audience, invite the friend/desk partner/table mate of the child interviewed as the participant of the show -make it as realistic as possible for learners to have an out of the classroom experience). Ask the ten questions and award a point each for a correct answer. At the end, total up the scores and congratulate both the participants. The teacher may assign learners to host the show after several demonstrations.
- Display interview questions on the chart and demonstrate how interviews will be conducted (This activity can be aligned with the previous activity). Make learners prepare interview questions, conduct interview and write a report of the interview. This interview could be a part of reading activity or in any situation that is relevant and would be helpful to class III children.

Assessment

Checklist to assess Listening and Speaking skill

Objectives/Listening and Speaking behaviours	Yes	No	Remarks
Speaks clearly and fluently			
Stays focused while speaking			
Uses complete sentences			
Pronounces words correctly			

Rubrics for assessing learners' ability to listen and follow instructions

Descriptors	Exceeding	Advancing	Meeting	Approaching	Beginning
Follow instructions	Follows all the instructions correctly.	Follows most of the instructions correctly.	Follows some instructions correctly.	Follows few instructions correctly.	Hardly follows instructions.
Give instructions	Always gives clear and precise instructions.	Gives clear and precise instructions most of the time.	Gives clear and precise instructions some of the time.	Hardly gives instructions	Never gives instructions.

Initiate conversation & respond to others in unfamiliar situation using correct word order. (Ask questions, give answer, interprets, explains)	Always use accurate word order during conversation & responding to teachers and friends.	Uses accurate word order most of the time during conversation & responding to teachers and friends.	Uses accurate word order sometimes during conversation & responding to teachers and friends.	Uses accurate word order rarely during conversation & responding to teachers and friends.	Uses no word order during conversations & responding to teachers and friends
Shares topic of interest with others orally	Shares topic of interest with others orally all the time.	Shares topic of interest with others orally most of the time.	Shares topic of interest with others orally sometimes.	Shares topic of interest with others rarely.	Shares no topic of interest with others
Enjoy listening & speaking English.	Conversation in English with teachers and friends is carried out always.	Conversation in English with teachers and friends is done most of the time.	Conversation in English with teachers and friends is done sometimes only.	Conversation in English with teachers and friends is done rarely.	No conversation in English is done with teachers and friends

Rating Scale to assess learners' ability to role play (Listening & Speaking)

Sl. No	Objectives /skills/ Behaviours	Always	Sometimes	Rarely	Remarks
	Date				
1	Speaks clearly & fluently				
2	Asks appropriate questions				
3	Stays focused during role play				
4	Uses complete sentences while responding				
5	Knows how to take turns when talking				
6	Is confident enough to communicate				
7	Uses appropriate language				

Checklist to assess book talk

Sl. No	Features	Yes	No	Remarks
1	Title			
2	Author/Illustrator			
3	Characters			
4	Genre			
5	Setting			
6	Brief summary			

7	Reason for the book choice.			
8	Favourite part and why			
9	Two reasons why others should read the book.			

Note: Teachers may develop similar tools whenever and wherever required. The success criteria should be developed together with the learners. Share the learner’s assessment and outcomes with the learners and their parents.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/63a50944-b8f8-4968-b74f-45cb2df090ad/>(Conversation (Dialogue))

<https://lessons.rec.gov.bt/lesson/8da03c8d-133b-4ee2-98d8-5d8a8d966968/> (Family)

<https://lessons.rec.gov.bt/lesson/ba209973-e1da-4f14-bab5-9364dbcc599b/> (Book talk/text talk)

<https://lessons.rec.gov.bt/lesson/92c7a0d9-357b-4f45-8d9f-df937b29329e/> (Good and bad touch/gender awareness)

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
Good Communication Skills (definition, reason and games) for teacher’s reference https://positivepsychology.com/communication-activities-adults-learners/#importance	Good Communication Skills (definition, reason and games) for teacher’s reference	Content Knowledge Skills Behaviour
Listening and speaking, teacher’s resource book, Language aloud...allowed by Gwen Mowbray (available on www.rec.gov.bt).	Listening and speaking, teacher’s resource book, Language aloud...allowed by Gwen Mowbray (available on REC).	Vocabulary Comprehension application
<ul style="list-style-type: none"> • Charts and markers • Sample interview questions 		

Topic: Re-telling stories

The language skills are all correlated. Good listening skills enhance speaking skills, which in turn improves reading and writing. Through listening and speaking, ideas and information can be exchanged. Activities such as retelling a story provides learners with the opportunity to use their vocabulary bank and hone their narration techniques. Reciting poems allow learners to practice target words/phrases/verses and enjoy listening and speaking English.

Competency

- Retell short stories and poems to improve comprehension and expression.

Knowledge: Read texts

Skills: Retell stories, recite poems

Behaviour: active participation, improved comprehension, and expression

Learning Objectives

- Use the listening and speaking skills developed in earlier classes.
- Listen to fables and other topics of interest.
- Use newly acquired vocabulary appropriately.
- Deliver short speeches, tell simple stories and recite short poems.
- Enjoy listening to and speaking English.

Note: The above objectives can have multiple lesson objectives based on the topics.

Learning Experiences

- Revise and build on the listening and speaking skills acquired in the earlier grades. Encourage learners to use the new words/structures learnt.
- Read aloud stories/poems (or play them from podcast or any other digital gadgets). Follow such stories with questions that would explore learner's comprehension and expression skills; or cultivate learner's life skills (for instance, after reading the reader 'True Son' learners have a panel discussion on mechanism to cope with emotions; critical and creative thinking to solve problem).

Note: Tips to cope with emotions:

- Talk to someone they feel comfortable with.
- Writing a journal.
- Drawing/painting.
- Taking up a hobby.
- Reading
- Take a mindful walk.
- Picture about the people you care about.
- Positive self-talk.
- Take a shower or bath.
- Counting
- Play games.

- Animal breathing
- **Circle time;** Learners talk about the stories, events, books they have read. Remind them about their time limit, focus area and speaking skills, so that they develop basic aspects of effective public speaking. During this time, teacher may also choose topics such as good/bad touch, health and hygiene, healthy foods, good habits, good manners, healthy relationships, waste management and money management.
- Design a sample of graphic illustration of a book, story or a poem and ask learners to create one either individually or in teams. Then organize “Author’s Chair”, where a volunteer team member can present their work to the rest of the class. The content of their work can be based on Bhutanese values, financial and nutritional literacy and sexuality education.
- Have an inquiry-based learning project whereby learners ask their parents/grandparents/ other relatives/guardians to narrate a story that has been passed through the generations. Next, learners share their stories in their teams. Teacher explains what fables are (story that features anthropomorphized animals with a moral at the end) and allow learners to evaluate if their story is a fable or not. Have discussions as a whole class with learners explaining why their story is/is not a fable.
- Model poetry recitation with articulation, body language/gestures, tone and audibility in mind. Have teams/individuals recite poetry.

Assessment

Poetry Recitation Rubric

Descriptors	Exceeding	Advancing	Meeting	Approaching	Beginning
Preparation	The learner is well prepared and has sufficient rehearsals.	The learner is prepared and has enough rehearsals.	The learner is somewhat prepared but needs more rehearsals	The learner is prepared but lacks rehearsals and confidence.	The learner is not prepared and displays nervousness.
Enthusiasm	Generates and displays a strong interest and enthusiasm all the time.	Generates strong interest or enthusiasm most of the time.	Generates a strong interest or enthusiasm sometimes.	Hardly generates a strong interest or enthusiasm.	Generates no interest or enthusiasm
Recitation	Recites the poem and enunciates each word clearly all the time.	Recites the poem clearly most of the time.	Recites the poem clearly some of the time.	Hardly recites the poem clearly.	The learner often slurs and mumbles. Mispronounces more than one word.
Emotion	The learner displays all required emotions according to the mood of the poem.	The learner displays most of the required emotions according to the mood of the poem.	The learner displays some of the required emotions according to the mood of the poem.	The learner displays a few emotions according to the mood of the poem.	The learner displays no emotions while reciting the poem.

Rubrics to assess learners' ability to tell simple stories in their own words

Components	Exceeding	Advancing	Meeting	Approaching	Beginning
Pictures	Uses no pictures from the text to tell the story	Uses a few appropriate pictures from the text to tell the story	Uses some of the pictures from the text to tell the story	Uses most pictures from the text to tell the story	Uses all the pictures from the text to tell the story.
Events/ideas in the story	The events/ideas are in sequence. Needs no prompting. Narrates the events clearly.	The events/ideas are in sequence. Needs slight prompting. Narrates the events somewhat clearly	The events/ideas are in sequence, but with some events missing. Little prompting is needed.	The events/ideas are in sequence. It is difficult to understand the story. Teacher needs to prompt sometime.	The events/ideas are not in sequence. Teacher needs to prompt every time.
High frequency words & vocabulary	Uses most of the HF words & vocabulary appropriately while narrating the story.	Uses a few HF words & vocabulary appropriately while narrating the story.	Uses some of the HF words & vocabulary appropriately while narrating the story.	Uses few HF words & vocabulary appropriately while narrating the story.	Little HF words and vocabulary used.
Sentence structure	All the sentences used are correct and complete and have meaning.	Most of the sentences used are correct and complete and make meaning	Some of the sentences used are correct and complete and make meaning	A few sentences used are correct and complete but not all make meaning.	No sentences used are correct. It is difficult to understand the story.
Expressions & gestures	Uses lots of appropriate expressions and gestures to tell the story.	Uses most appropriate expressions and gestures to tell the story.	Uses some appropriate expressions and gestures while narrating the story.	Uses a few but inappropriate expressions and gestures to tell the story.	Very less expression and gesture used.
Confidence	Shows highest degree of confidence.	Shows high degree of confidence	Shows some degree of confidence	Shows a slight degree of confidence to tell the story.	Shows no degree of confidence to tell the story
Intonations	Uses all appropriate tones as per the mood/emotions shown by the characters in the story.	Uses most appropriate tones as per the mood/emotions shown by the characters in the story.	Uses some appropriate tones to show the emotions of the characters in the story.	Uses few appropriate tones to show the emotions of the characters in the story.	Tone used is not as per the mood/emotions shown by the characters in the story.

Note: Teachers may exclude components, if the above mentioned are not relevant for the activity.

Notes:

- Discuss and design assessment tools with learners to assess their ability to share the content materials they have read using basic aspects of effective public speaking skills.
- Discuss and design rubrics with learners to ensure they have used basic aspects of poetry recitation techniques.
- Compile the assessment and written feedback provided to learner’s storytelling and poetry recitation in their individual files to analyse their progress, challenges and render support accordingly. Teachers may develop similar tools whenever and wherever required. The success criteria should be developed together with the learners. Share the learner’s assessment and outcomes with the learners and their parents.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/39a1b50a-6e96-4af8-8465-b23124050710/> (Story (Fable))

<https://lessons.rec.gov.bt/lesson/cb4d1f0b-083f-40a5-ae06-24eb8da792a8/> (Poem Recitation)

Resources: Animal breathing



Title & URL of Resources	Summary/Description of Resources	Core concepts
Video on Circle time (for teacher’s reference). https://youtu.be/YUp8dch21rw	Video on circle time.	Content, Knowledge, Skills Behaviour
Poetry Archive (poems read aloud) https://childrens.poetryarchive.org/	Read aloud on poems.	Vocabulary, Comprehension Application
Listening and speaking, teacher’s resource book, Language aloud...allowed by Gwen Mowbray (available on www.rec.gov.bt).	Listening and speaking, teacher’s resource book, Language aloud...allowed by Gwen Mowbray	Oral communication Vocabulary Comprehension
Phonic stories/readers, songs/rhymes, audio materials that suit class III learner’s context and language ability, age-appropriate materials through Podcasts/ digital gadgets.		

Topic: Articulate ideas orally

Delivering speech is a significant act of performance to articulate ideas and make proclamations. It can be done impeccably with appropriate content, language structures and body language. Learners need to gain exposures and experiences at the earliest.

Competency

- Use the conventions of speech to deliver short speeches on topics of their choice.

Knowledge: Content and language required in speeches

Skills: articulation and intonation

Behaviour: Body language and speak appropriately

Learning Objectives

- Use the listening and speaking skills developed in earlier classes.
- Show a clear understanding of word order in simple sentences and questions.
- Use newly acquired vocabulary appropriately.
- Enjoy listening to and speaking English.

Note: The above objectives can have multiple lesson objectives based on the topics.

Learning Experiences

- Provide opportunities for learners to talk about self-identity, family, friendship, financial and Nutritional Education, Comprehensive Sexuality Education, values and culture. Engage learners effectively in a range of collaborative discussions.
- Watch the video (How to change the world?) and ask learners to pick up key skills the speaker uses to make his speech interesting. Debrief what important tips (skills) learners can take away from the video, not just from the content of the speech but the delivery of it as well. Some skills include communication, confidence, empathy, charisma and stamina.
- Provide ample opportunities for learners to prepare and deliver speeches on various topics. Always provide learners with the evaluation criteria before evaluation. Provide accurate and timely feedback. Let learners diligently reflect on the feedback and implement it next time.

Assessment

Rubrics to assess learners' ability to deliver speeches.

Category	Exceeding	Advancing	Meeting	Approaching	Beginning
Introduction (greetings, addresses)	Can use greetings & addresses most accurately.	Can use greetings & addresses accurately.	Can use greetings & addresses almost accurately.	Can use greetings & addresses fairly accurately.	Use greetings & addresses poorly.
Relevant	Content is most relevant.	Content is appropriate with few irrelevant.	Content is appropriate with some irrelevant points.	Content is appropriate with many irrelevant points.	Content is not relevant.
Language	Outstanding	Excellent	Very good	Good	Satisfactory
Conclusion (statement)	The concluding statement is very strong and appropriate.	The concluding statement is strong and appropriate.	The concluding statement is somewhat strong and appropriate.	The concluding statement is fairly strong and appropriate.	The concluding statement is not appropriate.
Fluency	Very fluent with no mispronunciation.	Very fluent with a few mispronunciations.	Fluent enough with some mispronunciation.	Somewhat fluent, but mispronounces most of the words.	Not at all fluent and mispronounces almost all the words.
Audibility	Loud enough to be heard by all throughout.	Loud enough to be heard by at least 90% throughout.	Loud enough to be heard by at least 70% throughout.	Loud enough to be heard by at least 50% throughout.	Loud enough to be heard by at least 30% throughout.
Eye contact	Establishes eye-contact with everyone all the time	Establishes eye-contact with everyone most of the time	Establishes eye-contact with everyone sometimes	Hardly establishes eye-contact with everyone.	Establishes no eye-contact.
Confidence	Very confident & has obviously rehearsed.	Confident & has obviously rehearsed.	Confident but needs more rehearsals.	Less confident and shows no sign of rehearsals.	Not confident and shows no signs of rehearsals.

Checklist to assess learners' ability to deliver a short speech

Sl. No	Descriptors	Yes	No	Remarks
1	The speech has a clear topic.			
2	The speech begins with an introduction.			
3	The speech has a meaningful content.			
4	The speech has a clear conclusion.			
5	The speaker makes eye contact with the audience.			
6	The speaker uses appropriate voice.			
8	The speaker enunciates words clearly.			

9	The speaker speaks fluently.			
10	The speaker holds audience's attention and enhances meaning through variations in speed and inflections.			
11	The speaker pronounces all the words correctly.			
12	The speaker uses grammatically correct language.			

Notes:

- Provide feedbacks on how effective learner's speech delivery was and area they could improve.
- Portfolio; Compile the assessment and written feedbacks provided to learner's speech delivery in their individual files to analyse their progress, challenges and render support accordingly.
- Teachers may develop similar tools whenever and wherever required. The success criteria should be developed together with the learners. Share the learner's assessment to parents and learners.

Online lesson Plans

Refer the following suggestive lesson plan. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/5f4f3d31-a912-4b36-9993-87035738436a/> (Speech delivery)

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
How to change the world? (Inspirational speech) https://www.youtube.com/watch?v=4z7gDsSKUmU	Inspirational talk on how to change the world to give positive vibes.	Content Knowledge Skills Behaviour
Poetry Archive https://childrens.poetryarchive.org/	Read aloud on poetry.	Vocabulary Comprehension Application
Listening and speaking, teacher's resource book, Language aloud...allowed by Gwen Mowbray. (Available on www.rec.gov.bt). https://rec.gov.bt/textbooks-and-manuals/#683-888-wpfd-english-1586090636	Listening and speaking, teacher's resource book, Language aloud...allowed by Gwen Mowbray.	Oral communication Vocabulary Comprehension application
<ul style="list-style-type: none"> • Sample speeches. • Templates on assessing speech. 		

Reading and literature

Topic: Developing reading skills

Learner's phonological awareness enables them to pronounce the words correctly though they are new to them. Learners at this stage have studied the alphabet and some phonic sounds. In Class III, learners will learn about consonant diagraphs/trigraphs; vowel diagraphs/trigraphs; tricky sounds; double letters and schwa syllable.

Competency

- Use knowledge of phonemic awareness to read unfamiliar words.

Knowledge: Phonemic awareness and new words

Skill: Reading aloud, decoding,

Behaviour: Decode and read new words accurately

Learning Objectives

- Use the reading strategies developed in earlier classes.
- Use growing knowledge of phonemic awareness including blending and segmenting to read words and pronounce them clearly.
- Recognize, read in context and understand a minimum of 300 words (high frequency and vocabulary words).

Note: The above objectives can have multiple lesson objective based on the topics.

Learning Experiences

- Revise the alphabet and phonic sounds learnt in the previous classes. Introduce the new sounds following the step-by-step guide provided in the SSP Resource Book. Use the flash cards, word lists and phonic stories to supplement the sound they are learning.
- Watch video lesson on Phonemic Awareness (Class III) to supplement the sounds learnt.
- Develop worksheet for learners to work with sounds. Samples given below. Enlarge the image to view criteria.

Phonemic Awareness Assessment - Individual Record

Student _____ Grade _____ Date _____

RHYME CHOICE

Tell me if these words rhyme:

1. sit fit _____
2. ball wall _____
3. trip sock _____
4. can pan _____
5. truck sing _____
6. tie van _____
7. play day _____
8. down clock _____

RHYME SUPPLY

Tell me a word that rhymes with _____

1. hat hat _____
2. head bed _____
3. fan ran _____
4. get hot _____
5. rug bag _____
6. be me _____
7. take make _____
8. mill will _____

Recording:
Indicate correct responses with a check (✓). If the child gives an incorrect word, write that word.
Write * if the child cannot or will not produce a response.

Discontinue:
Discontinue testing if the child misses three consecutive items after the practice items or if the child appears confused or frustrated.

Total number correct (16 possible) Choice Supply

Phonemic Awareness Assessment - Individual Record

Student _____ Grade _____ Date _____

PHONEME SEGMENTATION

Assessment Items
(Provide no additional help from this point.)

What is the sound you hear first? The sound you hear last?

1. pat (p / a / t) _____
2. lip (l / i / p) _____
3. mid (m / i / d) _____
4. sub (s / u / b) _____
5. sock (s / o / c / k) _____
6. man (m / a / n) _____
7. jake (j / a / k / e) _____
8. figa (f / i / g / a) _____

Recording:
Indicate correct responses with a check (✓). If the child gives an incorrect response, write that response. If the child gives only a sound, write the letter that sound represents between two slash marks. For example, /t/. Write (s) if the child cannot or does not give a response.

Discontinue:
Discontinue testing if the child misses 3 consecutive items or appears confused or frustrated.

Total number correct _____ (8 possible)

Phonemic Awareness Assessment - Individual Record

Student _____ Grade _____ Date _____

ONSET AND RIME

What word would I have if I put together these sounds?

1. /t/ /ak/ _____
2. /p/ /in/ _____
3. /d/ /og/ _____
4. /t/ /en/ _____
5. /d/ /ust/ _____
6. /j/ /ump/ _____
7. /m/ /ooc/ _____
8. /h/ /eep/ _____

PHONEME BLENDING

(Provide no additional help from this point.)

What word would I have if I put together:

1. /t/ /a/ /p/ (tap) _____
2. /p/ /e/ /n/ (pen) _____
3. /j/ /o/ /g/ (jog) _____
4. /c/ /a/ /t/ (cat) _____
5. /l/ /i/ /d/ (lid) _____
6. /b/ /i/ /k/ (bike) _____
7. /w/ /a/ /v/ (wave) _____
8. /s/ /o/ /f/ (soft) _____

Recording:
Indicate correct responses with a check (✓). If the child gives an incorrect response, write that response. If the child gives only a sound, write the letter that sound represents between two slash marks. For example, /t/. Write (s) if the child cannot or will not give a response.

Discontinue:
Discontinue testing if the child misses three consecutive items or appears confused or frustrated.

Total number correct _____ (16 possible)

- Use reading materials that are about family, friendship, financial and nutritional literacy, Sexuality Education, values and culture. In this way, learners not only learn to learn but also read to learn.
- Have a word wall/bank, within easy access so learner can read new words using phonic cues.
- Use a wide range of reading strategies (Guided Reading, Choral Reading, Echo Reading, Buddy Reading, Independent Reading) to cater to different kinds of learners (differentiated instruction). Changing strategies can also help the lesson from being mundane.
- Use **word map** strategy during and after the reading. Ask learners to list the words and write meanings or draw pictures to show meaning or create picture dictionaries. They could further make sentences using the words.
- Learners make a picture dictionary. The dictionary can have new words reflected along with their meanings and illustrations. A step further can be to ask learners to write a sentence of their own using the new word.
- Read a text (can be sent online to the learners). After reading, ask learners to list down/tell the words that contain the target sound. This activity is especially useful when the particular text contains homographs (words with the same spelling but sound different). It also helps learners to identify words which do not follow the phonic pattern (rule breakers).

Note: Refer SSP Resource Book for a systematic and structured approach to phonemic awareness.

Assessment

Continuous Formative Assessment Class III Literacy Skills (Reading Words). Phonemic awareness assessment

Sl. No	Measures	Yes	No	Remarks
1	Phoneme matching: The ability to identify words that begin with the same sound For e.g.; Which words sound alike? man, sat, sip (Correct response: sat, sip)			
	Phoneme isolation (initial): The ability to isolate a single sound from within a word. For e.g.: What's the first sound in "sat"? (Correct response: /s/)			
2	Phoneme isolation (final): The ability to isolate a single sound from within a word. For e.g.: What's the last sound in "sat"?			

	(Correct response: /t/) Phoneme isolation (middle): The ability to isolate a single sound from within a word. For eg: What's the middle sound in "sat"? (Correct response: /a/)			
3	Phoneme blending: The ability to blend individual sounds into a word. For eg: What word do these sounds make? /h/-/o/-/t/ (Correct response: hot)			

Note: Teachers may develop tools whenever and wherever required. Design checklist to assess individual phonic sounds. The success criteria should be developed together with the learners. Share the learner's assessment to parents and learners.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

- <https://lessons.rec.gov.bt/lesson/9633bfae-4b20-4546-b2c6-e6abd5361106/> (Final 'ce' and 'se' as /s/ sound)
- <https://lessons.rec.gov.bt/lesson/7d0b8c52-f9dd-4057-bbcf-c9cbfa603b00/> ('air', 'ear' and 'are' as /air/ (r-controlled vowels))
- <https://lessons.rec.gov.bt/lesson/41e8e2f8-9288-4335-9934-4a86747ef2e5/> (Sound - Vowel diagraph /ea/ as /e/)
- <https://lessons.rec.gov.bt/lesson/5d426cdd-bed2-4eb2-aab3-98f776505e23/> (Vowel trigraphs - 'oar' 'ore' 'oor' and 'our' as /or/ (r-controlled vowels))
- <https://lessons.rec.gov.bt/lesson/18988ccc-3c32-4170-a0c6-f5c196ad31f4/> (Phonemic awareness - 'a' as /o/)
- <https://lessons.rec.gov.bt/lesson/2e2bb87e-f493-4234-8e03-13cf8722d2b3/> (Phonemic Awareness – final sound 'ey' and 'y' as /ee/)
- <https://lessons.rec.gov.bt/lesson/bb47e0ed-2420-4033-b96c-af159b69c413/> (Phonemic Awareness – 'a' and 'ar' as /or/ sound)
- <https://lessons.rec.gov.bt/lesson/5c1389ff-ceac-4efa-8c93-913cdb6e6420/> (Phonemic awareness – final 'le' as /l/ sound & Syllables)
- <https://lessons.rec.gov.bt/lesson/c17733f3-5963-40cb-8ff6-db84bb483931/> (Phonemic Awareness – /tion/ words and syllables)
- <https://lessons.rec.gov.bt/lesson/3bfe1cfe-41a0-4db1-89b0-d79ac474f57e/> (Diagraph gh and ph as /f/ and syllables)
- <https://lessons.rec.gov.bt/lesson/c8487eed-3046-4c2d-9688-34b3e299cd8d/> (Phonemic awareness. Long vowel 'ear' as /er/ (r-controlled vowel))
- <https://lessons.rec.gov.bt/lesson/6a5a0235-332e-42eb-8203-781dd2a936de/> (Phonemic awareness 'e' as /ee/ and syllables)
- <https://lessons.rec.gov.bt/lesson/7b856b3a-67a4-41cc-a4f1-179095f2d13c/> (Phonemic awareness 'a' as /ar/)
- <https://lessons.rec.gov.bt/lesson/30216df8-4d4d-41d9-998e-a5d7226286f4/> (Phonemic awareness 'a' as /ai/ and syllables)

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
Phonemic Awareness (Class III) https://youtu.be/mCAx1JuqIPi	Phonemic awareness Class III	Content Knowledge Skills Behaviour
Picture dictionary video. https://youtu.be/bUuNiKCcwzk	Video on picture dictionary, listen and say.	Vocabulary Comprehension application
How to make picture dictionary (Teacher's reference) https://youtu.be/0ViLSlq0oNo	Video on how to make picture dictionary.	Oral communication Vocabulary Comprehension application
Guided Reading (Teacher's reference) https://literacyideas.com/how-to-teach-guided-reading/	Guided reading in classroom (Reading reference for teacher).	Knowledge Skills Behaviour Content
Manuals and text books REC. https://rec.gov.bt/textbooks-and-manuals/#683-888-wpfd-english-1586090636	References	Knowledge Skills Behaviour Content
Stories, poems, songs, readers, Phonic stories (SSP pack), Phonemic Awareness video		

Topic: Responding to texts

Exposing learners to varieties of texts and different reading strategies allow them to discover their preferences. Different texts (stories, poems, letters, essays) and different strategies (Meaning, Structure and Visual (MSV) cues) appeal to different learners. In lower primary classes, learners need to consciously employ the MSV cues (Does it (word/sentence) make sense? Does it sound right? Does it look right?) to read words/sentences/texts to comprehend it. Once this skill is refined, learners will subconsciously use them in their reading.

Competency

- Respond to various texts showing the understanding of the main point and expressing their preferences and opinions.

Knowledge: Vocabulary, phonemic awareness, types of genres, MSV cues

Skill: reading, roleplay, questioning and answering

Behaviour: making text to life connection, reading logs, reading for comprehension

Learning Objectives

- Identify the main idea of a short text.
- Discuss the meaning of unfamiliar words encountered in reading through contextual cues.
- Answer competency-based questions about guided reading selections.
- Scan and skim through the text to find specific information and words.
- Note how text is organized in paragraphs and chapters.
- Employ the features of personal/formal letters to help them make meaning in their reading.
- Recognize, read in context and understand a minimum of 300 words (high frequency and vocabulary words).
- Express opinions on the ideas, people and events that they encounter in their reading.
- Enjoy reading to gain information and for pleasure.

Learning Experiences

- Read text using contextual cues. Encourage learners to read aloud and decode the meaning of a word through the context.
- Ask a variety of questions ranging from easy recall ones to complex creating one. It is important to ask competency-based questions to check the comprehension, after reading a text. Encourage learners to be critical and creative with their answers.
- Explain what a letter is and why people write them. Display and read aloud several personal/formal letter samples before they embark on writing on their own. Focus on one aspect of the letter at a time than learning/evaluating all them at once. Provide opportunities for learners to read their letters to peers and Teacher. Note that for formal letter, learners are expected to write simple applications to their Class Teacher.
- Collaborate with ICT teachers and use available digital resources (*Scratch*, story boards, templates) to represent their understanding of the texts in terms of illustrations, comic strips, summary, literary devices, story mapping, etc. (The reading text can include topics on family, friendship, financial and nutrition literacy, sexuality education, values and culture.)
- Demonstrate the reading technique of skimming (reading over quickly to get a general idea of the text) and scanning (read something quickly to find a specific piece of information).

Provide opportunities for learner to skim (read table of contents, opening and closing sentences, headings and subheadings, look at illustrations or graphic descriptions) and scan (look for key words related to the topic, bold prints/italics, larger prints, bulleted data and side bars) to locate/extract information.

- Choose appropriate texts to read examples of well written paragraphs (topic sentence, supporting sentence, concluding sentence). Dissect the paragraph to identify the topic, supporting and concluding sentences. Explain the importance of the presence of these sentences, which would also help in skimming activities. Watch video on Main idea to have a better understanding of the concept. Note that many texts may not have a good paragraphing structure and so would make poor examples.
- Have reading reflection sessions, where learners talk /write down about what they read and relate it to their own lives or other texts. It is important to let learners express their views and opinions (contrasting as they may be) to inculcate the values of taking turns, listening to understand (not listening to answer), reflection, patience, agreeing to disagree and diversity. Choose reading materials that are related to pertinent issues (family, friendship, healthy relationships, violence, bullying, digital wellbeing, healthy food, clean plate policy, food pyramid, hygiene, waste management, clean note policy, money management).

Assessment

Rubrics to assess learners’ ability to read aloud with fluency and expression (especially for readers’ theatre)

Exceeding	Advancing	Meeting	Approaching	Beginning
Reads the whole text with fluency and expression	Reads the whole text with some fluency and expression	Reads the text with fluency but lacks expression for one or two lines.	Reads with fluency and expression through approximately half of his/her lines.	Reads word by word with no fluency or expression

Notes: Design tools to assess learner’s ability to answer comprehension questions. Design tools to assess learner’s reflection either oral or written presentations.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/e8592465-ffbd-4c94-b794-1bf85d719556/> (Reading Strategies)

<https://lessons.rec.gov.bt/lesson/bef58934-099f-4037-a754-d1c7906fa40c/> (Main idea of a text)

<https://lessons.rec.gov.bt/lesson/3509a42c-620e-4cc9-bf0d-6ee5e849259e/> (Organization of the text in paragraphs and chapters.)

<https://lessons.rec.gov.bt/lesson/4701ec6f-7b15-4b16-bf60-9d2153224e53/> (Parts of Poetry and Comprehension through Poetry)

<https://lessons.rec.gov.bt/lesson/8be4f51c-c4f9-4eac-a97a-5ccc4e50521e/> (Elements of a story)

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
Video on Main idea https://www.youtube.com/watch?v=xJGQIYU_xhs https://www.youtube.com/watch?v=QWurgWyBmoo	Video on main idea of the story/text. Showing the big ideas.	Content Knowledge Skills, Behaviour
Comprehension worksheet https://www.k5learning.com/reading-comprehension-worksheets/third-grade-3/comprehension-exercises	Reading comprehension worksheet.	Vocabulary Comprehension Application
Letter-writing https://www.youtube.com/watch?v=iqwO2U9HSNk (personal letter)	Video on ways of writing Personal letter with examples.	Vocabulary Comprehension Application
Scanning and Skimming video for teacher’s reference. https://youtu.be/F1wPYHa5nUg	Video on scanning and skimming skills while reading a text.	Knowledge Skills, Behaviour Content
Phonic stories, readers for class III learners. Reading materials from various sources that suit language, background and learning context of class III. Sample letters.		

Topic: Genres of texts

Learners are exposed to different genres such as fables, stories, letters, dialogues, plays, rhymes and poems and their features. They should be able to see or explain the connection and disparities between these texts in terms of contents, language styles and writing styles.

Competency

- Read different genres of texts to make links between them.

Knowledge: Features and content of different genres, differentiate texts

Skill: Reading strategies, storytelling/narration, scanning and skimming, use visual cues

Behaviour: sharing with friends, participate in role play, finding meaning, maintain reading log

Learning Objectives

- Use the reading strategies developed in earlier classes.
- Use picture dictionary to introduce the structure of the dictionary and alphabetical order.
- Discuss the meaning of unfamiliar words encountered in reading through contextual cues
- Identify growing knowledge of literary devices (simile, personification) in poetry.
- Read, plays, scripts and dialogue with awareness of different voices.
- Differentiate between prose and poems.
- Employs the features of personal/formal letters to help them make meaning in their reading.
- Employ the features of fables and use them to make meaning in their reading.
- Enjoy reading to gain information and for pleasure.
- Read independently at least 20 pieces of literature: stories, poems, songs, informational texts, and non-continuous texts.

Note: The above objectives can have multiple lesson objectives based on the topics.

Learning Experiences

- Learners explore different genres such as fables, stories, letters, dialogues, plays, rhymes and poems. Learners are also exposed to their distinct physical and writing features. Note that at this stage, it is important for learners to identify the features in a specific text and name the genre. Do not focus on memorization of terminology and definition.
- Design a poster collaboratively on books from different genre. Let learners make graphic illustration of books, stories or poems and put it up under the appropriate column.
- Distribute different texts for learners to look through and discuss and share the differences they notice between the texts in terms of content, style of writing and length of the texts. Have presentations by teams on the various genres with examples. Identify the genres of all reading materials that are used in the classroom.
 - Read plays, scripts and dialogues with learner's focus on different voices. Supplement by role plays for further practice.
 - Introduce dictionary as a non-fiction genre and explain how it is used. Teacher may choose to use a picture dictionary. However, learners must learn the arrangement (alphabetical order) of the dictionary and how to locate words and its meaning. Making their own picture dictionary can be a follow up to this activity.

- Let learners compare and contrast prose (stories, letters) and verse (poems, rhymes). Let learners read the different texts (a poem, a story) and notice that verses have a sing song rhythm, while prose do not.
- Read the different types of letters (personal/formal) and talk about their difference.
- Read fables for fun stories with moral lessons. Talk about how fables are different from other stories.
- Demonstrate a sample of semantic mapping to illustrate a connection between the texts through video lesson. Then, let learners illustrate connection between the texts on their own.
- Read rhymes and poems to identify literary devices such as simile and personification. Let learners also identify the rhyming words.
- Learners maintain a reading log.

Assessment

Checklist to assess learners' ability to read poems/rhymes

Areas/Indicators	Yes	No	Remarks
Identify the speaker when reading a poem			
Read aloud with fluency and expression			
Identify internal and end rhymes in poems			
Identify the main idea of a text.			
Recognize and understand the theme.			
Form opinions about ideas, people or events described in the texts.			
Recognize the setting and trace the plot in stories			
Identify the purpose for which a text is written.			
Demonstrate the ability to make personal connections with the ideas, events and people that they encounter in their reading.			

Rubrics to assess learner's ability to identify and employ the features of fable/story to read and talk about texts in detail.

Exceeding	Advancing	Meeting	Approaching	Beginning
Reads and talks about the texts in detail	Reads and talks about the texts in some detail.	Reads and talks about the texts in lesser detail.	Reads and talks about the texts in less detail.	The learner cannot talk about the texts in detail
Recalls all the characters in detail.	Recalls most of the characters in detail.	Recalls some characters in detail.	Recalls a few characters in detail.	The child recalls no characters from the text.
Tells the moral of the fable most clearly.	Tells the moral of the fable clearly.	Tells the moral of the fable with little difficulty	Tells the moral of the fable with some difficulties.	The child cannot tell the moral of the story.

Notes:

- Have a criterion that checks learner’s ability to make connection between the texts.
- Compile learner’s reading logs and book reviews in their reading portfolio.
- Teachers may develop similar tools whenever and wherever required. The success criteria should be developed together with the learners. Share the learner’s assessment and outcomes with the learners and their parents.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/3542570f-829e-49a5-a759-5f5b256b2fd7/> (Literary device (Simile))

<https://lessons.rec.gov.bt/lesson/6fef92d-4038-4bc1-adb4-b08781dff579/> (Types of genres)

<https://lessons.rec.gov.bt/lesson/30d7fdf0-2689-43a7-8a95-a471145983cd/> (Literary device (Personification))

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
Introduction to genre. https://youtu.be/ggXlzXMIjtI	Video on types of genres.	Content Knowledge Skills Behaviour
Fables link. https://www.getepic.com/collection/871883/fables-grade-3 https://freekidsbooks.org/subject/fable/	Write up on Fables.	Vocabulary Comprehension application
What is semantic mapping? Teacher’s reference. https://www.edrawsoft.com/semantic-mapping.html https://rec.gov.bt/textbooks-and-manuals/#683-888-wpfd-english-1586090636 https://www.k5learning.com/reading-comprehension-worksheets/third-grade-3/comprehension-exercises	Comprehension exercise on reading.	Vocabulary Comprehension Application Content
<ul style="list-style-type: none"> • Variety of texts (stories, fables, letters, plays, poems) • Sample of semantic mapping • Reading log 		

Topic: Reading strategies

Learners apply a range of reading strategies like read aloud, scanning and skimming, reading with purpose, and identifying and finding meaning of unfamiliar words while reading independently.

Competency

- Use a variety of strategies to read texts independently.

Knowledge: Reading cues

Skill: Read aloud, scanning and skimming,

Behaviour: Reading independently, Questioning and answering, maintain reading log

Learning Objectives

- Use the reading strategies developed in earlier classes.
- Discuss the meaning of unfamiliar words encountered in reading through contextual cues
- Scan and skim through the text to find specific information and words.
- Answer competency-based questions about guided reading selections.
- Note how text is organized in paragraphs and chapters.
- Discuss the meaning of unfamiliar words encountered in reading through contextual cues.
- Read independently at least 20 pieces of literature: stories, poems, songs, informational texts, and non-continuous texts

Note: The above objectives can have multiple lesson objectives based on the topics.

Learning Experiences

- Provide samples on reading log for learners to keep a record of the books and stories they have read. Encourage learners to read different genres.
- Teach independent reading strategy: ask learners about their prediction about the content of text by looking at the title, connect and evaluate the events in the texts, develop curiosity and finally perform task like updating reading log or writing a review/reflection.
- Expose learners to different kinds of genres so they discover their preferences.
- Instruct learners to use library resources for selection of books. Teacher can recommend books of varying levels to learners depending on their ability and confidence. (It is discouraging for learners to attempt reading books of higher level than their own.)
- Model read as far as possible. This is especially useful for struggling readers to have a model to imitate. Record readings (browse online for texts read aloud) and have it available for learners to explore when at home.
- Design and explain cues (Meaning-Does it make sense, Structure-Does it sound right and visual-Does it look right) that could be used for independent reading through video lesson. Then, learners read the text and update in their reading logs.
- Provide links to digital books and ask learners to read and update their reading logs.
- Other reading materials suitable for class III

Assessment

Rubrics to assess learners' ability to read

Components	Exceeding	Advancing	Meeting	Approaching	Beginning
Reading Strategies	Uses phonic cues to read effectively. Meaning – does the sentence make sense? Structure – does the sentence sound right? Visual – does the word look right?	Uses phonic cues to read meaningfully. Meaning – does the sentence make sense? Structure – does the sentence sound right? Visual – does the word look right?	Uses phonic cues to read selectively. Meaning – does the sentence make sense? Structure – does the sentence sound right? Visual – does the word look right?	Uses phonic cues to read sparingly. Meaning – does the sentence make sense? Structure – does the sentence sound right? Visual – does the word look right?	Uses no phonic cues to read meaningfully and visually
Fluency	Reads the whole text fluently	Reads most part of the text fluently	Reads some parts of the text fluently	Reads only a few parts of the text fluently	Read laboriously
Pronunciation	Pronounces all the words correctly.	Pronounces most of the words correctly.	Pronounces some of the words correctly.	Pronounces a few words.	The learner cannot pronounce any words.
Intonation	Reads with correct modulation of all words	Reads with correct modulation of most words	Reads with correct modulation of some words	Reads with correct modulation of a few words	Inappropriate use of intonation

Reading Log

Sl. No	Title of the book/text/poem	Author	Text Type (Genre)	Most interesting character/line
1	The Clothes' Line	Charlotte Druitte Cole	Poem	Hand-in-hand they danced in a row....

Note: Learners should read 20 texts/book in a year. They should be reminded to keep record of the books read using the above table.

Checklist to assess Reading Log

The learner has.....	Term 1		Remarks	Term II		Remarks
	Yes	No		Yes	No	
read 10 texts						
read a variety of texts						
written in complete sentence.						
used capital letters, comma and full stop correctly						

Notes:

- Ask learners to update their reading portfolio with additional books on their reading log list, book review and illustrations.
- Teachers may develop similar tools whenever and wherever required. The success criteria should be developed together with the learners. Share the learner’s assessment and outcomes with learners and their parents.

Online lesson Plans

Refer the following suggestive lesson plan. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/e914226e-5c99-4c91-963e-d191fcb86dad/> (Syllables)

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
Grade 3 Reading comprehension exercise. https://www.k5learning.com/reading-comprehension-worksheets/third-grade-3/comprehension-exercises	Grade 3 Reading comprehension.	Content Knowledge Skills Behaviour
https://www.engageny.org/sites/default/files/downloadable-resources/ckla_g1_d1_anth.pdf	Link to fables and stories.	Vocabulary Comprehension application
Provide links to digital book (for example: https://www.getepic.com/collection/871883/fables-grade-3 and ask learners to read and update their reading logs.	Fables link grade 3.	Vocabulary Comprehension Application Content
<ul style="list-style-type: none"> • Books from the library • Reader for class III • Anthology for class III 		

Writing

Topic: Developing writing skills

Although this is a digital era, it is essential learners know how to write letters with correct formation at required pace. Learners must execute correct style and formation of the letters.

Competency

- Handwrite words that are consistent in size and proportion with uniform spacing between words to show mastery over the concept of letters and word formation.

Knowledge: alphabet, pencil grip

Skill: writing

Behaviour: correct formation, neat and legible handwriting, appreciating, valuing

Learning Objectives

- Use the writing strategies developed in earlier classes.
- Write with speed, fluency and legibility.

Note: The above objectives can have multiple lesson objectives based on the topics.

Learning Experiences

- Use mini-lessons to focus on individual letter formation, direction, spacing, use of upper- and lower-case forms, posture, grip and placement of paper.
- Model good manuscript for learners during shared writing. Drill learners to write the alphabets legibly and correctly.
- Differentiated activity; Identify and provide extra attention and support to learners with writing disability and difficulties. Also, give extra time to complete the given tasks.
- Prepare video-lessons that demonstrate correct way of writing alphabets. Ask learners to follow. OR ask learners to prepare a short video of one minute while writing. Check whether learners would write letters with correct formation. If not provide feedback and ensure they learn to write with correct formation and legitimate size.

Assessment

Letter Formation Rubrics

Components	Exceeding	Advancing	Meeting	Approaching	Beginning
Line position	All letters touch the lines of the notebook.	Most letters touch the lines of the notebook.	Some letters touch the lines of the notebook.	A few letters touch the lines of the notebook.	One or two letters touch the lines of the notebook.
Circle closure	All letters containing circles are closed.	Most letters containing circles are closed.	Some letters containing circles are closed.	A few letters containing circles are closed.	One or two letters containing circles are closed.
Straight lines	All letters containing straight lines are straight.	Most letters containing straight lines are straight.	Some letters containing straight lines are straight.	A few letters containing straight lines are straight.	One or two letters straight lines are straight.
Neatness	All letters are need and easy to read.	Most letters are need and easy to read.	Some letters are need and easy to read.	A few letters are need and easy to read.	One or two letters are easy to read.

Note: Teachers may develop similar tools whenever and wherever required. The success criteria should be developed together with the learners. Share the learner's assessment and outcomes with the learners and their parents.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
https://home.oxfordowl.co.uk/english/primary-handwriting/ Curriculum Guide for Teachers, English Class III, REC Publication.	Write up on handwriting.	Content Knowledge Skills Behaviour
Writing alphabet for children to develop poor handwriting. https://youtu.be/Sw2KZki-aaA	Writing alphabet for children to develop poor handwriting.	Vocabulary Comprehension application
<ul style="list-style-type: none"> Sample manuscripts (for learners to imitate) 		

Topic: Using multimodal sources in writing

Class III learners are expected to have acquired the required words, their spellings, and language structures in earlier classes. Adequate knowledge about vocabularies and language structures exhibits learner's ability to correspond their thoughts effectively. Therefore, class III learners are expected to demonstrate adequate knowledge of spelling, vocabulary and language in their writings.

Competency

- Write and represent using multimodal sources to demonstrate knowledge of spelling patterns, growing vocabulary, language and representation skills.

Knowledge: Vocabulary, spelling, language structures

Skill: writing, drawing, decoding, encoding

Behaviour: appreciating

Learning Objectives

- Use the writing strategies developed in earlier classes.
- Use their growing knowledge of phonemes, high frequency words, and spelling patterns to improve their writing.
- Communicate meaning in their stories through words and sentences and use drawings to illustrate the story.
- Write simple descriptions of characters and settings of the stories they have read.
- Apply knowledge of grammatical rules at word and phrase levels in their writing.
- Develop their ideas in a series of simple sentences using capital letters, full stops, question marks, commas and simple tenses.
- Revise their own work for content and simple mechanics.
- Enjoy writing as a creative activity.

Note: The above objectives can have multiple lesson objectives based on the topics.

Learning Experiences

- Review their knowledge of phonemes and segmenting skills to spell words. Use word lists to conduct dictations: and rewrite the phonic stories to emphasize the new words learnt.
- Show samples of comic and ask learners to create comic strips of stories and poems they have read. Conduct mini-lessons on language conventions such as punctuation, subject verb agreement and structure. Let learners edit their own work after a mini lesson before Teacher's evaluation.
- Ask learners to describe the characters of the texts they have read. Teacher could provide cues to guide their descriptive writing in a paragraph or two. Brain storm as a whole class for adjectives to describe the character and Teacher records the words on the board. Let learners use the adjectives in their description.
- Share with learners some exciting illustrations from the related texts. Let learners illustrate their understanding of the readings assigned.
- Let learners do a project on food pyramid. They can elaborate their graphics with short descriptions.

- Guess game; Who am I? (Context Financial literacy, nutritional, Comprehensive Sexuality Education)
Example of parallel writing;
I have a room,
my room has a lot of shelves,
I sell many things,
I get lots of money.
Who am I?

Assessment

Checklist for punctuation

Learner name.....	Yes	No	Remarks
Behaviour			
Uses capital letters correctly for the starting of sentence			
Uses of capital letters correctly for proper nouns.			
Uses full stops at the end of the sentences.			
Uses question marks after the questions.			
Uses commas accurately.			

Rating scale to assess learners' ability to use conventions of language in writing

Conventions	Always	Most of the time	Sometimes	Never
Punctuation: Learner uses accurate punctuation.				
Capitalisation: Learner uses capital letters to begin sentences and for names.				
Grammar: Learner uses all grammatical rules, such as subject-verb agreement, tenses and articles appropriately.				
Spelling: Learner writes most High frequency words correctly and applies spelling rules.				

Spelling Rubric

Components	Exceeding	Advancing	Meeting	Approaching	Beginning
Identify and master the spelling rules and patterns.	Can excellently identify and use spelling rules and patterns correctly in spelling activities and in their daily writing.	Can consistently identify and use spelling rules and patterns correctly in spelling activities and in their daily writing.	Often identifies and uses spelling rules and patterns correctly in spelling activities and in their daily writing.	Identifies and uses spelling rules and patterns when prompted, inconsistently uses them in spelling activities and in their daily writing.	Does not understand spelling rules and patterns clearly. Incorrectly applies rules and patterns in spelling activities and in their daily writing.
Uses phonemic awareness to spell the words correctly.	Always applies the knowledge of phonemic awareness to spell words correctly in spelling activities and in their daily writing.	Mostly applies the knowledge of phonemic awareness to spell words correctly in spelling activities and in their daily writing.	Frequently applies the knowledge of phonemic awareness to spell words correctly in spelling activities and in their daily writing.	Applies the knowledge of phonemic awareness sometimes to spell words correctly in spelling activities and in their daily writing.	Applies the knowledge of phonemic awareness incorrectly to spell the words in spelling activities and in their daily writing.
Learns and understands the meaning of the words that are unfamiliar.	Identifies the meaning of words which are unfamiliar to them and uses the dictionary to expand their vocabulary and understanding	Identifies unfamiliar words and uses the dictionary to expand their vocabulary and understanding	Identifies unfamiliar words and uses the dictionary to expand their vocabulary and understanding when prompted.	Identifies unfamiliar words but does not use the dictionary to expand their vocabulary and understanding when prompted.	Cannot identify unfamiliar words and use the dictionary to expand their vocabulary and understanding

Picture Dictionary Rubric

Components	Exceeding	Advancing	Meeting	Approaching	Beginning
Letters	The picture dictionary includes all letters of the English alphabet.	The picture dictionary misses a few letters of the English alphabet.	The picture dictionary misses some words of the English alphabet.	The picture dictionary misses most of the letters of the English alphabet.	The picture dictionary contains only a few letters of the English alphabet.
Words	The picture dictionary contains at least three words for each letter of the English alphabet	The picture dictionary contains at least two words for each letter of the English alphabet	The picture dictionary contains at least one word for each letter of the English alphabet	Some of the letters in the picture dictionary do not have words	Most of the letters in the picture dictionary do not have words
Illustration	The picture dictionary contains illustrations for every word of the English alphabet	Most of the words in the picture dictionary contain illustrations	Some of the words in the picture dictionary contain	A few words in the picture dictionary contain illustrations	The words in the picture dictionary contain no illustrations

			illustrations		
Sentence	There is a meaningful sentence for every word of the English alphabet	There is a sentence for every word of the English alphabet is meaningful to some extent.	There is a sentence for every word of the English alphabet but is not meaningful as expected.	There is a sentence for every word of the English alphabet but is not meaningful	Most of the words in the English alphabet do not have sentences
Organization/creativity	The illustrations and sentences are legible, exact and meaningful.	The illustrations and sentences are somewhat legible, exact and meaningful	Some of the illustrations and sentences are legible, exact and meaningful	A few illustrations and sentences are legible, exact and meaningful	The illustrations and sentences are not legible, exact and meaningful

Notes: Compile best writing pieces of the learners in their writing portfolio. Teachers may develop similar tools whenever and wherever required. The success criteria should be developed together with the learners. Share the learner’s assessment and outcomes with the learners and their parents.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/736eac3e-165e-4b08-be39-62b2c528e7de/> (Phonemic awareness (Vowel diagraph ‘ui’ and ‘ou’ as /oo/))

<https://lessons.rec.gov.bt/lesson/d09b9950-1bd6-4c23-9abf-f5afd9e403ca/> (Types of sentences and conjunction)

<https://lessons.rec.gov.bt/lesson/31f014ad-c3e7-4616-8a62-b75fa5e2759c/> (Punctuation Marks)

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
Elements/Features of comic for teachers. https://www.youtube.com/watch?v=w3DoRAaad5Y https://www.youtube.com/watch?v=H24MdQuY2IY	Elements/features of comic for teachers.	Content Knowledge Skills Behaviour
<ul style="list-style-type: none"> Comics Sample of graphic illustrations Sample of different kinds of write-ups 		

Topic: Purposeful writing

Writing is one form to communicate thoughts and ideas of learners and it is one skill that they need to develop at the earliest. Learners of class III are exposed to different kinds of writing such as letters, poems, essays, summaries and paragraphs. They are expected to write according to the situations with accurate format of the write-ups.

Competency

- Write and represent for variety of purpose to communicate effectively.

Knowledge: Writing with purpose

Skill: Writing,

Behaviour: write for various reasons appropriately, sharing, expressing ideas,

Learning Objectives

- Use the writing strategies developed in earlier classes.
- Develop their ideas in simple paragraphs to include ideas on how family members take care of each other.
- Write simple descriptions of characters and settings of the stories they have read.
- Revise their own work for content and simple mechanics.
- Share at least four pieces of writing with their classmates and their teacher.
- Enjoy writing as a creative activity.

Note: The above objectives can have multiple lesson objective based on the topics.

Learning Experiences

- Conduct a writer's workshop (writing process). Teach simple rules on paragraph writing (topic, supporting and concluding sentence). Ask learners to write with specific focus on content, grammar and vocabulary. (Reminder to the teachers to repeat this activity time and again for more practise).
 - Writing Process steps:
 - Step 1: Pre-writing (learners map the ideas they would like to include in their essay)
 - Step 2: Writing (Writer starts writing)
 - Step 3: Edit (Ask learners to read and correct their grammar and spelling. they check and edit whether tenses, prepositions, punctuations, pronouns and spellings are used correctly)
 - Step 4: Revise (Ask learners to read and check whether they have included and excluded ideas. Accordingly, they will include the missing ideas and exclude the unwanted and repeated idea.)
 - Step 5: Write the final draft. (After teacher's correction and assessment on the final draft, learners compile their write-up in their portfolio).
- Writing portfolio to be maintained for learners to keep their writing piece.
- Show sample letters with clear format and components of Informal/formal (personal/official) letter. Ask learners to write letter according to a given situation considering their current status or as a follow up activity after a text (Phonic story - 'Seday's

Birthday’. Teacher can ask learners to write a personal letter to Seday to thank her for inviting you to her birthday and invite her to your own birthday)

- Present summary writing techniques with examples. Ask learners to summarize a text in a short paragraph using the vocabulary and grammar knowledge acquired.
- Ask learners to share their writing pieces in the social forum. (Teacher provide the criteria on how it is being assessed).
- Send video links on how to write paragraph, summary, 3-paragraph essay and letters- both formal and informal respectively. Learners write accordingly and send it to teacher. Write one write-up at a time. it could be incorporated with other strands. Ask learners to share at least four pieces of writing with their classmates and teacher.

Assessment

Rubrics to assess learners’ ability to write

Components	Exceeding	Advancing	Meeting	Approaching	Beginning
Pictures	All the pictures are well associated with the events	Most pictures are associated with the events	Some pictures are associated with the events	A few pictures are associated with the events	Only one or two pictures are associated with the events.
Events/ideas in the story	The events/ideas are well sequenced.	The events/ideas are mostly sequenced.	Some of the events/ideas are in sequence.	A few events/ideas are in sequence.	Events/ideas are not in sequence.
High frequency words & vocabulary	A rich and right choice of vocabulary is used to narrate the story.	Most of the vocabulary used are appropriate	Some of the vocabulary used are appropriate	A very little words used repeatedly.	Only one or two words are used appropriately.
Punctuation	Capital letters are used appropriately throughout the writing.	Capital letters are used appropriately in most of the writing.	Capital letters are used appropriately in some of the writing.	Capital letters are rarely used appropriately.	Capital letters are not used appropriately.
	Full stop and question marks are used appropriately in all the sentences.	Full stop and question marks are used appropriately in most of the writing.	Full stop and question marks are used appropriately in some of the writing	Full stop and question marks are not used inappropriately in a few of the writing.	Never uses capital letters appropriately.
Sentence structure	All the sentences are complete and carry clear meaning and ideas.	Most of the sentences are complete and carry meaning in the writing.	Some sentences are complete and carry meaning in the writing.	The writing contains sentence fragments. It is difficult to understand.	Never writes in complete sentences.

Spellings	All of the spelling is correct.	Most of the spellings are correct.	Some of the spellings are correct.	A few spellings are correct.	All the spellings are incorrect.
Content	All the ideas and information in the writing are clear and give meaning. Contains enough information and ideas. All ideas are original.	Most of the ideas and information are clear and meaningful. Contains some ideas and information. Most of the ideas are original	The ideas and information are quite clear and meaningful. Contains some ideas and information. Some ideas are original	The ideas and information are not so clear. Some of them don't give meaning to the writing. Not enough ideas and information. Very few ideas are original.	

Note: Teacher may skip the components that are not relevant for the activity.

Checklist to assess learners' ability to write a simple book review

Sl. No	Components	Yes	No
1	Can write the title and name of the author correctly in the book review format provided by the teacher		
2	Can list down all the characters in the story		
3	Can write down the main events in the story in a paragraph		
4	Can write the moral of the story clearly in words/phrases		
5	Can reason out why he/she likes or dislikes a particular character in words/phrases		

Paragraph writing rubric

Components	Exceeding	Advancing	Meeting	Approaching	Beginning
Topic sentence	The topic sentence states the central idea in a convincing way and grabs the readers' attention.	The topic sentence states the central idea in an interesting way and grabs the reader's attention.	The topic sentence states the general idea of the paragraph.	The topic sentence does not relate to the rest of the paragraph.	The topic sentence is missing.
Supporting details	Three or more supporting sentences that relate to the topic.	There are three supporting sentences that relate to the topic	Two supporting sentences that relate to the topic.	Two supporting sentences but do not relate to the topic.	One supporting sentence, but does not relate to the topic.
Punctuation	All the sentences used are correctly punctuated.	Most of the sentences are correctly	Some of the sentences are correctly	A few sentences are correctly punctuated.	Sentences are not punctuated.

		punctuated	punctuated.		
Grammar	No grammatical errors.	A few grammatical errors	Some grammatical errors.	Many grammatical errors.	The writing is full of grammatical errors.
Spelling	All words used are spelt correctly.	Most of the words used are spelt correctly.	Some words used are spelt correctly.	A few words used are spelt correctly.	The writing has lots of spelling errors
Vocabulary	All of the vocabulary used are appropriate	Most of the vocabulary used are appropriate	Some of the vocabulary used are appropriate	A few of the vocabulary used are appropriate	No appropriate vocabulary used
Message	The message is clear and concise.	The message makes sense.	The message makes some sense.	The message makes sense, but needs improvement.	The message does not make any sense.

Checklist for writing process

Writing Process	Yes	No	Remarks
Drafting – writes a first draft with or without an organizer.			
Revising – <ul style="list-style-type: none"> • Adds, deletes and substitutes ideas after discussion with others. • Revise ideas with some support. 			
Editing <ul style="list-style-type: none"> • checks spelling with class resources and dictionary (word wall, wall charts) and a picture dictionary. • checks for punctuation conventions ((capital, period, question marks and commas), and • prints clearly to ensure legibility. 			
Sharing and publishing – error free to put it in their portfolio.			

Notes

- Compile best write-ups of learners in their individual writing portfolios.
- Teachers may develop similar tools whenever and wherever required. The success criteria should be developed together with the learners. Share the learner’s assessment and outcomes with the learners and their parents.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/2288c4d5-6e1c-49d8-8005-cac8ec3bf449/> (The Writing Process.)

<https://lessons.rec.gov.bt/lesson/30ebaf01-d550-4416-8ed8-907882337b54/>(Writing Poem (Creative writing))

<https://lessons.rec.gov.bt/lesson/712d4813-3a24-4954-bb31-84547bab94a0/> (Paragraph writing)

<https://lessons.rec.gov.bt/lesson/7de32c20-c728-4234-aaaa-137c8c911be8/> (Dictionary usage)

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
The writing process videos. https://www.youtube.com/watch?v=KGImUx4zg64 https://www.youtube.com/watch?v=JzoK4FoVyuY https://www.youtube.com/watch?v=XP5yWz-MNpM https://www.youtube.com/watch?v=izENvJJY6Hg (revising) https://www.youtube.com/watch?v=34bi1SAkLjs (editing)	Video on writing process	Content Knowledge Skills Behaviour
Writing simple paragraph https://youtu.be/IMRTtUrSFOc	Writing simple paragraph.	Knowledge Skill application
<ul style="list-style-type: none"> • Sample of different write-ups. • Charts and markers 		

Topic: Writing in various genres

Learners are exposed to different genres through reading. Learners explore writing various genre either imitating samples or filling in templates or creating original pieces. Use the writing process to help learners write. This activity helps reduce frustration of 'getting it right in the first go' and makes writing an enjoyable activity. Remember even the best authors did not draft their best sellers in one go and required several redrafting.

Competency

- Write in different genres to demonstrate the understanding of their structures.

Knowledge: Different kinds of genres

Skill: Writing

Behaviour: write appropriately for different reasons

Learning Objectives

- Use the writing strategies developed in earlier classes.
- Develop their ideas in simple paragraphs.
- Write compositions based on picture sequences.
- Write a simple personal/formal letter.
- Write simple descriptions of characters and settings of the stories they have read.
- Share at least four pieces of writing with their classmates and their teacher.
- Write texts in which they explain simple procedures and processes.
- Apply knowledge of grammatical rules at word and phrase levels in their writing.
- Develop their ideas in a series of simple sentences using capital letters, full stops, question marks, commas and simple tenses.
- Enjoy writing as a creative activity.

Note: The above objectives can have multiple lesson objectives based on the topics.

Learning Experiences

- Present to learners a poem and its basic features. Then, ask them to write a poem on a given situation. (Ensure learners use short phrases and basic poetry devices like alliteration, repetition, simile and personification).
- Demonstrate how to write a composition. Show what aspects to be included in each paragraph.
For example, ask learners to write about a book using following outline:
Introductory paragraph: What is the name of the book?
Who is the author or the publisher?
Middle paragraph: What is the book talking about?
Who is/was the character you liked and disliked? Why?
Concluding paragraph: What lesson did you learn from the text?
- Make learners identify the components of the letters by viewing a given letter sample. (For learners with learning difficulties, assign task at their level and provide more time to complete them. Also, identify the area of required support and provide it accordingly).

- In collaboration with learners, write on the given situation. For example, write an essay. Teacher writes the title on the board and ask learners to provide ideas in systematic and organized manner with correct structures. (Teacher can include topics on family, friendship, financial and nutritional literacy, CSE, values and culture).
- Send a short videoclip with moral content through online forum and ask learners to write about it in a short paragraph.
- Share a link containing a poem both in written and audio form. Learner listens to it and write an essay about it.
- Ask learners to listen to a story narrated to them by their elders or siblings at home, and write it in their note books in few words (Limitation of the words would depend upon the learner's ability). They will return the work to the teacher through online forum.
- Guide learners to write a journal. Teacher provides samples to assist them.

Assessment

Checklist to assess learners' ability to write (fables)

The writing has....	Yes	No	Remarks
Title			
Characters			
Events			
Moral			

Checklist to assess learners' ability to write poem

Attributes	Yes	No	Remarks
Use high frequency and words from word wall			
Use pictures to illustrate their own poems			
Use capital letters, comma, full stop, question and exclamation marks correctly.			
Use the knowledge of rhymes and rhythm			

Checklist to assess learners' Journal

Objectives/Writing Behaviours	Yes	No	Remarks
Entry for every day made			
Capital and full stop used appropriately			
Neat and legible hand writing			
Reflections demonstrate knowledge on the topic			
Well-kept/maintained journal			

Checklist to assess learners' ability to write personal letter

Areas/components		Yes	No	Remarks
Format	Address			
	Date			
	Salutation			
	Paragraphing			
	Leave taking			
Content	Introductory statement			
	Actual substance			
	Concluding statement			
Language	Spelling			
	Tenses			
	Vocabulary			
	punctuation			

Note: Teachers may develop similar tools whenever and wherever required. The success criteria should be developed together with the learners. Share the learner's assessment and outcomes with the learners and their parents.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/ae4971e8-56a2-4531-92fe-46f97e1487d6/> (Letter of application)

<https://lessons.rec.gov.bt/lesson/85c3c580-594e-4eaf-98a8-3e64a32574d4/> (Personal letter)

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
The writing process videos. https://www.youtube.com/watch?v=KGIUx4zg64 https://www.youtube.com/watch?v=JzoK4FoVyuY https://www.youtube.com/watch?v=XP5yWz-MNpM https://www.youtube.com/watch?v=izENvJJY6Hg (revising) https://www.youtube.com/watch?v=34bi1SAkLjs (editing)	Video on writing process.	Content Knowledge Skills Behaviour
Writing simple paragraph https://youtu.be/IMRTtUrSFOc	Writing simple paragraph	Knowledge Skill application
Manuals and text books REC. https://rec.gov.bt/textbooks-and-manuals/#683-888-wpfd-english-1586090636	Reference	Knowledge Skill Behaviour Content
<ul style="list-style-type: none"> Samples of different genres. Guidelines to writing different kinds of genres. 		

Language and Grammar

Topic: Describing objects, events, actions, and ideas

Using correct grammar is essential to communicate the ideas and show user's language competency. 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. The grammatical aspects need to be taught in contexts and not in isolation. While addressing the pertinent issues relating to our Bhutanese values, financial and nutritional literacy and sexuality education, the grammar concepts are imbedded and taught in context. Following are some strategies on how to go about teaching grammar in context.

Competency

- Build vocabulary to describe objects, events, actions, and abstract ideas.

Knowledge-Knowledge of grammar

Skills-Talk about ideas and the world around us

Behaviour- Talk politely, expresses ideas and opinions etc.

Learning Objectives

- Use proper and common noun (naming words): *classroom objects, common objects, names of animal and places.*
- Tell abstract noun: *beauty, childhood, peace, happiness, sadness...*
- Identify collective nouns.
- Use preposition: *on, in, under, in front of, near, besides, behind, inside, outside, after ...*
- Use personal, possessive, and indefinite pronouns: *I, me, they, them, their, anyone, anyone, everything, it.*
- Use singular and plural nouns.
- Use adjectives (describing words): *big, small, fat, thin, tall short ...*
- Use comparative and superlative adjectives: *bigger, taller, shorter... biggest, tallest, shortest...*
- Use verb (action words): *read, write...*
- Use quantifiers; some, few, all, many, more, less, a lot, any....
- Use pronoun determiners: *other, another, what after, neither, both, none, all of them*
- Use coordinating and subordinating conjunctions.
- Use root words, prefix and suffix.
- Use sequence adverb: *first, then, next, after that, finally...*
- Use adverbs of frequency: *sometimes, never, always, every.*
- Use adverb: *slowly...*

Note: The above objectives can have multiple lesson objectives based on the topics.

Learning Experiences

- The proper and common noun can be identified in the texts being taught letting the learners learn about their usage in the text. Learners performing task can also test their understanding of the content.
- Get a bag filled with objects with different sizes, shapes and textures. Learners reach into the bag without looking and describe what they feel in a few words. It could be written in poetry form.
- Recapitulate the concept of syllable. List at least 15 five and seven syllable nouns and adjectives respectively on the board. Then, show a sample of three lined poem that could be derived from the listed words – line 1 consist of 5 syllables, line 2 consist 7 syllables and line 3 consist 5 syllables. For example:

*Green, bushy mountains
Cool wind blowing from the west
Sunlight running through*

After the clear instruction and practice, allow learners to write haiku either in pairs or groups using the listed nouns and adjectives.

- Ensure that learners use the nouns and root word learned in their writings and speaking.
- Prepare a video lesson recapitulating the concept of syllable. List at least 15 five and seven syllable nouns and adjectives respectively on the board. Then, show a sample of three lined poem that could be derived from the listed words – line 1 consist 5 syllables, line 2 consist 7 syllables and line 3 consist 5 syllables. For example:

*Green, bushy mountains
Cool wind blowing from the west
Sunlight running through*

After the clear instruction and practice, allow learners to write haiku on their own using the listed nouns and adjectives and send it back to the teachers through online forum.

- Ensure that learners use the nouns and root word learned in their writings and speaking which they have send through online tools.
- The phonic stories have level appropriate vocabulary (grammar related), that can be taught in context.
- The picture cards from SSP pack provide learners to build vocabulary using visual/sound cues.
- Create story map for a fun way of learning nouns (or to develop any other vocabulary). Learners make a story map about the members of their family (including extended family members)/animals found in different regions/ Different types of weather/healthy food/ safety signs/occupation etc. Learners can accompany their drawings/cut up pictures with sentences. Encourage learners to elaborate on their diagrams during oral presentation.
- Making a photo album/picture book.
Learners create labelled images depicting action verbs, adjectives and nouns they learnt from stories either heard or read to them. Encourage learners to make their own sentences using those key words.

Assessment

- Use checklist to check whether learners could use the grammar topics correctly. If not, provide necessary supports
- Compile the grammar test or worksheets of the learners in their portfolio.

Note: Teachers may develop similar tools whenever and wherever required. The success criteria should be developed together with the learners. Share the learner’s assessment and outcomes with the learners and their parents.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/ba78e6ff-07c7-4367-aa51-c628ce6f81a1/> (Proper and common noun)

<https://lessons.rec.gov.bt/lesson/3c74a0bb-6665-411e-bbbd-7534e1ddd827/> (Abstract noun)

<https://lessons.rec.gov.bt/lesson/eb192f45-28c5-4072-842a-91da205e4fd7/> (Prefix and suffix)

<https://lessons.rec.gov.bt/lesson/e91073f2-b5fb-4191-8698-ea7d18da0345/> (Collective noun)

<https://lessons.rec.gov.bt/lesson/0080635d-f93b-472b-854a-d88959c8b632/> (Preposition)

<https://lessons.rec.gov.bt/lesson/a46ce5b3-f330-4104-8ad6-570ed5fa4b90/> (Pronoun (Possessive and indefinite))

<https://lessons.rec.gov.bt/lesson/c3687f16-9938-4049-acbb-327079152eee/>(Demonstrative Pronouns)

<https://lessons.rec.gov.bt/lesson/b0b73183-882f-4e45-8096-d72c917060b5/> (Singular noun and plural noun)

<https://lessons.rec.gov.bt/lesson/75ba1905-f7dc-47ea-8168-7a2a5899ee8d/> (Possessive noun)

<https://lessons.rec.gov.bt/lesson/e5f4bdff-e5bc-40e6-941d-c29cbd141f9b/> (Possessive adjective)

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
Make language and adventure http://teachwithpicturebooks.blogspot.com/2011/04/make-language-adventure-learning.html	Reading reference for teachers on making language and adventure.	Content Knowledge Skills Behaviour
<ul style="list-style-type: none"> • Phonic stories, poems, letters (with target language in use) • Worksheets and activities consisting the target grammar relevant for class III learners 		

Topic: Acquiring grammar concepts

Competency

- Use the knowledge of grammar to use language purposefully at words, phrase and sentence levels.

Grammatical competence enables learners to use and understand English-language structures accurately and unhesitatingly which contributes to effective language user. Learners at this stage are suggested to acquire grammatical knowledge subconsciously through lots of exposure and practice.

Knowledge: Conventions of grammar

Skills: applying conventions of grammar at sentence and phrase levels

Behaviour: speaking and writing effectively, sharing, expressing thoughts and feelings

Learning Objectives

- Use articles: *a, an and the*.
- Use demonstrative pronoun: *this and that, these and those*.
- Use auxiliary Verbs: *is, am, are, can, must, must not, will, would ...*
- Use present continuous tense of verb and present, past tense and future tense (irregular verb and noun): *reading, writing, drawing... and play-played*
- Use possessive 's' as in '*Dorji's dog.*'
- Use possessive adjective: *his, her, my and their*
- Use punctuation marks: *capitalization, comma, question mark and full stop*.
- Construct simple, compound, and complex sentences.
- Use subject-verb agreement correctly.
- Use adverbs of frequency: *sometimes, never, always, every*.
- Use question words: *what, which, how, who, when, where*

Note: The above objectives can have multiple lesson objectives based on the topics.

Learning Experiences

- **Mini-lesson**
After a writing exercise, Teacher conducts a mini-lesson on the appropriate use of a punctuation mark (stick to one punctuation mark at a time). After which, learners edit their own work on that aspect taught during the mini-lesson.
- **Read-a-louds**
Teacher model reads a text. Prompt learners to explore the functions of punctuation marks by discussing how punctuation marks can indicate the character's mood, tone and even personality.
- **Dialogues**
Using dialogues is an effective way to demonstrate how language is used in the real world. Let children listen to a conversation regarding an appropriate topic and using target language (simple present, present continuous, simple past, simple future). Remember to focus on one tense at a time. Guide learners to deduce the form of the structure and explain the rule (i.e., simple future tense is used to talk about things that haven't happened yet).

Further encourage learners to construct similar sentences about activities/things they will do but haven't done yet. (Check the Valley View Community Unit School District's *Teaching Grammar in Context: Why and How?* for step-by-step process).

- **Comic strips**

To teach grammar aspects (such as subject verb agreement patterns), Teacher can create an engaging comic around the learner's favourite cartoon character (free online story boards are available). Examine the following with the learners:

- Which letter ends the verbs that tells us the character's action?
- Does this same letter come at the end of verbs that tell us about another character's actions?
- What happens to the -s at the end of the verbs when the characters are doing actions together?
- When one person is doing an action, with which letter(s) should the present tense form of the verb(s) end?
- What happens to the verb(s) when two or more people are doing the same actions simultaneously?

Learners create their own comic strip and apply the same conventions and share interesting super hero stories.

- Show grammatical functions in a reading material. For instance, for the stanza given below, ask learners which words show actions, positions and things in the poem below:

*Ride, ride, ride a yak
Up and down the hill
Travelling, travelling along the track
Ride to feel the chill*

Then ask which sentences are grammatically incorrect with reasons. For example:

- A yak up and down.
- She rides a bike to school yesterday.
- She is a travelling.

Then, along with the learners try making rules to explain how verbs, prepositions and nouns are used. Correct the sentences and either read it out loud or write down. Finally, allow learners to write three sentences consisting verb, preposition and nouns.

- Expose learners to stories, poems and paragraphs containing set of targeted grammar topic followed by information on usage and practice.
- Draw learner's attention to targeted grammar topic and they may have to induce the rule in system underlying its use.
- Provide activities to make learners aware of the functions of the targeted grammar topic without necessarily requiring them to produce them. For example, write word 'because' on the board and list down sentences consisting and ask learners to analyse the function of the conjunction in the sentence.
- Explore online videos that provide grammatical information for class III and ask learners to watch and write a paragraph using them. This work could be assigned a homework; however, it should be followed by discussion in the class. Focus the discussion on implication of the rules.
- Ensure learners use grammar topic learned in their writing and speaking. Also, analyse the errors they commit and reteach or correct them if necessary.

Assessment

Checklist to assess learners' ability to use grammar

Sl. No	Descriptors	Yes	No	Remark
1	The learner can use forms of noun correctly in daily writing and speaking.			
2	The learner can use articles correctly while writing and speaking.			
3	The learner can use forms of pronoun correctly in daily writing and speaking.			
4	The learner can use singular and plural nouns correctly in writing and speaking.			
5	The learner can use forms of adjective correctly in writing and speaking.			
6	The learner can use auxiliary verbs correctly in writing and speaking.			
7	The learner can use quantifiers correctly in writing and speaking.			
8	The learner can use tenses correctly in writing and speaking.			
9	The learner can use subject-verb agreement correctly in writing and speaking.			
10	The learner can use forms of adverb correctly in writing and speaking.			

Notes

- Use the tools for Listening and Speaking/Reading/Writing strands to assess learner's ability to use language and grammar competently. You may need to make some changes in the success criteria.
- Design a checklist to check whether learners could use the targeted grammar topics correctly in their speaking and writing.
- Adapt or use the rubrics provided in CFA guidelines which is found in annexure of this document.

Online lesson Plans

Refer the following suggestive lesson plans. It is recommended to modify the lesson plans to best suit the needs of the learners.

<https://lessons.rec.gov.bt/lesson/cd168600-a988-45bb-be38-397f60309252/> (Articles (a, an, the))

<https://lessons.rec.gov.bt/lesson/e84ad95a-734b-43f6-96f0-b899dfb5a2bb/> (Tenses)

<https://lessons.rec.gov.bt/lesson/dc9d32b3-31f6-4fe0-bbe5-0fdaae9748b3/> (Subject-Verb-Agreement (With auxiliary and main verbs))

<https://lessons.rec.gov.bt/lesson/16a1ebe1-2f56-4285-a3ac-e04d86b118be/> (Adjectives (Positive, comparative and superlative))

<https://lessons.rec.gov.bt/lesson/de5cd36b-24bf-4e02-9a28-e3ca04118da2/> (Adverbs)

<https://lessons.rec.gov.bt/lesson/7d503780-986e-492b-b535-4ebe2f0e9a14/> (Quantifiers)

<https://lessons.rec.gov.bt/lesson/873d5c4d-8e26-40ee-a7fb-ab4a0ca8c514/> (Regular and irregular verbs)

<https://lessons.rec.gov.bt/lesson/daa534a9-cdb7-4353-a48a-c6ffb4c8876d/> (Regular and irregular nouns)

Resources

Title & URL of Resources	Summary/Description of Resources	Core concepts
<p>Teaching Grammar in Context: Why and How? https://www.vvvd.org/site/default.aspx?PageType=3&ModuleInstanceID=19779&ViewID=7b97f7ed-8e5e-4120-848f-a8b4987d588f&RenderLoc=O&FlexDataID=54291&PageID=10115 https://rec.gov.bt/textbooks-and-manuals/#683-888-wpfd-english-1586090636</p>	<p>Teaching grammar in context. Write up on how and why.</p> <p>Teacher reference.</p>	<p>Content Knowledge Skills Behaviour</p>
<ul style="list-style-type: none">• Variety of texts• Worksheets and activities designed for target grammar topics relevant for class III learners.		

Note: Targeted grammar topic is referred to the grammar area that the teacher would be focusing for the lesson or week.

Time Allocation

Time Allocation for Classes PP and I

The maximum number of instructional days available for curriculum delivery excluding examination is 150 days in a year. The school year divided into two terms of fifteen weeks each, and that each week.

For classes PP-III, each week will have 6 periods of 40 minutes for teaching English. The total time allocated for English in a week is 240 minutes. Therefore, class III will have 120 hours in a year which is 180 periods.

The following is the suggestive period and time allocation per week for all strands.

Strand	Time (minutes)
Reading and Literature	60
Writing	48
Listening and Speaking	132
Total	240

Note: *The Language and Grammar Strand is integrated in other Strands.*

Time Allocation for Classes II and III

The maximum number of instructional days available for curriculum delivery excluding examination is 150 days in a year. The school year divided into two terms of fifteen weeks each, and that each week will have 7 periods of 40 minutes for teaching English. The total time allocated for English in a week is 280 minutes. Therefore, class III will have 140 hours in a year which is 210 periods.

The following is the suggestive period and time allocation per week for all strands.

Strand	Time (minutes)
Reading and Literature	80
Writing	80
Listening and Speaking	120
Total	280

Note: *The Language and Grammar Strand is integrated in other Strands.*

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 learners, and they can self-regulate
- Learners engaged in meaningful literacy work
- Higher level questions are asked by the teachers and learners
- Independent literacy work may be open-ended, encouraging higher level skills
- Learners encouraged to take risks
- Transitions between activities smooth and efficient
- Evidence of on-going assessment of learner progress
- Community and cooperation
- Learner independence, ownership, and responsibility.

2. Read Aloud Session

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

3. Shared Reading

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

5. Independent Reading

- Learners know how to select appropriate books for themselves
- Learners reading independently
- Learners self-select reading material

- Teacher conferencing with individuals
- Learners 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 learner work
- Writing done so all learners can view it
- Teacher models rereading and revising
- Teacher discusses writing with learners
- Teacher clearly states expectations to help learners 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)
- Learners writing, practicing skills learned through mini-lessons
- Writing may be learner choice or teacher assigned
- Teacher meeting with individuals or small groups of learners to teach specific skills
- Learners aware of and following routines established
- Learners may be participating in peer conferences.

8. Independent Writing

- Learners self-select topics
- Teacher conferencing with learners
- Learners have opportunity to publish writing if they want