

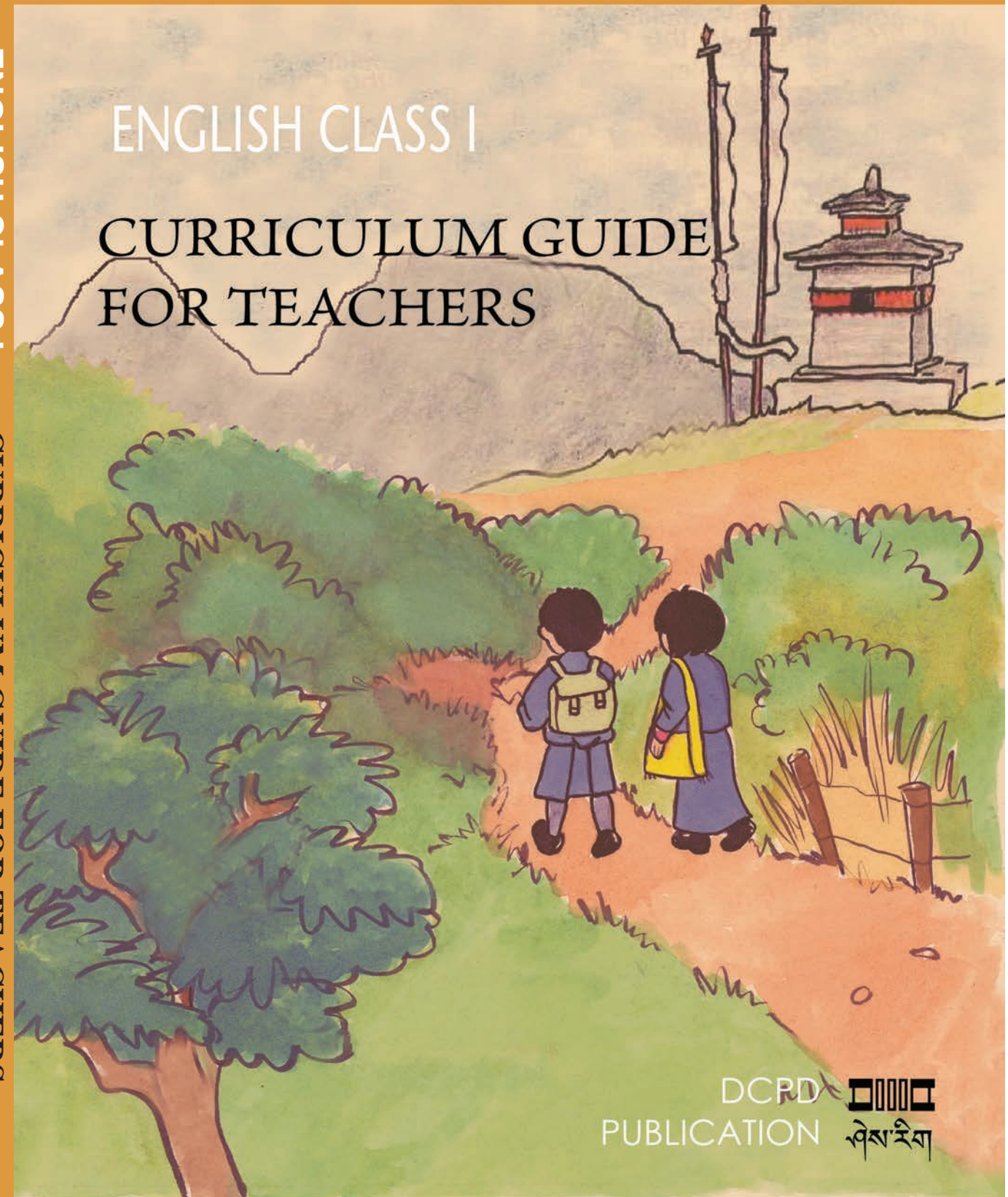
ENGLISH CLASS I

CURRICULUM GUIDE FOR TEACHERS

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ENGLISH CLASS I

CURRICULUM GUIDE  
FOR TEACHERS



DCPD  
PUBLICATION



नेपाल शिक्षा विभाग

# ENGLISH

## Teacher's Guide

### Class I



Department of Curriculum and Professional Development  
Ministry of Education  
Royal Government of Bhutan

Published by

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ROYAL GOVERNMENT OF BHUTAN  
MINISTRY OF EDUCATION  
THIMPHU : BHUTAN

## Foreword

Following the advent of modern education in the country, the English language has been given an important place along with Dzongkha, the national language, and Mathematics. English has, in fact, been the language of instruction for many school subjects, and it has served our purpose well even outside the curriculum.

Even though it has long been the desire of the Ministry of Education to keep the English programme up-to-date by incorporating changes in English usage, new developments in literature and the understanding of how language is acquired, there has been a general perception that the standard of English in the country has declined over the years. In response to these concerns, the Ministry has maintained the development of English curriculum as the main focus in the Ninth Five Year Plan (2002-2007). Major steps have been planned, which include the revision of the English curriculum for classes Pre - Primary to XII, the provision for in-service training to bring the teachers up-to-date on the revised curriculum, and a programme of academic courses to improve the teachers' knowledge of English.

In the new English curriculum, the emphasis is on the improvement of the language skills of the students, on literature studies written in contemporary English language, the inclusion of non-fiction writing and changes in the approach to the assessment of students' performance. The new curriculum also demands changes in the way in which students are taught, specifically a movement away from the teacher-centred classroom to a gender-sensitive, student-centred learning environment. This means that the teacher is responsible for designing activities that promote active learning while the students take a more active part in their own learning. The teacher will act as a facilitator and be a source of knowledge of language and literature.

This *Curriculum Guide for Teachers* presents a wide range of strategies that the teachers can use to help students rise to the levels expected at each stage. The plans put forward in the revised curriculum offer a balanced programme with adequate instructional time to develop the skills

in each strand of Listening and Speaking, Reading & Literature, Writing, and Language. The goal is to provide adequate time to learn these skills so that students are able to communicate with eloquence and receive the communication of others with respect and clarity.

The Ministry of Education hopes that the new English curriculum will open the doors to new opportunities for our students to improve their English language skills. The programme will ensure that they will acquire the knowledge to continue higher studies and the skills they require for becoming competent communicators in Reading, Writing, Listening and Speaking as required in the workplace and society.

The Ministry of Education acknowledges the contributions of the Government of Canada and the support of our Government to carry out this important project. The Ministry also wishes to acknowledge the valuable contributions of the teachers and teacher-educators to the development of this new English curriculum.

Trashi Delek.

A handwritten signature in blue ink, consisting of several overlapping loops and a vertical line, identifying Thinley Gyamtsho.

**Thinley Gyamtsho**  
**Minister**  
**Ministry of Education**

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## Introduction

The task of building a curriculum necessarily involves an acknowledgement of the diverse claims made on it by the society and the citizens essentially because of the high stakes at play. Expectations are higher and concerns deeper especially in situations where the entire system follows a national curriculum that is delivered through similar arrangements and assessed against largely obvious criteria. An honourable curriculum is, therefore, called upon to discover and advance the best that is thought and known in the diverse spheres of human endeavour while at the same time beckoning the young minds to look for and to love what is true and good and beautiful in life and living. A curriculum for Reading & Literature has a special responsibility.

To this end, the revised English curriculum for Reading & Literature is built on the conviction of the need for minimum standards, as presented in *The Silken Knot: Standards for English for Schools in Bhutan* (CERD, 2002), that students are expected to achieve as they graduate from school. From these Standards have evolved the Learning Objectives for each class for different genres. The Learning Objectives then were seen to be achieved through a rigorous process of selection of materials that would support both the Standards and the Learning Objectives themselves. Further, the selection of teaching and learning materials was informed by several other significant considerations: that the texts had to have the best ideas written in the best language possible, that they had to be gender-sensitive, that they had to present fine examples of classical and modern language, that they had to attempt a fair blend of both Bhutanese and international writing in English, and, of course, the texts had to be age-appropriate and appealing.

As can be seen from the selection, some of the literary icons of the past still preside over the revised curriculum with their never-aging voice and presence. There is yet ample space for novelty and innovation in style and structure so refreshing in the modern idiom. Excellent samples of poetry, short stories, essays and plays from different cultures have been put together both as main texts as well as supplementary reading materials. A short biography of the author places the text in context.

Underneath the obvious diversity and variety in time and space, there is, yet, the self-evident fact of life that is the common denominator that literature affirms and celebrates. In spite of the often inexorable irony of fate, the agony of loss and privation, the corrosive evil inherent in hate and lies, there is the ultimate message of compassion and human solidarity. It is the privileged province of literature to discover and advance what makes life really worthwhile, provide templates of the possible and the perfect. Literature seeks and affirms the soul and sovereignty of humans and nations. Literature is truly the essential autobiography of life in all its variety and profundity.

It is our belief that our students and teachers will be able to celebrate the beauty of words and their sounds, their meanings and their implications, the power of suggestiveness and the authority of goodness. It is our hope too that the selections presented here will provide opportunities to our young men and women to discover and celebrate their own individual gifts and the marvels of their minds and hearts which they can bring to bear on the content and character of our beautiful nation.

**T. S. Powdyel**  
**Chairman**  
**English Subject Committee**

## An Introduction to the English Curriculum

*“We remain grateful for the wise policy of His Majesty the late King Jigme Dorji Wangchuck to take full advantage of the English language which is in fact the international language - the language of the sciences, technologies, trade, and international relations”.*

*(His Excellency the Prime Minister Lyonchen Jigmi Y Thinley (Annual Report to the 82<sup>nd</sup> session of the National Assembly, July 2004.)*

Like many other happy developments, the advent of the English language to Bhutan was a matter of choice. When the veil of self-imposed isolation was lifted, Bhutan looked beyond its borders and began to prepare itself to modernise and join the community of nations. Which language to use to interact with the international community was one of the many decisions that had to be made.

English was seen as the most advantageous language to assist Bhutan in the articulation of its identity and the elevation of its profile in the many organizations to which it would belong. That choice has served Bhutan well, as it has undertaken to become a full charter member of the United Nations and has established bi-lateral and multi-lateral agreements with other countries. English has enhanced its capacity to participate more effectively and purposefully in the global community.

The flexibility, versatility, and richness of English allow it to be used in a variety of circumstances and to be used by the Bhutanese people to meet their own goals. As His Late Majesty envisioned, Bhutan has been able to access and share in the knowledge and wisdom of the different peoples of the world in the diverse spheres of human endeavour. The discoveries of science and mathematics, medicine and information technology, much of which uses English as the language of publication, are now available to Bhutan.

The cultural and intellectual resources of the English-speaking world and the formulations of philosophy, jurisprudence and economics, to mention a few, have been opened to the Bhutanese people directly. In return, Bhutan has been able to share with the international community its rich cultural and spiritual heritage and, in the ensuing dialogues, enrich the intellectual resources of the world.

The need for people in Bhutan to be competent in English has led to the decision to use English as the language of instruction for many of the subjects taught in school. Along with Dzongkha, it is, one of the official languages of communication. In all likelihood it will continue to play this partner role with Dzongkha in the foreseeable future.

Given these circumstances, the question of how best to build and maintain a modern English programme for Bhutan continues to be addressed by educators. As time goes on, revisions are necessary to keep the programme up-to-date with the changes in English usage, new developments in literature and the understanding of how language is acquired. The Ministry of Education has taken several measures to address the issue of quality English instruction. Major steps include the complete revision of the English curriculum, Classes Pre-Primary to XII, the provision for in-service training to update the teachers on the revised curriculum and a programme of academic courses to improve the teachers' knowledge of English.

That task of revision has been undertaken as part of The Strengthening of Support to Education in Bhutan (SSEB) Project, a cooperative effort sponsored by the Canadian International Development Agency (CIDA) in cooperation with the University of New Brunswick (UNB) and the Royal Government

of Bhutan. The project consists of three parts

– Education, Engineering and Information Technology – with the revision of the English curriculum, PP – XII, as one task of the Education component of the project.

To assist with the implementation of the new programme, the Curriculum Development Committee has prepared Guides for Teachers which sets out materials and activities for each Class level. Care has been taken to select materials that are gender sensitive, age/class appropriate and that retain the cultural values of Bhutan. Timelines have been established for each class level to permit teachers to make provisions for a balanced programme that meets the changing needs of the students. The curriculum also presents changes in the Modes of Assessment which will permit students to show that they have learned the skills and content presented.

## **Introduction to the Teacher's Guide**

This guide has been prepared for teachers who teach English at the primary school level of Class PP. It has been developed by a committee of primary and secondary educators from all over Bhutan with the assistance of educators from the Curriculum and Professional Support Division (CAPSD), the Centre for Educational Research and Development (CERD), the College of Education at Samtse, and the University of New Brunswick (UNB) in Fredericton, New Brunswick, Canada. The guide has been written on the principles of student-centred learning, with careful attention given to issues of gender equity. The activities set out in the guide will assist the students and teachers to achieve the curricular outcomes in each of the strands – Reading and Literature, Listening and Speaking, and Writing. The activities have been developed to relate directly to the Learning Objectives presented in the English Curriculum Framework Document. As well, the objectives reach towards the standards for successful completion of the English programme as presented in *The Silken Knot: Standards for English for Schools in Bhutan*.

The activities in this programme are planned and directed by the teacher who will need, at times, to teach directly, to help students as they move to become independent speakers, listeners, readers and writers. To implement this programme successfully, teachers will be required to engage students directly in language development activities that encompass all strands of the curriculum and to do so consistently. Student-centered learning employs strategies and approaches that engage students in their learning and develop skills and knowledge that improve their proficiency in English. Attention has also been given to the development of the thinking and valuing skills outlined in Bloom's Taxonomy, which require students to engage in discourse at levels well beyond the simple knowledge level. Teachers are encouraged not only to take a more active approach to learning by having students participate daily in their learning but also to take advantage of the individual skills students bring to the classroom. When students become more actively involved in their learning, they take more responsibility, creating a positive and productive environment in the classroom.

This guide contains activities for each of the strands: Listening and Speaking, Reading and Writing and assumes a school year of 180 teaching days, which is divided into two terms, for Classes PP – 12. At the Class PP level it is also assumed that 280 minutes per week will be allocated to English instruction, which works out to 7 periods of 40 minutes each over a 5-day week. Of the 280 minutes of English instruction in the week, approximately 55% (150 minutes) should be dedicated to instruction in Listening and Speaking, 25% (70 minutes) to Reading and 20% (60 minutes) to Writing. Of course, no one class period will be dedicated to activities in only one strand, as all strands are connected. However, the teacher must keep in mind the amount of time dedicated to each of the strands to ensure that the class

is receiving a balanced literacy program. The curriculum writers also kept these numbers in mind when developing activities, resulting in the development of an integrated approach. Nonetheless, it is the responsibility of the teacher to insure that each strand receives its fair share of English instructional time.

In the curriculum there is a shift, not only in the creation of a learner-centred classroom but also in the emphasis on skill development rather than content in Reading and Literature. This document presents materials, both fiction and non-fiction, which are used to help students develop skills and acquire knowledge they need to become proficient in English. The teaching of these materials should help the students become independent readers. The activities set out will help the students move away from dependence on the teacher. The teacher will set up situations where students, individually, in pairs or in larger groups, explore the selections at levels of understanding beyond simple knowledge of the text. As they develop an understanding of the vocabulary and concepts discussed in the texts, they will be asked to apply this information in new situations. As well, students will be introduced to new vocabulary, language structures, and information which is needed to interact in social situations and to meet their daily requirements.

This curriculum allows for more emphasis on the development of Writing skills at all levels. Writing needs to be practiced and taught directly and time must be given over to this strand. In Class II students will continue to be guided to express their ideas in a variety of writing genres for various purposes. As they gain more information as to how print works through reading and through guided writing activities, students will reflect this knowledge in their writing pieces.

For the Listening and Speaking strand 150 minutes per week has been allocated. It is recognized that as students are learning English as their second language, more time is required in primary classrooms for the development of oral skills. Class time will be spent practicing language structures as well as developing oral language skills that help students express their thinking and learning.

Finally, the committee is sure that this guide will support teachers as they organize their English lessons. By adopting a more learner-centred approach to learning, we are confident that not only will we produce better readers and writers but we will also produce active and involved learners. Teachers are encouraged to study this document, work with it and provide the committee with feedback for further improvement.

## **Principles Underlying the English Curriculum**

1. The language strands are interrelated, interdependent and reciprocal. Growth in one strand reinforces and promotes growth in other strands. Frequent speaking, listening, reading and writing help students develop an understanding of the patterns and power of language.
2. An integrated English language program provides a balance of experiences in all language strands.
3. Students refine their language by using it in purposeful and meaningful situations. Students learn to talk by talking, to understand oral language by listening, to read and write by reading and writing.
4. As students use the language strands, they must also use multiple cueing systems. They use meaning, structure and visual cueing systems.
5. As students gain a command of English appropriate to their age and phase of development, they attend to conventions and rules of language usage. The curriculum promotes the refinement of



language abilities within the context of purposeful language activities.

6. Students respond to language tasks actively and strategically. Through modelling and guided practise teachers can help students apply what they have learned independently.
7. Teachers balance direct instruction, guided instruction and independent activities.
8. Teachers provide skill and strategy instruction without losing an emphasis on meaning. Learning flows from whole, to part, to whole. Students attend to the message first, then the parts, then return to the message again.
9. Teachers make assessment and evaluation an integral and ongoing part of the teaching and learning process.
10. Teachers are sensitive to the developmental level of each student and provide instruction and experiences that build upon what they know and can do in each language strand.

### **Principles Underlying teaching of Phonics**

The teaching of phonics outlined in the Teachers' Guide (PP- III) is underpinned, among others, by the following principles:

- 1) Phonics knowledge and skills are critical to becoming literate.

To be literate is to be able to understand that the letters and their combinations make sounds and words thereby acquiring the skills to read and write. It is not possible for learners to read or write if they do not know the letters and their corresponding sounds.

- 2) Phonics needs to be explicitly taught.

The letters and their corresponding sounds are arbitrary, so it is difficult to discover the relationships without explicit teaching. Explicit phonics teaching requires teachers to clearly and consistently enunciate the sounds they are teaching. Teachers need to model the pronunciation of letters and demonstrate how to blend the letters in order (initial, medial and final) through a word. Left to chance or inference alone, many students would or fail to learn at all or acquire phonics knowledge too slowly.

- 3) Phonics needs to be taught systematically.

There are 44 phonemes (the smallest units of sound in words) in Standard English, represented by 26 letters of the alphabet in multiple combinations. These sounds and letters should not be taught randomly but in a systematic sequence. Teaching phonics in a structured sequence will significantly influence the rate at which students successfully acquire phonics knowledge and skills.

- 4) Phonics needs to be taught in a balanced literacy Programme

An effective literacy programme needs to be balanced in relation to the teaching of all critical aspects of literacy. While the purpose, task or context of a particular literacy session may require a stronger focus on one aspect over others, an effective early literacy programme will incorporate a balance of aspects including phonics, phonemic awareness, vocabulary knowledge, comprehension, writing, speaking, concepts about print and reading texts.

- 5) Phonics needs to be taught to a level of automaticity.

Phonics should be taught and practised consistently to a level where decoding becomes habitual and automatic. In this way, students will readily recognise and produce familiar words accurately

and effortlessly and be more likely to effectively identify and produce words that are new to them. Developing automatic word recognition will support and enhance comprehension.

6) Phonics teaching is enhanced by an emphasis on multi-sensory activities.

Teaching phonics involving the use of auditory, visual and kinaesthetic activities that acknowledge students' different learning styles and encourages them to activate as many of their senses as possible increases the efficacy of the lesson. Activities could involve students moving their bodies to make letter shapes, manipulating magnetic letters to make words, tracing letters and words with fingers in the air or with sticks in sand, tapping out phonemes, writing letters with crayons, pencils, chalk, whiteboard markers or using a computer or other tools to create and manipulate words and texts.

Adapted from NSW Department of Education and Training Learning and Development. *Literacy Teaching Guide: Phonics*.

## Second Language Acquisition

Language acquisition is developmental and a continuous process. Second language acquisition is also developmental and progresses through stages similar to learning a first language. The stages of second language acquisition are: Silent/Listening Period – this stage may last a few hours to several months. Students seem to be gathering meaning from speech and their environment rather than speaking precisely. They need to be given many opportunities to hear the new language system.

- **Early Production** – During this stage, students begin to communicate using one or two words. They tend to understand more than they can speak. They move beyond listening comprehension and start interacting more with people in their environment. Teachers need to provide support which encourages students to produce language.
- **Speech Emergence** – Students begin to speak in simple sentences and short dialogues. They exhibit more confidence and willingness to participate in a variety of activities. Teachers need to involve students in as many classroom activities as possible.
- **Intermediate Fluency** – Students engage in spontaneous dialogue and conversation. They begin to think in a second language and their individual learning styles become more evident. Teachers should continue to focus on speech production and content as well as exposing the students to a language-rich environment.

## Thematic Organization: Understanding the Nature of Adolescence

Paul S. George & William M. Alexander note that there is a direct connection between exemplary programs geared toward this age group and an understanding of the characteristics of the students. They argue that it is “... *folly to proceed with any endeavour related to early adolescent education without first focusing firmly on the nature and needs of the developing adolescent.*”

This is a pivotal stage of life when a person is defined, by our society, as being neither adult nor child. (Feldman & Elliott, 1990). They are “... *changing physically, maturing sexually, becoming increasingly able to engage in complex reasoning, and markedly expanding their knowledge of themselves and the world about them.*”

Dorman, Lipsitz, and Verner (1985) suggested the following as needs of young adolescents as a school

group. This list finds its way into the philosophical structures of adolescent philosophy and the development of this curriculum.

### **Adolescent Needs in a School Setting**

1. Diversity in experiencing teaching, curriculum, & scheduling.
2. Self-exploration and self-definition.
3. Meaningful participation in school and community.
4. Positive social interaction with peers and adults.
5. Physical activity.
6. Competence and achievement.
7. Structure and clear limits
  - We need to understand the nature of young adolescents in order to develop an effective curriculum.
  - Organisation of this curriculum through broad themes recognises an integral part of the child's identity through self, community, and the world around him/her.
  - A thematic approach caters specifically to the developmental needs of this age group (social, emotional, physical, and academic).

### **Intellectual Characteristics of Young Adolescents**

Young adolescent students are inquisitive and intensely curious. Most enjoy being active in their learning more than being passive recipients of others' information. They enjoy activities that allow them to generate more than one solution for a problem, to engage in hypothetical deductive (*if . . . then*) reasoning and contrary-to-fact reasoning. Remember, the young adolescent is:

- Inquisitive and curious.
- Responds to active participation and learning.
- Begins to use abstract reasoning.

### **Psychosocial Characteristics of Young Adolescents**

Young adolescent students become increasingly aware of their own selves and of relationships with others. Human beings may be more aware of such dynamics in adolescence than during any other time of life. Not only are *"Who am I?"* and *"Am I normal?"* persistent questions, but also *"Who do you think I am?"* and *"Where do I fit into the world, my kingdom, my community?"* Remember that young adolescents are:

- Increasingly aware of themselves and of their relationships with others.
- They want to understand more about themselves and their place in this world.
- Such an approach is recursive in that thematically inspired texts encourage individual reflection that can ignite interest, discussion, group reflection, and a process that might lead to children to other texts.
- Teachers need to act as facilitators to guide them in this process.

### **Why Thematic Organisation?**

#### **The Roots of this Curriculum**

The design of this curriculum extends directly from the objectives and child-centered philosophy of the *English Curriculum Framework (CAPSD 2005)*. The driving focus of both the 'framework' and this curriculum document is the *"movement away from the teacher-centered classroom to a gender sensitive, student centered learning environment."* This curriculum places teachers in the roles of facilitators who promote active learning while students play a greater role in their own learning. This is the driving focus behind

every element of this curriculum – the child.

### **Why A Thematic Approach?**

A thematic approach caters to the needs of the child (emotional, social, physical, academic, language).

This thematic approach integrates the language arts curriculum so that each language process stimulates and reinforces the others. In the past, approaches to teaching language arts have focused on sets of sub skills that were frequently taught in isolation. Current approaches view language arts as a grouping of interrelated processes, in which students should be actively engaged.

Research points to the fact that young adolescent children feel:

- Alienated in a subject/genre driven curriculum.
- Negatively in terms of self-perception and of their place in school.
- That they cannot ‘see’ themselves within the curriculum.

### **Choice of Texts**

Our textual choices have been made for many different reasons, among them balance of genre, the contemporary nature of its language, gender sensitivity, opportunities for a student centered approach, Bhutanese content, and readings that promote active learning experiences in our classes. It is our central purpose to include literary selections where students can see themselves – their own world, their community, nation, global village, and the vast universe of media and communication.

*Choices of texts are based on broad themes that form an integral part of a child's identity, community, and the world around him. The themes move from the familiar to the unfamiliar so that he can connect to his world and learn.*

- Genre
- Contemporary nature of language
- Gender sensitivity
- Student centered approach
- Bhutanese content
- Readings that promote active learning

### **Philosophy of Student Response & Student Centeredness**

As students learn to read with more confidence they will begin to consciously engage in the act of responding on both a personal and critical level. They will begin to realise that reading is not just an academic exercise but a personal relationship with text that encourages felt response. Because every child brings something different to each literary work there is never one accepted ‘reading’ of a text. One of the key purposes of this curriculum is to instill within teachers and students that there is rarely a single interpretation of a text and that their initial felt response to literature is both important and valued.

Building an atmosphere of student centeredness and felt response means learning to accept that students bring a variety of experiences, opinions, cultures, attitudes, and levels of skill to the text. This means that student responses are not always simple or predictable. This is central to a student-centered approach to curriculum.

Small Group Discussion is an effective way of exploring personal response to reading. The central benefit of Small Group Discussion is the use of oral language – Listening and Speaking. Another benefit; however, is the active sharing of ideas, which permits students to build meaning together. Such an environment is often comforting to students who might feel somewhat intimidated by reading. There is security in small groups where students can comment, question, and seek understanding together. Such an atmosphere encourages:

- Students’ personal responses – key to a Student Centered Curriculum.

- Active not Passive learning.
- That there are no single correct answers.
- A celebration of the child as an individual.
- An atmosphere of variety, choice, and fun!

### **Oral Language & the Curriculum**

The oral reading of literary selections is integral to the foundation of this document. Oral reading provides direct teaching opportunities for pronunciation, intonation, and emphasis. It also offers an excellent opportunity for readers to comment on their understanding of text through their delivery alone. When students read text aloud, their voices make indirect commentary about text and provide insight into their understanding of it. This is why it is imperative for teachers to model such an exercise. Students need to hear and see an experienced reader at work. This curriculum will also provide selected recordings of particular texts for teachers to use as modeled examples. Oral Language promotes:

- Direct instructional opportunities to emphasis pronunciation, intonation, and emphasis.
- Allows the reader to comment indirectly on her understanding of text through oral delivery.

### **Critical Thinking**

Every student is capable of being a Critical Thinker; even if all they can share is that they thought the story was ‘exciting’ or ‘really dull’. Such responses, though brief, at least demonstrate that the student has interacted with the literature at some level. Most students will be able to express *how* they feel but they may not understand *why* they feel that way. This is the ‘big stretch’ between Personal Response and Critical Response and teachers need to encourage students in this direction but recognise that not all students will be at a common stage in their cognitive development to get there. Some students will be prepared to make figurative connections with literature while others will not. Some students will be able to make implicit connections with a text while others will read a text quite literally and not go beyond that basic interpretation. Although students should be challenged to develop thinking skills at this level, they should not be penalized for not being able to think beyond a literal level. Teachers should remember:

- Value all student responses building on an atmosphere where all students feel their ideas are valued.
- Some students will be able to make ‘deeper’ connections with texts than some of their classmates. All students should be challenged to make these connections but they should not be penalized if they cannot.

### **How does a theme teaching benefit child?**

Numerous researches have shown that children learn best if they can see the connections between the topic and their world. Children must see the purpose of the theme, what it means to them, and how the theme connects to their world. If topics that are of interest to the children, have meaning to them, and can use the ideas presented to them in their day-to-day life, they can be motivated to learn in a natural way. The driving force for learning will be curiosity and the impulse to discover more. Such a learning atmosphere they will be ready to explore, discover, observe, and curious to see the connections between what they already know or what they have learned and what they want to know. This opens the roadway to active learning – learning through active involvement and participation of the children in the learning process. It encourages process learning.

Theme teaching offers opportunities to children to explore a topic in depth through reading, sharing, discussing, writing, and responding with their peers and teacher. The approach will allow children to hear and share responses, opinions, and thoughts with their peers. Therefore, it is important that all the activities (individual, pair, group) - discussions, reading, writing, listening and speaking – must be structured to achieve the goal: connecting learning to the individual world. Theme teaching focuses

and ensures that learning has meaning – what am I learning? purpose – why am I learning this?, and function – how does the theme/activity work?. Teachers must discuss with students what the purpose of the theme is, what it means, and how the theme connects learning from it with other subjects and to his or her own life outside of school. It is hoped that through the study of themes students will find learning the English language skills – reading, writing (grammar), and listening and speaking - a FUN and EASY.

*“Theme teaching is a full circle of learning and sharing. You start with what the child knows, build to what he or she wants to know, and then finish with what has been learned.” – Gare Thompson the author of the book Teaching Through Themes, 1991.*

## **Standards and Learning Objectives**

### **Introduction**

The curriculum has been organised so that classroom practice is informed by the set of Standards presented by CERD in The Silken Knot: Standards for English for Schools in Bhutan for each of the four Strands, or modes of discourse, namely Listening, Speaking, Reading and Writing. They are often called exit standards or graduation standards, as they set out in global terms what students can be expected to do and to know in English by the end of Class XII.

The Learning Objectives for each class level serve as indicators of achievement in reference to the Standards. These Objectives serve to indicate to students, teachers and parents, the details of what students need to learn at each class level in order to make progress towards the attainment of the Standards. The Objectives are set out for each of the four Strands and are cumulative, sequenced developmentally, and arranged so that they can be dealt with separately or integrated.

The Materials and Activities for the curriculum have been developed to help the students acquire the skills and the knowledge they need to be successful in attaining the Learning Objectives, and ultimately, the Standards. The Timetable sets out a ‘time-budget’ for each strand. The Modes of Assessment are informed by the curriculum principles espoused in the first section and are organised to assess the students on their skill development and knowledge.

### **Standards Listening & Speaking**

1. Graduates are able to listen to, understand and participate in oral presentations and conversations conducted at normal speed.
2. Graduates speak in clear and grammatically correct English in personal and public situations.
3. Graduates are able to listen to others, distinguish their message, tone, and intention and respond appropriately.
4. Graduates use the conventions of speech that show respect and sensitivity to others.
5. Graduates are able to explain their positions on, and understanding of, complex issues.
6. Graduates are able to speak in public at different kinds of functions using appropriate conventional forms of address, lexicon, register and idiom, and know the social appropriateness of such use.
7. Graduates have developed a repertoire of structures, rhetorical devices and internalised those through careful and constant listening and use.
8. Graduates are able to take on formal roles in groups and conduct the business of the group



appropriately.

## **Learning Objectives for Listening and Speaking - Class I**

### **Students will demonstrate that they can:**

1. Use the listening and speaking skills developed in earlier classes.
2. Follow and give classroom instructions accurately.
3. Use proper word order in simple sentences and questions.
4. Produce the sounds of the vowels and more blends.
5. Use new vocabulary appropriately.
6. Engage in longer dialogues.
7. Participate in longer conversations.
8. Use singular and plural forms and simple tenses correctly.
9. Tell simple stories in their own words.
10. Describe pictures in simple words, phrases and sentences.
11. Build on their speaking vocabulary and pronounce words clearly.
12. Enjoy listening to and speaking English.

## **Standards for Reading & Literature**

1. Graduates are able to read a wide range of texts – fiction and non-fiction independently.
2. Graduates know the different forms of literature and the purposes they serve.
3. Graduates know and use appropriate reading strategies for making meaning with a variety of texts-fiction and non-fiction.
4. Graduates have read relevant major literary works from Bhutan and other countries.
5. Graduates have an interest in books and continue to read for enjoyment and learning.
6. Through their reading, graduates have studied and reflected on the cultural values of Bhutan and other countries, particularly the different ways in which people discover meaning in their lives; different expressions of fundamental values like Truth, Goodness, and Beauty; the possibilities of human achievement; and have found directions and models for their own aspirations.
7. Through their reading, graduates have developed a heightened sense of beauty and harmony which informs their lives.

## **Learning Objectives for Reading - Class I**

### **Students will demonstrate that they can:**

1. Use the reading strategies developed in earlier classes.
2. Read aloud with fluency.
3. Use their knowledge of sentence structure to cluster words into meaningful units in their reading.
4. Use their knowledge of word building strategies (word families) to discover the pronunciation and meaning of new words.
5. Use their knowledge of punctuation – full stop, question mark, and comma.
6. Identify paragraphs in simple texts.
7. Identify end rhymes in poetry.

8. Read different texts for different purposes: stories, poems, songs, and informational text.
9. Recognize, read in context and understand a minimum of 200 words (high-frequency and vocabulary words).
10. Read at least 15 texts.
11. Locate and report on information from the text.
12. Make intertextual (text to text) and personal connections with the ideas, events and people that they encounter in their reading.
13. Listen to, read and talk about texts.
14. Select texts and develop a list of the stories and poems that they like.
15. Enjoy reading as a learning activity.

### **Standards for Writing**

1. Graduates communicate in coherent and grammatically correct writing in a wide range of forms - personal, transactional, poetic.
2. Graduates use writing as a way of learning, taking time to explore, clarify and reflect on their thoughts, feelings, experiences and relationships.
3. Graduates use writing to develop critical thinking skills - review, analysis, hypothesis, recollection, summary and evaluation.
4. Graduates use the writing process to plan, draft, redraft, edit and publish their own work.
5. Graduates have studied examples of excellent writing both from the literature that they are studying and other sources to use them as models for their own writing.
6. Graduates are able to take notes from meetings, their reading, and other sources and use their notes to construct an accurate report of proceedings or research findings.
7. Graduates respond clearly in writing to test items on school and national examinations.
8. Graduates have produced a portfolio of their own writing containing samples of their best work: Personal (letters to friends, diaries, autobiography, wishes, dreams...), Transactional (information, explanation, argument, narration, report, descriptions, persuasion, biographies...) and Poetic (plays, skits, short stories, novels, poems...)

### **Learning Objectives for Writing - Class I**

#### **Students will demonstrate that they can:**

1. Use the writing strategies developed in earlier classes.
2. Write clearly and legibly.
3. Communicate meaning to a greater extent through the use of words and sentences with a lesser dependence on drawing to carry the story.
4. Use their knowledge of letter sounds (including some vowel sounds) and spelling patterns to enhance their writing.
5. Write a sentence or sentences guided by pictures or objects.
6. Develop their ideas in a series of simple sentences using capital letters, full stops and question marks.
7. Use margins, dates and titles to help format their writing.
8. Initiate ideas and make suggestions for the use of mechanics during the writing of group stories.

9. Share at least three pieces of writing with their classmates and their teacher.
10. Enjoy writing as a creative activity.

### Learning Objectives at a Glance

#### Listening and Speaking

##### Students will demonstrate that they can:

1. Use the listening and speaking skills developed in earlier classes.
2. Follow and give classroom instructions accurately.
3. Use proper word order in simple sentences and questions.
4. Produce the sounds of the vowels and more blends.
5. Use new vocabulary appropriately.
6. Engage in longer dialogues.
7. Participate in longer conversations.
8. Use singular and plural forms and simple tenses correctly.
9. Tell simple stories in their own words.
10. Describe pictures in simple words, phrases and sentences.
11. Build on their speaking vocabulary and pronounce words clearly.
12. Enjoy listening to and speaking English.

#### Reading

##### Students will demonstrate that they can:

1. Use the reading strategies developed in earlier classes.
2. Read aloud with fluency.
3. Use their knowledge of sentence structure to cluster words into meaningful units in their reading.
4. Use their knowledge of word building strategies (word families) to discover the pronunciation and meaning of new words.
5. Use their knowledge of punctuation – full stop, question mark, and comma.
6. Identify paragraphs in simple texts.
7. Identify end rhymes in poetry.
8. Read different texts for different purposes: stories, poems, songs, and informational text.
9. Recognize, read in context and understand a minimum of 200 words (high-frequency and vocabulary words).
10. Read at least 15 texts.
11. Locate and report on information from the text.
12. Make inter textual (text to text) and personal connections with the ideas, events and people that they encounter in their reading.
13. Listen to, read and talk about texts.
14. Select texts and develop a list of the stories and poems that they like.
15. Enjoy reading as a learning activity.

#### Writing

##### Students will demonstrate that they can:

1. Use the writing strategies developed in earlier classes.
2. Write clearly and legibly.
3. Communicate meaning to a greater extent through the use of words and sentences with a lesser dependence on drawing to carry the story.
4. Use their knowledge of letter sounds (including some vowel sounds) and spelling patterns to enhance their writing.
5. Write a sentence or sentences guided by pictures or objects.
6. Develop their ideas in a series of simple sentences using capital letters, full stops and question marks.
7. Use margins, dates and titles to help format their writing.
8. Initiate ideas and make suggestions for the use of mechanics during the writing of group stories.
9. Share at least three pieces of writing with their classmates and their teacher.
10. Enjoy writing as a creative activity.

## Teaching Strategies and Approaches

### Introduction to Oral Language

Oral language is the cornerstone of successful experiences with reading and writing. Students learn a great deal about language through their oral interactions. This supports children in making the link between oral language and how language operates in print. They continue to develop their knowledge of the sound system, their background knowledge base and the complexity of English language structure. They bring this knowledge to the reading and writing processes as they develop their literacy skills.

Listening and speaking activities are especially important for students who are learning English as a second language. These students need many opportunities to hear English spoken in both conversational and reading situations. They benefit from listening to stories and poems which use rich and varied language, are colourfully illustrated and which provide opportunities to join in on repeated patterns. As students gain proficiency in English, it is important that they interact with texts which allow them to respond critically, to comment on events, and to make connections with their own lives.

Through conversations students can practice their mastery of new vocabulary, language structures and listening comprehension. As authentic situations for listening and speaking arise within and outside the classroom, students gain confidence in their English skills. To promote talk in the classroom as an avenue to learning, teachers and students need to build a classroom community that creates an atmosphere of encouragement and acceptance where children feel safe to take risks.

Students need multiple opportunities throughout the day to engage in oral interactions. Some activities that support the development of speaking and listening are: Sharing Time, Storytelling, Choral Speaking/Choral Reading, Book talks and Literature Circles and Interviewing.

The importance which has been placed on Listening and Speaking in this curriculum is reflected in the large percentage of teaching time which has been devoted to Listening and Speaking activities.

### Strategies and Approaches for Listening and Speaking

**Book Talk** is a term for discussion about books and parts of a book. Steps for Book Talk

1. Gather students around so that they can all see the book. Talk about the cover including the title and the blurb. Teach the children to use all the information they have to make predictions about the possible contents of the book.
2. Leaf through the pages of the book with the children, discussing the pictures and the story.
3. Look at some of the words. Talk about the vocabulary. With groups, teach the children strategies for working out what the word is likely to be, including using pictures, using the sense of sentence, using the grammar to predict the likely kind of word and using written letter patterns.
4. Draw attention to the cover, table of contents, title page, index, chapters, spine, glossary and other book features.

**Character Interviews** – These interviews allow students to respond creatively to narrative, factual and poetic text. A student takes the role of a character in the story, answering questions from the class. This activity might also be carried out in pairs to allow more participation. Teach students interviewing techniques prior to the interviews.

**Daily News/Morning Message** – Teacher demonstrates how to write by modelling writing for the class each day. To begin, record simple statements about the day of the week, the weather, etc. on a chart in the following way: E.g. Teacher: Can anyone tell me what day it is today? Student: It is Tuesday. Teacher: Where will I write that on the chart? Students point to the left side of the chart. Teacher: I will start with writing “Today is Tuesday”. What letter does “today” begin with? Students:

A “t”. Teacher: I’ll use a capital letter because it is the beginning of a sentence. Continue in this way, reinforcing teaching points, for short periods of time. Read the chart together at the end. As the year progresses, lead to interesting experiences the students have had, using skills appropriate to the needs of the students

**Giving Directions/Instructions** – It is worth spending time each day giving instructions or directions in English on specific activities so that students understand what is expected and so that basic organisational procedures are established.

**Group Discussion** – Students should use talk regularly to communicate important ideas and information. Group work can take the form of pair/share, sharing circles, circle within a circle (students in the inside circle discuss what they know or have found out about a particular topic, students in the outside circle listen and ask questions, then, roles are reversed), literature circles or whole group discussions.

**Oral Cloze Technique** – Cloze activities are suitable for use at all class levels and help build a number of skills. (See Cloze Procedures in Making Meaning with Words.

**Pair/Share** – Students work individually and then team with a partner to discuss their ideas. Partners can then share the ideas with the class.

**Repeat my Sentence** – This activity is particularly important for students who speak English as a second language. It is a simple activity that can be used to assess students’ knowledge and fluency with sentence structure. Students are asked to imitate a set of carefully selected sentences. Begin with sentences related to a single topic, one that is familiar with the students, gradually increasing the length and complexity and form. E.g. the student repeats these sentences, one by one. Karma can run fast. (Use names of students in the class). Karma can run very quickly. Can you run quickly without falling? You can run very fast. Can anyone run faster than Karma? Sonam can run faster than Karma because her legs are longer. Keep the activity short. Make use of sentence structures or language patterns that seem to be giving students difficulty. Use sentences that include a range of conjunctions such as, and, then, because, but, if, when, so, why and different sentence types (e.g. questions, declarations and exclamations).

**Retelling** - Retelling helps students construct meaning from a text. Both oral and written retellings should be encouraged because they allow students to reveal their ideas about what the story means to them. Retelling can take the form of: cooperative retelling, round-robin storytelling, story mapping, picture retelling using strips of paper or role playing the story.

**Role Play/Drama** – One of the easiest ways to begin story dramatization is to have students in small groups dramatize familiar stories in their own words. Students are free to change the locale, time, mood or order of events. (This is the difference between drama and retelling). When the class is ready for extended role playing, the situation and the scene can be set and students can “go into roles”.

**Story Chain** – The teacher can use a picture, an object, or an oral prompt (e.g. “Once upon a time...”, “It all began when...” ) as a starting sentence. Each student in turn uses his or her imagination and oral language to develop a story for a set amount of time or by adding one sentence.

**Story Chair** – Storytelling chairs are special places for telling stories. Here students share what they have read or written and tell stories in progress.

**Storytelling** - This is one of the best ways to teach students to listen. People of all ages want to hear stories. The voice, expression, gestures and imagination of the storyteller are powerful factors that help students experience stories vividly and creatively. Students can tell stories before they can read. Encourage them to prepare and share favourite or invented stories. It stimulates their imaginations, helps them internalize stories, and expands their language abilities.

### **Tips for Storytelling:**

1. What makes a story tellable? It has a single theme, a well-developed plot, interesting characters, dramatic appeal and is appropriate for the listener.
2. How to learn a story – Read the story several times, write it down as you remember it, read the story aloud again, practice telling the story until it is yours.
3. How to tell a story – Use a prop if it adds to the story, change your tone of voice and use gestures as they fit the story. Invite students to participate if it adds to the story.

**Tableaux or sculptures** – These can be used to develop the context of a story. Have students act out an activity and on a prearranged signal, they freeze.

### **Introduction to Reading**

In beginning to read, children make the link between spoken words and print. They use their knowledge of English vocabulary and sentence structure acquired through listening and speaking activities to understand text. As they learn letter names and sounds they also bring this information about the visual aspects of text to the reading process. Thus children make use of three cueing systems – Meaning, Structure and Visual Information – as they learn to read.

The focus of the reading activities in this manual will be to teach children how to develop reading strategies with meaningful text. They can then use these strategies independently to read new text. Text selections have been made carefully to provide students with opportunities to practice reading strategies on increasingly complex text with teacher support and modelling. Beginning readers will rely mainly on Meaning and Structure cues while reading simple texts. The pictures in early readers will be closely related to the text, and Language structures will be predictable and patterned. As children gain knowledge of letter sounds, they will use this Visual Information in combination with Meaning and Structure cues to construct meaning and to predict and confirm new words.

As students move through the stages from Emergent to Early to Transitional readers from Class PP to Class IV, they become more proficient in using the three cueing systems to become independent readers. They are able to use a variety of Meaning cues to predict, confirm and self-correct when reading text. As their Listening and Speaking skills develop they can use their enhanced knowledge of language structures to make meaningful substitutions when they read and respond to text in flexible ways such as making inferences, making critical comparisons and evaluating text. They have an increasing bank of known words and are able to use several word identification strategies to read new text.



## Developmental Levels of Reading

<b>Phase 1 Emergent (PP-Class I)</b> <b>What students can be expected to do</b>	<b>What teachers can do</b>
<ul style="list-style-type: none"> <li>• Understand basic concepts of print including directionality, word, space, letter, and sound.</li> <li>• Focus on the meaning of a story rather than reading accurately.</li> <li>• Use, with support, some of the cueing systems and a variety of strategies to construct meaning from text, use meaning cues (personal experiences, context, picture cues) to predict, confirm/self-correct.</li> <li>• Use knowledge of oral language patterns to predict, confirm/self-correct.</li> <li>• Begin to use knowledge of sound-symbol relationships as one reading cue (e.g. initial and final consonants).</li> <li>• Begin to match one-to-one spoken to printed words.</li> <li>• Begin to recognize some high-frequency words.</li> </ul>	<ul style="list-style-type: none"> <li>• Read to students every day</li> <li>• Provide opportunities for students to retell stories</li> <li>• Use environmental print every day</li> <li>• Select reading material that is predictable, familiar and has repetition.</li> <li>• Discuss conventions of print informally when reading</li> <li>• Model cueing systems and reading strategies</li> <li>• Talk about letters and words in context</li> <li>• Provide opportunities for students to write every day.</li> </ul>
<b>Phase 2 Early Stage (Class I-Class II)</b> <b>What students can be expected to do</b>	<b>What teachers can do</b>
<ul style="list-style-type: none"> <li>• Expand their understanding that punctuation in print serves a purpose</li> <li>• Expand their understanding that upper and lower case letters have specific forms and functions.</li> <li>• Use a combination of cues (Meaning, Structure and Visual) to predict, monitor/self-correct. Predict on the basis of what makes sense, what sounds right, and what looks right.</li> <li>• Make meaningful substitutions. Attempt to self-correct predictions that interfere with meaning.</li> <li>• Begin to monitor their own reading by cross-checking meaning cues with cues from beginning and last letters of the word (Did it make sense? Did it sound right? If it's tiger, would it start with a "p"?).</li> <li>• Consistently match one-to-one</li> </ul>	<ul style="list-style-type: none"> <li>• Read to students every day.</li> <li>• Model strategies for substituting, rereading and self-correcting during shared reading sessions.</li> <li>• Encourage use of personal experiences and text structure to help readers make meaning.</li> <li>• Model strategies for decoding unknown words</li> <li>• Support the development of high frequency and basic vocabulary words.</li> </ul>

Phase 3 Transitional Readers What students can be expected to do	What teachers can do
<ul style="list-style-type: none"> <li>• Use and integrate, with support, the various cueing systems (Meaning, Structure, Visual) and a range of strategies to construct meaning</li> <li>• Predict on the basis of what would make sense, what would sound right, and what would look right</li> <li>• Monitor reading by cross-checking the various cues (Did that make sense? Did it look right? Did it sound right?)</li> <li>• Use a variety of self-correcting strategies (e.g. rereading, reading on and trying to think about what would make sense, trying to find a little word in the big word).</li> <li>• Read silently, vocalizing only when a major problem with word recognition or meaning occurs.</li> <li>• Visually survey the text when reading and abandon finger pointing unless a problem occurs.</li> <li>• Word solve by using analogy with known words; knowledge of affixes, roots, or compounds; and syllabification</li> <li>• Recognize a wide variety of high-frequency and common words.</li> <li>• Use clues from the text and personal experiences to gain an understanding of character.</li> <li>• Recognize the elements of a story or plot.</li> </ul>	<ul style="list-style-type: none"> <li>• Read to students every day.</li> <li>• Encourage students to share their experiences relating to reading and writing.</li> <li>• Provide opportunities to compare texts, identify main issues and provide supporting detail.</li> <li>• Encourage students to respond to text with their own views.</li> <li>• Use prior knowledge of text topics and text structures.</li> <li>• Use syntactic and semantic cues, picture cues, reading-on, re-reading and substituting words.</li> <li>• Model and discuss word strategies, e.g. grapho-phonetic knowledge, blending, letter and word patterns, syllabification and root words.</li> </ul>

## Strategies and Approaches for Reading

**Choral Reading** - Choral Reading is a group recitation of poetry or prose that allows students to explore together the depth and various meanings of literature and to experiment with words and phrases. It is a useful classroom tool, especially for students who are shy, withdrawn or experiencing speech problems.

How to get started:

1. Teacher reads a selection. (A short, lively poem works best for beginners).
2. Teacher rereads the selection and discusses the words and meaning.
3. Teacher reads again and asks students to join in on specific parts.
4. Teacher lessens the amount she reads, allowing students to read alone. Choral Reading Ideas:

**Echo Reading** - Teacher reads one part and students repeat it. **Alternate Reading** - Teacher reads one line, students read the next line.

**Unison** - Teacher and students say all lines together once students are familiar with selection.

**Two Groups** - One group reads a line, the second group reads the next line. Reverse parts for the second reading.

**Assignment of Lines** - Individuals can be designated to read certain lines.

**Different Voices** - Words can be read in a whisper or in loud voices or lines can be read gradually from soft to loud, loud to soft or slowly to quickly.

Rhythm Clapping – Students can clap, snap fingers or tap feet to the rhythm of a poem. Singing – Some rhymes can be sung.

**Directed Reading Thinking Activity (DRTA)**- DRTA is an instructional strategy to help students to predict, confirm, alter or reject their predictions while reading a text. It is a useful approach for teaching students to enhance predicting strategy. It promotes active involvement of students in reading stories or listening to stories read aloud and active involvement of students in the predictions and confirmation cycles as they make thoughtful guesses about the text. The procedure is for the teacher to introduce the story, read the beginning of the story and have students predict what will happen next. Continue reading and predicting, having students reflect on their prediction at the end of the books.

**Guided Reading** - Guided Reading is an approach to reading instruction in which the teacher leads the discussions and guides or directs students to read specific passages or sentences directly from the text to answer questions or to support various points. It presents opportunities for specific teaching in context, helps deepen and widen understanding of the text and encourages silent reading.

### **Procedures for Guided Reading:**

1. Give each student a copy of the text. Do not read the book to the students or choose a book they have already read as it will take away opportunity for them to solve problems in the new text.
2. Select a purpose for reading. The emphasis will be on meaning as well as strategies required to read the text. These strategies are: one-to-one matching, directionality, locating known words, predicting, searching, self-correcting and fluency.
3. Read the title of the book to the students, inviting predictions. Students can be asked to read the whole book or to read it part by part to find the answer to specific questions, to recognize word and sentence patterns or to recognize story sequence, character development, the main ideas and messages. They read silently and independently.
4. At the end of the reading, discuss the section of the text with the students – plot, vocabulary, and especially strategies they used.

**Independent Reading** - Independent Reading occurs when a student can read material without the assistance of another person. It allows students to practice and extend newly acquired reading competencies and to select books from areas of their own interest. It is important, at this stage, for students to be exposed to a wide variety of books at their own reading level and to be given opportunities to read in order to develop into an avid reader.

**Literature Circles** – A literature circle comprises a group of students who come together in groups to discuss, react, and share responses to books. When first starting, the teacher may choose the same book or text for everyone to read. As time progresses, students should be encouraged to choose from among three or four books, giving them control over their own learning. To guide students in conversations, remind students that: only one person talks at a time, listen carefully so you can tell when someone is finished talking, take turns speaking and stay on the topic. The teacher may join groups for short periods of time, asking one or two questions to further students' responses and thinking.

**Paired/Buddy Reading** - Buddy Reading is a form of shared reading in which one partner reads aloud and the other follows along. Buddy Reading may include a teacher and a student, two students with similar reading abilities, or two students with different reading abilities. (In partnering two students with different reading abilities, it may take the form of a once a week get-together between a younger student and an older, more advanced reader. Following each session, the pair may complete journal writing and reading activities.

**Picture/Book Walk** - This is a means of previewing and predicting with texts. It is also a method of teaching how a book works, what is found in a book, how genres of books differ and the parts of a book. The teacher shows a book to the students beginning with the cover, the author, the illustrator, the illustrations, the lay-out of the book and the back cover. This is a way of tapping into the background experience of students and encouraging comprehension before reading the book.

**Read Aloud** - Reading Aloud to students encourages literacy, promotes reading skills, and contributes to the sharing of the joy of literature. Read to your students daily. As they listen and respond to books, they predict, make inferences, hypothesize, identify with characters, respond critically and creatively and develop a sense of story. A read-aloud story can be above the class's reading level, exposing them to a greater range of literacy.

### **Procedures for Reading Aloud:**

1. Use books suited to the students' age level.
2. Read aloud a variety of literature: folk tales, stories, poetry, biographies and informational text. Reading aloud can be integrated across a curriculum.
3. Develop performance strategies such as, dynamic shifts in volume and tone of voice, develop character voices, find places to pause and ask questions or make observations, understand and rehearse the stories you plan to read.

**Reading/Student Questioning** - The advantages of reading aloud to students: reluctant readers might be "turned on" to reading, students may be exposed to literature beyond their reading ability, aural exposure to more complex patterns prepares listeners to predict these structures in future experiences, listening comprehension is developed, and vocabulary is increased. (Shoop, 1987). Developing comprehension through questioning in a teacher- question, student-response format is a traditional way of questioning. Neither literal (focused on details) nor affective (focused on attitudes) questions are sufficient.

- Question students prior to reading aloud (prior knowledge aids).
- The reciprocal questioning procedure: students are asked to listen and to formulate questions they can ask the teacher.
- Students are asked to develop their own questions about the text. The teacher can provide exemplary questions, if necessary.
- Questioning the author: reminding students that what they read is just someone else's ideas written down. Sometimes what authors have in their minds does not come through clearly as they write about it. Generating questions and answering them. Fosters more advanced comprehension checks (Chatel, 2002).

**Readers' Theatre** - Reader's Theatre is a combination of oral reading and conventional theatre. It occurs when two or more people read a dialogue of a story in role. A narrator often reads the narration and groups of students read the parts together in chorus. Reader's Theatre requires no special equipment, is successful for all ability groups and produces rapid results.

### **Tips for Reader's Theatre:**

1. Develop a script from material that is not initially written for performance. Almost any piece of literature can be used for Reader's Theatre but to begin, a simple folktale or familiar story is easiest to prepare.
2. Allocate roles, having groups of students play each part. (E.g. four students take the role of the frog, five students the part of the prince.) Every student in the class will be involved. The teacher may want to take the narrator's part and gradually allocate the role to students.
3. Give each group of students a copy of the script, having them underline or highlight their parts.

4. Students practice reading their parts of the script in groups until they read fluently together and with expression.
5. Bring all groups together to perform, each group following the whole script and reading on cue.
6. Practice several times as a whole class and perform the Reader's Theatre for an audience.

**Shared Reading**- Shared Reading has been found to be very valuable in teaching students who speak English as a second language. Research shows that, in less than a year, students are reading with greater comprehension, know more words, and are better able to repeat simple English structures orally. Shared reading is a step between reading to students and independent reading by students. It is an approach to reading that can be used with any age level or ability, developing positive feelings toward stories and book experiences.

### **Procedures for Shared Reading:**

1. First Reading: Students can follow the teacher from their individual texts. Show both covers of the book, inviting predictions from the students. Accept all responses positively. Read the story with a few pauses for other predictions or observations. Ask questions such as, "Why do you think that happened?", "How would that feel?" At the end of reading, discuss personal responses to the book.
2. Second Reading: Read the story again, encouraging students to join in. Have them experiment with intonation and expression. Teaching points will be determined by the objectives of the lesson and can be attended to as they arise. (Note: Always keep the meaning paramount and never try to squeeze too much out of one book at one time.)

### **Teaching Points:**

- Reading strategies for decoding unknown words and phrases (semantic- does it make sense? syntactic – does it look right? grapho-phonetic – does it sound right?)
- Aspects of language such as, structure, rhyme, rhythm and alliteration.
- Concepts of print, such as directionality, spatial concepts, punctuation, words and letters.
- Predicting, locating, checking, confirming and self-correcting at the level of letter, word and full text.
- Information skills, gained from things such as, titles, author, illustrator, index, glossary and table of contents.
- Clarification and extension of the understanding of the story as a whole.
- Clarification, location and extension of vocabulary.

For some students, two readings will be sufficient for them to reread the book independently. Others will need further reading with the teacher. Students should be encouraged to return to the book in their own reading time.

**Silent Reading** – Set out a short time for students to read books of their choice. Place a box of books, magazines and other reading material in a place where they can browse and freely choose what they will read. It has become a procedure in some schools to set a short time when every person in the school reads, the principal, teachers and students. This is often called USSR (Uninterrupted Sustained Silent Reading) or DEAR (Drop Everything and Read).

### **Introduction to Writing**

Research into the writing of young children over the past twenty five years has shown that children can write much earlier than we ever deemed possible. For teachers to make this happen, however, we must change our definition of writing somewhat. For our very beginning students, writing is "an exploration with marker and pen". Young children will not progress through the stages of writing (rehearsal or

prewriting, drafting, editing, proofreading and publishing) as we know them but will engage in the writing activity for the sake of the activity. There is little or no planning before the marker hits the page and most information in the text is carried by the drawing. This is where most students start. Perceptive teachers, who are aware of the phases of writing development, take the students from these shaky line beginnings to conventional writers in the course of five or six years.

### Developmental Levels of Writing

The following chart illustrates the phases of development that students pass through in their primary years. Not all children will pass through each phase at the same rate or the same time but teachers who are aware of these phases are able to recognize where the students are and provide meaningful instructional activities to advance their skills. In primary school, we should be more interested in fluency than accuracy. It is our role to celebrate what they can do give them strategies and encouragement to move forward.

#### Phase 1

What the students can do	What the teacher can do
<ul style="list-style-type: none"> <li>show awareness that there is a difference between pictures and words</li> <li>show awareness that print carries a message</li> <li>use letter-like symbols as well as pictures, numbers and designs</li> <li>show beginning awareness of directionality</li> <li>can “read” own message</li> </ul>	<ul style="list-style-type: none"> <li>read to the student daily</li> <li>demonstrate that written messages remain constant</li> <li>provide extensive exposure to print</li> <li>encourage students to put their ideas down on paper</li> </ul>

#### Phase 2

What the student can do	What the teacher can do
<ul style="list-style-type: none"> <li>understands that letters correspond to sound</li> <li>legible formation of most letters</li> <li>strings the letters without divisions between words</li> <li>uses left-to-right and top-to-bottom directionality</li> <li>uses simple oral language structures</li> <li>uses writing to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>read to the students daily</li> <li>use tracking modelling, and shared reading to reinforce word concepts</li> <li>encourage students to share their ideas using pictures and letters</li> <li>help students build lists of high-frequency words from their reading and writing</li> <li>encourage the use of invented spelling</li> <li>talk about letters, words and sentences</li> </ul>



### Phase 3

What the student can do	What the teacher can do
<ul style="list-style-type: none"> <li>depend less on the picture to carry the meaning</li> <li>use of letters whose names represent sounds (mi for my)</li> <li>omits silent letters</li> <li>recognizes syllables</li> <li>shows increasing repertoire of conventional spelling</li> <li>uses some basic sentence structures</li> <li>write on topics that are relevant to them</li> <li>attempts some punctuation</li> </ul>	<ul style="list-style-type: none"> <li>continue to read aloud every day</li> <li>immerse students in print</li> <li>provide opportunities for shared and independent reading</li> <li>encourage experimentation through invented spelling</li> <li>display high-frequency words where students may access them for their writing (Example – word wall)</li> <li>provide instruction in consonant combinations (blends and digraphs) and correct use of silent “e” in reading and writing</li> <li>teach spelling strategies to spell new words</li> <li>teach some planning strategies</li> <li>show how sentences are linked to form cohesive paragraphs</li> <li>introduce proofreading and encourage students to use it</li> </ul>

### Phase 4

What the student can do	What the teacher can do
<ul style="list-style-type: none"> <li>use writing forms to suit purpose and audience</li> <li>write in a range of forms including stories, letters and non-fiction reports</li> <li>begin to group related ideas into paragraphs</li> <li>begin to use subject specific vocabulary</li> <li>punctuate simple sentences correctly</li> <li>use a proofreading guide or checklist to edit her own or her peers work</li> <li>use some strategies to plan and revise his/her own work</li> <li>show use of an increasing number visual patterns and meaning-based strategies in their spelling</li> </ul>	<ul style="list-style-type: none"> <li>provide opportunities for reading and writing</li> <li>teach students how to write narrative and informational texts</li> <li>teach use of organizational markers like topic sentences, paragraphs and headings and titles</li> <li>encourage students to use linking words</li> <li>teach revising, editing and proof-reading skills</li> <li>teach the conventions of language (grammar, punctuation and spelling) in the context of the writing</li> </ul>

## Phase 5

What the student can do	What the teacher can do
<ul style="list-style-type: none"> <li>• select texts to suit purpose and audience</li> <li>• write topic sentences and develop cohesive paragraphs</li> <li>• organize paragraphs logically</li> <li>• use a variety of simple and compound sentences</li> <li>• use a range of words to help convey clear meaning</li> <li>• edits during and after writing</li> <li>• use conventional spelling almost exclusively</li> <li>• employ a range of spelling strategies</li> <li>• use conventions and patterns of standard English.</li> </ul>	<ul style="list-style-type: none"> <li>• discuss the effect of context, audience and purpose of written text</li> <li>• extend the students' knowledge of written text</li> <li>• continue to work on vocabulary development strategies</li> <li>• encourage use of a range of spelling strategies</li> <li>• demonstrate conventions of standard English</li> </ul>

## Strategies and Approaches for Writing

**Guided Writing** – Guided Writing is an instructional procedure by which the teacher guides a group of writers through the whole writing process. This includes brainstorming, drafting, revising, and editing. These steps flow together, with the teacher moving from one step to the next, teaching the specific skills required. It allows students to consider audience, purpose and topics as well as helping them to focus on conventions such as spelling, punctuation, standard usage and handwriting.

**Handwriting** – Handwriting is a functional tool for writers. Practice in handwriting must be integrated with daily classroom activities. When students begin to print, the letter size is often large and out of proportion. As the small muscles become more refined, and with practice, handwriting becomes more uniform. Model good print handwriting when making labels and charts and during shared writing. Use mini-lessons to focus on individual letter formation, directionality, spacing, grip, and when to use upper case and lower case letters. Provide models for students to follow – letter strips on the corner of students' desks are helpful for emergent writers.

**Journal Writing** – Journals are notebooks in which students record their personal reflections to, questions about, and reflections on what they have read, viewed, listened to, and discussed. They also record strategies they use when taking part in these activities. Teachers can display a list of possible starters for beginning readers. E.g. Today we read about..... I was surprised when..... I predict that..... The story reminds me of the time..... I like the part..... One question I have is.....

- Dialogue Journals are notebooks in which the teacher and student participate in weekly written communication about books the students are reading. Students are highly motivated to participate when teachers responds to what they have written. These journals also provide a good opportunity for teachers to model writing skills.

- Double-entry journals are divided into two columns. Students write a passage, phrase or word from the text that had some impact on them. This is written in the left column. In the right column, students write their opinions or feelings about their selected passage, phrase or word.

**Letter Writing** – One of the simplest things for students to write is a letter to someone they know. Writing letters helps students develop skills in: sharing information and ideas, practising cursive writing or computer skills, talking, planning, spelling and structuring sentences. Letter formats can be demonstrated and put on a chart.

**Narrative Writing** – Story doesn't necessarily mean fiction. Students appear to more readily write from life experiences, so teachers can help them shape their ideas. Beginning writers can: draw pictures or characters they will be writing about, create story maps as a plan for writing, pattern their writing around a story they like or use a format of a story, fable, poem, picture book or pop-up book to structure their story.

**Poetry** – Poems start with a feeling, and an image is a powerful way to convey feeling. The most effective way to get students writing poetry is to read poetry to them daily. They will pick up the rhythm, cadence and pattern automatically.

- Shape Poetry – Words are arranged in the shape of a topic. E.g. A poem about apples is set inside an apple shape. Start with simple shapes. Shape poems can be a collection of words about a subject, or can be written in free verse in the shape of the object.
- Formula Poems – Comments are made on the following: “I wish...” “If I were...” “I used to be...” Wishes make very good early writing assignments. They engage students' imaginations quickly. They may choose any of their wishes and expand on the ideas in several lines.
- Three-Word Model – Ask students to make a three-word poem with the following pattern

Noun (subject) _____	Seals	Snow
Verb (action) _____	Swim	Swirls
Adverb (how) _____	Silently	Softly

To give the verse a unifying thread through sound, have each of the three words start with the same letter.

- Acrostic Poems – In an acrostic poem, a word is written vertically down the left hand margin of the paper. Each line then starts with a word beginning with the designated letter. Acrostic poems using students' names can be self-portraits. Acrostic poems can be made from and word ideas, such as sports, characters in books, seasons, insects or practically anything. Here is an acrostic poem about winter:

**W**ild wind blowing  
**I**n the night  
**N**ever stopping  
**T**oes frozen  
**E**ars and hands  
**R**ed from cold

**Shared Writing (Parallel or Model Writing)** – Shared writing involves students in generating ideas for writing such as a language experience chart or a collaborative letter of thanks. For shared writing the teacher is the scribe. The teacher discusses and takes suggestions from the students on what to write. It is a time to explore how grammatical features are used to transform sentences, to reread constantly and cumulatively to gain a flow, to encourage use of capital

letters and full stops, use questions to seek information from the students, make deliberate errors from time to time in order to focus on them.

**Similes** – Similes are comparisons made between two subjects using the word, “like”. Similes are often used in poetry. E.g. The wind is like a raging bull. It charges at my window.

**Think Alouds** - A good form of demonstration is the think-aloud. Reading part of a text and reflecting out loud, or thinking out loud when writing, shows students that adults also need support and time to reflect. The goal is to develop in students the methods and habits used by good readers and writers to become self-monitoring and independent.

**Writing Frames** – When students are at the early and emerging stages of writing in a particular genre it is helpful for the teacher to provide a writing frame in the form of the genre with key words beginning the sentences which the students complete.

### **Introduction to Working with Words**

All students need to control written language’s visual, sound, meaning, and grammatical structures to become effective readers and writers. This guide presents three interactive teaching areas to help students acquire the necessary skills:

High-frequency words (the most commonly used words in the English language)

- Word-solving and building (word patterns used to analyze words when reading and construct words when writing)
- Language predictability (predictable structures and context of written language, visual sound cues, clusters of words and their meanings)

Each of these areas works with the others to build knowledge about how the visual-sound system works in language. Students need to build fluency in reading and spelling by recalling recurring words they encounter daily (high-frequency words), and they need to be able to analyze less familiar words (word solving and building). They also need to check their word predictions with structure and meaning in written language and context cues to clarify word meanings (language predictability).

Students should receive daily explicit, systematic instruction in one or more of the following as appropriate:

- phonemic awareness, students are taught the sounds of the language;
- phonics instruction, students receive instruction in letter/sound matching;
- blending and segmenting sounds, and decoding;
- grapho-phonics instruction, students learn to use letter/sound correspondence to write;
- syntactic, students learn word patterns and spelling, prefixes, suffixes, root words, etymologies; and
- vocabulary, students learn word meanings, analogies, usage, and cognates.

### **Strategies and Approaches for Working with Words:**

**Alphabet Activities** – Research makes it clear that reading and writing requires alphabet knowledge. As the students’ knowledge of the alphabet builds, so does their understanding of sounds.

- **An Illustrated Alphabet** – As a whole class, make an illustrated alphabet. It can be themed, such as fairy tale pictures, or pictures that correspond with the theme students are studying. Display the completed work at students’ eye level for easy reference.

- Grandmother Went to Market – Students sit in a circle. One student begins by saying “Grandmother went to market and asked for an apple.” The second student repeats this and adds another word that starts with the letter “a”. When students can no longer remember all the “a” items, begin with “b”.
- Sing Alphabet Songs.

**Chunking** - Chunking is the grouping of words in a sentence into short meaningful phrases (usually three to five words). This process prevents word-by-word reading, which can cause lack of comprehension, since students forget the beginning of a sentence before they get to the end (Casteel, 1988). Smith (1982) assessed chunking as the largest meaningful combination of units that can be placed in short-term memory. Studies indicate that the presentation of “chunked” material separated into meaningful related groups of words improves the comprehension of some readers, most noticeably those readers who are classified as poor or low-ability readers (Casteel, 1989).

- Chunking is a procedure of breaking up reading material into manageable sections. Before reading a “chunk” students are given a statement of purpose, which guides them to look for something specific in the text. This process is repeated until students complete the passage.
- For checking comprehension: once students have read a passage they are asked to close their books and pretend they are teachers. They are to ask questions relating to what they have read. After a while, the teacher reverses the roles having students answer comprehension questions (Bondaza, 1998).
- Excessive chunking (chunk’s chunks) may hinder text comprehension. A misapplied segmentation strategy causes slower reading (Keenan, 1984).
- Extreme variability in line length may slow reading by disrupting the rhythm of eye movements (Keenan, 1984)

**Exclusion Brainstorming** – The teacher writes a number of words relating to the subject or reading topic along with words that are not related. Students are asked to circle the words they think are related in meaning to the topic.

**High-Frequency Words** - Rapid recognition of high-frequency words during the primary grades forms the foundation of fluent reading. It is an important step. Those readers who can quickly recognize the vast majority of words in texts become more proficient readers. Although many of them carry little meaning, they affect the flow and coherence of text.

Most of the high-frequency words do not have meaning in and of themselves, and thus they must be introduced in context. This helps to provide a frame for the word, especially if the word is a function such as “the”, “and”, or “of”, which does not have a meaning when alone. For example presenting a sentence “I want a glass of water” provides a structure for “of” which will help students make an association – “of water”. The associations are extremely important in helping students to remember the word “of”. When presented alone, “of” will be forgotten more easily.

High-frequency words are no-excuse words. Children need to be taught these words intentionally and with explicit instruction. It is very important that every child be able to read, spell and write these words accurately. To provide opportunities for solid learning by students, it is recommended that special attention be given to approximately five high-frequency words a week.

A Word Wall at the beginning of the year will contain only the large alphabet letters. As words receive special focus in the classroom, they are placed on the Word Wall by the first letter. Review the words from the PP and Class I list and put them on the Word Wall.

## High-Frequency Word Practise:

1. Introduce each word by writing it on the Word Wall, saying it, spelling it and saying it in context. *Above – a-b-o-v-e- The clock is above the door.* Have students say it, spell it, point to it, clap once for each letter and say “*A-b-o-v-e spells above.*”
2. Have students read each new word together, clapping or chanting a few of them. Write cloze sentences on the chalkboard and tell students that one word fits into each sentence. Have students chorally read the sentences the second time. Students can make up cloze sentences of their own and share with each other.
3. Use Word Wall words during Modelled Writing. Select a topic and demonstrate with “think alouds” how to examine the Word Wall for needed words.
4. Bingo – Provide a 16-square piece of paper for each student. Have them write each of the new words in a square. Select the rest of the words from the Word Wall and write them in the remaining squares. Draw words out of an envelope and have students mark the words with counters.
5. Select a Word Wall word and use the rime of the word to make new words with the same spelling. e.g. select “best” and try to make up five words that rhyme such as, test, nest, rest, and chest. If you cannot make up five words you lost the game and the class wins.

Work through other words with the class supplying the rime words. Invite students to work in pairs using Word Wall words.

6. Can You See What I See? Draw lines on the chalkboard to show the number of letters in the word. e.g. For “every” write \_ v \_ \_ \_ Insert one letter in the correct place and have students guess your word. Choose a word with only one possible answer at first. Students can work in pairs to play the same game.
7. During the school day when students are lined up for any reason, for example, recess, home time, assembly, etc., focus on the words of the week. Point to the words and have them spell and say the word chorally.
8. Break Me Up – Draw four columns on the chalkboard like this:

First Consonant	Rest of Word	Word Wall Word	New Words
R	ain	rain	plain train pain Spain gain

Verbally break a couple of words into onset (first letter or blend) and rime (the rest of the word) Write the first consonant in the first column and the rest of the word in the second column, the whole word in the third column and words of the same family in the last column. Follow the procedure for other words.

9. What’s In My Mind? Once there are a number of words on the Word Wall, select one word and provide one clue at a time for students. The clues start generally and narrow down so the last clue leads to the word. Examples:
  - My Word is on the Word Wall
  - My word has three letters.
  - My first letter is a vowel (add, any, end, own)
  - The vowel is “a” (any add)
  - My word fits this sentence: Please \_\_\_\_\_ salt to my soup (Answer: add)

10. Write simple poems and stories on chart paper and ask students if they can see any Word Wall words in them.
11. I Think I Can Make a Sentence – Challenge students to make sentences from selected words from the Word Wall. e.g. *“I am thinking of the word “father” and the word “eat”. I could say “Father will eat today”.* Have students select their own words and challenge each other to make sentences.
12. Provide additional practice using individually given, timed speed drills and daily review. Select a few words to test students on, write them in random order on a sheet, and then have students read as many words as they can in one minute. Mark on a copy of drill sheet the words they mispronounce. Allow students additional opportunities to improve their speed drill times. Practice these words on a daily basis using word games and contests. High-frequency words should not be taught in abundance. If the list is plenty, the words should be spread over the stipulated period of time.

**Making Words using Manipulative Alphabet Cards** – Provide each student with sets of Manipulative Alphabet Cards (see Appendix). Words may be built on the tops of desks or tables. State the number of letters in the word. Then say the word and put it in a contextual sentence. Students find the letters and display it on their desk. E.g. *We are going to make a two letter word. The word is “an”. I am eating an apple. Make the word. Say the word slowly a-n. Now, take out the letter “a” and add the first letter to make the word “in”.* Continue to work through selected words, having students follow the same procedure.

**Phonemic Awareness** – Many students find phonemic awareness (hearing the sounds of words) more difficult than phonic awareness (matching print to sounds). Students can be helped by read-aloud experiences (nursery rhymes and pattern books), and by exploration of pairs of words that share the same sound.

**Sentence Structure** – This strategy involves helping students come to an understanding of sentence structure by experimenting with meaningful sentence changes based on familiarity with sentence structure. It will help them understand that writing is improved through a choice of varied sentence structures. Begin the activities by brainstorming alternative or additional words to use in a sentence.

1. Transforming sentences – I saw a green bug, I saw a green dinosaur, I saw a brown dinosaur, I heard a brown dinosaur.
2. Expanding sentences by Addition – I saw a green bug, I saw a big, green bug, I saw a big, green bug on a leaf, On Friday, I saw a big, green bug on a leaf.
3. Transforming and Expanding Sentences – I saw a green bug, I saw a big, green dinosaur, I saw a big, green bug and a dinosaur.
4. Combining Sentences – I went out for a walk on Friday. I saw a green bug. It was on a leaf. When I went out for a walk on Friday, I saw a green bug on a leaf.

**Spelling Strategies** – A major key to helping students develop success in spelling is to assist them in developing a variety of spelling strategies. These include: sound-based strategies, visual strategies, meaning strategies and using dictionaries and other spelling resources. Helping students discover and explore spelling patterns is an important way to help them develop as writers. There are three categories: sound patterns (e.g. vowel patterns such as long and short vowel sounds), function patterns (e.g. plurals, possessives, contractions, ed as past tense marker), and meaning patterns (e.g. root words and prefixes and suffixes).

### Teaching Approaches to Sounds

There are several different methods for teaching phonics. The suggested strategies for teaching and learning phonics in this guide draw more heavily on the use of one of these methods, synthetic phonics.



Teachers may find, however, that it is useful at different points in their teaching to draw on two other methods, that is, analytic phonics and analogy phonics, depending on the instructional purpose and context.

- **Synthetic phonics**

Synthetic phonics uses a part-to-whole approach that teaches students letter-sound (grapheme-phoneme) relationships in a clearly defined incremental sequence. Students are taught small groups of letter sounds during short, brisk daily sessions so they can begin blending (synthesising) when reading and segmenting letter sounds in words when spelling.

For example, after being taught the letters and sounds /s/ /t/ /o/ /p/ students can be supported to blend these letter sounds to read words such as stop, top, pot. When blending it is important to emphasise the initial, medial and final sounds. As well, students can segment the sounds in these words to write them.

- **Analytic phonics**

Analytic phonics teaching starts at the word level. Students are taught to analyse letter-sound relations once a word is identified.

- For example, a teacher might write the letter p followed by several words: put, pig, pen, play. The teacher helps students read the words by noting that each word begins with the same sound that is associated with the letter **p**.

- **Analogy phonics**

Analogy phonics teaches students to use parts of written words they already know to identify new words.

For example, with the word 'tent' the onset is 't' and the rime is '-ent'. Students are taught to take the rime '-ent' and blend it with new onsets, e.g. *r-ent, b-ent, s-ent*.

- **Picture sorts:** Pick two consonants that look and sound very different from each other, e.g.: *r, s*. Introduce a key word and picture for each letter, e.g.: *r - rainbow; s - snake*. Provide many pictures of objects that begin with r and s (*the pictures should be only those that the children can name*). Have the children work in groups/pairs/individually to line up the pictures beginning with the same letter as the key picture under it. As they place each picture under its corresponding key picture, have students repeat the letter sound.

- **Modified cloze:** a modified cloze is a sentence or phrase that has certain letters, word parts, or whole words deleted for the students to complete. The letters or word parts may be listed below the blanks as clues for students to use. Use a modified cloze activity in the morning message or any other writings.

Eg: *Today is\_oday. It is\_unny.*

(s M) .

Initially, work with the class to complete a modified cloze as a shared reading and interactive writing. Read through the sentences and have students predict the missing letters and sounds.

As the year progresses, have students attempt the exercise orally, with a partner or independently.

- **Letter Masking:** When reading through a Big Book or chart, mask a few initial consonants and have students predict what they will be.

E.g. I (l)ike potatoes. (cover the l)

Encourage students to explain their prediction (eg: *I think the word is 'like' because..*). Remove the covering and ask the students to verify their predictions.

**Vocabulary Knowledge** - All readers encounter words they do not know; strong readers have strategies for figuring out what to do with them; they use any or all of the following strategies when they encounter an unknown word:

- Skip it and read on
- Re-read
- Think about what they are reading
- Sound it out to see if it is a word they know
- Look at the headings and subheadings of the text
- Guess at what type of word would go there, such as a noun or an adjective
- Associate the parts of the word (prefixes, root words, suffixes) with words they know

Contextual Redefinition is a strategy that helps students acquire the ability to use context and structural analysis to figure out the meanings of unknown words. One important element in this strategy is the teacher modelling or thinking out loud about how to figure out the meaning of the word. This can be done by sharing the associations that come to mind when using structural analysis.

Structural or morphemic analysis simply means using the prefixes, root words, and suffixes to associate with other meaningful word parts. Putting context together with structural analysis is a very powerful strategy for figuring out the meanings of unknown words.

Students should complete the following steps to practice the strategy:

Step 1: Identify Unfamiliar Words.

Step 2: Guess Word Meanings.

Step 3: Refine Guesses.

Step 4: Verify Meanings. Have students look for the word in the dictionary or glossary to verify the meaning.

Step 5: Read the Text.

Step 6: Confirm the Meaning of the Word with the Context Given in the Text.

By this time, students should have seen this word in context a number of times and be able to confirm the correct meaning of the word as used in the text.

**Word Chain Game** – Let students have a sheet of chart paper to work in groups or pairs. They begin with one word, writing it on the paper. The second word must begin with the last letter of the first word. That word is connected to the first word in a stair-step chain. The challenge is to see how long they can make the chain.

E.g. **car --- rat – tyre – eat -- team**

**Word Families** – Word families are words with the same patterns and ending sound, often called rimes. Rimes include short and long vowels, diphthongs (e.g. “oa” “ou”), r-controlled vowels (e.g. “ar”, “er”, “ir”, “or”, “ur”), and vowels affected by “l” (e.g. “all”, “tall”), “lk” (e.g. talk, walk), “w” (e.g. paw, saw) and “u” (e.g. because, maul). The beginning letters of single syllable words are called onsets. E.g. for the word “ball”, the onset is “b” and the rime is “all”. Onsets can also be blends (“br”, “sl”, “str”) and digraphs (“ch”, “ph”, “sh”, “th”, “wh”). (See Appendix for a sample list of onsets and rimes).

**Word Study** - The following sequence is adapted /suggested by Wiley Blevins (Teaching Phonics and Word Study). This can be used with vocabulary words or high-frequency words.

- State aloud the word and use it in a sentence.
- Write the sentence on the board. Underline the word and read it aloud.
- Discuss the word and mention any special features it contains.
- Have the children spell aloud the word as you point to each letter.
- Have the children write the word.
- Have the children spell aloud the word again as they write it on a piece of paper.
- Finally write it on a note card and display the note card on the word wall for future reference when reading or writing. Organize the words according to common spelling patterns.

**Word Wall** – A wall-sized classroom resource of words is helpful for students as a readily accessible reference. Word Walls are placed on walls that are in clear view of the students. At the beginning of the year, arrange large alphabet letters, in alphabetical order, on the wall. As high-frequency words receive special focus in the classroom, they are placed on the Word Wall.

Challenge words, topical words and vocabulary words should be placed on separate charts and placed in another segment of the classroom. Vocabulary words can be categorized and placed on charts according to features such as, compound words, root words, rhyming words, plurals, same vowel sound, two-, three-, eight-, and twelve- letter words, silent letters, double letters, endings, contractions or themes.

## Graphic Organizers

Graphic Organizers make a visual relationship between ideas. The function of an organizer is to provide a scaffold for new ideas by activating relevant prior knowledge.

**Character Mapping**- A character map allows students to focus on one person in a story, exploring various character traits and events involved. The character's name is written in a box at the centre of a page with lines leading to other boxes radiating out from it. As the personality of the character is revealed in a story, words are written in the boxes. From the outlying boxes, other lines can be drawn to further boxes, stating the details relating to the character trait. e.g. The character's name could be Sammy, which is written in the centre of the page. Sammy may be lonely, so the word 'lonely' is written in an outlying box. As the story unfolds, it may be discovered that he is lonely because no one lives with him. The words "no one lives with him" are written in a box connected with the "lonely" box, etc.

**K-W-L Chart** – The Know-Want to Know-Learned chart has three columns and is used to focus on learning. Prior to the study of a certain topics or reading an informational text, ask students to relate what they already know about the subject, writing it in the first column of the chart under the "K". Ask students what they want to know about the subject and write their questions in the second column under the "W". After the study is complete, return to the chart and write what they learned in the third column under the "L".

**Mind Maps** – Mind Maps are visual tools that enable learners to make connections among ideas and concepts, assisting the learner in seeing relationships and patterns in thinking. The structure of the Mind Map is similar to the way the brain sorts and stores information.

### Components of a Mind Map

1. Images – a mind map has a central image that represents the main topic of the map.
2. Lines – Lines radiate like branches from the central image. They create connections between related concepts.
3. Words – One or two words are usually written on the connector lines in order to identify key concepts or ideas.
4. Colour – As mind maps usually include a variety of subtopics, colour can help organize the map and make it easier to read. Similar ideas or themes may be connected using the same colour for lines and/or words.

**Semantic Webs** – Beginning with a central idea, a semantic web is used to extend knowledge and ideas in graphic form. A web may be used before a topic to surface and extend and clarify prior knowledge, and during and after a topic to include and check new learning.

**Story Mapping** – Story Maps are maps constructed to show a sequence of events and to identify particular excerpts from the story. e.g. After reading Little Red Riding Hood, younger students can draw the actual house she lives in, the road to the grandmother's through the forest, the woodcutter, the wolf behind a tree and ending at the grandmother's house. Older students can construct a story mapping pyramid or sequence chart to show the sequence of events.

**Venn Diagrams** – A diagram consisting of two intersecting circles to visually represent similarities and differences between texts, characters, etc.

### Introduction to Genres

Each genre of literature follows rules governing the format, the language patterns, and the effect on the reader. The following chart displays the standard genres and some of their features.

<b>Narrative</b> - descriptive language, sequence of events, wide range of words, imagery, dialogue used, details enhance story. Fairy tales, folk tales and fables fit into this category.	<b>Recount</b> - retelling a personal experience, series of chronological events, past tense, action words, a summary at the end.
<b>Script</b> - list of characters, pattern to writing, all told in dialogue and actions, actions in brackets, character's name beside dialogue.	<b>Poetry</b> - rhythmical, metaphors, similes, images, stanzas, condensed language, has structure, often read aloud.
<b>Procedure</b> - how to., present tense, action verbs begin sentences, step-by-step method.	<b>Report</b> - description, action verbs, present tense, organization of knowledge.
<b>Explanation</b> - non-human topic, definition states what it is, description, where it is used, ending sentence summarizes.	<b>Exposition</b> - argument using relevant information, evidence stated, logical sequence of events, states a position, restates points.

## Questioning Techniques

**Effective Questioning** - Learning springs from curiosity, from the need to know. Effective teaching depends upon recognizing that effective learning takes place when students are engaged in active participation. Questions from both teachers and students on many levels have the power to generate vivid ideas, spur the imagination and provide both teacher and student with shared, creative learning experiences. Bloom's Taxonomy, which follows, is a guide for the development of thinking skills.

1. Knowledge – recalling what we already know.
2. Comprehension – demonstrating what we understand.
3. Application – applying what we know to other situations.
4. Analysis – reasoning our ideas into logical patterns.
5. Synthesis – constructing new ideas from what is known.
6. Evaluation – judging what is implicit in our thinking.

From Bloom's Taxonomy, a classification of questions by general function has been developed for younger students. The classification has three broad categories, each with a specific intention. All levels of questioning should be employed in the classroom.

### 1. “Right there” questions (Literal)

- The answer is stated explicitly in the text and is easy to find because the words in the question match the words in the answer. The question draws out what is already known.
- Often begin with what, who, when, where.

### 2. “Think and search” Questions (Inferential)

- The answer is in the text but not stated explicitly and the reader may have to read several paragraphs to relate information. These questions shape understanding and allow students to sort out, elaborate and express how they are thinking.
- Fills out what lies between the facts. How do you know..? What do you mean by...? Can you put it another way?

### 3. “On my own” Questions (Critical)

- The answer is inside the reader's head; student needs time to think.
- Challenges existing thinking and encourages reflection. What would you do if..? I wonder what would happen if ...? Does it matter if...

## How to use Teacher's Guide

It is important that teachers read the first pages of the guide carefully. The information in these pages will explain the expectations for each of the literacy strands – Listening and Speaking, Reading and Literature and Writing. They will also explain a variety of approaches for teaching literacy skills. These approaches will be referred to in the lesson plans.

The Class I guide has been organized around six units of five weeks each. The main criteria used for selecting the materials for each unit was the opportunities provided to teach reading strategies on text of increasing difficulty. The second consideration was to provide opportunities to teach and practice the use of those English structures needed for daily activities and for social conversations. Three themes were identified for Class I :

1. Myself
2. My Community
3. Food and Drink

These themes have been interwoven throughout the units.

The material to be covered in each unit has been broken down into weeks. All the activities in each weekly plan are important and should be completed. The teacher, however, in making her daily plan will decide in which order the activities are presented. It is important that the time considerations given for each of the literacy strands- Listening and Speaking, Reading and Literature, and Writing – are reflected in the daily plan (these time considerations are outlined in the introduction of the text). As much as possible, activities from each of the strands should be included in a balanced manner. For example, in planning activities centred on a particular text, the teacher may choose to do a Read Aloud activity on one day, a Shared Reading activity the next day, and an Independent Reading activity on the third day. In the same way, writing and workbook activities may be interspersed with reading activities over several days.

To facilitate planning and to indicate the links among Listening and Speaking, Reading and Literature, and Writing activities, the teacher will find all the activities for these strands listed together to form the weekly plan. It is strongly recommended that the English instructional time each day be kept as a 40 minute block wherever possible and not be divided into smaller segments. This will allow for the integration of Listening and Speaking, Reading and literature, and Writing activities.

Each activity in the manual has been linked to the learning objectives in the English Curriculum Framework. Rather than write the objectives every time they are mentioned, we have indicated the objective number. These numbers can be referenced to the list of objectives at the front of the guide. Where applicable, we have also indicated directly below the objectives any key learning areas to be taught. These leaning areas are written in italics. Several reading approaches, such as Read Aloud, Shared Reading, and Independent Reading have also been included in the activities. These approaches have been defined and explained at the beginning of the guide.

We hope the format of this guide will be helpful to the teachers as they plan for daily instruction.

## CLASS I OVERVIEW PLAN

UNIT ONE					
Theme	Week	Activities	Rhyme	Main Text	Supplementary Reader
<b>MYSELF: Classroom Organisation</b>	<b>1</b>	Start a Book Corner Display high frequency words from PP <ul style="list-style-type: none"> <li>Revision of alphabet sounds</li> <li>Reading and spelling CVC list words (list 1)</li> </ul> Phonic story reading and rewriting ( <i>Pema ran</i> )	<ul style="list-style-type: none"> <li>Where is 'Tashi'? (from PP Anthology)</li> <li>Where is 'Thumbkin</li> <li>Manners</li> </ul>	Suggestion: Teachers could use some books from the Library	
	<b>2</b>	Display Weather Chart Organize word wall <ul style="list-style-type: none"> <li>Revision of alphabet sounds</li> <li>Reading and spelling CVC list words (list 2)</li> </ul> Phonic story reading and rewriting ( <i>Yum, Yum, Yum</i> )	How nice I am	<b>Look for me</b> (Big Book)	
	<b>3</b>	<ul style="list-style-type: none"> <li>Revision of alphabet sounds</li> <li>Reading and spelling CVC list words (list 3)</li> </ul> Phonic story reading and rewriting ( <i>Pema likes red</i> )	<ul style="list-style-type: none"> <li>The Colour Song (from PP Anthology)</li> <li>Ten Little mice</li> </ul>	<b>Look for me</b> continues	<b>Bruno Gets Lost</b>
	<b>4</b>	<ul style="list-style-type: none"> <li>Revision of alphabet sounds</li> <li>Reading and spelling CVC list words (list 4)</li> </ul> Phonic story reading and rewriting ( <i>Dama</i> )	<ul style="list-style-type: none"> <li>Head and Shoulders (from PP Anthology)</li> <li>I wiggle</li> <li>Ten Little fingers</li> </ul>	<b>Look for me</b> continues	Read any text
	<b>5</b>	<ul style="list-style-type: none"> <li>Body parts</li> <li>Revision of alphabet sounds</li> <li>Reading and spelling CVC list words (list 5)</li> </ul> Phonic story reading and rewriting ( <i>Nima and his cat</i> )	<ul style="list-style-type: none"> <li>Ten Little fingers</li> <li>Hands</li> <li>I use my brain</li> </ul>	<b>The school</b>	<b>My First day at Pre-School</b>
	<b>6</b>	<ul style="list-style-type: none"> <li>Prepare and play the game 'Through the Peephole'</li> <li>Revision of alphabet sounds</li> </ul> Phonic story reading and rewriting ( <i>Dema's Pet</i> )	If you are happy and you know it-alphabet	<b>The school</b>	



UNIT TWO					
Theme	Week	Activities	Rhyme	Main Text	Supplementary Reader
MYSELF	1	Express purpose (classroom object and body parts) • Revision of alphabet sounds • Introduce new sound /sh/( blending & segmenting • Reading and spelling /sh/ list words (list 1) Phonic story reading and rewriting ( <i>The shut shop</i> )	Days of the week (from PP Anthology)		Cats
	2	Days of the week Can tell time • Revision of alphabet sounds & phonic sound /sh/ • Introduce new sound /ch/( blending & segmenting) • Reading and spelling /ch/ list words (list 2) Phonic story reading and rewriting ( <i>Choki and Chim</i> )	• Washing • Here we go around the Mulberry brush from PP Anthology • Start the Day with a Smile	What time is it, Momo?	Let's Go camping
	3	• Revision of alphabet sounds & phonic sounds / sh/, /ch/ • Introduce new sound /th/( blending & segmenting) • Reading and spelling /th/ list words (list 3) Phonic story reading and rewriting ( <i>Dema's Maths</i> )		What time is it, Momo? continues	
	4	• Revision of alphabet sounds & phonic sounds /sh/, /ch/ /th/ • Introduce new sound /wh/ (blending & segmenting) • Reading and spelling /wh/ and /w/ list words (list 4) Phonic story reading and rewriting ( <i>The whip</i> )	Dorji's gho (from PP Anthology)	What time is it, Momo? continues	A Dress up Day
MY COMMUNITY	5	Places and objects in and around the school • Revision of alphabet sounds & phonic sounds /sh/, /ch/, /th/, /wh/ • Introduce new sound /qu/ (blending & segmenting) • Reading and spelling /qu/ list words (list 5) Phonic story reading and rewriting ( <i>The queen and the quilt</i> )		Momo and the bananas	
	6	Clothes • Revision of alphabet sounds & phonic sounds / sh/, /ch/, /th/, /wh/, /qu/ • Reading and spelling /sh/, /ch/ and /th/ list words (list 6)	Hurry hurry drive the truck	Momo and the bananas continues	

UNIT THREE					
Theme	Week	Activities	Rhyme	Main Text	Supplementary Reader
MY COMMUNITY	1	Occupation/ services <ul style="list-style-type: none"> <li>• Revision of alphabet sounds and phonic sounds learned</li> <li>• Introduce new sound /ck/ (blending and segmenting)</li> <li>• Reading and spelling /ck/ list words (list 1)</li> </ul> Phonic story reading and rewriting ( <i>A stack of food</i> )		Work	Any suitable text
	2	Occupation/ services continue <ul style="list-style-type: none"> <li>• Revision of alphabet sounds &amp; phonic sounds learned.</li> <li>• Reading and spelling /k/, /ck/ list words (list 2)</li> </ul>		Work continues	Pepper goes to the Doctor
	3	Domestic animals <ul style="list-style-type: none"> <li>• Revision of alphabet sounds &amp; phonic sounds learned.</li> <li>• Introduce new sound /ee/ (blending &amp; segmenting)</li> <li>• Reading and spelling /ee/ list words (list 3)</li> </ul> Phonic story reading and rewriting ( <i>The Queen Bee</i> )	Moo	Occupation	Let's go to the farm
	4	<ul style="list-style-type: none"> <li>• Revision of alphabet sounds &amp; phonic sounds learned.</li> <li>• Introduce new sound long /oo/ (blending &amp; segmenting)</li> <li>• Reading and spelling /oo/ list words (list 4)</li> </ul> Phonic story reading and rewriting ( <i>Food in the Zoo</i> )	Mary had a little lamb	Occupation continues	
ANIMALS	5	<ul style="list-style-type: none"> <li>• Revision of alphabet sounds &amp; phonic sounds learned.</li> <li>• Introduce new sound short /oo/ (blending &amp; segmenting)</li> <li>• Reading and spelling /oo/ list words (list 5)</li> </ul> Phonic story reading and rewriting ( <i>The good cook</i> )	Monkeys in the Tree	Twelve Animals of Bhutan	Chicken Licken
	6	<ul style="list-style-type: none"> <li>• Revision of alphabet sounds &amp; phonic sounds learned.</li> <li>• Reading and spelling /ck/, /ee/, /oo/ list words (list 6)</li> </ul>		Twelve Animals of Bhutan continues	

UNIT FOUR					
Theme	Week	Activities	Rhyme	Main Text	Supplementary Reader
ANIMALS	1	<ul style="list-style-type: none"> <li>Revision of alphabet sounds &amp; phonic sounds learned.</li> <li>Introduce CCVC words (blending &amp; segmenting)</li> <li>Reading and spelling CCVC list words (list 1)</li> </ul> Phonic story reading and rewriting ( <i>A frog and a grub</i> )	Creepy mouse	Twelve Animals of Bhutan continues	Let's go fly a kite
	2	<ul style="list-style-type: none"> <li>Revision of alphabet sounds &amp; phonic sounds learned.</li> <li>Cont. CCVC words (blending &amp; segmenting)</li> <li>Reading and spelling CCVC list words (list 2)</li> </ul> Phonic story reading and rewriting ( <i>Ugma's trip</i> )		The Elephant's trunk	Goldilocks and the Three Bears
	3	<ul style="list-style-type: none"> <li>Revision of alphabet sounds &amp; phonic sounds learned.</li> <li>Introduce CVCC words (blending &amp; segmenting)</li> <li>Reading and spelling CVCC list words (list 3)</li> </ul> Phonic story reading and rewriting ( <i>The Tent in the wind</i> )		The Elephant's Trunk continues	
	4	Food and Drinks: Identify common vegetables and fruits <ul style="list-style-type: none"> <li>Revision of alphabet sounds &amp; phonic sounds learned.</li> <li>Cont. CVCC words (blending &amp; segmenting)</li> <li>Reading and spelling CVCC list words (list 4)</li> </ul> Phonic story reading and rewriting ( <i>A Skunk's hunt</i> )	<ul style="list-style-type: none"> <li>Good Food Song from PP Anthology</li> <li>Flying Man</li> </ul>	At the market	
	5	Food and Drinks Cont. <ul style="list-style-type: none"> <li>Revision of alphabet sounds &amp; phonic sounds learned.</li> <li>Cont. CVCC words (blending &amp; segmenting)</li> <li>Reading and spelling CVCC list words (list 5)</li> </ul> Phonic story reading and rewriting ( <i>A fresh plump plum</i> )	<ul style="list-style-type: none"> <li>Drinks</li> <li>Breakfast, Lunch</li> </ul>	At the market continues	Any suitable book/text from the library
	6	Name common foods <ul style="list-style-type: none"> <li>Revision of alphabet sounds &amp; phonic sounds learned.</li> <li>Re-emphasize CCVC &amp; CVCC words (blending &amp; segmenting)</li> <li>Reading and spelling CCVC &amp; CVCC list words (list 6)</li> </ul> Phonic story reading and rewriting ( <i>Daza's bump</i> )	<ul style="list-style-type: none"> <li>Mixed the pancake</li> <li>Row your boat</li> </ul>	What am I?	

UNIT FIVE					
Theme	Week	Activities	Rhyme	Main Text	Supplementary Reader
ANIMALS	1	Food they like and dislike <ul style="list-style-type: none"> <li>Revision of alphabet sounds &amp; phonic sounds learned.</li> <li>Introduce new sound /ar/ (blending &amp; segmenting)</li> <li>Reading and spelling /ar/ list words (list 1 &amp; 2)</li> </ul> Phonic story reading and rewriting ( <i>Karma at the market</i> )		<b>What am I?</b> continues	
	2	Express quantity <ul style="list-style-type: none"> <li>Revision of alphabet sounds &amp; phonic sounds learned.</li> <li>Introduce new sound /or/ (blending &amp; segmenting)</li> <li>Reading and spelling /or/ list words (list 3)</li> </ul> Phonic story reading and rewriting ( <i>The black horse</i> )	<ul style="list-style-type: none"> <li>Apple cake Time</li> <li>Peanut butter and jelly</li> </ul>	<b>Water</b>	
	3	Farming process <ul style="list-style-type: none"> <li>Revision of alphabet sounds &amp; phonic sounds learned.</li> <li>Introduce new sound /er/ (blending &amp; segmenting)</li> <li>Reading and spelling /er/ list words (list 4)</li> </ul> Phonic story reading and rewriting ( <i>My sister's letter</i> )	Washing	<b>Water</b> continues	Any suitable book/text
	4	Water sources <ul style="list-style-type: none"> <li>Revision of alphabet sounds &amp; phonic sounds learned.</li> <li>Introduce new sound /ing/ (blending &amp; segmenting)</li> <li>Reading and spelling /i-ng/ list words (list 5)</li> </ul> Phonic story reading and rewriting ( <i>Fishing can sing</i> )	<ul style="list-style-type: none"> <li>Washing</li> <li>Policeman</li> </ul>	<b>Water</b> continues	
	5	Water source -purpose of water <ul style="list-style-type: none"> <li>Revision of alphabet sounds &amp; phonic sounds learned.</li> <li>Re-emphasize ar, or,er,ing (blending &amp; segmenting)</li> <li>Reading and spelling /ar/, /or/, /er/, /i-ng/ list words (list 1-5)</li> </ul>	<ul style="list-style-type: none"> <li>This is the way we wash our face (from PP Anthology)</li> <li>Time to clean up</li> <li>I love lollipop</li> </ul>	<b>Momo and the leopard</b>	Any suitable book/text
	6	Health and hygiene <ul style="list-style-type: none"> <li>Revision of alphabet sounds &amp; phonic sounds learned.</li> <li>Introduce new sound /all/ (blending &amp; segmenting)</li> <li>Reading and spelling /all/ list words (list 5)</li> </ul> Phonic story reading and rewriting ( <i>A tall wall</i> )			

UNIT SIX					
Theme	Week	Activities	Rhyme	Main Text	Supplementary Reader
	1	<ul style="list-style-type: none"> <li>• Revision of alphabet sounds &amp; phonic sounds learned.</li> <li>• Introduce new phonic sounds /ay/ &amp;/ ai/ blending &amp; segmenting)</li> <li>• Reading and spelling /ay/ and /ai/ list words (list 1,2 &amp; 3)</li> </ul> Phonic story reading and rewriting ( <i>Sedley's train</i> )			
	2	<ul style="list-style-type: none"> <li>• Revision of alphabet sounds &amp; phonic sounds learned.</li> <li>• Introduce new sound /oy/ &amp; /oi/(blending &amp; segmenting)</li> <li>• Reading and spelling /oy/ and /oi/ list words (list 4)</li> </ul> Phonic story reading and rewriting ( <i>Norbu and Penjor</i> )			

## UNIT 1: WEEK ONE

### Classroom Organisation

1. Prepare Children's Attendance board
2. Display high frequency words from class PP on the Word Wall
3. Start a book corner. Display Class PP readers, supplementary readers, and recommended library books in one of the corners of the classroom so that the children have access to books whenever they want.

### [Phonemic lesson overview of the week]

**Daily Activity:** Revision of the alphabet sounds (rather than the letter names).

**Suggested length of time:** 3 minutes every day

**Learning Objectives: Listening and Speaking – 1, 4, 8, 9, 12**

✓ *recall the alphabet sounds with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet sound flashcards within the SSP pack.

**Daily Activity:** Reading and spelling CVC list words

**Suggested length of time:** 10-15 minutes every day

**Learning Objectives:** Reading and Literature- 1, 2, 4, 9, 17 Writing- 2, 6, 8

**sound-out and decode the list words.**

✓ *read the list words automatically (without applying the sounding-out technique).*

✓ *sound-out and spell the list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling based practice with the words of the week.

- Step 1: Read each word on the list, modeling the decoding technique. For example, g-e-t, g-e-t, g-e-t makes the word 'get'.
- Step 2: Call out the words for the students to spell. For example: Spell the word bed, b-e-d. Spell the word bed.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class I, Unit 1 List 1: CVC words (containing high frequency words)

**Phonic story reading & story rewriting** (i.e. 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objective:** Listening and Speaking – 4,9,12 Reading and Literature -3, 4, 8, 9, 10,11, 16, 17 Writing – 1, 2, 3, 6, 7, 12

sound-out the CVC phonic words of focus within the story.

✓ *read the words automatically (without applying the sounding-out technique).*

✓ *read the story with accuracy and fluency.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the CVC words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage will likely occur over 2 days.

**Unit 1 Story titled 'Pema ran' (The stories are included in the guide for teachers/schools to make their own print)**

### **Pema ran**

Pema ran and ran.

Pema ran up a hill.

But Pema had to sit and rest.

In the end, Pema ran to the top.

**Teacher's note:** Use Workbook A page 3 for reading and spelling activities.



## Activity 1

### Learning Objectives: Listening & Speaking 1, 2

- ✓ use words of greeting to greet their teachers and friends
- ✓ respond appropriately when their names are called

The teacher will review the greetings and courtesy taught in class PP.

Make sure that children greet the teachers and friends using language like;

*Good morning/afternoon, sir/madam/miss and use the expressions please and thank you* appropriately.

e.g.

Dorji: Good morning, Class. (enters the classroom)

Children: Good morning, Dorji.

Dorji: Goodbye, Class. (leaves the classroom)

Children: Goodbye, Dorji.

Student: Please may I come in, Sir? or Sir, may I come in please.

Student: Please may I go out, Miss?

Student: Please may I have a ..... , Madam?

Teacher: Yes you may.

Student: Thank you, Sir

Teacher: Tashi (Calls out child's name)

Tashi: Here sir/madam. (if the child is present) 'Not here sir/madam' (the other children respond if the child is absent).

**Teacher's note:** If necessary, practice the greetings and expressions through role-play in which children take turns to say, *Good morning/afternoon, please may I and thank you*

## Activity 2

### Learning Objectives: Listening & Speaking 1,9,12

The students sing the following rhymes and songs from Class PP Anthology.

1. Where is Tashi?
2. Where is Thumbkin?
3. Manners
4. Good Morning

The teacher needs to ensure that the children pronounce the words in the rhymes clearly. The students might need to repeat the rhyme after the teacher in the beginning.

### Activity 3

#### Learning Objectives: Listening & Speaking 1,2

Teacher demonstrates the use of *Excuse me* as a polite way of attracting attention both outside and inside the classroom through the use of flannel board or puppet dialogues.

e.g.

*A: Excuse me, what is your name?*

*B: My name is Pema.*

*A: Excuse me, where is the toilet?*

*B: It is under/beside/in front of the tree.*

*A: Excuse me, is this your pencil?*

*B: Yes, it is/No, it isn't.*

After the demonstration the teacher will divide the class into pairs. Let the pairs practice the dialogue taking turns in asking questions and answering them.

**Teacher's note:** Teacher will use the term '*excuse me*' whenever appropriate as a model.

### Activity 4

#### Learning Objectives: Listening & Speaking 1, 2, 3

✓ *Apologies to the teacher and friends*

Teach children to use the words of courtesy, *I am sorry* in appropriate situations like; when the children are late for class, when they want to ask for clarification and so on.

e.g.

*I am sorry, I am late.*

*I am sorry, I don't understand.*

*I am sorry, I can't hear you.*

### Activity 5

#### Learning Objectives: Listening & Speaking 3

✓ *follow and give instructions related to classroom organisation*

The teacher will demonstrate and encourage the children to follow and give instructions related to classroom organization such as:

*Come here.*

*Pick up the papers.*

*Open the windows.*

*Close the door.*

*Sweep the floor.*

*Empty the dustbin.*

*Clean the board.*

*Arrange the tables and chairs etc.*

## **Activity 6**

### **Learning Objectives: Listening & Speaking 1,3**

Play the game 'Sonam says' to practice the above instructions. The teacher will give the instructions and the children will listen and follow the instructions.

e.g. Sonam says, sweep the floor. (*Children mime the action of sweeping.*)

Sonam says, open the window. (*Children mime the action of opening the window.*) The teacher will ensure that the children follow the instructions correctly. After the teacher's demonstration of giving instructions, let the children take the place of the teacher to give instructions in turns.

## **Activity 7**

### **Learning Objectives: Listening & Speaking 3, 12**

✓ *review the action verbs through actions.*

For further reinforcement of the instructions have students sing the rhyme 'Hop a Little' from Class PP songs and rhyme book.

## **Activity 8**

### **Learning Objectives: Listening & Speaking 1, 4, 12, 17**

✓ *using the reading skills taught in class PP read and review what was read in Class PP*

The teacher will let the children read the readers from Class PP as well as the supplementary readers independently for the first two weeks.

## **Activity 9 (Writing Printing letters)**

### **Learning Objectives: Writing 1, 2**

✓ *review the letter formation of the alphabet letters*

The students will follow the instructions in Workbook A page 1 and 2 and write the letters of the alphabet in the Workbook. The teacher may need to read the instruction and also demonstrate how to do the activity.

**Assessment Tool 2: Rating scale to assess greetings and courtesy. (Use Anecdotal records for observation. Use this tool throughout the year)**

## UNIT 1: WEEK TWO

### Classroom Organisation:

1. Display weather chart.
2. Organize Word Wall so that there is space to add new high-frequency words.

### [Phonemic lesson overview of the week.]

**Daily activity: Revision of the alphabet sounds** (rather than the letter names).

**Suggested length of time:** 3 minutes every day

**Learning Objectives: Listening and Speaking – 1, 4, 8, 9, 12**

✓ *recall the alphabet sounds with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet sound flashcards within the SSP pack.

**Daily Activity: Reading and spelling CVC list words**

**Suggested length of time:** 10-15 minutes every day

**Learning Objectives: Reading and Literature- 1, 2, 4, 9, 17 Writing- 2, 6, 8**

✓ *sound-out and decode the list words.*

✓ *read the list words automatically (without applying the sounding-out technique).*

✓ *sound-out and spell the list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling based practice with the words of the week.

- Step 1: Read each word on the list, modeling the decoding technique. For example, g-e-t, g-e-t, g-e-t makes the word 'get'.
- Step 2: Call out the words for the students to spell. For example: Spell the word bed, b-e-d. Spell the word bed.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class I, Unit 1 List 2: CVC words (containing high frequency words)

**Phonic story reading & story rewriting** (i.e. 2 reading and writing sessions presented over 2 days)

Suggested length of time for the story reading: 5 minutes every day

Suggested length of time for partial story re-writing: 15 minutes every day

**Learning Objectives: Listening and Speaking – 4,9,12 Reading and Literature – 3, 4, 8, 9, 10,11, 16, 17 Writing – 1, 2, 3, 6, 7, 12**

- ✓ *sound-out the CVC phonic words of focus within the story.*
- ✓ *read the words automatically (without applying the sounding-out technique).*
- ✓ *read the story with accuracy and fluency.*
- ✓ *rewrite part of the story, applying the practiced sounding-out spelling skills.*

**Teacher’s note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the CVC words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage will likely occur over 2 days.

**Unit 1 Story titled ‘Yum, yum, yum!’ (The stories are included in the guide for teachers/schools to make their own print)**

**Yum, yum, yum**

Nima had lots to eat.

Nima had a jam bun.

Nima had a bag of nuts.

Yum, yum, yum!

**Teacher’s note:** Use Workbook A page 7 for reading and spelling activity.

## Activity 1

### Learning Objectives: Listening & Speaking 3

✓ *follow and give instructions related to learning activity.*

**Teacher's note:** The teacher should refer to the preliminary pages of the Teacher's Guide class I to find out about word wall and word-wall activities to introduce and teach high frequency words.

The teacher will demonstrate and encourage the children to follow and give instructions like;

Put up your hand.

Please speak louder.

Look at the board

Say the answer again.

Read the word/sentences.

Sit in groups.

Talk in groups.

Take out your pencil.

Bring your book.

Write in your notebook.

Copy the sentence.

Colour the picture.

Ask questions.

Listen to me.

Repeat after me.

At the end of the above activities the children should develop vocabulary like; speak, take, pick up, bring, say, repeat, empty, arrange and copy as well as the vocabulary taught in class PP. The teacher should teach some of the instructions whenever appropriate situations arise rather than teaching them out of context. It is also suggested that this activity be a continuous process.

## Activity 2

**Learning Objectives:** Reading & Literature 1, 4, 9

✓ *talk about the kind of weather of the day*

The teacher may use the weather chart to review or discuss the kind of weather of the day. He may also add words and pictures of windy and stormy day to the weather chart. The student may be expected to change weather cards according to the weather of the day in later weeks.

Use language like:

What is it like today?

Today, it is windy/sunny/cloudy.

## Activity 3

**Learning Objectives:** Listening & Speaking 1, 3

✓ *follow and give instructions related to discipline in the classroom and on the playing field*

The teacher will demonstrate the following instructions related to discipline in the classroom and on the playing field.

Please keep quiet.

Please speak softly.

Fold your arms.

Don't stand on the table.

Put the rubbish in the dustbin.

Don't shout in class.

Don't run.

Walk in line.

Stand in line.

Make a circle.

Please pass the ball.

Then play the game 'Sonam Says' using the instructions given above. The teacher may need to teach some instructions whenever appropriate. At the end of the above activities the children should have developed vocabulary like; Listen, speak, quiet, fold, dustbin, rubbish, walk, pass, make, softly.



#### Activity 4

**Learning Objectives: Listening & Speaking** 1, 9, 12

**Reading & Literature** 1, 2, 11

The teacher will teach the rhyme, 'How nice I am' from Class I Anthology. The teacher will do echo reading first. Later the children can do choral reading once they have learnt the pronunciation of the words. Each group can be assigned with two lines each to do the choral reading.

#### Activity 5

**Learning Objectives: Listening & Speaking** 1, 3

✓ *identify syllables of their names which would help children identify syllable in words*

When the teacher introduces this activity the teacher must model it by using several names of the children, varying in lengths. Teacher needs to pronounce the first name of one of the children in the classroom syllable by syllable while clapping it out before inviting the children to say and clap the name along with the teacher. After each name is clapped, ask 'How many syllables did you hear?' Try with other names several times and include last names too.

When doing the activity for the first time, model each child's name by pronouncing it, clapping it, and then having all the children clap together.

e.g.

Dechen	2 syllables
Prem	1 syllable
Reetu Rai	3 syllables

#### Activity 6

**Learning Objectives: Listening & Speaking** 1, 9 **Reading & Literature** 1, 8

✓ *develop vocabulary and language related to naming classroom objects*

The teacher will review the common classroom objects like pen, chalk pencil, book, bag, table, chair, chalkboard and so on that are taught in class PP using the language like:

What is this? (Touches the object.)

This is a table.

What is that? (The teacher stands away from the window and points at it.)

That is a window.

What are these? (Touches the group of objects)

These are stones.

What are those? (The teacher stands away from the group of objects and points at them.)

Those are.....

The teacher may then teach the names of new classroom objects like: broom, dustbin, dustpan, foot, ceiling, mat, window pane, latch, lock and key using the real objects or pictures. The teacher must ensure that the children identify singular and plural nouns. Use of this/these/that/those must be modeled by the teacher every day whenever appropriate.

### Activity 7

#### Learning Objectives: Listening & Speaking 1, 3

✓ *follow and give instructions using prepositions.*

The teachers will first review the vocabulary like; in, on, under taught in class PP and then do 'listen and do' activity. Give the following instructions:

Teacher: Boys, put your book on the floor.

: Girls, put your pencil into the tin.

: Pema, put your bag under the table etc.

The teacher may also ask "Where is the pencil?"

Answer: "The pencil is on the table/chair"

The teacher may then teach the new vocabulary ; behind, beside, in front of, through demonstration. For further practice the teacher may do the 'Listen and do' activity as mentioned earlier.

### Activity 8

#### Learning Objectives: Reading & Literature: 1, 2, 3, 5

✓ *use meaning cues and visual cues to do the activity.*

The teacher will let children do the activities on pages 4, 5, and 6 of the Workbook A. The children will follow the instructions given in the workbook. The activity may be done over a few days.

### Activity 9

#### Learning Objectives: Listening & Speaking: 1, 6

✓ *develop vocabulary and language related to naming colours and describing classroom objects*

The students will review the colours green, white, blue, yellow, red and black taught in class PP. Ask questions like;

What colour is this?

What colour is the pencil/door/window/chalkboard?

The teacher may use classroom objects to review the colours.

Then the teacher will use a variety of classroom objects to teach names of new colours pink, purple, brown and orange. The colours may be taught over two or three days. After the students have heard the name of the colours repeatedly the teacher may display question and answer cards in the classroom. The cards should be accompanied by drawings.

e.g.

Q: What colour is the book?

A: The book is brown.

Q: What colour is the tin?

A: The tin is orange.

A: The pencil is purple etc.....

The students must be able to attend to the full stops and question marks.

### **Activity 10 (game-colour chain)**

Materials needed: Three sets of coloured cards

Steps of the game:

- ✓ *Group children into teams. The teams sit in lines with their backs to the teacher, except the first player on each team, who should face the teacher.*
- ✓ *Give the player at the other end of each line a set of colour flashcards. The teacher will also have a set.*

When everybody is ready, the teacher will hold up a colour card. The player facing the teacher looks at the card and whispers the colour down the line. The last player on each team must choose the correct colour from the set of flashcards and hold it up. If the colour is correct the team gets one point. (Source: Lewis, G and Bedson, G. 2003; Games for Children; Oxford; China)

**Assessment Tool 3: Checklist to assess students' use of language this and that with singular and 'these and those' with plural**

## UNIT 1: WEEK THREE

### [Phonemic lesson overview of the week]

**Daily activity:** Revision of the alphabet sounds (rather than the letter names).

**Suggested length of time:** 3 minutes every day

**Learning Objectives: Listening and Speaking – 1, 4, 8, 9, 12**

✓ *recall the alphabet sounds with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet sound flashcards within the SSP pack.

### Daily Activity: Reading and spelling CVC list words

**Suggested length of time:** 10-15 minutes every day

**Learning Objectives: Reading and Literature- 1, 2, 4, 9, 17 Writing- 2, 6, 8**

✓ *sound-out and decode the list words.*

✓ *read the list words automatically (without applying the sounding-out technique).*

✓ *sound-out and spell the list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling based practice with the words of the week.

- Step 1: Read each word on the list, modeling the decoding technique. For example, g-e-t, g-e-t, g-e-t makes the word 'get'.
- Step 2: Call out the words for the students to spell. For example: Spell the word bed, b-e-d. Spell the word bed.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class I, Unit 1 List 3: CVC words (containing high frequency words)

**Phonic story reading & story rewriting** (i.e. 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Learning Objectives: Listening and Speaking – 4,9,12 Reading and**

**Literature -3, 4, 8, 9, 10,11, 16, 17 Writing – 1, 2, 3, 6, 7, 12**

✓ *ound-out the CVC phonic words of focus within the story.*

✓ *read the words automatically (without applying the sounding-out technique).*

✓ *read the story with accuracy and fluency.*

✓ *rewrite part of the story, applying the practiced sounding-out spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the CVC words.

- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage will likely occur over 2 days.

**Unit 1 Story titled ‘Pema likes red’ (The stories are included in the guide for teachers/schools to make their own print)**

**Pema likes red**

Pema had a red pen and a red cap

Pema had a red jet and a red van and a red jug.

Pema had lots of red.

**Teacher’s note:** Use Workbook A page 11 for reading and spelling activity.

**Activity 1: (Colouring)**

**Learning Objectives: Listening & Speaking 1, 3**

✓ *follow the instructions*

The children will colour the pictures on page 8 of Workbook A after listening to the teacher’s instructions like

*Colour the cup white.*

*Colour the hat blue.*

*Colour the dog black etc.*

**Activity 2**

**Learning Objectives:**

✓ *punctuate the sentences*

✓ *write questions and answers*

The students will do the writing activity on pages 9 and 10 of Workbook A. The teacher will have to demonstrate first on the chalkboard.

**Activity 3**

**Learning Objectives: Listening & Speaking 1, 12**

✓ *sing the rhyme to review colours and for fun*

The teacher will review the rhyme ‘The colour song’ from class PP Anthology book.

## Text 1 : Look for me (Big book)

**Synopsis :** The book is about the game 'Hide and seek'

### Before Reading

#### Activity 4

##### **Learning Objectives:** Listening & Speaking 1, 3, 9

The teacher will review the high-frequency words from Class PP - *where, , here, are, you, not, he, and, what*. He will then orally present the new words – *cannot, me* - using contextual cues and demonstration . The review of the words may be done over two or three days.

Demonstration: e.g. To teach *cannot* the teacher will jump to touch the ceiling of the classroom. Then say *I cannot touch the ceiling* . Let the children do the same and say the sentence paying attention to the word 'cannot'.

Using contextual cues: e.g. To teach, 'me' the teacher may say to a child, *Give me your book* and the child gives the book. Repeat the instructions with other children. Let the children repeat the sentence and make sure that they hear the new word clearly.

#### Activity 5

##### **Learning Objectives:** Listening & Speaking 1, 5, 6, 9

✓ *listen to vocabulary in the text.*

The teacher will do a picture walk. The teacher will show the big book to the children page by page and ask questions like;

*Who are they? (Pointing to Dechen and Dorji on the cover page)*

*What game are they playing?*

*Do you play this game?*

*Do you count when you play this game? (Page 1)*

*What is Dorji doing? (Page 2)*

*What does Dechen need to do?*

*Where does Dechen go to hide?(Page 3)*

When the teacher does the picture walk, he must make sure to use vocabulary from the text many times so that the children hear the words that are in the text before they start to read.

## Reading

### Activity 6: Shared Reading

**Learning objectives: Reading & Literature 1, 2, 3, 4, 5,8**

**Listening & Speaking 1,5,6,7,12**

- ✓ *discuss the text, ask questions, do word to word matching, build sense of story, make predictions, and participate and enjoy reading .*

During the shared reading the teacher will ask questions like:

*Who can start counting?(Pointing at the words, one, two )*

*Who can read this word?*

*Can everyone read this together?*

*What letter does this word start with?*

*What letter do you think this word starts with? (Covering the first letter of the word)*

*Do you see this?(pointing to full stop and question marks)*

(See the preliminary page in the Teacher's Guide Class I for information on 'Shared Reading')

### Activity 7: Read Aloud

**Learning Objectives: Reading & Literature 1, 2, 3, 4, 8, 9**

- ✓ *make meaning of the story*
- ✓ *listen for fluency*

Arrange the seating of the children in such a way that all the children can see the reader. Ensure it by asking, 'Can everyone see the book?' The teacher needs to instruct the children to listen to him very carefully while he reads.

After the teacher models, a few children may volunteer to read aloud. It is suggested that the teacher read aloud from page 1-8 for the first day and the remaining pages on the other days.

### Activity 8: Independent Reading

**Learning Objectives: Reading & Literature 1, 2, 3, 4, 5, 8**

- ✓ *practice the reading skills and the strategies taught to them,*
- ✓ *develop fluency and comprehension skills and increase vocabulary*



## After reading

### Activity 9

**Learning Objectives: Listening & Speaking 1, 5, 6 Reading & Literature 10**

✓ *talk about the text as well as subjects beyond the text*

The teacher will ask the following questions to the children to discuss the text and to help them make personal connections.

*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?*

*Where will Dorji hide?*

### Activity 10

**Learning Objectives: Reading & Literature 1, 3**

✓ *identify high frequency words and use them in sentences*

The teacher and the students will together identify high frequency words ‘*where, you, I, look, me, here, to, and, for, can, the, is, are, cannot, he, she, not, this, no*’ from the text and find them on the word wall or add them. Use the strategies mentioned in the beginning of the teacher’s guide book to identify and reinforce the high frequency words.

## Follow Up

### Activity 11 (Shared writing)

**Learning Objectives: Writing 1,3,4,5**

✓ *dictate ideas and sentences to make a whole class story*

The teacher will motivate the children to write a whole class story about where they think Dechen would look for Dorji. While writing the story the teacher will elicit ideas, spellings and punctuation from the children. Teacher may use the following questions:

*Where will Dorji hide first?*

*What will Dechen do?*

*Who can spell ...?*

*What do you put at the end of the sentence?*

*What do you put at the end of the question? etc.*

## Activity 12

**Learning Objectives:** Listening & Speaking 1, 12

**Children can**

- ✓ *count numbers to ten*
- ✓ *listen to and read sentences like, Can you count? in the text*
- ✓ *sing to improve fluency*

The teacher will teach the rhyme 'Ten little mice' from Class I Anthology. He will use a flannel board and cut out pictures of mice. Put all the ten mice on the board as you sing, 'Ten little mice went out to play.' Then take off one mouse as you sing, 'Along came a cat and chased one away.' For rest of the sentences the teacher may teach any suitable actions to suit the song. The song may be taught over a period of one week.

The teacher may also have ten children act as the ten little mice and one child as a cat.

**Assessment Tool 11: Miscue analysis to assess students' ability to read the text 'Look for me'**

## UNIT 1: WEEK FOUR

### [Phonemic lesson overview of the week]

**Daily activity:** Revision of the alphabet sounds (rather than the letter names).

**Suggested length of time:** 3 minutes every day

**Learning Objectives: Listening and Speaking – 1, 4, 8, 9, 12**

✓ *recall the alphabet sounds with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet sound flashcards within the SSP pack.

**Daily Activity:** Reading and spelling CVC list words

**Suggested length of time:** 10-15 minutes every day

**Learning Objectives: Reading and Literature- 1, 2, 4, 9, 17**

✓ *sound-out and decode the list words.*

✓ *read the list words automatically (without applying the sounding-out technique).*

✓ *sound-out and spell the list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling based practice with the words of the week.

- Step 1: Read each word on the list, modeling the decoding technique. For example, g-e-t, g-e-t, g-e-t makes the word 'get'.
- Step 2: Call out the words for the students to spell. For example: Spell the word bed, b-e-d. Spell the word bed.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class I, Unit 1 List 4: CVC words (containing high frequency words)

**Phonic story reading & story rewriting** (i.e. 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Learning Objectives: Listening and Speaking – 4,9,12 Reading and Literature -3, 4, 8, 9, 10,11, 16, 17 Writing – 1, 2, 3, 6, 7, 12**

✓ *sound-out the CVC phonic words of focus within the story.*

✓ *read the words automatically (without applying the sounding-out technique).*

✓ *read the story with accuracy and fluency.*

✓ *rewrite part of the story, applying the practiced sounding-out spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the CVC words.

- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage will likely occur over 2 days.

## Unit 1 Story titled ‘Dawa’ (The stories are included in the guide for teachers/schools to make their own print)

### Dawa

Dawa was in bed.

Dawa had a nap.

Dawa got up. He went for a run.

Dawa was hot and red.

**Teacher’s note:** Use Workbook A page 14 for reading and spelling activity.

### Activity 1

**Learning Objectives:** Writing 1, 2, 3,4, Reading & Literature 2, 3

The teacher will divide the class into groups of four or five and give the following instructions to the group members:

*You will write a big book in your group.*

*You will draw pictures after reading the story written by the whole class.*

*You will copy the sentences for each picture and write them under it.*

*You may colour the pictures.*

For instance, if the children had said “Dechen looks for Dorji behind the tree” the students will draw a picture of Dechen looking for Dorji behind the tree.

The teacher may need to demonstrate so that the students understand the instructions clearly.

After the book is completed the groups will re-read their book and correct the spellings, question marks and full stops. Then the group may share their writing and drawing with the whole class. The book may be kept in the book corner.

### Activity 2

**Learning Objective:** Reading & Literature 1, 2, 3, 4, 5, 9, 11, 12, 17

✓ *use the reading strategies taught to read the text*

The teacher will use the supplementary reader, ‘Bruno gets lost’ for this activity. He will do a shared reading first and then let the children read aloud in the smaller group. The teacher will help the slow readers with Guided Reading approach.

The teacher may take the children outside the classroom. Let them play, 'Hide and Seek' as a follow up activity giving clear instruction about the game. The procedure of the game could be followed from the text. This would be fun for the children.

### Activity 3

**Learning Objectives:**      **Listening & Speaking 1, 7, 10.**

✓ *give personal information and ask questions for personal information*

The teacher will demonstrate the following dialogue to the children. The teacher may need to invite one of his colleagues to demonstrate the dialogue.

*Mr Pema: Good morning, Dechen.*

*Mrs Dechen: Good morning ,Pema.*

*Mr Pema: How are you?*

*Mrs Dechen: I am fine, thank you. How are you?*

*Mr Pema: I am fine, thank you.*

*Mr Dorji: Hello, what is your name?*

*Mrs Deki: My name is Deki.*

*Mr Dorji: Where do you come from?*

*Mrs Deki: I come from Paro.*

*Mr Dorji: Where do you live?*

*Mrs Deki: I live in [names of their residing area: eg- army camp, hostel, etc]*

After the teacher's demonstration, the teacher will ask similar questions to the children. Then the students may be encouraged to ask questions to the teacher in turn.

### Activity 4

**Learning Objectives:**      **Listening & Speaking 1, 7, 9**

Teacher can now divide the class in pairs to practice the above dialogue. This activity needs to be a continuous process and teacher must model it every day.

### Activity 5

**Learning Objectives:**      **Listening & Speaking 1, 7, 9**

The teacher may take the children outside the classroom and play Bean Bag game to further practice the dialogue. The bean bag can be made out of two pieces of cloth, stitched on four sides and filled with any kind of cereal. The children will stand in the circle and the teacher will have the bean bag. He will throw the bean bag to a child and ask a question, "*How old are you?*" The child who catches the bag will answer, "*I am seven years old*" and will throw the bag to one of his/her friends asking a similar question . This may go on until every student gets a chance to answer and ask a question.

**Teacher's Note:** It is important for the teacher to be sensitive with some children while asking some questions like, 'How old are you?' because some children don't want to reveal their age.

### Activity 6 (Hello Game)

**Learning Objectives:** Listening & Speaking 1, 2, 7, 9

**Materials needed:** a whistle

#### Steps of the game:

- All the children sit on chairs or stools in a circle. The teacher is in the middle.
- The teacher goes up to a child, shakes hands and says, *Hello, My name is Dawa. Who are you?* The child replies, *I am Dorji.*
- The teacher and the child now introduce themselves to the other children in a similar fashion. Then they stand up and introduce themselves to other children who are still sitting. This will go on until everybody gets a chance to stand and introduce himself or herself.
- When all the children are up and moving about introducing themselves, blow a whistle. Instantly the teacher and the students must run and find a seat. There will be one seat less. The child who doesn't find a seat goes in the middle of the circle to start the game again. The teacher sits on a seat like the other children. (Source: Lewis, G. and Bedson, G. 2003; *Games for Children*; Oxford; China)

### Activity 7

**Learning Objectives:** Listening & Speaking 1, 6, 7 Writing 1, 2, 3, 7

**Reading & Literature** 1, 8, 9

The teacher will demonstrate or model how to make a simple comic strip to illustrate one part of the dialogue (question part).

After the teacher models, the students will each receive a sheet of duplicating paper. The children will draw as modeled. The students may use different questions to write in the bubble. The students will then use their pictures to ask questions in the bubble to any of their friends. He/she will answer the question and ask a question to another friend. This can go on until most of the children get a chance. The teacher must make sure that the students pay attention to correct pronunciation and intonation.

### Activity 8( Word work)

**Learning Objectives:** Reading & Literature 1, 4

**Listening & Speaking**

1, 4

- ✓ recognize a number of syllables in a word, prepare for spelling using syllables to break a word into chunks and understand the term syllable.

The students will Identify syllables (one syllable words like; *count, look, where, school* and two syllabic words like; *into, cannot, Dechen, behind, seven, under* etc. from the text) by clapping their hands like they did in the previous activity.

## Activity 9

**Learning Objectives:** Listening & Speaking 1, 4, 9

✓ *develop vocabulary and language related to naming of the body parts.*

The teacher will review the parts of the body: *eyes, head, hair, ears, nose, mouth, hands, shoulder, knees, legs, toes* and *fingers* that were taught in PP. Use the following language to do so:

This is my head. (Point to the head)

This is my nose. (Point to the nose)

These are my hands/fingers/legs etc.

The children will repeat after the teacher before they say the sentences on their own. Later the teacher may ask the question “*What is this? What are these?*” and the expected responses are, *This is my nose. These are my ears.*

## Activity 10

**Learning Objectives:** Listening & Speaking 1,9, 12

The teacher may use any of the appropriate rhymes and songs to review parts of the body: ‘Head and Shoulders’ and ‘I wiggle’ from Class PP Anthology.

## Activity 11 (Body fishing)

**Learning Objectives:** Listening and Speaking 9, 11

✓ *identify and name parts of the body*

✓ *describe the picture*

**Materials needed:** paper, coloured pens, scissors, straws, a large sheet of papers

**Preparation:** The children draw pictures of people and cut them up into individual body parts like; neck, chin, fingers, elbow, arms, heads and so on. With some children the teacher might need to draw the outline of the body and help them to cut up the pictures. Make sure that each individual body part is clearly recognizable.

### Steps of the game:

- Spread out the body parts randomly in a large circle.
- Give each child a straw. The teacher will then call out, *Fish out the legs.* The children look for them and try to suck it up with their straws. The teacher must check that the children fish out the correct parts of the body.
- When all body parts are gone from the circle, the child with the maximum number of parts is the winner.
- Then each child has to try to reconstruct the whole body and stick them on large sheet of paper.



- Each child holds up the finished picture and he/she describe the picture using language like:

*This is a boy.*

*He has four legs.*

*He has two heads*

*He has one eye and so on. (Source: Lewis,G and Bedson,G. 2003; Games for children; Oxford; China)*

## **Activity 12**

**Learning Objectives:**      **Listening & Speaking 1, 4, 9      Writing 1**

✓ *follow the instructions and describe the picture.*

The teacher will use Workbook A page 12, on which a basic body outline is drawn and words of the body parts are given alongside. The teacher explains that it is their body. Then give instructions like:

Draw your head.

Draw your legs.

Draw your hands etc.

The teacher will continue giving instructions until the children have drawn the complete body. The teacher must go around and check that the children follow the instructions. When they have finished children can write the name of the body parts, looking at the words given along side. The teacher must demonstrate how to draw arrows and also may need to read the words for children. In groups the children will show their picture and say:

This is my hair.

These are my legs etc.....

The teacher then has the children to do the activity from Workbook A page 13. The students will use reading strategies to read the sentences and match them with the picture.

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

## UNIT 1: WEEK FIVE

### [Phonemic lesson overview of the week]

**Daily activity:** Revision of the alphabet sounds (rather than the letter names).

**Suggested length of time:** 3 minutes every day

**Learning Objectives: Children will be able to:**

✓ *recall the alphabet sounds with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards in a mixed order (as opposed to presenting within colour organized groupings).

**Source:** Alphabet sound flashcards within the SSP pack.

### **Daily Activity: Reading and spelling CVC list words**

Suggested length of time: 10-15 minutes every day

**Learning Objectives: Reading and Literature- 1, 2, 4, 9, 17 Writing- 2, 6, 8**

✓ *sound-out and decode the list words.*

✓ *read the list words automatically (without applying the sounding-out technique).*

✓ *sound-out and spell the list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling based practice with the words of the week.

- Step 1: Read each word on the list, modeling the decoding technique. For example, g-e-t, g-e-t makes the word 'get'.
- Step 2: Call out the words for the students to spell. For example: Spell the word bed, b-e-d. Spell the word bed.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class I, Unit 1 List 5: CVC words (containing 'x')

**Phonic story reading & story rewriting** (i.e. 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Learning Objectives: Listening and Speaking – 4, 9, 12 Reading and**

**Literature -3, 4, 8, 9, 10,11, 16, 17 Writing – 1, 2, 3, 6, 7, 12**

✓ *sound-out the CVC phonic words of focus within the story.*

✓ *read the words automatically (without applying the sounding-out technique).*

✓ *read the story with accuracy and fluency.*

✓ *rewrite part of the story, applying the practiced sounding-out spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the CVC words.

- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage will likely occur over 2 days.

**Unit 1 Story titled ‘Nima and his cat’ (The stories are included in the guide for teachers/schools to make their own print)**

### **Nima and his cat**

Nima had a cat on his lap.

Nima had a nap, but the cat did not nap.

So Nima got up and the cat got up.

**Teacher’s note:** Use Workbook A page 17 for reading and spelling activity.

### **Activity 1**

**Learning Objectives:** Listening & Speaking 1, 12,

The teacher will introduce the rhyme, ‘Ten Little Fingers’ from the Class I Anthology. The teacher will add other new body parts like; *neck, nails, elbow, chin, chest, stomach, heel, hip, throat*, and *back* to the rhyme. The teacher will ensure that the children pronounce the words correctly.

In the next week the teacher can teach the rhyme, ‘Hands’ from the Class I Anthology to further reinforce the names of the parts of the body.

### **Activity 2**

**Learning Objectives:** Listening & Speaking 1, 4, 6, 9,

✓ *develop vocabulary and language related to the functions of the body parts.*

The teacher will say :

*I use my eyes to see. (pointing to his eyes.)*

*I use my nose to smell (pointing to his nose.)*

Students will imitate the action and repeat the sentence. The teacher is expected to teach the vocabulary through demonstration and oral discussion: *see, use, catch, hold, write, draw, colour, touch, point, eat, speak, walk, run, hop, jump, scratch, shout* to teach the functions of the body parts. Children need to hear the vocabulary many times so that they can pronounce the words correctly. The teacher may teach the functions over a period of two or more days.

### Activity 3

**Learning Objectives: Listening & Speaking 1, 12**

✓ *Develop fluency, pronounce words correctly.*

The teacher will introduce the rhyme, 'I Use My Brain' and 'Hands' from Class I Anthology to reinforce the functions of the body parts. students will echo read

### Activity 4

**Learning Objectives: Writing 1, 6, 7, 8, 9**

Students will do the activity from Workbook A pages 15 and 16. They will first complete the model writing given on page 13 and then write about themselves on page 16.

### Text 2: The School

**Synopsis:** The book talks about what Dechen, Dorji and Momo can do. It gives the children ample opportunity to talk about what they do in the school and what they can do in general.

### Before Reading

#### Activity 5 (Split image)

**Learning Objectives: Listening & Speaking 1, 6, 9, 10**

✓ *recall and talk about the pictures in the reader*

✓ *develop memory power*

The teacher will do the split image.

Lesson steps:

1. Teacher divides the class in two groups. (A&B)
2. Teacher instructs all the (As) to close their eyes.
3. Instruct all the (Bs) to look at the page of the book that the teacher shows to them and ask them to remember the picture that they see on the page
4. Next instruct all the (Bs) to close their eyes.
5. Now instruct all the (As) to observe another picture that the teacher shows to them and tell them to remember the picture.
6. Now pair the children and let them talk about what they saw .
7. The teacher will go around and listen to the pairs and help them with words.
8. The teacher may also ask the students to talk to the whole class.

The teacher might first need to demonstrate how to talk about the picture before the children are expected to do the activity. Only a few appropriate pages of the text may be used for this activity.

### Activity 6 (free writing)

**Learning Objectives:** Reading & Literature 1,2, Writing 1,4,5,6

✓ *use pictures, visual and structure cues to describe a picture*

The teacher will ask the children to draw pictures based on what they saw and what they heard from their friends and write a sentence or two about the picture. It is suggested that the teacher need not demand a perfect sentence but accept anything that a child writes so long as it carries meaning.

### Reading

### Activity 7 (shared reading)

**Learning Objectives:** Reading & Literature 1, 2, 3, 4, 8.

✓ *make sense of the text, talk about the text and enjoy reading.*

The teacher will do shared reading. Ask questions and answers like:

Q: *Who can read this first sentence?*

Q: *Who is Dorji?*

A: *He is Dechen's brother.*

Q: *What is Dechen doing?*

A: *She is reading.*

*If the children say, 'She is painting' then the teacher must ask,*

*Teacher: What sound does 'pointing' start with?*

*Student: It starts with 'p'.*

*Then pointing to the word 'reading' in the text, ask,*

*Teacher: Does this word start with 'p'?*

*Then say, 'So this isn't pointing'.*

*It has to be something else.*

Q: *What else can Dechen be doing?*

### Activity 8 (buddy reading)

**Learning Objectives:** Reading & Literature 1, 2, 3, 4, 8

✓ *listen to a friend reading, give feedback to the reader and help the reader.*

The teacher will have to demonstrate how to do buddy reading to the children in the beginning.

### Activity 9 (independent reading)

**Learning Objectives:** Reading & Literature 1, 2, 3, 4, 8, 9

The children can

✓ *practice the skills and strategies*

✓ *develop fluency and comprehension*

✓ *increase vocabulary*

✓ *read for pleasure*

The students will read the text, 'The school' independently. The teacher will help the slow learners with Guided Reading approach.

## After Reading

### Activity 10

**Learning Objectives:**     **Listening & Speaking 1, 4, 5, 9**                      **Reading & Literature 10**

✓ *talk about the text and make personal connections*

The teacher will ask the following questions to lead the discussion:

*What can Dorji do?*

*What can Dechen do?*

*What can Momo do?*

*What are things that Momo cannot do?*

*What do you do in school?*

*What can you do?*

*What are things that you cannot do?*

### Activity 11

**Learning Objectives:** **Reading & Literature 3, 5, 16**

✓ *identify high frequency words and use them in sentences*

The teacher and students will identify high frequency words (*a, it*) from the text and find them on the word wall. Use the strategies mentioned in the beginning of the teacher's guide to identify and reinforce the high frequency words from the text.

## Follow Up

### Activity 12

**Learning Objectives:** **Listening & Speaking 1, 4, 5,**                      **Reading & Literature 1, 4, 6, 9**                      **Writing 1, 2, 3, 4, 7, 8**

The teacher will first let the children talk about what they can do and then let them draw. Children may be asked to write a sentence below the picture and display it in the classroom.  
e.g.

*I can jump*

*I can run.*

Students will then show their picture and read the sentences to their group.

**Assessment Tool 13: Rating Scale to assess students' ability to write (what they can and cannot do)**

**Assessment Tool 15: Rating Scale to assess students' health and hygiene. Use it throughout the year.**

## UNIT 1: WEEK SIX

### Phonemic lesson overview of the week]

**Daily activity:** Revision of the alphabet sounds (rather than the letter names).

Suggested length of time: 3 minutes every day

**Learning Objectives: Listening and Speaking – 1, 4, 8, 9, 12**

✓ *recall the alphabet sounds with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet sound flashcards within the SSP pack.

**Phonic story reading & story rewriting** (i.e. 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Learning Objectives: Reading and Literature- 1, 2, 4, 9, 17**

**sound-out the CVC phonic words of focus within the story**

✓ *read the words automatically (without applying the sounding-out technique).*

✓ *read the story with accuracy and fluency.*

✓ *rewrite part of the story, applying the practiced sounding-out spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the CVC words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural junior primary rate or reading
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage will likely occur over 2 days.

**Unit 1 Story titled 'Dema's pets' (The stories are included in the guide for teachers/schools to make their own print)**

#### **Dema's pets**

Dema had a pet dog, a pet pig, a pet rat and a pet ram.

Dema had a pet hen too.

Dema had lots of pets.

### **Assessment Tool 1: Unit 1 Continuous Formative consisting**

- Subtest 1 - CVC word reading test
- Subtest 2 - CVC word spelling test
- Subtest 3 - CVC word writing in sentences

**Teacher's note:** The spelling and writing tasks are designed to be presented to the whole class. However, the reading task requires the teacher to spend less than a minute with each child in the class.

#### **Activity 1 (Word work)**

**Learning Objectives: Reading & Literature 1, 4**

**Listening & Speaking**

**1**

- ✓ *recognize a number of syllables in a word, prepare for spelling using syllables to break a word into chunks and understand the term syllable.*

The teacher will Identify Syllables from the text 'The School'

**Two syllable words like:** *counting, drawing, reading, windows, writing*

**Three syllable words like:** *colouring*

The teacher may ask the children to name two syllable words and three syllable words.

#### **Activity 2**

**Learning Objectives: Listening & Speaking 1, 4**

- ✓ *say the sounds of the consonants letters*

The teacher will review all the sounds of consonants using the alphabet flip chart from Class PP.

#### **Activity 3**

**Learning Objectives: listening & Speaking 1, 5, 6, 9**

- ✓ *develop vocabulary and language related to family members.*

The teacher will use Dechen and Dorji's family to review the vocabulary *father, mother, brother, sister* which were taught in Class PP. The teacher will then use appropriate pictures of a family to introduce new vocabulary *Grandfather, grandmother, uncle, and aunty*. He may also talk about his own family members to teach the vocabulary. Use language like:

*This is my father/mother.*

*Who is he/she?*

*He is my brother/father/grandfather.*

*She is my mother/sister/grandfather.*

#### **Activity 4**

**Learning Objectives: Listening & Speaking 1, 4, 7, 12**

Materials needed: Photographs of the children and their families, five sheets of cardboard with progressively larger peeholes cut in the middle of each sheet of cardboard.



### Steps:

- Each child introduces his or her family by showing the photographs, pointing and saying, *This is my father/mother/ grandfather/grandmother/uncle* and so on in their smaller groups.
- All the children must concentrate on trying to remember the appearance of the other children's family member.
- For demonstration the teacher will choose a picture. Don't let the children see it. Place the five sheets of cardboard over the picture. Have the sheet with the largest hole on the bottom and the smallest on the top. The children will sit in a circle around the sheet.
- Let the children peer in through the little peephole. They will see a small section of the photograph. The teacher asks, *Who is it?* The children guess and say, *Is it Dechen's father?* The teacher responds, *Yes, it is/No, it isn't.* The children must take turns to respond to the teacher.
- If the children cannot guess who the picture is, remove the top sheet. The hole is bigger. Now the teacher asks, *Can you guess who it is now?* The children guess once again and use similar language as above. Continue removing the sheets until the children guess correctly or the picture is revealed completely.
- Later children may take the place of the teacher and play the game in small groups. (Source: Lewis, G. and Bedson, G. 2003; *Games for children*; Oxford; China)

### Activity 5

#### Learning Objectives Listening & Speaking 1, 5, 6, 7, 9

✓ *talk about their family members.*

The teacher will first model and then encourage children to practice the following dialogue:

*Do you have an uncle/aunt/grandfather/grandmother?*

*Yes, I do/no I don't.*

*How many brothers/sisters do you have?*

*I have*

*What is your brother's/sister's name?*

*My brother's/sister's name is*

The dialogue may be practiced everyday. Students need to be encouraged to ask questions.

**Teacher's note:** The teacher must be sensitive towards some children while asking questions like 'Do you have a father/mother?'

### **Activity 6 (Guided writing)**

**Learning Objectives: Writing 1, 5, 7, 8, 9, 11**

✓ *use family vocabulary in writing*

The teacher will write the key words – *My, brothers, sisters, have, I, grandfather, grandmother* and *name* on the blackboard. Then the teacher will demonstrate how to make one or two sentences using the key words. The teacher may allow children to draw their family member.

e.g. *My name is*

*I have one brother.*

*I have two sister etc.*

After the children have finished they will share their writing with the group.

### **Activity 7**

**Learning Objectives: Listening & Speaking 1, 5, 9**

The teacher will use any suitable text from the library for this activity. The teacher will read aloud to the children before they are asked to do independent reading or read aloud.

### **Activity 8 (rhyming words)**

**Learning Objectives: Listening & Speaking 1, 5, 9**

The teacher will say names that rhyme.

e.g. *Dema, Pema, Karma*

*Sonam, Poonam*

*Pemo, Lemo*

Children will repeat the names after the teacher.

Then the teacher will tell them that they are rhyming names. The teacher must ensure that the children hear the 'rhyming' clearly. Later the teacher may ask children to give some rhyming words like *cat-mat, look-book, ball-wall* etc.

**Assessment Tool 12: Rating Scale to check reading proficiency.**

**Assessment Tool 1: Continuous Formative Assessment consisting**

- **Subtest 1 – Reading**
- **Subtest 2 – Spelling**
- **Subtest 3 – Writing Sentences**

## UNIT 2: WEEK ONE

### Phonemic lesson overview of the week

**Daily Activity:** Revision of the alphabet sounds (rather than the letter names) and the introduction of the phonic concept ‘sh’.

**Suggested length of time:** 3 minutes every day

**Learning Objectives: Listening and Speaking – 1, 4, 8, 9, 12**

- ✓ *recall the alphabet sounds with accuracy, confidence and speed.*
- ✓ *understand that when the letters **s** and **h** are placed together they typically represent the sound /sh/.*

**Teacher’s Note:** Present the alphabet cards in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of /sh/ flashcards.

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness ‘sounding-out’ cards that contain the phonic concept /sh/

**Suggested length of time:** 2 minutes every day

**Learning Objectives: Reading and Literature- 1, 2, 4, 9, 17**

- ✓ *blend the sounds together to form a /sh/ word (to support decoding and reading)*
- ✓ *segment a /sh/ word into its individual sounds (to support spelling and writing)*

**Teacher’s Note:** Instructions are scripted on the cards along with tips, should some of the students experience difficulty sounding out words.

**Source:** /sh/ blending and segmenting cards within the SSP pack (blue in colour).

**Daily Activity:** Reading and spelling /sh/ list words

**Suggested length of time:** 10-15 minutes every day

**Learning Objectives: Reading and Literature- 1, 2, 4, 9, 17 Writing- 2, 6, 8**

- ✓ *sound-out and decode the /sh/ list words.*
- ✓ *read the /sh/ list words automatically (without applying the sounding-out technique).*
- ✓ *sound-out and spell the /sh/ list words with accuracy.*

**Teacher’s note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling based practice with the words of the week.

- Step 1: Read each word on the list, modeling the decoding technique. For example, sh-e-d, sh-e-d, sh-e-d makes the word ‘shed’.
- Step 2: Call out the words for the students to spell. For example: Spell the word fish, f-i-sh. Spell the word fish.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class I, Unit 2 List 1: with /sh/

## Worksheet – Spelling Detective

Spelling Detective			
Sl No	Spelling word	How many sounds?	How many letters?
1			
2			
3			
4			
5			
6			

**Teacher's note:** Spelling Detective worksheet to be used for reading and spelling activity.

**Phonic story reading & story rewriting** (i.e. 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes everyday

**Learning Objectives: Listening and Speaking – 4,9,12 Reading and**

**Literature – 3, 4, 8, 9, 10,11, 16, 17 Writing – 1, 2, 3, 6, 7, 12**

- ✓ *sound-out and decode the /sh/ phonic words contained within the story.*
- ✓ *read the /sh/ words automatically (without applying the sounding-out technique).*
- ✓ *read the story with accuracy and fluency.*
- ✓ *rewrite part of the story, applying the practiced /sh/ sounding-out spelling skills.*
- ✓ *Teacher's note: Students are allocated a story for the week.*
- ✓ *Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the /sh/ words.*
- ✓ *Step 2: The second reading of the short story should involve reading the /sh/ words in full (without sounding) and at a reduced or slow pace.*
- ✓ *Step 3: The third reading of the short story should occur at a more natural pace of reading.*
- ✓ *Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.*

**Unit 2 Story titled 'The shut shop' (The stories are included in the guide for teachers/schools to make their own print)**

### **The shut shop**

Tashi rushed to the fish shop.

Tashi rushed as it may have been shut.

Tashi dashed with his cash, but the shop was shut.

Oh no!

## Activity 1

**Learning Objectives:**      **Listening & Speaking 1, 7, 9**

✓ *use appropriate language to express the purpose of the classroom objects.*

The teacher will show a chalk to the class and say, “Dorji, use the chalk to write on the board.” Dorji will write on the board. The teacher will say, “We use a chalk to write on the board.” The children will repeat after him. Show other classroom objects to teach vocabulary and language related to usage of objects in a similar way. The teacher must emphasize the word *sweep, clean, write, colour, stick, cut, paint, draw lines, lock, rub, put, erase*. In the later part of the activity the children may be encouraged to say, “I use a pencil to write”. Ask an individual child, *What do you use a pencil for?* The teacher will also encourage the students to ask similar questions to each other.

## Activity 2 Rhyme Story

**Learning Objectives:**      **Listening & Speaking 1,10    Reading & Literature 1, 7**

The teacher will use the supplementary text ‘Cats’ to do this activity. The teacher will read the first page emphasizing on the rhyming words *book/look*. The teacher will read the text on page 2 ‘Four small cats play under a tree.’ Then on page 3 the teacher will hide the word ‘three’ from the children and read the rest of the text to the children. The children will guess the rhyming word for tree on page 2. Children will use pictures on the same page to guess the rhyming word. The teacher will continue doing the same wherever there are rhyming words in the text.

The teacher may also use familiar rhymes from class PP and Class I Anthology for further practice. The teacher will read the rhyming words to the children and ask them to supply other words that rhyme with the ones read out to them.

Use any Big Book from classes PP and I available in the school.

Synopsis: A book that talks about the use of things. It gives children the opportunity to talk about the use of objects (home and classroom)

## Before Reading

### Activity 3

**Learning Objectives: Listening & Speaking 1, 5, 6, 9**

✓ *make predictions about the text*

The teacher will begin the book with 'Title Testing' (Refer to strategies and approaches for listening and speaking in the preliminary page xxxiv). The teacher will ask :

*What is the book about?*

*What is the name of the book?*

### Activity 4

**Learning Objectives: Listening & Speaking: 1, 5, 6, 9**

✓ *make meaning of the text and get ready to read the text.*

The teacher will do a picture walk of the text (Refer to the preliminary page xl). Here the teacher must ensure that he uses vocabulary from the selected text. The teacher will ask questions like:

- Would you like to read the story?
- Did you read this story before?
- What did you see on the page...? etc.

## Reading

### Activity 5

**Learning Objectives: Reading & Literature 1, 2, 3 , 4, 5**

The teacher will ask students to do a shared reading.

## After Reading

### Activity 6

**Learning Objectives: Listening & Speaking 1, 5, 6, 7 8, 9**

**Reading & Literature 10**

To check the comprehension skills of the children the teacher asks questions like:

- What did you like the most?
- Did you find anything interesting?
- Do you read this type of story? Why? etc.

### **Activity 7**

**Learning Objective**    **Reading & Literature 3,5, 16,**

- ✓ *identify high frequency words and use them in sentences*

The teacher and students will identify high frequency words from the text and add them to the word wall. Use the strategies and activities mentioned in this Teacher's Guide to identify and reinforce the high frequency words.

### **Follow up**

### **Activity 8**

**Learning Objectives :**    **Listening & Speaking 1, 12**

- ✓ *Use appropriate language to name the days of week and describe what children do on different days.*

The teacher will review the song 'Days of the Week,' from Class PP Anthology.

**Assessment Tool 10: Rubrics to assess students' ability to read the text 'Cats'**

## UNIT 2: WEEK TWO

### [Phonemic lesson overview of the week]

**Daily Activity:** Revision of the alphabet sounds and the phonic concept /sh/ and the introduction of the phonic concept /ch/.

**Suggested length of time:** 3 minutes every day

**Learning Objectives: Listening and Speaking – 1, 4, 8, 9, 12**

- ✓ *recall the alphabet sounds and the phonic concept /sh/ with accuracy, confidence and speed.*
- ✓ *understand that when the letters c and h are placed together they typically represent the sound /ch/.*

**Teacher's Note:** Present the alphabet cards and /sh/ in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of /ch/ flashcards.

Source: Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness 'sounding-out' cards that contain the phonic concept /ch/

**Suggested length of time:** 2 minutes every day

**Learning Objectives: Reading and Literature- 1, 2, 4, 9, 17 Writing- 2, 6, 8**

- ✓ *blend the sounds together to form a /ch/ word (to support decoding and reading)*
- ✓ *segment a /ch/ word into its individual sounds (to support spelling and writing)*

**Teacher's Note:** Instructions are scripted on the cards along with tips, should some of the students experience difficulty sounding out words.

Source: /ch/ blending and segmenting cards within the SSP pack (orange in colour).

**Daily Activity:** Reading and spelling /ch/ list words

**Suggested length of time:** 10-15 minutes every day

**Learning Objectives: Reading and Literature- 1, 2, 4, 9, 17 Writing- 2, 6, 8**

- ✓ *sound-out and decode the /ch/ list words.*
- ✓ *read the /ch/ list words automatically (without applying the sounding-out technique).*
- ✓ *sound-out and spell the /ch/ list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling based practice with the words of the week. **Use the Spelling Detective worksheet from Unit 2: week one.**

- Step 1: Read each word on the list, modeling the decoding technique. For example, ch-o-p, ch-o-p, ch-o-p makes the word 'chop'
- Step 2: Call out the words for the students to spell. For example: Spell the word such, s-u-ch Spell the word such.
- It is essential to clarify and explain the meaning of any words not understood by the class.

Source: Class I, Unit 2 List 2: with /ch/



**Phonic story reading & story rewriting** (i.e. 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Learning Objectives: Listening and Speaking – 4,9,12 Reading and Literature –3, 4, 8, 9, 10,11, 16, 17 Writing – 1, 2, 3, 6, 7, 12**

- ✓ *sound-out and decode the /ch/ phonic words contained within the story.*
- ✓ *read the /ch/ words automatically (without applying the sounding-out technique).*
- ✓ *read the story with accuracy and fluency.*
- ✓ *rewrite part of the story, applying the practiced /ch/ sounding-out spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the /ch/ words.
- Step 2: The second reading of the short story should involve reading the /ch/ words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

**Unit 2 Story titled 'Choki and Chimi' (The stories are included in the guide for teachers/schools to make their own print)**

### **Choki and Chimi**

"Let's have chops and chips.

It will be such fun."

Choki and Chimi had so much food.

Choki and Chimi had such a lot to eat.

### **Activity 1**

**Learning Objectives: Listening & Speaking 1, 7, 9**

The teacher will use the weather board to review names of the days.

Say:

There are seven days in a week.

Sunday is the first,

Monday is the second etc.

Later the teacher can ask questions like:

Which is the first day?

Which is the second day? etc.

## Activity 2

### Learning Objectives: Writing: 1, 6

Let children complete the activity on page 18 of the Workbook A. They can fill the boxes using the days of the weeks given alongside. Students will use visual cues to read the names of the days. Before writing the teacher must demonstrate 'Across and Down' with a suitable example.

## Activity 3

### Learning Objectives Reading & Literature 1, 2, Listening & Speaking 1, 4, 9, 12

The teacher will teach the rhyme 'Washing' from Class I Anthology. Here the teacher must introduce words dry, best, try, blame, shame, need, slow, indeed for clear pronunciation. Use various cues mentioned earlier to teach them. The content of the song can be spread over the week.

## Activity 4: Cloral Reading

### Learning Objectives: Reading & Literature 1, 2, 4, 7, 9, 11

- ✓ make meaning of the poem
- ✓ listen and identify rhyming words

Use Cloral Reading strategy to read the rhyme. Here the teacher will emphasize the rhyming words like dry/try, blame/shame, day/play, need/indeed.

(Refer to the preliminary page xxxix of the Teacher's Guide for more information).

## Activity 5

### Learning Objectives: Reading & Literature 1, 2, 3, 4, 5, 11, 15

- ✓ use different reading strategies to read the text

The teacher will use the supplementary reader, 'Let's go camping' for this activity. The teacher will use a shared reading approach with the children who need assistance and have other students read independently.

## Activity 6

### Learning Objectives: Listening & Speaking 1, 5, 6

- ✓ *talk about what the children do in the morning, in the afternoon and in the evening.*

The teacher will review the song, "Here we go round the Mulberry Bush" from Class PP to review the daily activities of the children. Then the teacher will talk about what he does in the morning, in the afternoon, and in the evening.

e.g.                    I get up in the morning.  
                          I brush my teeth in the morning.  
                          I eat lunch in the afternoon.  
                          I teach Dzongkha in the afternoon.  
                          I play football in the evening.  
                          I go home in the evening.

Then the teacher will prompt children to speak about what they do every day by asking questions like:

What do you do in the morning/afternoon/evening?

The response may be:

I wash my face in the morning.

I come to the school in the morning etc.

The teacher will teach the vocabulary breakfast, lunch, dinner, night with appropriate examples. Every day spend around five minutes in having the children to tell what they do in the morning/afternoon/evening/at lunch/dinner/night.

### **Activity 7**

**Learning Objectives: Listening & Speaking 1, 5, 6**

✓ *talk about daily activities of family members.*

The teacher will ask the following questions to talk about daily activities of the children's family members:

What does your father/mother do?

She/he works in an office.

She/he cooks food.

What does your brother/sister/grandmother/grandfather/do?

She/He goes to school.

She/he stays at home.

The teacher will teach the words make, cook, look after, sow, dig, water, pray, sell, teach, weave, plough.

### **Activity 8**

**Learning Objectives: Listening & Speaking ,9, 12**

✓ *sing a rhyme to improve vocabulary and fluency.*

✓ *make meaning of the rhyme with the use of actions*

The teacher will introduce the song 'Start the day with a smile' from Class I Anthology. The children will sing the rhyme.

### **Activity 9**

**Learning Objectives: Reading & Literature 4**

✓ *use their prior knowledge to identify ch words.*

The teacher will ask children to circle the picture with the 'ch' sound in Workbook A page 19.

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

## UNIT 2: WEEK THREE

### [Phonemic lesson overview of the week]

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts /sh/ and /ch/ and the introduction of the phonic concept /th/.

**Suggested length of time:** 3 minutes every day

**Learning Objectives: Listening and Speaking – 1, 4, 8, 9, 12**

- ✓ *recall the alphabet sounds and the phonic concept /sh/ and /ch/ with accuracy, confidence and speed.*
- ✓ *understand that when the letters t and h are placed together they typically represent the /th/ and /th/ sounds. One is voiced and the other unvoiced.*

**Teacher's Note:** Present the alphabet cards and the /sh/ and /ch/ in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of /th/ flashcards.

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness 'sounding-out' cards that contain the phonic concept /th/

**Suggested length of time:** 2 minutes every day

**Teacher's Note:** Instructions are scripted on the cards along with tips, should some of the students experience difficulty sounding out words.

**Source:** /th/ blending and segmenting cards within the SSP pack (red in colour).

**Daily Activity:** Reading and spelling /th/ list words

**Suggested length of time:** 10-15 minutes

**Learning Objectives: Reading and Literature- 1, 2, 4, 9, 17 Writing- 2, 6, 8**

- ✓ *sound-out and decode the /th/ list words.*
- ✓ *read the /th/ list words automatically (without applying the sounding-out technique).*
- ✓ *sound-out and spell the /th/ list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling based practice with the words of the week. **Use the spelling Detective worksheet from Unit 2: week one.**

- Step 1: Read each word on the list, modeling the decoding technique. For example, th-a-t, th-a-t, th-a-t makes the word 'that'
- Step 2: Call out the words for the students to spell. For example: Spell the word them, Th-e-m Spell the word them.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class I, Unit 2 List 3: with /th/

**Phonic story reading & story rewriting** (i.e. 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Learning Objectives:** Listening and Speaking – 4,9,12 Reading and Literature –3, 4, 8, 9, 10,11, 16, 17 Writing – 1, 2, 3, 6, 7, 12

- ✓ *sound-out and decode the /th/ phonic words contained within the story.*
- ✓ *read the /th/ words automatically (without applying the sounding-out technique).*
- ✓ *read the story with accuracy and fluency.*
- ✓ *rewrite part of the story, applying the practiced /th/ sounding-out spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the /th/ words.
- Step 2: The second reading of the short story should involve reading the /th/ words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

**Unit 2 Story titled 'Dema's Maths' (The stories are included in the guide for teachers/schools to make their own print)**

Dema's Maths

Dema had a big Maths sum to do.

The Maths made Dema think.

Dema did the Maths sum.

Dema is good at Maths.

### **Activity 1 (Writing)**

**Learning Objectives:** Writing 1, 6,

- ✓ *use the key words and describe the pictures*

Discuss the pictures on page 20 of the Workbook A with the children. Then let children write a sentence about each picture.

### **Activity 2**

**Learning Objectives:** Listening & Speaking 1, 5, 9, 10

- ✓ *use appropriate language to talk about events in which they have participated*

The teacher will ask a child to go out of the classroom. When the child is out, the teacher will say "Dorji went out." Let the children repeat after the teacher.

Then after some time the teacher can ask “What did Dorji do?” In a similar way the teacher will ask a child to stand up. Then the teacher will say “Sonam stood up”. The children will repeat after the teacher.

Later the teacher will ask “What did Sonam do?” The children respond, “Sonam stood up.” The teacher must teach the vocabulary ran, went, played, cleaned, swept, washed. Later the teacher will use questions like, What did you do on Sunday/Monday? to discuss events in which they have participated. To reinforce language the teacher may once again let children read the supplementary reader, ‘Let’s go camping’. The teacher will do Picture Walk first to help readers make meaning of the text followed by a Choral Reading with the class.

As a follow up activity the students may do the activity from Workbook A pages 19 and 20. Oral discussion is essential before children do the writing. The activity may be carried out over a period of time.

### **Activity 3 (guided writing)**

**Learning Objectives: Writing 1, 3, 5, 7, 8**

✓ *use the visual cues and meaning cues to write the answers*

The teacher will guide the students in writing the activities on pages 21 and 22 of the Workbook A. Discuss the pictures first with the children and then let them complete the activities.

### **Text 3: What time is it Momo?**

**Synopsis:** It talks about the time and daily activities.

### **Before Reading**

#### **Activity 4 Activating prior knowledge**

**Learning Objectives: Listening & Speaking 1, 5, 6, 9**

✓ *use language related to the time of their daily activities.*

The teacher will first review the time (o’ clock) to ensure that children can read and say the time. This may be done during the Maths lesson. Then the teacher will ask questions to talk about what the children do, at what time, every day.

e.g.

Q: What time is it?

A: It is five o’ clock in the evening.

Q: What time do you get up?

A: I get up at six o’ clock in the morning.

I go to sleep at eight o’ clock at night etc.

### Activity 5

**Learning Objectives: Listening & Speaking 1, 5, 6, 8, 9**

✓ *talk about the pictures in the text.*

The teacher will do a picture walk. During the picture walk the teacher asks the following questions:

What time is it? (Pointing at the clock)

What do Dechen and Dorji do?

The teacher will not ask, “What is Dechen/Dorji doing?”. This is to ensure that the children use simple present tense which is in the text.

### Reading

### Activity 6

**Learning Objectives: Reading & Literature 1, 2, 3, 4, 5**

✓ *read the text using meaning structure, visual cues and phonics*

The teacher will do shared reading with the children. The teacher will have the children read the repeated pattern “What time is it Momo?” on each page independently.

### Activity 7

**Learning Objectives: Reading & Literature 1, 2, 3, 4, 5**

✓ *read in pairs either to each other or in unison.*

✓ *enjoy reading as a social activity*

The teacher will conduct buddy reading.

### Activity 8

**Learning Objectives: Reading & Literature 1, 2, 3, 4, 5**

✓ *read the text on their own using meaning, structure, visual cues and phonics.*

The teacher will divide the class into groups and do guided reading. The teacher will use the pictures on the pages to encourage children to read the words correctly.

## **After Reading**

### **Activity 9**

#### **Learning Objectives: Listening & Speaking 1, 5, 8, 9**

The teacher will ask the following questions to check the comprehension of the children.

What time does Dechen wake up?

What time do Dechen and Dorji go to school?

What time do they go to sleep?

What does Momo do at nine o' clock?

## **Follow Up**

### **Activity 10 Free Writing**

#### **Learning Objectives: Writing 1, 5, 7, 12**

The teacher will have the students draw what they do every day and also draw the time on page no. 23 of the Workbook A. Then the students will write a sentence about it. The teacher will guide the children with the vocabulary to make a sentence. Then they can first share their work in their small group and a few may volunteer to share with the whole class.

### **Activity 11**

#### **Learning Objectives: Reading & Literature 6, 17**

✓ *use meaning, structure and visual information*

Use the phonic sounds 'th /sh/ch' to fill in the blanks on page 24 of the Workbook A. Ask children to read the given sentences carefully and fill in with the correct phonic sounds

## **Assessment Tool 9: Checklist to assess Reading Log.**



## UNIT 2: WEEK FOUR

### [Phonemic lesson overview of the week]

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts /sh/, /ch/, /th/ and the introduction of the phonic concept /wh/.

**Suggested length of time:** 3 minutes every day

**Learning Objective:s Listening and Speaking – 1, 4, 8, 9, 12**

- ✓ *recall the alphabet sounds and the phonic concepts /sh/, /ch/ and /th/ with accuracy, confidence and speed.*
- ✓ *understand that when the letters w and h are placed together they typically represent the sound /w/.*
- ✓ *understand that /wh/ is less common than the w but they both represent the same sound.*

**Teacher's Note:** Present the alphabet cards and the /sh/, /ch/, and /th/ in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of /wh/ flashcards.

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness 'sounding-out' cards that contain the phonic concept /wh/

**Suggested length of time:** 2 minutes every day

**Teacher's note:** There are only 4 /wh/ blending and segmenting cards within the SSP pack because it is quite an uncommon sound in English.

**Source:** /wh/ blending and segmenting cards within the SSP pack (purple in colour).

**Daily Activity:** Reading and spelling /wh/ and /w/ list words

**Suggested length of time:** 10-15 minutes

**Learning Objectives: Reading and Literature- 1, 2, 4, 9, 17 Writing- 2, 6, 8**

- ✓ *sound-out and decode the /wh/ and /w/ list words.*
- ✓ *read the /wh/ and /w/ list words automatically (without applying the sounding-out technique).*
- ✓ *sound-out and spell the /wh/ and /w/ list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling based practice with the words of the week. **Use the Spelling Detective worksheet from Unit 2: week one.**

- Step 1: Read each word on the list, modeling the decoding technique. For example, wh-e-n, wh-e-n, wh-e-n, make the word 'when'
- Step 2: Call out the words for the students to spell. For example: Spell the word whip, Wh-i-p Spell the word whip.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class I, Unit 2 List 4: with /wh/

**Phonic story reading & story rewriting** (i.e. 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Learning Objectives: Listening and Speaking – 4,9,12 Reading and**

**Literature –3, 4, 8, 9, 10,11, 16, 17 Writing – 1, 2, 3, 6, 7, 12**

- ✓ *sound-out and decode the /wh/ and w phonic words contained within the story.*
- ✓ *read the /wh/ and /w/ words automatically (without applying the sounding-out technique).*
- ✓ *read the story with accuracy and fluency.*
- ✓ *rewrite part of the story, applying the practiced /wh/ and /w/ sounding-out spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the /wh/ and /w/ words.
- Step 2: The second reading of the short story should involve reading the /wh/ and /w/ words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

**Unit 2 Story titled 'The whip' (The stories are included in the guide for teachers/schools to make their own print)**

### **The whip**

Sonam wanted a whip.  
When he got his wish Sonam was thrilled.  
The whip whacked his shin.  
His shin became red which made him sad.

### **Activity 1**

**Learning Objectives: Reading & Literature 1, 11, 14, 15, 16**

Allow children to independently read the text, 'What time it is Momo?' in the coming week. With the slow readers, the teacher might need to do Guided Reading to help them with reading strategies and pronunciation. The teacher may also allow children to read the other main text and supplementary readers to reinforce reading.

## Activity 2

### Learning Objectives: Listening & Speaking 1, 9,12

- ✓ *use vocabulary and language to name clothes and tell what clothes the children like to wear, when they go to school, dzong, tsechu, market, birthday party, picnic, swimming etc.*

The teacher will review the names of clothing gho, kira, wonju, tego, shoes, socks from class PP. Review the rhyme, 'Dorji's Gho' from class PP.

## Activity 3

### Learning Objectives: Listening & Speaking 1, 6, 9

The teacher will teach new names of cloths like; socks shoes, trousers, t-shirt, jeans, sweater, skirts, half pant, underwear, under pant, vest, gloves, hats, coat, and raincoat using appropriate pictures. Use language like:

Q. What is this?

A. This is a sweater/ underwear.

## Activity 4 Game- Dressing- Up Relay

### Learning Objective: Listening and Speaking 1, 9

- ✓ *follow instructions and say, I am wearing*
- ✓ *develop body coordination*
- ✓ *develop social skills*

**Materials:** An identical set of clothes for each team

#### Steps:

- Split the class into two or more teams. The teams sit in a line at one corner of the playing field. At the other end of the playing field put the clothes in separate heaps for each team. Start the relay race by saying, Put on your socks! The first child from each team runs to the pile of clothes, searches for the socks and puts them on. He/she then runs back to the team saying, I am wearing socks! And takes them off again, passing the socks to the second child, who puts them on
- The second child runs to the piles of clothes, chooses any item, puts it on and runs back to the team saying, I am wearing a pair of socks and shoes! He/she then takes both of the items off and passes them to the next child.
- The game continues in this way until one team has put all the clothes on. The first team to do this wins. One team member will be fully dressed at the end of the game. ( Source: Lewis, G. and Bedson, G.; 2003; Games for Children; Oxford; China)

## Activity 5

### Learning Objective      Listening & Speaking      1, 6, 9

✓ *Use picture cues to tell what children wear on different days*

The teacher will talk about where and when we wear different clothing using the pictures from the previously mentioned activity.

Say

We wear a sweater on cold days. (Showing a picture of a sweater and a cold day)

We wear a T-shirt on hot days. (Showing a picture of a T-shirt and a hot day)

We wear ghos and kiras on tshechu days.

We wear jeans on birthdays etc.

Have children repeat after the teacher. The teacher must ensure that they pronounce the words clearly. The vocabulary to be used are: wear, hot, cold, picnic, swimming, holidays, windy days, rainy days, cloudy days, sunny days and birthdays.

## Activity 6

### Learning Objectives:      Listening and Speaking 1, 6, 7, 9,10

The teacher will use the pictures from the previous activity to do this activity. He will give a picture of an item of clothing to a child and help him/her to say sentences like;

I wear trousers on picnic days.

I wear a sweater on windy days

I wear a sweater on rainy days etc.

Later the teacher may ask questions like;

What do you wear on holidays?

When do you wear a half pant?

## Activity 7 Game- Dress and Days

### Learning Objectives:      Listening & Speaking 1, 4, 7, 12

**Materials:** cardboard cards the size of playing cards with pictures of clothes that are worn on different days

Steps:

- Divide the class into groups of 4-8
- Mix the cards and deal them out to the children. The children can play individually or in teams of two.
- Child 1 chooses another child and asks, Do you have clothing for a rainy day?
- If the child has clothing for that day, he/she answers, Yes, I have a raincoat and gives that card to Child 1. If not the child says, I am sorry. I don't have any.
- Child 1 puts one card in the middle after getting one from another child.

- The next child can either take the card from the middle or ask for a card from another child. He/ she must also put a card in the middle so that the same numbers of cards are maintained. The second child then asks Do you have clothing for ...?
- The first child to collect different clothes for different days is the winner. (Source: Lewis, G. and Bedson, G.; 2003; Games for Children; Oxford; China)

### **Activity 8 (Free writing)**

**Learning Objectives: Writing 1, 4, 8**

The teacher will have the children draw a picture of what they like to wear on any of the different days discussed and have them write a few lines about it.

### **Activity 9**

**Learning Objectives: Reading & Literature 1, 2, 4, 5, 11, 12, 15, 17**

The teacher will do shared reading with the supplementary reader 'A dress up day'. The teacher will first Read aloud the text to the children. This text may be used as an independent reading material.

This reader may be read over the period of several days.

### **Activity 10**

**Learning Objectives: Writing 1, 3, 5, 6, 7, 8, 9**

The children will do the activity from Workbook A page 25. The students will follow the pattern that is done for them. The students can then share their writing among their friends in small groups.

**Assessment Tool 10: Rubrics to assess students' ability to read the text 'What time is it, Momo?'**

## UNIT 2: WEEK FIVE

### [Phonemic lesson overview of the week]

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts /sh/, /ch/, /th/, /wh/ and the introduction of the phonic concept /qu/.

**Suggested length of time:** 3 minutes every day

**Learning Objectives: Listening and Speaking – 1, 4, 8, 9, 12**

- ✓ *recall the alphabet sounds and the phonic concepts /sh/, /ch/, /th/ & /wh/ with accuracy, confidence and speed.*
- ✓ *understand that when the letters q and u are placed together they typically represent the sounds /k+w/.*
- ✓ *understand that in English q is usually followed by u.*

**Teacher's Note:** Present the alphabet cards and the /sh/, /ch/, /th/, and /wh/ in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of /qu/ flashcards.

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness 'sounding-out' cards that contain the phonic concept /qu/

**Suggested length of time:** 2 minutes every day

**Teacher's note:** There are only 4 /qu/ blending and segmenting cards within the SSP pack because it is quite an uncommon sound in English.

**Source:** /qu/ blending and segmenting cards within the SSP pack (purple in colour).

**Daily Activity:** Reading and spelling /qu/ list words

**Suggested length of time:** 10-15 minutes every day

**Learning Objectives: Reading and Literature- 1, 2, 4, 9, 17 Writing- 2, 6, 8**

- ✓ *sound-out and decode the /qu/ list words.*
- ✓ *read the /qu/ list words automatically (without applying the sounding-out technique).*
- ✓ *sound-out and spell the /qu/ list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling based practice with the words of the week. **Use the Spelling Detective worksheet from Unit 2: week one.**

Step 1: Read each word on the list, modeling the decoding technique. For example, qu-i-ck, qu-i-ck, qu-i-ck makes the word 'quick'

- Step 2: Call out the words for the students to spell. For example: Spell the word quiz, qu-i-z Spell the word quiz.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class I, Unit 2 List 5: with /qu/

**Phonic story reading & story rewriting** (i.e. 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Learning Objectives:** Listening and Speaking – 4,9,12 Reading and Literature -3, 4, 8, 9, 10,11, 16, 17 Writing – 1, 2, 3, 6, 7, 12

- ✓ *sound-out and decode the /qu/ phonic words contained within the story.*
- ✓ *read the /qu/ words automatically (without applying the sounding-out technique).*
- ✓ *read the story with accuracy and fluency.*
- ✓ *rewrite part of the story, applying the practiced /qu/ sounding-out spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the /qu/ words.
- Step 2: The second reading of the short story should involve reading the /qu/ words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

**Unit 2 Story titled 'The queen and the quilt' (The stories are included in the guide for teachers/schools to make their own print)**

### **"The queen and the quilt"**

The queen wanted a quilt.

She wanted it quick.

'You have a week' she quipped.

'Can you make a quilt quick?'

The queen liked her quilt.

### **Before field trip**

#### **Activity 1**

**Learning Objectives:** Listening & Speaking 5, 6

- ✓ *get exposure to different places in and around the school.*

Teacher asks permission from the school authority for the field trip. The teacher will also need to give directions and instructions to the children about what they are expected to do during the trip.

Teacher needs to provide the time line of the field trip Prepare and give any materials to the children if required.

## During the trip

### Activity 2

#### Learning Objectives: Listening & Speaking 5,6

✓ *locate different places in the community*

Teacher takes the children out and visits places like the park, playground, bridge, water tap, garden, chorten, library, etc. Ask What is this/that/it?

Make sure 'this' and 'that' is used appropriately.

Teacher can also take the children to nearby places like: B.H.U, post office, river, bridge...

The trip must help children to explore in and around their school so that children can talk about their environment.

## After the trip

### Activity 3

#### Learning Objectives: Listening & Speaking 5, 6, 10

✓ *express their opinions*

Once the children get back to the classroom, have a volunteer report or talk about what he/she saw during the field trip using the language like: The office is behind the classrooms etc. Use vocabulary I, the water tap, is, near, beside, in front of, behind, there, has, are, it, during the talk.

Encourage children to talk with teacher's prompting questions like:

Q: What did you see near the park?

Children may say 'a water tap, a prayer flag. The teacher must help to rephrase and say

A: 'I saw a prayer flag.'

Q: Where is the library?

A: It/the library is behind the store/office...



## Follow up

### Activity 4

**Learning Objectives:**    **Listening & Speaking 13**    **Writing 5**

✓ *relate their observations from the field trip*

Teacher asks the children to recollect and tell what they saw during the field trip.

Then ask them to contribute their ideas/information to write a group story using the shared writing strategy.

e.g.    play ground  
The play ground is big.  
It is full of grass.  
It is near the park.  
It is beside the school.  
It has a wall... etc.

### Activity 5

**Learning Objectives:**    **Reading & Literature 3, 6**

✓ *develop fluency in reading*

Teacher and children do the echo reading with the group story written earlier

## Text 4: Momo and the Bananas

**Synopsis:** The story is about a monkey who is very hungry and is looking for something to eat. The story gives children an opportunity to share their experiences and express their views

## Before Reading

### Activity 6

**Learning Objectives:**    **Listening & Speaking 1, 5, 9**

✓ *relate their experience to the story*

✓ *express viewpoints*

✓ *use the pictures to talk about the text and learn vocabulary*

Teacher does a picture walk with the reader from page 1 to 7.

Teach new or unfamiliar words like; near, night, walks, reaches, ground, in front through context while doing the picture walk.

The teacher is expected not to teach the words in isolation.

## **During Reading**

### **Activity 7**

**Learning objectives:**     **Reading & Literature 1, 2,9**

✓ *hear the new words and see the punctuations*

Teacher do shared reading, during which the children's attention is drawn towards the punctuation, especially the question mark.

## **After Reading**

### **Activity 8**

**Learning Objectives:**     **Listening & Speaking 3, 10, 13**

✓ *make connections*

Teacher gives a few questions that will enable children to revisit the text.

Ask questions from pages 1 to 7 only.

e.g.

Where is Dechen's house?

What is there on the banana tree?

Where is the coop?

Who lives in the big tree?

What time is it? (Page 4)

### **Activity 9**

**Learning Objectives:**     **Reading & Literature 7, 8, 9**

✓ *read questions with intonation*

✓ *ask and respond to questions*

The teacher will have a few of the above questions and answers written on the board. He will point to the questions and answers and read them to the children. Children will repeat after the teacher to practice the intonation. The children may be motivated to identify questions and answers.

Here the children need to say which one is a question and which one is the answer.

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

## UNIT 2: WEEK SIX

### [Phonemic lesson overview of the week]

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts /sh/, /ch/, /th/, /wh/ and /qu/

**Suggested length of time:** 3 minutes every day

**Learning Objectives: Listening and Speaking – 1, 4, 8, 9, 12**

✓ *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards and the phonic cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Reading and spelling /sh/, /ch/ & /th/ list words (revision)

**Suggested length of time:** 10-15 minutes every day

**Learning Objectives: Reading and Literature- 1, 2, 4, 9, 17 Writing- 2, 6, 8**

✓ *sound-out and decode the /sh/, /ch/, /th/ list words.*

✓ *read the /sh/, /ch/, /th/ list words automatically (without applying the sounding-out technique).*

✓ *sound-out and spell the /sh/, /ch/, /th/ list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling based practice with the words of the week. **Use the Spelling Detective worksheet from Unit 2: week one.**

Step 1: Read each word on the list, modeling the decoding technique. For example, sh-i-f-t, sh-i-f-t, sh-i-f-t makes the word shift

- Step 2: Call out the words for the students to spell. For example: Spell the word thin, th-i-n Spell the word thin.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class I, Unit 2 List 6: with /sh/, /ch/ & /th/

Assessment Tool 1: Unit 2 Continuous Formative consisting

- Subtest 1 - sh, ch, th, qu, wh reading test
- Subtest 2 - sh, ch, th, qu, wh spelling test
- Subtest 3 -sh, ch, th, qu, wh writing in sentences test

**Teacher's note:** The spelling and writing tasks are designed to be presented to the whole class. However, the reading task requires the teacher to spend less than a minute with each child.

## Before Reading

### Activity 1

**Learning Objectives: Listening & Speaking 1, 2, 3, 4, 5**

✓ *generate discussions after reading the book*

The teacher will do a picture walk from the reader 'Momo and the Bananas' page 8 – 14

### Activity 2

**Learning Objectives: Listening & Speaking 1, 2, 4 Reading & Literature 1, 2, 3, 4, 5**

✓ *children get the meaning from the contextual cues*

Teacher teaches the following vocabulary reaches, ground, runs, jumps, lives, ... through contextual and demonstration.

e.g.

Sonam lives in Thimphu.

The frog jumps into the water

The boys are on the ground

He runs very fast

Teacher may ask a few children to act out/do a role play for a vocabulary word.

e.g.

Dechen reaches for her pencil[demonstrates].

## During Reading

### Activity 3

**Learning objectives: Reading & Literature 1, 2, 3, 4, 5, 8,**

✓ *read with the help of teacher and friends.*

Read the reader from page 8 to 14 using the shared reading strategy.

## After Reading

### Activity 4

**Learning Objectives Reading & Literature 2, 4, 6, 8, 9**

✓ *read independently and check their reading ability*

Teacher encourages the children to read independently.

He can ask the children to seek help from him if they are not able to read any word the in the reader.

## Activity 5

### Learning Objectives: Reading & Literature 3, 5, 16

- ✓ *identify high frequency words and use them in constructing sentences*

Teacher and children identify high frequency words there, in, at, out, go from the text. Put them on the word wall and read them in the context. These high frequency words can be used to frame simple sentences too.

e.g.

[There] are six black bags.

A chalk is [ in ] the tin.

## Activity 6

### Learning Objectives: Reading & Literature 6, 8

Teacher will ask children to do the activity from Workbook A page 26.

Before the children begin this activity, the teacher must demonstrate with a sentence or two.

e.g.;

lives big in tree Momo. a

Momo lives in a big tree.

## Activity 7

### Learning Objective 1: listening and speaking 5, 6, 8, 9

- ✓ *Use appropriate vocabulary to talk about different occupations found in their locality.*

Revise the vocabulary (who, doing, playing, cooking, running, what,...) related to class PP theme: My Family and My Friends, ( Readers: Father, Mother) and class I, My Community (week 12)

To introduce the concept of work, use Curriculum Guide week 12, activity 7, page 50. In addition to the vocabulary in the Curriculum Guide, the teacher may include new vocabulary like Principal, Warden, Matron, Cleaner, Cook, Caretaker, Administrative Assistant, Gup, Mangme, Tshogpa. The list of occupations will depend upon the community in which the school is located.

## Activity 8 (I Notice, I Wonder, It reminds me, What if...)

### Listening & Speaking 8, 9 Writing 5, 8

- ✓ *use new words (notice, wonder, reminds) to express their ideas.*
- ✓ *use new vocabulary (notice, wonder, reminds) to write.*
- ✓ *use full stops and capital letters appropriately in their writing.*

The teacher introduces the vocabulary like notice, wonder, reminds through context cues.

Example :

I notice a door.

I wonder who made it.

It reminds me of a carpenter.

What if there was no door.

The teacher can repeat the same activity with other objects or people until students understand and use the the new vocabulary.

### **Worksheet**

Draw, read and write

I notice a ..... (eg. Librarian)

I wonder..... (eg. What she does)

It reminds me ..... (eg. of my mother)

What if ..... (eg. she is not there)

The teacher takes the students with their above worksheet around and the students observe someone doing something. They draw the picture and then they fill up the worksheet. Let the students share with their friends in teams.

### **Activity 9 (Role Play)**

#### **Learning Objective 1: listening and speaking 7, 10**

✓ *ask simple questions with proper intonation.*

#### **Procedure:Role Play**

The teacher demonstrates the dialogue. Teacher provides cards to the students with the dialogue as follows.

#### **Language in practice:**

A: Good morning sir/madam

A: What is your name?

B: My name is .....

A: What work do you do?

B: I teach/ tell stories.....

A: What tools do you use?

B: I use books/ pens/ chalk.....

A: Do you use .....?

B: Yes, I do/ No, I don't

### Activity 10: (Structured Inquiry )

**Listening and speaking 3, 5, 6, 7, 8, 10 Reading 3,5,9,16**

- ✓ *ask simple questions with proper intonation.*
- ✓ *can read new words (Principal, Warden, Matron, Cleaner, Cook, Caretaker, Administrative Assistant, Gup, Mangme, Tshogpa, teaches, takes, corrects, computer, librarian) related to work.*

This is the sample work card for the Question and Procedure in Structured Inquiry.

#### Topic: Work

Questions	Expected answer (hypothesis)
What does a teacher do?	He/she looks after the students. He/she helps students. He/she takes care of students and classroom. He/she teaches students.
What tools does she/he use?	She/he uses computer, papers, and pen. He/she uses chalk and chalkboard.

The teacher provides the above card to each team and read through it.

Next the teacher provides instructions on how to use the following table No. 1. The students practice with the work of the teacher first.

#### Data Collection

Assign each team to go to different work places (Eg. Library, principal office, hostel, school kitchen) in the school with a work card each in a team and talk to the person concerned. Make sure students can read the sentences in the card. Students ask questions provided in the table and fill up the table listening to the person's responses.

(The teacher must inform the concerned person in advance about the students' visit and what he/she is expected to do. The teacher considers the nearby places for the LD students and guides them)

Table No: 1.0

Name	Do you .....	Tick/ cross	Do you use.....	Tick/ cross	Can you....	Tick/ cross
Miss Tashi Teacher	teach students?		books?		cook?	
	write stories?		pots?		draw?	
	tell stories to students?		saw?		sweep?	
	read books?		computers?		drive?	
	correct students' work?		hammer?		sing?	
	make chairs and tables?		pens?		play football?	

### **Activity 11 (Data Analysis)**

#### **Listening and speaking, 5, 8, 9**

- ✓ *use appropriate vocabulary to talk about different occupations found in their locality.*
- ✓ *pronounce new words (Principal, Warden, Matron, Cleaner, Cook, Caretaker, Administrative Assistant, Gup, Mangme, Tshogpa, teaches, takes, corrects, computer, librarian) clearly.*

The teams meet to talk about the data collected.

#### **Language in practice:**

Miss Tashi is a teacher.

She teaches the students.

She tells stories.

She corrects students' work.

She uses pens...../ she does not use.....

**(Assessment:** Adapt the existing checklist in line with the lesson objectives – use of appropriate vocabulary and pronunciation, intonation, expression to assess listening and speaking skill)

### **Activity 12 (Conclusion)**

#### **Writing 3, 5, 7, 10**

- ✓ *use increased vocabulary (tell, correct, computer, does, does not, teach....) to write their stories.*
- ✓ *use full stops and capital letters appropriately in their writing.*
- ✓ *enjoy talking about different occupations.*

The teacher demonstrates how to write a paragraph about a teacher's work using the sample work card. The focus is on use of new vocabulary, pronoun, and use of capital letters and full stops appropriately. Using the data collected, the students interpret the information in the form of paragraph writing as demonstrated by the teacher and share with the whole class through expert grouping or any other strategy. Collect the writing samples for assessment. For students with learning difficulties the activity could be altered; can use Cloze Test or Parallel Writing.

### **Activity 13 (CIRCLE TIME)**

#### **Listening & Speaking 5, 8, 9, 10,11**

- ✓ *Enjoy talking about different occupations in simple sentences.*

Teacher tells;

Draw what work you do at home.

Draw what you like to do.

After they finish drawing let them talk about it in their teams.



## Language in practice;

I help my mother.  
I also clean my house.  
I like to read story books.  
I can make tea.

Teacher and students sit in circle. Teacher holds a Talking Toy/Chips and initiates the discussion. Teacher tells;

I am a teacher.  
I work in the school.  
I also work in my house.  
I like to cook rice and potato /chilli / ..... curry.  
I can drive / read/ ....a car/book.....

The teacher passes the Talking Toy to one of the students to share what they do/like to do at home/school. Then pass the talking toy to the next child and continue passing to few more students. The teacher takes the opportunity to instill the values of taking responsibility, appreciating, respecting different works through discussion.

**TEACHER'S NOTE: THE FOLLOWING ACTIVITIES (ACT.14-23) ARE OPTIONAL THIS WEEK. THEY MAY BE CARRIED OUT AS AND WHEN APPROPRIATE IN THE FOLLOWING WEEKS.**

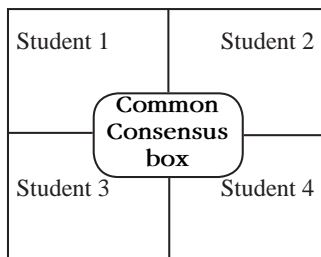
### Activity 14 Field Trip

#### Listening & Speaking 5, 8, 9, 10, 11

- ✓ use appropriate vocabulary to talk about different occupations found in their locality.
- ✓ enjoy talking about different occupations.

### BEFORE FIELD TRIP - Planning

The teacher provides Placemat Consensus sheet to the students as shown below.



Teacher says: We are going to meet different people and ask what they do and use. Before we go what do we need to do? Draw them in your box. After you finish, talk with your friends and put the pictures that are same in the common consensus box. For example if all four members agree to take an umbrella for the trip, they will draw the picture of an umbrella in the box.

After that the teams share their list in the common box with the whole class and the teacher records them on the chalkboard. Let the students go through the list.

The teacher ensures that they cover the following points.

- Asking permission
- Spot
- Time
- Materials – develop form
- Transportation
- Escorts/helpers
- Refreshments
- Safety
- Team formation
- Job delegation within the team.

## **DURING FIELD TRIP**

The teacher hands over the form each to the teams shown below as an example.

Place of visit: (Gup Office)

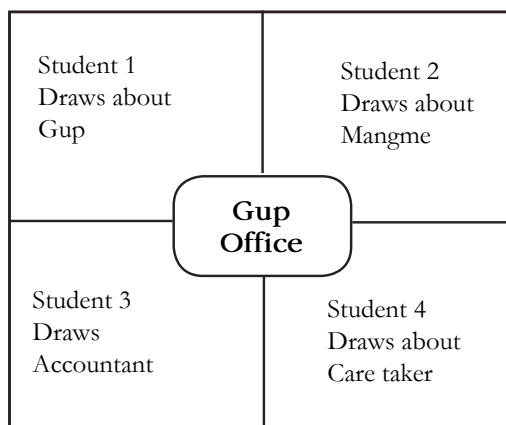
Occupation	What work do you do?	What things do you use?	Why did you become ...?
Gup			
Mangme			
Accountant			
Care taker			

Practice how to ask the questions and fill in the form. Filling in the form can be done through pictures.

Note: Prepare different form for different teams. Example: Police Station, Gup Office, BHU, Bank. The teacher may decide to take the class to more than one place if the places are near. For the special need students, either their friends can share their information with them after the field trip or the teacher can show them movies about different work that people do.

## AFTER FIELD TRIP

- The teacher provides each team with the materials (charts, colour pencils, sketch pens...).
- The teacher instructs the teams to make the template as shown below. Let the students use the above information to draw.



- Once the teams complete the activity let the students do table walk/paper walk/ gallery walk and later display the students work.

## Activity 15 (Master Artist)

### Listening & Speaking 5, 8, 9, 10, 11

Use new vocabulary to talk about subjects beyond their classroom.(art critic, verbal translator, action translator and master artist.)

The teacher explains the roles of – Art Critic, Verbal Translator, Action Translator and Master Artist.

- Art Critic – Observes the given picture and goes to the verbal translator and describes the picture.
- Verbal Translator – Listens to the Art Critic’s description, goes to action translator and explains the same.
- Action Translator - Listens to the verbal translator’s description, goes to the artist and explains the same through action.
- Master Artist – Draws the picture as understood from the action shown by the action translator.

Before the activity the teacher performs the procedure of the activity with one of the groups.

Note to the teacher:

Example:

Display any picture of anything such as carpenter, farmer at one spot, where students cannot see it.

Each member would be placed far enough so that the verbal description is not heard by others.

At the first whistle/call, all the Art Critics from the each team should run to the spot, observe the picture, run to the Verbal Translator and describe it to him or her.

Provide them maximum time of 10 minutes of complete their task after the first whistle.

Finally compare the pictures of the Master Artists with the original pictures.

Let students decide which picture is most similar to the original picture to decide the winner.

### **Teacher instructs:**

In your group discuss and decide the role you would like to take. (Art Critic, Verbal Translator, Action Translator and Master Artist)

You are going to do the activity in teams.

The picture is displayed there (teacher points)

At the first whistle/call all the Art Critics from the each team run to the spot and observe the picture.

You have ten minutes to finish your activity.

When you hear the second whistle/call, you must stop the activity.

Whichever picture is most similar to the original picture will be the winner.

Finally let the students talk about the original picture in their teams.

### **Language in practice:**

Note: Same activity can be done with the occupations that the students have learnt earlier.

This is a carpenter.

He makes tables and chairs.

He uses a saw.

He works in the house.

Wherever appropriate the teacher can play the occupation song and let student sing along.

### Activity 16

#### Learning Objectives: Listening & Speaking 5, 8, 10

- ✓ *speak in simple and complete sentences*
- ✓ *name different workers in and around their locality*

Teacher activates the children's prior knowledge by asking a few questions like:

What does your mother/father do?

What does he/she use?

Where does he go to work?

Where does a teacher work?....etc

Teacher uses pictures to introduce the vocabulary farmer, doctor, weaver, driver, teacher, lama, police officer, carpenter....etc and the tools they use sickle, medicine, stethoscope, loom, spade, plough, handset, gun etc.

### Activity 17

#### Learning Objectives: Listening & Speaking 10, 11, 12

- ✓ *make choices and talk about what they like.*

Teacher creates a very comfortable situation and invites the children to talk about what they would like to become and what they would like to do.

e.g.

Teacher: What do you want to become?

Child: I want to be a farmer.

I like working in the field.

Teacher: Why do you want to become a farmer?

Child: I love to grow rice and vegetables.

I want to sell them and get a lot of money.

### Activity 18

#### Learning Objectives: Listening & Speaking 9, 12

- ✓ *children learn the types of occupations through rhymes*

Introduce the rhyme 'Hurry, hurry, drive the fire truck' from class I Anthology book.

Use echo reading to teach the rhyme.

Teacher can also use other suitable rhymes or games to support learning about workers and tools.

e.g. play the game, 'who am I'.

I use chalk.

I work in the school, who am I?

### **Activity 19**

**Learning Objectives:**     **Writing 7, 8, 10, 11**

✓ *use full stops at the end of every sentence*

Divide the class into six groups. The groups will decide which jobs they would like to describe and talk about.

Provide paper and crayons. Let the children draw pictures of workers and their tools. Then the children do shared writing in groups.

Once they have completed their writing, ask them to look at each others' work. Get volunteers to share their writing by reading to the whole class.

Then they can display their writing on the literacy board or on the reading corner wall.

### **Activity 20**

**Learning Objectives:**     **Reading & Literature 4, 9     Writing 6**

Teacher uses Workbook A page 26 to reinforce occupation. It can also be used to teach the final blends –er. The steps used for teaching words ending with –en can be followed.

e.g.

teacher

farmer

carpenter

driver

shopkeeper.....etc

### **Activity 21**

**Learning Objectives: Reading & Literature 9, 16,**

Let the children do the activity from Workbook A, page 28. The children will use structure/ visual/picture cues to read and match.

### **Activity 22**

**Learning Objectives:**     **Reading & Literature 2,3,4,5,6**

✓ *use prior knowledge*

✓ *use the meaning and structure to read a complete sentence*

Teacher uses Workbook A page 29 for this activity. Here too, the children will use the three cues to get the complete thought and expression written in the workbook.

### **Activity 23**

**Learning Objectives:**     **Listening & Speaking 3, 9, 12 Reading & Literature 3, 16, 17**

✓ *build on vocabulary and short sentences*

✓ *help children think quickly*

✓ *improve imagination*

Teacher initiates the game Make a Message. Show a few examples before the children start to play this game.

**Time: 10/15 minutes**

**Materials: chalkboard, paper, pencils.**

Steps:

- 1] Write a word on the chalkboard, for example,  
H-E-L-I-C-O-P-T-E-R
- 2] Split the class into teams of 4-10 children. Each team goes to a corner of the room and tries to write words or a message, using the letters of the word on the chalkboard as the first letters of the message words.  
e.g. Hungry? Eggs Lying In Cupboard! One Potato, Too! Eat Raw!
- 3] The children decide on punctuation. The message doesn't have to be grammatically correct as long as the meaning is clear.
- 4] Give one point for each word a team includes in their message.

Comments: This is rather advanced game for children with a wide knowledge of vocabulary. To simplify it for younger or less advanced children, leave out the idea of a message, just stick to building the words only. Teams think of words beginning with the letters of the word written on the chalkboard. Repetitions are not allowed.

e.g. F-A-R-M-E-R

Father, Apple, Red, Monkey, Egg, Run

**Assessment Tool 14: Rubrics to assess students' ability to interpret data collected into a paragraph.**

**Assessment Tool 1: Continuous Formative Assessment consisting**

- Subtest 1 – Reading
- Subtest 2 – Spelling
- Subtest 3 – Writing Sentences

## UNIT 3: WEEK ONE

### [Phonemic lesson overview of the week]

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learnt and the introduction of the phonic concept /ck/.

**Suggested length of time:** 3 minutes every day

**Learning Objectives: Listening and Speaking – 1, 4, 8, 9, 12**

- ✓ *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*
- ✓ *understand that when the letters c and k are placed together they typically represent the sound /k/.*
- ✓ */ck/, /k/ & /c/ sound the same.*

**Teacher's Note:** Present the alphabet and phonic cards in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of /ck/ flashcards.

Source: Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness 'sounding-out' cards that contain the phonic concept /ck/

**Suggested length of time:** 2 minutes every day

**Teacher's note:** There are 8 /ck/ blending and segmenting cards within the SSP pack.

**Source:** /ck/ blending and segmenting cards within the SSP pack (magenta pink in colour).

**Daily Activity:** Reading and spelling /ck/ list words

**Suggested length of time:** 10-15 minutes

**Learning Objectives: Reading and Literature- 1, 2, 4, 9, 17 Writing- 2, 6, 8**

- ✓ *sound-out and decode the /ck/ list words.*
- ✓ *read the /ck/ list words automatically (without applying the sounding-out technique).*
- ✓ *sound-out and spell the /ck/ list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling based practice with the words of the week. **Use the Spelling Detective worksheet from Unit 2: week one.**

Step 1: Read each word on the list, modeling the decoding technique. For example, t-i-ck, t-i-ck, t-i-ck make the word 'tick'

- Step 2: Call out the words for the students to spell. For example: Spell the word duck, d-u-ck spell the word duck.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class I, Unit 3 List 1:with /ck/



**Phonic story reading & story rewriting** (i.e. 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Learning Objectives: Listening and Speaking – 4,9,12 Reading and Literature – 3, 4, 8, 9, 10,11, 16, 17 Writing – 1, 2, 3, 6, 7, 12**

- sound-out and decode the /ck/ phonic words contained within the story.
- read the /ck/ words automatically (without applying the ‘sounding-out’ technique).
- read the story with accuracy and fluency.
- rewrite part of the story, applying the practiced /ck/ ‘sounding-out’ spelling skills.

**Teacher’s note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the /ck/ words.
- Step 2: The second reading of the short story should involve reading the /ck/ words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

**Unit 3 Story 13 titled ‘A stack of food’. (The stories are included in the guide for teachers/schools to make their own print)**

### **A stack of food**

At the back of the shack the duck had lots of food.

The food was on a rack and in a big sack.

Munch! Crunch! The duck ate all that was in the big stack.

### **Text 5: Work**

**Synopsis:** This is a story about Momo the monkey who is very inquisitive about human life. The text is fun and it will generate a lot of discussions among children about the content as well as their abilities. The text can be used to introduce the contraction ‘can’t’.

## Before Reading

### Activity 1

**Learning Objective: Listening & Speaking: 1, 5, 6, 8, 11**

- ✓ *make connection*
- ✓ *describe illustrations*

Teacher will do a Picture walk from page 1-7 involving children in the process. Use the vocabulary quickly, grows, seeds, yellow during the picture walk.

## Reading

### Activity 2

**Learning Objective: Reading & Literature 1, 2, 3, 4, 5, 6, 8**

- ✓ *use three different cues to read the text.*
- ✓ *attend to the punctuation [full stop, question mark].*

Teacher uses the interactive reading strategy to read the text, pages 1-7.

**Teacher's Note:** This text is very good example to get children to attend to punctuation.

## After Reading

### Activity 3

**Learning Objectives: Reading & Literature 2, 3, 5, 8**

Let the children read pages 1 to 7 independently.

After independent reading the teacher may read aloud to reinforce the punctuation.

## Follow Up

### Activity 4

**Learning Objectives: Listening & Speaking 1, 11**

- ✓ *children use picture cues to retell the story*

Teacher shows the pictures on pages 1- 7 and encourages children to retell the story.

Ensure that children speak in simple and complete sentences as far as possible.

## **Before Reading (Text: Work)**

### **Activity 5**

#### **Learning Objectives: Listening & Speaking 1,2,3,4,5,6**

- ✓ *children use prior knowledge to read the text*
- ✓ *children make text to life connections*

Recapitulate the story read earlier in page 1-7. Then do Picture walk for pages 8 – 14 of the text.

## **Reading**

### **Activity 6**

#### **Learning Objectives: Reading & Literature 1, 2, 3, 4, 5, 6**

Follow the same reading strategy – interactive reading used. Use vocabulary from the text while doing the picture walk.

### **Activity 7**

#### **Learning Objectives: Reading & Literature 2, 3, 4, 5, 6, 9**

- ✓ *children help each other to read the text*
- ✓ *children learn to read new texts*

Teacher lets the children to read pages 8-14 in pairs, taking turns.

### **Activity 8**

#### **Learning Objectives: Reading & Literature 6, 10, 11**

Children read the text from pages 8 – 14 independently.

### **Activity 9**

#### **Learning objectives; Reading & Literature 9**

- ✓ *children develop their reading fluency*

Teacher and children do choral reading in groups. The teacher does echo reading to help the slow readers.

## After Reading

### Activity 10

**Learning Objectives:** Listening & Speaking 7, 9, 10 Reading & Literature 3, 9, 16

- ✓ *talk about the text in their own words*
- ✓ *children express their views on the text*
- ✓ *build the- ing words using the text and other books/ word wall*

Teacher asks children about their likes and dislikes of the story 'Work'. Have large and small group discussions. All the children participate in sharing their views. The teacher may ask questions like:

Do you like the story?

Why do you like the story?

What is it that you don't like in the story? And so on

Teacher can also have children build words that have the ending -ing.

e.g. Teacher says 'look at the text book and find the word that ends with ing'.

The Children will look at the page, point and say the word looking.

In a similar manner let the children write some more words that ends with ing .

e.g. cutting, reading, sitting and add a few from other sources.

Teacher may give the activity from the Workbook A page 30 as an extended learning activity.

**Teacher Note:** This text can be used to review prepositions; in front of, near, onto.

### Activity 11

**Learning Objectives:** Reading & Literature 3, 5, 16

- ✓ *Identify high frequency words and use them in sentences*

Teacher and children identify the high frequency words who, that, his, here, her, we, day, from the text.

Use the strategy mentioned in the teachers' guide to identify the high frequency words and reinforce them in the text.

**Assessment Tool 5:** Rubrics to assess students' ability to retell the story from the text 'Work'.

**Assessment Tool 12:** Rating Scale to check reading proficiency.

## UNIT 3: WEEK TWO

### [Phonemic lesson overview of the week]

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learnt

**Suggested length of time:** 3 minutes every day

**Learning Objectives: Listening and Speaking – 1, 4, 8, 9, 12**

- ✓ *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet and phonic cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Reading and spelling /ck/ & /k/ list words

**Suggested length of time:** 10-15 minutes

**Learning Objectives: Reading and Literature- 1, 2, 4, 9, 17 Writing- 2, 6, 8**

- ✓ *sound-out and decode the /ck/ and /k/ list words.*
- ✓ *read the /ck/ & /k/ list words automatically (without applying the sounding-out technique).*
- ✓ *sound-out and spell the /ck/ & /k/ list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling based practice with the words of the week. **Use the Spelling Detective worksheet from Unit 2: week one.**

Step 1: Read each word on the list, modeling the decoding technique. For example, t-i-ck, t-i-ck, t-i-ck make the word 'tick'

- Step 2: Call out the words for the students to spell. For example: Spell the word milk, m-i-l-k spell the word milk.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class I, Unit 3 List 2: with /ck/ & /k/

### Text 6: Occupation

**Synopsis:** This is an informational text. It talks of different workers in Bhutan. The children can easily make personal connections as they read the text.

### Before Reading

#### Activity 1

**Learning Objectives: Listening & Speaking 1, 5, 8**

- ✓ *develop the skill of making predictions,*
- ✓ *use the picture cues to speak*

Teacher initiates a Picture walk.

## **During Reading**

### **Activity 2**

**Learning Objectives: Reading & Literature 1, 3, 4, 5, 10**

Teacher uses interactive reading strategy to read the text.

### **Activity 3**

**Learning Objectives: Reading & Literature 2, 4**

The children will read in pairs. The fluent readers will be asked to help the slower readers.

## **After Reading**

### **Activity 4**

**Learning Objectives: Listening and Speaking 1, 5, 7, 9**

Teacher will ask questions like the following to check the comprehension level of the children.

Where does a farmer work?

What does he use?

What does a policewoman do?

What does a pilot do?

Which occupation do you like? Why?

What do you want to become when you grow up?

### **Activity 5**

**Learning Objectives: Reading & Literature 3, 5, 16**

✓ *Identify the high frequency words and use them in sentences*

Teacher uses the strategy given earlier to identify high frequency words and add them to the word wall. High frequency word in this text is after.

## **Follow up**

### **Activity 6**

**Learning Objectives: Listening & Speaking 7, 10, 12 Writing 3, 5**

Teacher motivates children to play a guessing game.

e.g.

Pema :I wear a uniform.

I look after the forest and wild animals.

Guess who I am.

Choki: I guess you are a forest guard.

The class claps all together and cheers if the response is correct. Teacher ensures that children use full sentences while playing this game.

### **Activity 7**

**Learning Objectives:** Listening & Speaking 5, 7, 8

✓ *learn about more jobs and work habits of the people around them*

Teacher uses different pictures of occupation lama, nurse, army officer, soldier, shopkeeper, electrician, plumber, forest guard etc. Talk about the workplaces and the nature of the work.

e.g.

A nurse works in the hospital. She looks after the sick people.

A lama lives in the Dzong. He reads prayer books.

### **Activity 8**

**Learning Objectives:** Writing 5, 12

✓ *contribute ideas*

✓ *use known words*

Ask children to write about their parent's occupation using independent writing strategy.

Teacher encourages children to use phonics, high frequency words, spelling patterns and the vocabulary learned. The children must also be encouraged to edit their own work.

### **Activity 9**

**Learning Objectives:** Reading & Literature 2, 3, 4,5,6

✓ *apply the picture/structure cues to read and complete the texts*

Let children do the activity from Workbook A page 31. The students will use the three cues to do the activity.

### **Activity 10**

**Learning Objectives:** Writing 2, 7, 8, 10 Listening & Speaking 3,8,10

✓ *learn to work in group and share ideas*

Let children choose a job which they would like to discuss and write about.

Then let the children work in groups to talk, draw and write about their choice of job (Shared writing) Ensure every child participates in the discussion and writing. The children can then share their work with the whole class and display it on the wall.

### Activity 11

**Learning Objectives:**    **Reading & Literature 16**            **Listening & Speaking 3**

- ✓ *enjoy reading , listening & speaking*
- ✓ *develop co operation among themselves*
- ✓ *enjoy learning through fun*

Teacher gives instructions on how to play a Bingo game.

Write about 10 words related to work and occupations on each cardboard, making each board slightly different. Keep the list of words you have written on the boards. Distribute a board each among the groups. Call out all the words one by one. Children cover each word with a stone when they hear it. The first to cover all words on the card says Bingo and is the winner. This game can be played in groups or individually.

### Activity 12

**Learning Objectives:**    **Reading & Literature 2, 5, 6**

- ✓ *associate pictures to the texts*

Ask the children to do Workbook A pages 32 and 33.

Use different cues to read and match texts to pictures.

**Assessment Tool 14: Rubrics to assess students' ability to write about their parents' occupation.**



## UNIT 3: WEEK THREE

### [Phonemic lesson overview of the week]

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learnt and the introduction of the phonic concept /ee/.

**Suggested length of time:** 3 minutes every day

**Learning Objectives: Listening and Speaking – 1, 4, 8, 9, 12**

- ✓ *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*
- ✓ *understand that when the letters e and e are placed together they typically represent the sound /ee/ as in bee and see.*

**Teacher's Note:** Present the alphabet and phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of /ee/ flashcards.

Source: Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness 'sounding-out' cards that contain the phonic concept /ee/

**Suggested length of time:** 2 minutes every day

**Learning Objectives: Listening and Speaking – 1, 4, 9, 12**

- ✓ *blend the sounds together to form a /ee/ word (to support decoding and reading)*
- ✓ *segment a /ee/ word into its individual sounds (to support spelling and writing)*

**Teacher's note:** There are only 8 /ee/ blending and segmenting cards within the SSP pack.

Source: /ee/ blending and segmenting cards within the SSP pack (green in colour).

**Daily Activity:** Reading and spelling /ee/ list words

**Suggested length of time:** 10-15 minutes

**Learning Objectives: Reading and Literature- 1, 2, 4, 9, 17 Writing- 2, 6, 8**

- ✓ *sound-out and decode the /ee/ list words.*
- ✓ *read the /ee/ list words automatically (without applying the sounding-out technique).*
- ✓ *sound-out and spell the /ee/ list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling based practice with the words of the week. **Use the Spelling Detective worksheet from Unit 2: week one.**

Step 1: Read each word on the list, modeling the decoding technique. For example, f-ee-t, f-ee-t, f-ee-t makes the word 'feet'

- Step 2: Call out the words for the students to spell. For example: Spell the word jeep, j-ee-p Spell the word jeep.
- It is essential to clarify and explain the meaning of any words not understood by the class.

Source: Class I, Unit 3 List 3: with /ee/

**Phonic story reading & story rewriting** (i.e. 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Learning Objectives: Listening and Speaking – 4,9,12 Reading and Literature –3, 4, 8, 9, 10,11, 16, 17 Writing – 1, 2, 3, 6, 7, 12**

- ✓ *sound-out and decode the /ee/ phonic words contained within the story.*
- ✓ *read the /ee/ words automatically (without applying the sounding-out technique).*
- ✓ *read the story with accuracy and fluency.*
- ✓ *rewrite part of the story, applying the practiced /ee/ sounding-out spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the /ee/ words.
- Step 2: The second reading of the short story should involve reading the /ee/ words in
- Step 3: The third reading of the short story should occur at a more natural pace of reading
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

**Unit 3 Story titled 'Jigme and the bees' (The stories are included in the guide for teachers/schools to make their own print)**

### **Jigme and the bees**

Jigme sees three bees up in a tree.

He creeps up the tree.

He needs some sweets but the queen bee is there.

He creeps back from the tree.

### **Follow Up**

#### **Activity 1**

**Learning Objectives: Listening & Speaking 3, 12**

- ✓ *children learn vocabulary through games*
- ✓ *children learn to give and follow instructions*

Play the game, 'Sonam Says' as mentioned below to enhance comprehension skills.

e.g. Sonam says

Be a doctor

Be a farmer

Be a carpenter

Be a shopkeeper

Let children act out possible actions as instructed by the leader. The children take turns to be the leader and give instructions.

### **Activity 2**

**Learning Objectives: Writing 2, 3, 5**

✓ *use different cues to write simple stories about what the children like*

Teacher provides key words works, wears, uses a handset, looks after, etc and lets the children write independently. Teacher may decide how many sentences each child will write on the occupations.

### **Activity 3**

**Learning Objectives: Reading & Literature 4, 6, 8**

✓ *use meaning (picture) cues to read sentences*

Teacher asks the children to do Workbook A page 34.

### **Activity 4**

**Learning Objectives: Reading & Literature 1, 2, 4, 15, 17**

The teacher will use the supplementary reader 'Pepper goes to the doctor' to do a read aloud activity.

### **Activity 5**

**Learning Objectives: Listening & Speaking 5**

✓ *children use their prior knowledge of common domestic animals*

Activate children's prior knowledge by asking the names of some common domestic animals that are available in the locality cow, cat, dog, hen, horse, pig, sheep, goat, cock, etc. Use pictures or real animals if possible. Use language like; What is this/it? It /this/ is.....

Review the body parts of the animals learned before and then label the body parts using the chart on which a picture of an animal is drawn.

### **Activity 6**

**Learning Objectives: Listening & Speaking 9, 10**

✓ *children learn to speak in simple and complete sentences*

Teacher encourages children to describe common animals in complete sentences using the vocabulary: has, horns, legs, short, long, small, tail, domestic, animal, big.

e.g.

This is a cow

It has two ears.

It has two eyes.

It has a long tail.

It has two horns.

Do the same with the other animals.

### Activity 7

**Learning Objectives: Listening & Speaking 12 Reading & Literature 7, 9, 11, 17**

✓ *children learn the sound of different animals through fun*

Teach the rhyme 'Moo' from Class I Anthology. Teacher models how to read the rhyme and practices it with the children in groups and as a whole class.

### Activity 8

**Learning Objectives: Listening & Speaking 12 Reading & Literature 4, 9, 16**

✓ *make personal connections*

✓ *learn about animals homes and food*

Talk about the animals' habitats. Use vocabulary lives, shed, sty, eats, coop, pen, grass, rice, bones, leftovers, worms, grains,

e.g.

A cow lives in a shed.

A pig lives in a sty.

A hen lives in a coop.

A goat/sheep lives in a pen.

A cow eats grass.

A dog eats bones and rice.

A hen eats grains and worms.

A pig eats leftovers vegetables/rice/fruits.

### Activity 9

**Learning Objectives: Listening & Speaking 1, 5, 8**

✓ *talk about the importance of animals*

Teacher motivates children to talk about the uses of animals by having them discuss in groups.

Use vocabulary such as: wool, get, milk, eggs, from, pork, beef, leather, mutton, chicken,

e.g.

Say

We get eggs from hen.

We get wool from sheep.

We get pork from pig.

Teacher's note: It is not advisable to say, 'A cow gives us milk'.

## Activity 10

**Learning Objectives: Reading Literature 6, 9, 15      Writing 1, 8, 9**

✓ *children see and read the sample writing written by the teacher*

Teacher writes a sample description of an animal and uses the description for shared reading.  
e.g

A dog

---

A dog is a domestic animal.

It lives in a kennel.

It eats rice and bones.....etc

People keep dogs to look after their house.

**Assessment Tool 6: Checklist to assess students' ability to say animals' names, where they live, foods they eat, what their babies are called and their usefulness.**

## UNIT 3: WEEK FOUR

### [Phonemic lesson overview of the week]

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learnt and the introduction of the phonic concept /oo/ (long sound).

**Suggested length of time:** 3 minutes every day

**Learning Objectives: Listening and Speaking – 1, 4, 8, 9, 12**

- ✓ *recall the alphabet sounds and the phonic concepts learned with accuracy, confidence and speed.*
- ✓ *understand that when the letters o and o are placed together they typically represent the short /oo/ and the long /oo/ sounds. Focus on long /oo/ for this week*

**Teacher's Note:** Present the alphabet cards and the above-mentioned phonic sounds in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of long /oo/ flashcards.

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness 'sounding-out' cards that contain the phonic concept long /oo/

**Suggested length of time:** 2 minutes every day

**Learning Objectives: Listening and Speaking – 1, 4, 9, 12**

- ✓ *blend the sounds together to form long /oo/ word (to support decoding and reading)*
- ✓ *segment long /oo/ word into its individual sounds (to support spelling and writing)*

**Teacher's Note:** Instructions are scripted on the cards along with tips, should some of the students experience difficulty sounding out words.

**Source:** long /oo/ blending and segmenting cards within the SSP pack (yellow in colour).

**Daily Activity:** Reading and spelling /oo/ list words

**Suggested length of time:** 10-15 minutes

**Learning Objectives: Reading and Literature- 1, 2, 4, 9, 17 Writing- 2, 6, 8**

- ✓ *sound-out and decode the long /oo/ list words.*
- ✓ *read the long /oo/ list words automatically (without applying the sounding-out technique).*
- ✓ *sound-out and spell the long /oo/ list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling based practice with the words of the week. **Use the Spelling Detective worksheet from Unit 2: week one.**

Step 1: Read each word on the list, modeling the decoding technique. For example, b-oo-t, b-oo-t, b-oo-t makes the word 'boot'

- Step 2: Call out the words for the students to spell. For example: Spell the word root, R-oo-t Spell the word root.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class I, Unit 3 List 4: with long /oo/

**Phonic story reading & story rewriting** (i.e. 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objective:** Listening and Speaking – 4,9,12 Reading and Literature -3, 4, 8, 9, 10,11, 16, 17 Writing – 1, 2, 3, 6, 7, 12

- ✓ *sound-out and decode the long /oo/ phonic words contained within the story.*
- ✓ *read the long /oo/ words automatically (without applying the sounding-out technique).*
- ✓ *read the story with accuracy and fluency.*
- ✓ *rewrite part of the story, applying the practiced long /oo/ sounding-out spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the long /oo/ words.
- Step 2: The second reading of the short story should involve reading the long /oo/ words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

**Unit 3 Story titled 'Food in the zoo' (The stories are included in the guide for teachers/schools to make their own print)**

### **Food in the zoo**

The moon was on top of the zoo.

The zoo cats, rats and dogs all got food.

All at the zoo were in a good mood.

### **Activity 1**

**Learning Objectives:** Writing 1, 2, 3, 5, 10

- ✓ *learn to support each other while writing in groups.*

Teacher provides each group a picture of an animal with key words like; eats, grass, has, legs, lives, to describe the animal. Children are asked to work together to describe the animal in a few sentences. The students will use the sample writing of the teacher as a model. Use the shared writing strategy. (Refer the preliminary page xlv )

## **Activity 2**

### **Learning Objectives : Reading & Literature 11, 12**

- ✓ *get exposure to peer writing*

Teacher asks the groups to exchange their written pieces. Then each group reads aloud the pieces written by other groups. The work may be displayed on the wall.

## **Activity 3**

### **Learning Objectives: Writing 1, 2, 3, 5**

- ✓ *use known words to write sentences*
- ✓ *use capital letters at the beginning of sentences*

Children will do independent writing using the key words provided on the chalk board.

e.g.

lives

grass

long tail

two horns

eats

Children will write few sentences in their notebooks and will be encouraged to use capital letters at the beginning of sentences.

## **Activity 4**

### **Learning Objectives: Listening & Speaking 1, 3, 12    Reading & Literature 2, 9, 10, 17**

- ✓ *enjoy reading while having fun.*
- ✓ *learn to associate facts to justify and defend their choices.*

Play the animal game mentioned below for reading words and phrases.

Steps: Prepare an outline drawing for several common animals-cow, horse, sheep, pig, cat and dog. (You will need one outline for each group in your class).

Then prepare phrase cards on small slips of paper describing each animal in a phrase or words. e.g. to describe a cow, write four legs, milk, lives in the shed, horns, long tail, short tail, eats grass. Include a few words and phrases that do not apply to a cow. e.g. two legs, lays eggs, has feathers etc.

Pass an outline animal and a packet of ten phrases/words to each group.

The phrases can be shared among children in the group. Each child in the group reads his or her words/phrases and the group decides whether the words/phrases describe the animal e.g. -milk, four legs, eats grass, horns describe the cow. If the words or phrases describe the animal the child places the word/phrase slip in the outline of the animal. If they don't describe the animal the word/phrase is put aside.

Teacher needs to model the activity before the group work.



### **Activity 5**

#### **Learning Objectives: Listening & Speaking 5, 6, 9**

- ✓ *associate the young ones to their mothers*
- ✓ *relate their life to the texts*

The teacher will teach the young ones of the animals cow, cat, dog, goat, sheep, hen, horse, pig. Use the language structure What is a baby dog called? A baby dog is called a puppy etc. Teach a few names at a time.

Teacher may use Workbook A page 35 and 36 to teach and introduce the young ones of the animals. The young ones are calf, kitten, puppy, kid, lamb, chick, foal, and piglet.

### **Activity 6**

#### **Learning Objectives: Reading & Literature 1, 9, 11, 17**

The teacher may teach the rhyme Mary had a little lamb from Class I Anthology. to emphasize the names of the young ones. Use appropriate pictures and actions to teach the rhyme.

### **Activity 7**

#### **Learning Objectives: Listening & Speaking 9, 10**

- ✓ *learn names of wild animals*

Teacher activates children's prior knowledge of wild animals. Sometimes children might know the names of a few wild animals and may tell their names.

Use picture flash cards to introduce some wild animals. Use vocabulary like; tiger, boar, deer, monkey, snake, leopard, bear, fox, elephant, frog, takin, many, does, it, has, live, eat .

Shows a picture flash card of an animal and allow children to talk about it by asking questions like;

- What is this?
- How many legs does it have?
- What colour is it?
- Where does it live?
- What does it eat?

### **Activity 8**

#### **Learning Objectives: Reading & Literature 2, 6**

- ✓ *use prior knowledge*
- ✓ *use picture cues to read the names of the animals*

Children will carry out the activity in Workbook A page 37.

### **Activity 9**

**Learning Objectives: Reading & Literature 4, 16, 17**

✓ *differentiate wild from domestic animals*

Teacher writes the names of both the domestic and wild animals on paper strips and has the children sort them into two groups as wild and domestic. Teacher demonstration and oral discussion must be held before the children are asked to sort out. The children must hear the words 'domestic' and 'wild' clearly.

### **Activity 10**

**Learning Objectives: Reading & Literature 3, 12 Listening & Speaking 3, 8, 9**

✓ *learn through fun*

Let children play bingo game with the names of wild and domestic animals.

It is very important to have children communicating in English during the play time.

**Assessment Tool 14: Rubrics to assess students' ability to write about their favourite animal.**

## UNIT 3: WEEK FIVE

### [Phonemic lesson overview of the week]

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learnt and the introduction of the phonic concept /oo/ (short sound).

**Suggested length of time:** 3 minutes every day

**Learning Objectives: Listening and Speaking – 1, 4, 8, 9, 12**

- ✓ *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*
- ✓ *understand that when the letters o and o are placed together they typically represent the short /oo/ and the long /oo/ sounds. Focus on short /oo/ for this week*

**Teacher's Note:** Present the alphabet and phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of flashcards – the short /oo/ card.

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness 'sounding-out' cards that contain the phonic concept short /oo/

**Suggested length of time:** 2 minutes every day

**Learning Objectives: Listening and Speaking – 1, 4, 9, 12**

- ✓ *blend the sounds together to form a short /oo/ word (to support decoding and reading)*
- ✓ *segment a short /oo/ word into its individual sounds (to support spelling and writing)*

**Teacher's Note:** Instructions are scripted on the cards along with tips, should some of the students experience difficulty sounding out words.

**Source:** short /oo/ blending and segmenting cards within the SSP pack (yellow in colour).

**Daily Activity:** Reading and spelling oo list words

**Suggested length of time:** 10-15 minutes

**Learning Objectives: Reading and Literature- 1, 2, 4, 9, 17 Writing- 2, 6, 8**

- ✓ *sound-out and decode the short /oo/ list words.*
- ✓ *read the short /oo/ list words automatically (without applying the sounding-out technique).*
- ✓ *sound-out and spell the short /oo/ list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling based practice with the words of the week. **Use the Spelling**

### **Detective worksheet from Unit 2: week one**

Step 1: Read each word on the list, modeling the decoding technique. For example, b-oo-k, b-oo-k, b-oo-k makes the word 'book'

- Step 2: Call out the words for the students to spell. For example: Spell the word root, r-oo-t Spell the word root.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class I, Unit 3 List 5: with short /oo/

**Phonic story reading & story rewriting** (i.e. 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Learning Objectives: Listening and Speaking – 4,9,12 Reading and**

**Literature -3, 4, 8, 9, 10,11, 16, 17 Writing – 1, 2, 3, 6, 7, 12**

- ✓ *sound-out and decode the short /oo/ phonic words contained within the story.*
- ✓ *read the short /oo/ words automatically (without applying the sounding-out technique).*
- ✓ *read the story with accuracy and fluency.*
- ✓ *rewrite part of the story, applying the practiced short /oo/ sounding-out spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the short /oo/ words.
- Step 2: The second reading of the short story should involve reading the short /oo/ words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

**Unit 3 Story titled 'The good cook' (The stories are included in the guide for teachers/schools to make their own print)**

#### **The good cook**

A cook was cooking.

He was cooking buns.

The cook was good at cooking buns.

The cook looked in his cookbook.

Soon the cook shook.

The buns looked very good.

### **Activity 1**

**Learning Objectives: Writing 5, 6, 8 Listening & Speaking 5, 10, 12**

✓ *express ideas and views to write a group story*

Encourage children to imagine themselves as one of the animals. Ask them to pretend to be an animal and tell what they would do if they were a pig/ horse/ hen/ cow/...etc. Use vocabulary such as; if, we, will, do, what, are. Say, If I were a monkey, I would climb a tree. Give them lots of oral practice.

Next put the children in small groups and ask them to write a simple short story through Interactive writing. (Refer to preliminary page xli)

For this activity you need charts/paper, markers or sketch pens, and cello tape/glue.

e.g. Group one

If we were monkeys...

We would get lots of bananas.

We would climb trees.

Group two.

If we were cows...

We would eat grass

We would give milk.

Just for fun, children can think of animals being capable of doing impossible things.

e.g. We would drive a car.

### **Activity 2**

**Learning Objectives; Reading & Literature 4, 9, 17**

Teacher asks children to do the activity from Workbook B page 1 to reinforce the food habit of different animals.

### **Activity 3**

**Learning Objectives; Reading & Literature 2, 3, 5, 9, 15**

✓ *read a simple text*

Teacher uses the supplementary reader let's go to the farm to reinforce animal descriptions.

Read aloud the text involving children in making a series of predictions.

### **Activity 4**

**Learning Objectives: Reading & Literature 2, 3, 4**

Children will write the names of animals using pictures cues on page 2 of the Workbook B.

### **Activity 5**

**Learning Objectives: Reading & Literature 6**

✓ *use prior knowledge to read and match*

Let the children complete the activity on page 3 of the Workbook B.

### **Activity 6**

#### **Learning Objectives: Reading & Literature 5,16**

- ✓ *make meaningful pictures*
- ✓ *use prior knowledge*

Teacher instructs the children to carry out the activity on page 4 of the Workbook B.

The children must read on their own, guess the animal and draw the pictures.

### **Activity 7**

#### **Learning Objectives: Reading & Literature 2,6**

- ✓ *connect print to picture*
- ✓ *use the visual ( phonic) cues to read the words eg, eye, tail, ear, trunk*

Get the children to do the Workbook B pages 5. The students will use the visual (phonic) cues to fill in the blanks.

### **Text 7: Twelve Animals of Bhutan**

**Synopsis:** This book talks about animals in Bhutan and their habitats.

#### **Before Reading**

### **Activity 8**

#### **Learning Objectives: Listening & Speaking 8, 10**

- ✓ *get information about different animals*

Teacher shows the book 'Twelve Animals of Bhutan' and then initiates a picture walk.

Use the vocabulary that is in the text forest, lives, get, have, climb, come, field, plants, barks, eat, grass, hot, places, night, roots, sees, lay, eggs ,etc.

### **Activity 9**

#### **Objectives: Listening & Speaking 5, 6, 13 Reading & Literature 3, 9, 16**

- ✓ *learn letter sounds*
- ✓ *build more words which ends with -s*

Play the game I spy with my little eyes.

e.g.

I spy with my little eyes an animal beginning with S...,

The children guess and answer Is it a snake? A child will point to the word in the text.

The activity can be carried out in pairs or groups.

Use all the beginning sounds of animal names .e.g. b...bear, c...cat, cow ,d...dog, deer

Teacher asks children to refer to the text 'Twelve Animals of Bhutan' and have them look at the words that end with –s.

e.g. Page 1: lives, forests.

Page 2: yaks, animals.

On the rest of the pages; trees, plants, fields, apples, barks, leaves, legs, eyes, rats, houses, snakes, ears, elephants, tigers, pigs, goats, seeds, hens, flies, boars, eggs, frogs, tails, monkeys, groups, bananas

The teacher can also say, I spy with my little eyes an animal's name which ends with –r etc.

**Teacher's Note :** This word building activity may be carried out in teaching any text. This will reinforce use of visual cues by children.

### **Activity 10**

#### **Learning Objectives: Listening & Speaking 8, 11**

✓ *describe their favourite animal in simple sentences*

Children will tell a simple story about their pets or favourite animal using the words have, can, cannot, take, name, to, town, play, jump, like, eat, etc learned in class. They can use pictures to prompt their story.

e.g.

Dorji: I have a dog.

Its name is Pinto.

I love my dog very much.

I take my dog for a walk.

I take my dog to town.

My dog can play with a ball.

My dog can run fast.

My dog eats bones and rice.

Pema: My favorite animal is a cow.

I like cows.

A cow is helpful to us.

We get milk from the cow.

It eats grass and leaves.

**Assessment Tool 11: Miscue Analysis to assess students' ability to read the text 'Twelve Animals of Bhutan'**

## UNIT 3: WEEK SIX

### [Phonemic lesson overview of the week]

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learnt

**Suggested length of time:** 3 minutes every day

**Learning Objectives: Listening and Speaking – 1, 4, 8, 9, 12**

✓ *recall the alphabet sounds and the phonic concepts with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards and the phonic cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Reading and spelling /ck/, /ee/ & /oo/ list words (revision)

**Suggested length of time:** 10-15 minutes every day

**Learning Objectives: Reading and Literature- 1, 2, 4, 9, 17 Writing- 2, 6, 8**

✓ *sound-out and decode the /ck/, /ee/, /oo/ list words.*

✓ *read the /ck/, /ee/, /oo/ list words automatically (without applying the sounding-out technique).*

✓ *sound-out and spell the /ck/, /ee/, /oo/ list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling based practice with the words of the week. **Use the Spelling Detective worksheet from Unit 2: week one.**

Step 1: Read each word on the list, modeling the decoding technique. For example, s-i-ck, s-i-ck, s-i-ck makes the word sick.

- Step 2: Call out the words for the students to spell. For example: Spell the word sock, s-o-ck Spell the word sock.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class I, Unit 3 List 6: with /ee/, /oo/ & /ck/

**Assessment Tool 1:** Unit 3 Continuous Formative Assessment consisting

- Subtest 1 - /ck/, /ee/, /oo/ reading test
- Subtest 2 - /ck/, /ee/, /oo/ spelling test
- Subtest 3 - /ck/, /ee/, /oo/ writing in sentences test

**Teacher's note:** The spelling and writing tasks are designed to be presented to the whole class. However, the reading task requires the teacher to spend less than a minute with each child in the class.



## Activity 1

### Learning Objectives: Writing 1, 2, 3, 4,5

- ✓ *write simple sentences to create a shared story*

Students talk and agree on which animal they will write about. They brainstorm some ideas to describe the animal with the help of the teacher. The teacher writes key words on the board.

e.g. A Monkey

A monkey eats bananas.

It can jump.

It can climb trees.

A monkey has a long tail...etc.

**Teacher's Note:** Encourage children to say and write any words/phrases/sentences without being too concerned about conventions, because it may discourage them from writing independently.

## Activity 2

### Learning Objectives: Reading & Literature 3, 5, 17

- ✓ *enjoy writing and reading the names of animals in a game manner.*

Let children do the activity in Workbook B page 6, enabling them to write the names of animals.

## Reading

## Activity 3

### Learning Objectives: Reading & Literature 2, 3, 5

- ✓ *use different cues to read the text*
- ✓ *learn to look at the different format of texts*

Teacher will do shared reading from page 1-11 from the text 'Twelve Animals of Bhutan'. The teacher might also do echo reading since this is an informational text and is a bit challenging.

## After Reading

## Activity 4

### Learning Objectives: Writing 3, 5

- ✓ *refer/revisit the text to write answers*
- ✓ *learn to write answers appropriately using capital letters and full stops.*

Teacher prepares and distributes question cards to each group. Ensure each group gets sufficient copies of the questions so that the children do not have difficulty in reading and writing answers to the questions.

Sample question cards.....

What does a bear eat?

Where does an elephant live?

What do we take from the yak?

Which animal barks like a dog?

## Follow Up

### Activity 5

**Learning Objectives: Reading & Literature 11, 15, 16**

✓ *practice reading on their own*

Teacher asks the children to do Independent Reading. Teacher may assign a few pages to individual children to practice.

### Activity 6

**Learning Objectives: Reading & Literature 11, 12**

Use the supplementary reader 'Chicken Licken' to do a read aloud

### Activity 7 [game –cheerleader]

**Learning Objectives: Listening & Speaking 3, 9,10, 12**

✓ *learn to listen carefully*

✓ *learn to spell words*

The teacher initiates the Cheerleader's game for spelling and listening.

**Time: 5/10 minutes**

**Materials:** pictures of cheerleaders [optional]

**Description:** cheerleaders are a popular accompaniment to sports events, especially American football. They are usually a group of boys and girls who wear colourful costumes and chant slogans in support of the competing teams.

### Steps:

- 1] If the children in your class have never heard of or seen cheerleaders, describe them, perhaps in the mother tongue, so that they will understand the idea of this game. Show them pictures of cheerleaders. The object of the game is to repeat the letters the cheerleaders' calls and try to guess what they spell.
- 2] The children stand in a circle. Call out Give me an E! The children call E! Then call out Give me an L [second letter of the word, for example, elephant] and so on, until all letters in the word elephant are called out. You may want to hold up a picture of the animal to be sure that the children understand the meaning of the words.

- 3] Then ask What does it spell? The children call the word, if they can. The first child to call the word correctly becomes the next cheerleader.

### **Variation 1**

The game should start with simple, preferably short words, e.g. cat, dog, pig, cow, and gradually move on to difficult words.

### **Variation 2**

Some actions could be included, like the ones cheerleaders do at sports events. This can make the game even more fun.

### **Comments:**

This is a simple repetition game. The children should have a very good knowledge of the alphabet. This game may be played to learn the spelling of the high frequency words.

### **Activity 8**

#### **Learning Objectives: Reading & Literature 8, 9, 17**

✓ *attend to punctuation marks in the written piece and read aloud with fluency*

Use Eagle Eye to look at the punctuation marks in the text and to read the text with fluency.

**Materials:** paper, scissors, string

### **Preparation:**

Draw a pair of eagle eyes on a plain sheet of paper, cut its outline and make holes for eyes to see through. Then tie a string at both ends. It should look like a pair of goggles.

Next make a photocopy of text with punctuation errors for all the groups, at least 3 or 4 copies for each group. The text should contain a few punctuation errors, intended for children to attend to and spot the errors.

Have a copy of an error free text for comparison, written on large paper with clear print.

### **Steps:**

- 1] Get children to draw and cut the outline of eagle eyes as demonstrated by the teacher.
- 2] Distribute the copies of texts with errors to each group.
- 3] Children tie their eagle eyes on their face like goggles and they read the text using their eagle eyes.
- 4] Children read the text carefully and spot the errors, full stops, question marks and some spelling mistakes of high frequency words. They have to spot as many errors as possible in the text. They may take notes of errors for later discussion.

- 5] Then, the teacher displays the error -free text after they have finished their investigation while using eagle eyes. Now let the students cross check the errors they have spotted using the text displayed text.
- 6] Let each group take turns to go in front of the class with their text and show what errors they spotted, still using eagle eyes.  
e.g.  
We spotted a missing full stop at the end of the second sentence.  
We spotted a question mark missing for a question” How many.....”.
- 7] Finally read the model text all together using eagle eyes.

### **Example of text with errors:**

A cow is a domestic animal. It eats grass It has a long tail. How many horns does it have. a cow lives in A shed. Where do you live.

### **Example of error free text:**

A cow is a domestic animal. It eats grass. It has a long tail. How many horns does it have? A cow lives in a shed. Where do you live?

Teacher’s Note: In the beginning of the activity, it would be a good idea to ask students why we choose eagle eyes to spot errors in the text. The reason may differ from child to child, but the teacher may explain that the eagle eyes are generally considered sharp and can see very well even from a very far distance. Therefore, it enables good spotting.

### **Assessment Tool 1: Continuous Formative Assessment consisting**

- **Subtest 1 – Reading**
- **Subtest 2 – Spelling**
- **Subtest 3 – Writing Sentences**

## UNIT 4: WEEK ONE

### [Phonemic lesson overview of the week]

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learnt

**Suggested length of time:** 3 minutes every day

**Learning Objectives: Listening and Speaking – 1, 4, 8, 9, 12**

✓ *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness 'sounding-out' cards that contain CCVC words

**Suggested length of time:** 2 minutes every day

**Teacher's note:** There are only 6 cards (stop, swim, slip, step, stem, frog) for blending and segmenting within the SSP pack.

**Source:** The blending and segmenting cards within the SSP pack (light blue in colour).

**Daily Activity:** Reading and spelling CCVC list words

**Suggested length of time:** 10-15 minutes

**Learning Objectives: Reading and Literature- 1, 2, 4, 9, 17 Writing- 2, 6, 8**

✓ *sound-out and decode the CCVC list words.*

✓ *read the CCVC list words automatically (without applying the sounding-out technique).*

✓ *sound-out and spell the CCVC list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling based practice with the words of the week. **Use the Spelling Detective worksheet from Unit 2: week one.**

Step 1: Read each word on the list, modeling the decoding technique. For example, b-l-a-ck, b-l-a-ck, b-l-a-ck makes the word black!

- Step 2: Call out the words for the students to spell. For example: Spell the word green, g-r-ee-n Spell the word green.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class I, Unit 4 List 1:with CCVC words.

**Phonic story reading & story rewriting** (i.e. 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Learning Objectives: Listening and Speaking – 4,9,12 Reading and**

**Literature – 3, 4, 8, 9, 10,11, 16, 17 Writing – 1, 2, 3, 6, 7, 12**

- ✓ *sound-out and decode the CCVC words contained within the story.*
- ✓ *read the CCVC words automatically (without applying the sounding-out technique).*
- ✓ *read the story with accuracy and fluency.*
- ✓ *rewrite part of the story, applying the practiced CCVC sounding-out spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the CCVC words.
- Step 2: The second reading of the short story should involve reading the CCVC words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

**Source:** Class I, Unit 4 Story titled 'A frog and a grub'

### **A frog and a grub**

The green tree frog liked to munch and crunch on grubs.

The green tree frog spotted a grub.

Munch! Munch! Crunch! Crunch!

That green tree frog began to grin.

## **Continuation of the text 'Twelve Animals in Bhutan'**

### **Before Reading**

#### **Activity 1**

**Learning Objectives: Listening & Speaking 5, 6,8**

- ✓ *recall and talk*
- ✓ *use K\_W\_L chart to motivate reading*

Teacher reviews the text from page 1 to 11 through some prompting questions.

Then use the K\_W\_L chart as a pre reading activity to read the remaining texts [pg.12—22].

Refer to the preliminary page lv for the use of K\_W\_L chart.

## Activity 2

### Learning Objectives: Reading & Literature 8, 9

✓ *read unfamiliar words with the help of teacher and friends.*

Teacher and children read the text using the shared reading strategy.

## Reading

### Activity 3

Learning Objectives: Reading & Literature 3, 8,9

✓ *compare their predictions with the information that they learned in the text*

Children look at their predictions and see the similarities and differences using the K\_W\_L chart for further discussion and comprehension of the text.

Ensure all predictions are accepted. The teacher needs to make it fun reading and learning.

## After Reading

### Activity 4

### Learning Objectives: Reading & Literature 16

✓ *play with words*

Let the children look at different pages of the text and let them hunt for words.

e.g.

On page 3 *find something we drink [milk]*

On page 5 *find two things we eat.[apple, maize]*

*Find a word which starts with...*

### Activity 5

### Learning Objectives: Reading & Literature 3, 5, 16

✓ *Identify the high frequency words*

Teacher uses the strategy mentioned earlier in the teachers' guide to identify and reinforce the high frequency words *like, big, come, get, very*, from the text.

## Activity 6 Learning Objectives: Reading & Literature 2, 16 Writing 5, 7, 9

✓ *read the phrases to form sentences*

Teacher models a few examples using a similar activity as given on page 7 of Workbook B before the children are asked to do it. Then the students do the activity from Workbook page 9 following the teacher's model.

## Activity 7

**Learning Objectives: Reading & Literature 2, 16 Writing 5, 9**

- ✓ *Get exposure to different formats of writing*
- ✓ *Revisit the read text to write the correct answers.*

Let the the children do the activity given on page 8 of the Workbook B. The teacher may demonstrate at the beginning of the activity.

## Follow Up

## Activity 8

**Learning Objectives: Writing 5 Reading & Literature 3,6**

Do Workbook B page 9.

## Activity 9

**Learning Objectives: Reading & Literature 11, 12**

Teacher reads aloud the text 'Let's go fly a kite'.

**Teacher's Note:** If time permits you may do the readers' theater. [Refer the preliminary page xli]

## Activity 10 Game

**Learning Objectives: Listening & Speaking 3, 7, 9, 10, 12**

- ✓ *improve and build on vocabulary*

Teacher introduces the following game –Acrostic crosswords. Children have the opportunity to explore different ways to learn to spell and build words.

**Time:** 10/15 minutes.

**Materials:** three or four empty crossword grids, 15x15.

**Preparation:** prepare three or four empty crossword grids [15x15]. The children may draw the grids on squared paper. In each of these, write one long word vertically down the middle, for example, *ELEPHANT, ANIMAL, YELLOW, BHUTAN, GROUND, LEOPARD, BANANA, FOREST, etc* Photocopy each grid for each team.



**Steps:**

1] Divide the class into teams. Be sure that each team includes at least one student who is good in spelling. The teams go to different corners of the room or outside. Give each team a crossword grid. Make sure that one team's decision is not heard by others. Try to think of as many words as possible on the same topic which would fit both horizontally and vertically. e.g.

<i>S</i>	<i>N</i>	<i>A</i>	<i>K</i>	<i>E</i>		<i>B</i>
				<i>L</i>	<i>E</i>	<i>O</i>
				<i>P</i>	<i>A</i>	<i>R</i>
				<i>D</i>		
				<i>E</i>		<i>N</i>
				<i>P</i>		<i>A</i>
				<i>H</i>		<i>N</i>
				<i>A</i>		<i>A</i>
				<i>N</i>		
		<i>C</i>	<i>A</i>	<i>T</i>		

2] The team scores one point for each correct word. In the above example, the team scores eight points. Set a time limit for each crossword. Check the spelling of each word. A word spelt incorrectly scores no points.

**Variation 1**

After finishing each acrostic crossword, children can try and make sentences with their words, scoring extra points for this.

**Variation 2**

**This can easily be turned into** an individual activity. Photocopy one crossword sheet for each child.

**Assessment Tool 12: Rating Scale to check reading proficiency**

## UNIT 4: WEEK TWO

### [Phonemic lesson overview of the week]

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learnt

**Suggested length of time:** 3 minutes every day

**Learning Objectives: Listening and Speaking – 1, 4, 8, 9, 12**

✓ *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards and the phonic cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness 'sounding-out' cards that contain CCVC words

**Suggested length of time:** 2 minutes every day

**Teacher's note:** There are only 6 cards (flip, plum, crop, crab, flag, twin) for blending and segmenting within the SSP pack.

**Source:** The blending and segmenting cards within the SSP pack (light blue in colour).

**Daily Activity:** Reading and spelling CCVC list words

**Suggested length of time:** 10-15 minutes

**Learning Objectives: Reading and Literature- 1, 2, 4, 9, 17 Writing- 2, 6, 8**

✓ *sound-out and decode the CCVC list words.*

✓ *read the CCVC list words automatically (without applying the sounding-out technique).*

✓ *sound-out and spell the CCVC list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling based practice with the words of the week. **Use the Spelling Detective worksheet from Unit 2: week one.**

Step 1: Read each word on the list, modeling the decoding technique. For example, t-w-i-n, t-w-i-n, t-w-i-n makes the word 'twin'

- Step 2: Call out the words for the students to spell. For example: Spell the word smash, S-m-a-sh Spell the word smash.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class I, Unit 4 List 2: with CCVC words.

**Phonic story reading & story rewriting** (i.e. 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading: 5 minutes every day**

**Suggested length of time for partial story re-writing: 15 minutes every day**

**Learning Objectives: Listening and Speaking – 4,9,12 Reading and**

**Literature – 3, 4, 8, 9, 10,11, 16, 17 Writing – 1, 2, 3, 6, 7, 12**

- ✓ *sound-out and decode the CCVC words contained within the story.*
- ✓ *read the CCVC words automatically (without applying the sounding-out technique).*
- ✓ *read the story with accuracy and fluency.*
- ✓ *rewrite part of the story, applying the practiced CCVC sounding-out spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the CCVC words.
- Step 2: The second reading of the short story should involve reading the CCVC words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

**Unit 4 Story titled 'Jigme's trip'(The stories are included in the guide for teachers/schools to make their own print)**

### **Jigme's trip**

Jigme went on a trip in his truck.

Jigme went on a track in his trip.

Crash! Smash!

Jigme's truck hit a tree.

Jigme cannot go on his trip.

## Text 8: The Elephant's Trunk

**Synopsis:** The fable about how an elephant got her long trunk.

### Before Reading

#### Activity 1

**Learning Objectives:** Listening & Speaking, 7, 8, 11

✓ *develops visualization/imagination*

Do a book walk.

#### Activity 2

**Learning Objectives:** Reading & Literature 5, 6, 9 Listening & Speaking 10, 11, 12

✓ *express the information received from the pictures to their friends*

✓ *develops fluency*

Teacher pairs up the children and name them A and B.

Get all the A's to bend on their tables. After that teacher shows a picture from the text to Bs, ask them to look at the picture carefully.

Then all the Bs share their observations to As.

They take turns to do the split image several times. Make it great fun.

#### Activity 3

**Learning Objectives:** Reading & Literature 3, 5, 6, Listening & Speaking 3, 9

Teacher teaches vocabulary long ago, liked, lots, through, pushed, pulled, wanted, could not etc through demonstration and context.

### Reading

#### Activity 4

**Learning Objectives:** Reading & Literature 9, 15, 16

✓ *develop fluency in reading*

✓ *get exposure to different types of texts.*

Teacher does echo reading with the children.

## After Reading

### Activity 5

#### Learning Objectives: Reading & Literature 3, 4, 9

- ✓ *read the texts using the picture cues*

Once the echo reading activity is done get the children to read the text independently. Tell children to take note of words that are not familiar or new to them. Then ensure to teach these in context, through pictures/demonstrations.

### Activity 6

#### Learning Objectives: Reading & Literature 3, 4, 9 Writing 2, 8

- ✓ *judge the words that fit the sentences to make complete sense in writing*

Teacher gives a cloze exercise from the text page 1 to 8. Make a worksheet for individual child.  
e.g. (pot, Karma,...etc.)

\_\_\_\_\_did not like chilies  
There were lots of chilies in the .....

The class can also have question answer session to check their comprehension of the text. Also help them to make connections by asking questions like:  
Do you know any similar stories?

## Follow Up

### Activity 7

#### Learning Objectives: Reading & Literature 4, 16

- ✓ *learn the words-past/present tenses through fun*
- ✓ *read the words fluently*

Teacher can prepare domino game with the words is, was, are, were, pull, pulled, pushed, push, look, looked, like, liked,...etc.

For details refer the old English manual.

### Activity 8

#### Learning Objectives: Listening & Speaking 11, 12

- ✓ *listen to different texts[fable]*

Teacher read aloud the supplementary reader 'Goldilocks and three bears'.

### Activity 9 game-animal posters

#### Learning Objectives: Listening & Speaking 1, 3, 5, 10, 12

- ✓ *Learn directions, possessives and the language structures, Is it...?, It feels like a/an .....*

Teacher prepares the class to play the game Animal posters. Give clear instructions before the game begins.

**Time: 15/20 minutes.**

**Materials:** two large sheets of white cardboard of A1; smaller cardboard sheets in a variety of colours; coloured pens or pencils; scissors; glue or sticky tape for sticking paper to paper; a box or feely bag.

Preparation: Before the lesson, draw the torsos of two animals, one on each large sheet of white cardboard. The two animals chosen should be very different from each other: for example, a bird and an elephant, not a cat and a lion. Leave out key body parts such as tails, wings, trunks, horns. Hang the posters on the wall at least one metre apart. Clear some space in front of the wall.

### **Steps: Lesson 1**

Give out the coloured cardboard. Tell the children to draw the animals and which part of the body to be cut out. You may want to give young children especially pre-cut outlines, so that they only need to colour them. There should be two identical sets of animal parts, one per team.

### **Lesson 2**

- 1] Divide the class into two teams or more teams for very large classes. Each team lines up in front of one of the animal torsos on the wall.
- 2] Give each team a box or feely bag which contains the animal parts the children made in the earlier lesson.
- 3] Blindfold the first player. This child reaches into the box and takes out one animal part. The children then ask What is it? Child 1 feels the animal part and answers It feels like...a bird's wing, an elephant's trunk, cow's horns, sheep's head, etc. The child must guess not only the part, but also the animal to which it belongs.
- 4] If the animal part does not match the team's animal torso, blindfold the next child, who takes another animal part.
- 5] If the team believes the animal part matches their animal torso, the rest of the team guides the blindfolded child to the picture and directs him or her where to place the part. Use words such as left, right, forwards, backwards, up, down, stop, a little more. Let the children call the instructions all at once-this increases the fun. Make sure that the instructions are in English.
- 6] After fixing the part to the picture, child 1 takes off the blindfold and returns to the team, giving the blindfold to the next child in line.
- 7] The team that first completes its animal poster wins.

### **Assessment Tool 12: Rating Scale to check reading proficiency.**

## UNIT 4: WEEK THREE

### [Phonemic lesson overview of the week]

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learnt

**Suggested length of time:** 3 minutes every day

**Learning Objectives: Listening and Speaking – 1, 4, 8, 9, 12**

✓ *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet and phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness 'sounding-out' cards that contain CVCC words

**Suggested length of time:** 2 minutes every day

**Teacher's note:** There are only 5 cards (tent, left, sand, gold, list) for blending and segmenting within the SSP pack.

**Source:** The blending and segmenting cards within the SSP pack (red in colour).

**Daily Activity:** Reading and spelling CVCC list words

**Suggested length of time:** 10-15 minutes

**Learning Objectives: Reading and Literature- 1, 2, 4, 9, 17 Writing- 2, 6, 8**

✓ *sound-out and decode the CVCC list words.*

✓ *read the CVCC list words automatically (without applying the sounding-out technique).*

✓ *sound-out and spell the CVCC list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling based practice with the words of the week. **Use the Spelling Detective worksheet from Unit 2: week one.**

Step 1: Read each word on the list, modeling the decoding technique. For example, j-u-s-t, j-u-s-t, j-u-s-t makes the word 'just'

- Step 2: Call out the words for the students to spell. For example: Spell the word left, L-e-f-t Spell the word left.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class I, Unit 4 List 3: with CVCC words.

**Phonic story reading & story rewriting** (i.e. 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Learning Objectives: Listening and Speaking – 4,9,12 Reading and**

**Literature –3, 4, 8, 9, 10,11, 16, 17 Writing – 1, 2, 3, 6, 7, 12**

- ✓ *sound-out and decode the CVCC words contained within the story.*
- ✓ *read the CVCC words automatically (without applying the sounding-out technique).*
- ✓ *read the story with accuracy and fluency.*
- ✓ *rewrite part of the story, applying the practiced CVCC sounding-out spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the CVCC words.
- Step 2: The second reading of the short story should involve reading the CVCC words in full (without sounding) and at a reduced or slow pace.
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

**Unit 4 Story titled 'The tent in the wind'.(The stories are included in the guide for teachers/schools to make their own print)**

### **The tent in the wind**

In the sand by a pond a tent went up.

The tent went up at dusk.

But a sudden gust of wind twisted the tent and the tent went down with a thump.

**continuation of the reader ' The Elephant's Trunk**

### **Before Reading**

#### **Activity 1**

The teacher will do a picture walk or split image before reading the text from page 9 – 14.



## Reading

### Activity 2

**Learning Objectives: Listening & Speaking 7, 10, 11**

✓ *share opinions*

Teacher will read aloud the remaining texts, page 9 to 14. Then do echo reading with the children.

### Activity 3

**Learning Objectives: Reading & Literature 2,3,5,13,17**

✓ *enjoy reading the text.*

Teacher asks the children to sit in pairs and do pair reading. Assign different pages to different pairs.

Example;

Children A and B read page 9 and 10

Children C and D read pages 11 and 12 etc.

## After Reading

### Activity 4

**Learning Objectives: Listening & Speaking 5, 7, 8**

✓ *respond and express ideas when asked*

Teacher asks a few questions, keeping in mind the different levels of questioning.

Examples:

What did Karma see in the pot?

Who do you like in the story?

What would Karma do if there were bananas in the pot?

What would you do if you were Karma? etc.

### Activity 5

**Learning Objectives: Listening & Speaking 10, 11, 12**

✓ *learn to sequence and gain confidence*

Have the class do a role play for this reader.

Teacher and children can decide who will play each role.

Some can be Karma, some can be Karma's mother, some Bikram Bear, etc and others can represent the rest of the animals.

## Activity 6

**Learning Objectives: Reading & Literature 2, 13, Writing 5**

- ✓ *transferring the information from the text*
- ✓ *connecting the facts about animals*

Children will do the activity Workbook B pages 10 and 11

## Activity 7

**Learning Objectives: Reading & Literature 3, 5, 16**

- ✓ *identify the high frequency words*

Teacher and the students identify high frequency words did, was, them, but and add them to the word wall.

## Follow Up

## Activity 8

**Learning Objectives: Writing 11 Reading & Literature 5**

- ✓ *use the past tenses in different situations*
- ✓ *build words that end with ed*

The teacher may use the text to introduce words that end with 'ed'. Follow the procedure mentioned earlier to teach them.

e.g. liked, looked...

The teacher may also prepare a work sheet for this activity.

e.g. Rewrite the sentences adding -'ed' to the words in the brackets.

The monkeys [point] at the bananas.

I (pull) her hair.

They (push) me.

Teacher may let the children look for words that end with 'ed' from the text 'The Elephant's Trunk'.

Let the children refer to the text or any other source and build a few words that end with 'ed'.

e.g.

liked

looked

pushed

wanted

pulled

pointed

## Activity 9

**Learning Objectives**    **Listening and Speaking**    11, 12

Children can be asked to retell the story. Use pictures in the text to help the students remember the story.

## Activity 10

**Learning Objectives: Reading & Literature** 16    **Writing** 8

✓ *build vocabulary through fun and play*

Demonstrate making small words out of a big word a few times and put a few big words on the chalkboard.

Children can look at the word wall for clues and build as many little words as they can.

e.g.

- Big word.....elephant
- Small words.....ant, at, let, pant, pan, hen, help, ten, he, eat, ate, pen, etc.

You may group these little words into one letter words, two letters word, three letters words, etc.

Two letter word

at, he, an...

Three letters word

ant, let...

Four letters word

help, pant...

## Activity 11 Animal noises-Role-play and guessing game

**Learning Objectives: Listening & Speaking** 3, 10, 12

✓ *practice language*    *Am I ...? Yes, you are/No, you are not; I m*

✓ *imitate sounds; mime*

**Time: 10/20 minutes**

**Materials:** Post-it stickers or paper with sticky tape or safety pins with pictures or names of animals written for each child.

**Preparation:** Prepare post-it stickers with pictures or the names of animals. Children should already know many animals and their sounds. Children may also draw their own animals.

### Steps:

1. Children stand in a row and the teacher sticks one post-it-sticker on the back of each child.

2. Let the children come in front and show them how to ask each other, questions such as What am I? to a child showing his/her back to another child. The child, looking at the sticker, imitates the sound made by that animal instead of saying the name of the animal. He/She may also mime the actions of that animal. Then the child guesses and says, Am I a cat? The friend answers, Yes, you are/ No, you aren't.
3. Monitor to make sure everyone is either asking or being asked. If necessary, pair up the children to do the activity. As soon as the children have found out their animal, they run to you and say I'm a horse/cow, dog. Check the children's backs. If they are right, they take the post-it stickers off their back, stick it on their front and then go to help the other children who are still playing. If they are wrong, the game continues. The game finishes when everyone has found out who they are.

#### **Variation 1:**

This game also works with vehicles, or any sound-making objects the children know.

#### **Variation 2:**

Instead of using sound imitation, reduce the game to simple mime.

Any topic is suitable, for example, classroom objects. The children ask Have I got a...? and try to describe the object using mime, for example by pretending to use the object. The answer is either Yes you have or No, you haven't.

**Comments:** Remember that animals make different noises in different languages! For example, a cock says kikeriki in German, cocoricoc in French/Bhutanese, and cock-a-doodle-doo in English.

### **Activity 12 animal game-team and guessing game**

#### **Learning Objectives: Listening & Speaking 3, 5, 7, 12**

✓ *learn and practice language* Are you \_\_\_\_\_? Yes, I am/No, I am not.

Teacher initiates the game Now you're on my side to reinforce language structures and motivate children to speak freely during the game

**Time: 15/20 minutes**

**Materials:** small cards with pictures of animals. You need at least one card per child, but they do not all have to be different; for variation use pictures of famous people.

**Preparation:** As in the previous lesson, introduce the animals. The children may help to glue pictures from magazines on to the cards. You can also photocopy outlines for the children to colour. Do not ask younger children to draw an animal themselves since you will probably not recognize it.

**Steps:**

- 1] Put one of each type of animal [picture or word] on the board so that the children can refer to it.
- 2] Mix the cards. Each child takes a card. Make sure to tell the children not to show their cards to the others.
- 3] Divide the class into two teams. The teams should face each other in two lines. [If the class is very large, make four teams.]
- 4] A child from team A starts. This child approaches any child from team B and asks Are you...? The player from team B looks at his/her card and says Yes, I am or No, I'm not. If the player says Yes, she or he must cross over to the other team. Team A can ask further questions until team B says No.
- 5] When child B says No, his or her team asks the next question. Team B may not ask for the animal name of the player they lost until they have correctly guessed another card. The team which brings all the opposing players to their side wins.

**Variation:** This game can be played with famous people pop/film stars/sports figures, and television or story characters. If the children cannot think of enough by themselves, add some which you are sure they know. Put up the names, or pictures, if available, for all the children to see.

**Comments:** Children should take turns to ask the questions, even if the answer is Yes. In larger groups this guarantees that everyone gets a chance to speak and the time between turns is not so long which can lead to boredom.

**Assessment Tool 7: Rating Scale to assess students' ability to role play the text "The Elephant's Trunk."**

## UNIT 4: WEEK FOUR

### Classroom Organization

Set up interest table

Display children's drawings

### [Phonemic lesson overview of the week]

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learnt

**Suggested length of time:** 3 minutes every day

**Learning Objectives: Listening and Speaking – 1, 4, 8, 9, 12**

✓ *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards and the phonic cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness 'sounding-out' cards that contain CVCC words

**Suggested length of time:** 2 minutes every day

**Teacher's note:** There are only 5 cards (nest, hand, wind, think, desk) for blending and segmenting within the SSP pack.

**Source:** The blending and segmenting cards within the SSP pack (red in colour).

**Daily Activity:** Reading and spelling CVCC list words

**Suggested length of time:** 10-15 minutes

**Learning Objectives: Reading and Literature- 1, 2, 4, 9, 17 Writing- 2, 6, 8**

✓ *sound-out and decode the CVCC list words.*

✓ *read the CVCC list words automatically (without applying the sounding-out technique).*

✓ *sound-out and spell the CVCC list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling based practice with the words of the week. **Use the Spelling Detective worksheet from Unit 2: week one.**

Step 1: Read each word on the list, modeling the decoding technique. For example, e-n-d, e-n-d, e-n-d makes the words 'end'

- Step 2: Call out the words for the students to spell. For example: Spell the word help. H-e-l-p Spell the word help.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class I, Unit 4 List 4: with CVCC words (yellow in colour)

**Phonic story reading & story rewriting** (i.e. 2 reading and writing sessions presented over 2 days)

Suggested length of time for the story reading: 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objective: Listening and Speaking – 4,9,12 Reading and Literature -3, 4, 8, 9, 10,11, 16, 17 Writing – 1, 2, 3, 6, 7, 12**

- ✓ *sound-out and decode the CVCC words contained within the story.*
- ✓ *read the CVCC words automatically (without applying the sounding-out technique).*
- ✓ *read the story with accuracy and fluency.*
- ✓ *rewrite part of the story, applying the practiced CVCC sounding-out spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the CVCC words.
- Step 2: The second reading of the short story should involve reading the CVCC words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

**Unit 4 Story titled 'A skunk's hunt'. (The stories are included in the guide for teachers/schools to make their own print)**

### **A skunk's hunt**

A skunk went on a hunt.

It went on a hunt for pink plums.

This skunk was fond of pink plums.

In the end, the skunk did not find a plum.

But the skunk kept hunting.

### **Activity 1 review from PP**

- ✓ *use their prior knowledge to review the common vegetables learned in PP*  
Review the names of common vegetables taught in PP potato, chili, tomato, cabbage, etc.  
e.g.

What is this?

This is a cabbage/a chili/potato

This is maize/rice

Sing the rhyme "The Good Food song" from Class PP Anthology.

## Activity 2

### Learning Objectives: Listening & Speaking 4, 5

✓ *make use of sensory cues (feeling, tasting and smelling)*

Teach names of new vegetables such as a tomato, a mushroom, a bean, a radish, a pea, cauliflower, spinach, fiddle head, carrot, and pumpkin. Use pictures and real objects to teach them.

Teacher must use the language listed below while conducting listening and speaking activity to teach new names.

e.g.

Q. What is this/that...?

A. It/this/that is a ...

Q. What are these/those/?

A. They/these/those are...

Q. Where does it grow?

A. It grows ...

Q. Where do they grow?

A. They grow...

Q. What color is it?

A. It is ...

Q. How does it/they taste?

A. It/they taste...

The names of vegetables may be taught over a period of time.

## Activity 3

### Learning Objectives: Reading & Literature 1, 2    Writing 1

The teacher will ask the children to complete the sentences in Workbook B page 12 using meaning (picture) cues, visual (phonic) cues and knowledge of high frequency words. The teacher may demonstrate one example.

## Activity 4 Review activity

### Learning Objectives: Listening & Speaking 5, 9

✓ *recollect the names of fruits and flowers learned in PP*

The teacher will draw pictures and collect the names of fruits and flowers learned in Class PP and display them on the wall.

Teacher will use meaning (picture) cues, real objects and sensory cues to teach names of new fruits and flowers such as grapes, strawberries, hydrangea, begonias.



Use the following language structure to teach the names of given fruits and flowers.

Q. What is this?

A. This is .....

Q. How does it taste?

What are these/those/

A. These/those are....

Text 9: At the Market

**Synopsis:** This text talks about the things we buy from the market.

### Before Reading

#### Activity 5 (discussion)

**Learning Objectives:** Reading & literature 3, 4, 10 listening & Speaking 5, 6, 7

At the end of this activity, the students will be able to demonstrate that they can:

✓ *Use appropriate language to predict and share their opinions.*

Do the Title Testing. Use the following sample questions to get students talk about the text.

Teacher: What can you see on the page?

Student: I can see people, market, basket, vegetables...

Teacher: What do you think the book is about?

Student: I think the book is about vegetables, people, market ...

Teacher: Have you been to a place like this?

Student: Yes I have/ No I haven't.

Teacher: Where is it?

Student: It is in the town/ vegetable market.

Teacher: Is it a school?

Student: No it isn't.

Teacher: Is it in the garden?

Student: No it isn't.

Teacher: What do you take when you go to the market?

Student: We take basket, bag, money ...

Teacher: Why do you need to take basket/ bag, /money when you go to the market?

Student: We need a bag/basket to put our things in it.

We need to take money to buy vegetables/things from the market.

Then tell students that we need money when we go to market for shopping.

**Activity 6: Identify different coins and notes of Bhutanese currency. (50 mins)**

**Listening and Speaking, 1, 5,7,12,    Reading and Literature, 2, 5 Writing 1, 2, 12**

At the end of this activity, the students will be able to demonstrate that they can:

- ✓ *read to identify coins/ chetrum and notes/ngultrum.*
- ✓ *respond correctly using simple sentences.*

Begin the class by recapitulating the lesson on money in their previous class (PP- Nu 5/1/10).

Further, introduce the remaining coins and notes that they did not learn in grade PP (Nu 20, Nu 50 and Nu 100).

Then provide real coins and notes to each team so that students can identify them. Students in teams explore and identify the coins and notes in their team. Students take turns to show the different currency they know to whole class. Encourage students to use simple sentences correctly.

**Language in practice.**

Examples: This is Ngultrum 5/1/10/20/50/100.

This is Chetrum 25/50.

After that pick up a note/coin and ask:

Teacher: What is this? (To individual/team/whole class.)








Student: This is Ngultrum 5/1/10/20/50/100.

This is Chetrum 25/50

**Note:** This is mainly done to check their understanding of the currency and appropriate use of language. Encourage students to use the term “Ngultrum” and “Chetrum” (Nu.../ ....Ch)

## Provide worksheets in groups.

Instruct the students to match column A with column B. Then write the answer in the last column, one is done for you.

Column A		Column B	
1.		A. Nu. 100	Example: 1- C
2.		B. 25 Ch	
3.		C. Nu 50	
4.		D. Nu. 1	
5.		E. Nu 20	
6.		F. Nu10	
7.		G. Nu 5	

After students have identified the currency, elaborate the lesson further by telling the importance and the need of money for the exchange of goods and services.

Example:

- We need money to buy things from the market.
- We need money to go from place to place in taxi.
- We need money to buy things from the market.
- We earn money by selling things.
- We earn money by cutting others hair.
- We earn money by washing cars.

Inform the students that they will visit the market.

Note: Let students visit the market through the text “At the market” picture talk in activity 7.

### **Activity 7.**

#### **Learning Objectives: Listening and Speaking 1, 3, 4**

Do Picture Walk? Use vocabulary from the text during the picture walk.

### **Reading**

#### **Activity 8. Read aloud**

#### **Learning Objectives: Listening & Speaking 3, 4, 10**

At the end of this activity, the students will be able to demonstrate that they can:

- ✓ *develop listening skills*
- ✓ *build vocabulary and knowledge through experiences described in the book*

Read aloud the text from page 1 to 20

Together with students, find out new or unfamiliar words and teach them in the context.  
e.g. market, lots, things,, India, body, pop corn, made, snacks, buttermilk, suja, desi, chugoes, left, drink, stream, collect, sell, etc.

During the reading teacher will model how to read the text and pay attention to pronunciation.

### **Activity 9**

#### **Learning Objectives: Listening & Speaking: 7, 9. Reading & Literature: 3, 4, 10, 11**

Let children read pages 1 to 20 independently.

**Teacher’s Note:** The teacher needs to identify students with reading difficulty and help them through guided reading.

## After Reading

### Activity 10

**Learning Objectives: Reading & literature 1, 5, 16 Writing 1, 2, 3, 5, 6, 7**

✓ *read and answer the questions*

Children will read the questions given to them and answer them orally. They may be asked to write answers using information from the text.

### Sample questions:

What is popcorn made of?

What do we use butter for?

Why do we wash fruits before we eat them?

Do you keep flowers at home? Why?

Have you seen chugoes? Where are these chugoes made?

Inform the students that the next lesson is on Role Play and tell them to bring the empty containers and other materials needed for the Role Play.

### Activity 11. Role Play (100 mins)

**Learning Objectives: Listening & Speaking 1,2,5,6,7,10**

At the end of this activity, the students will be able to demonstrate that they can:

- ✓ *use appropriate language for role play.*
- ✓ *improve language communication*
- ✓ *build confidence and fluency.*
- ✓ *ask simple questions with proper intonation*
- ✓ *practice making decision in structured situation.*

### Procedure: Role-play grocery shopping

Set up a pretend grocery store in the classroom.

- Ask to bring empty containers for shopping choices. If necessary, students can contribute to the empty boxes and cans.
- [Note: Soft-sided containers, such as bread wrappers, can be stuffed with crumpled tissue paper/papers to hold their shape.]
- Pictures of various nutritious snack foods cut from magazines can be glued on the front of boxes to represent food choices for fresh fruits and vegetables or foods for which you cannot find empty containers.
- Divide the class into teams. Each team can have four members. Choose at least two teams to take the role of shopkeeper/cashier. Teams can take turns being the shopkeeper.
- Mark prices on each pretend item.
- Give each child play money equal to Nu 100 including all the denominations.

- Tell them they may purchase whatever they like with their money.
- Let children carry their purchases away from the store using small paper bags.

Before the Role Play demonstrate the dialogue and display the chart with the dialogues as follows.

Language in practice:

Shopkeeper:	Good Morning sir/madam.
Customer:	Good Morning
Shopkeeper:	Can I help you?
Customer:	Yes please, can I have a ...
Shopkeeper:	Yes please.
Customer:	How much is it?
Shopkeeper:	It is Nu...
Customer:	Here is the money. Thank you.
Shopkeeper:	You are welcome.

When the Role Play is completed, find out who shopped the most/ has no remaining money left/has shopped the maximum/minimum. As a follow up of the lesson, stress on the value of spending and saving money. Through discussion make money norms for the class and paste on the wall.

Example: We must save some money for future use.  
 We must buy things that we need only.  
 We must buy things with the money that we have.  
 We must take care of money.

Assess the teams during the Role Play using the assessment tool given below.

Rating scale for Role Play.

Sl. No.	Objectives /skills/ Behaviours	Exceeding	Meeting	Approaching	Beginning	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					

**Activity 12: Writing.**

**Learning Objectives: Writing 1, 2, 3**

Let children complete the activity on pages 13 and 14 of Workbook B on different days.

**Note**

Week Twenty Three to be continued as it in the teacher's guide/manual., but the activity numbers are changed.

### **Activity 13 (discussion)**

**Learning Objectives: Reading & literature 3, 4, 10    Listening & Speaking 5, 6, 7**

✓ *Predict and share their opinions*

Do the title testing. Use the following sample questions to get children talk about the text.

What can you see on the page?

What do you think the book is about?

Have you been to a place like this?

Where is it? Is it a school? Is it in the garden?

### **Activity 14**

**Learning Objectives:    Listening and Speaking 1, 3,4**

Do a picture walk. Use vocabulary from the text during the picture walk.

#### **Reading**

### **Activity 15 Read aloud**

**Learning Objectives: Listening & Speaking 3, 4,10**

✓ *develop listening skills*

✓ *build vocabulary and knowledge through experiences described in the book*

Read aloud the text from page 1 to 20

Together with students, find out new or unfamiliar words and teach them in the context.

e.g. market, lots, things,, India, body, pop corn, made, snacks, buttermilk, suja, desi, chugoes, left, drink, stream, collect, sell, etc.

During the reading teacher will model how to read the text and pay attention to pronunciation.

### **Activity 16**

**Learning Objectives: Listening & Speaking: 7, 9, 1**

**Reading & Literature: 3, 4, 10, 11**

Let children read pages 1 to 20 independently.

Teacher's Note: The teacher needs to identify students with reading difficulty and help them through guided reading.



## After Reading

### Activity 17

**Learning Objectives:** Reading & literature 1, 5, 16 Writing 1, 2, 3, 5, 6, 7

✓ *read and answer the questions*

Children will read the questions given to them and answer them orally. They may be asked to write answers using information from the text.

Sample questions:

What is popcorn made of?

What do we use butter for?

Why do we wash fruits before we eat them?

Do you keep flowers at home? Why?

Have you seen chugoes? Where are these chugoes made?

### Activity 18

**Learning Objectives:** Writing 1,2,3

Let children complete the activity on pages 13 and 14 of Workbook B on different days.

**Assessment Tool 7: Rating Scale to assess students' ability to role play grocery shopping.**

## UNIT 4: WEEK FIVE

### [Phonemic lesson overview of the week]

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learnt

**Suggested length of time:** 3 minutes every day

**Learning Objectives: Listening and Speaking – 1, 4, 8, 9, 12**

- ✓ *recall the alphabet sounds and the phonic concepts learnt/ mentioned above with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet and phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness 'sounding-out' cards that contain CVCC words

**Suggested length of time:** 2 minutes every day

**Teacher's note:** There are only 5 cards (nest, hand, wind, think, desk) for blending and segmenting within the SSP pack.

**Source:** The blending and segmenting cards within the SSP pack (red in colour).

**Daily Activity:** Reading and spelling CVCC list words

**Suggested length of time:** 10-15 minutes

**Learning Objectives: Reading and Literature- 1, 2, 4, 9, 17 Writing- 2, 6, 8**

- ✓ *sound-out and decode the CVCC list words.*
- ✓ *read the CVCC list words automatically (without applying the sounding-out technique).*
- ✓ *sound-out and spell the CVCC list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling based practice with the words of the week. **Use the Spelling Detective worksheet from Unit 2: week one.**

Step 1: Read each word on the list, modeling the decoding technique. For example, t-o-l-d, t-o-l-d, t-o-l-d makes the word 'told'

- Step 2: Call out the words for the students to spell. For example: Spell the word gold, G-o-l-d Spell the word gold.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class I, Unit 4 List 5: with CVCC words (yellow in colour)

**Phonic story reading & story rewriting** (i.e. 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Learning Objectives: Listening and Speaking – 4,9,12 Reading and**

**Literature – 3, 4, 8, 9, 10,11, 16, 17 Writing – 1, 2, 3, 6, 7, 12**

- ✓ *sound-out and decode the CVCC words contained within the story.*
- ✓ *read the CVCC words automatically (without applying the sounding-out technique).*
- ✓ *read the story with accuracy and fluency.*
- ✓ *rewrite part of the story, applying the practiced CVCC sounding-out spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the CVCC words.
- Step 2: The second reading of the short story should involve reading the CVCC words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

**Unit 4 Story titled 'A fresh plump plum' (The stories are included in the guide for teachers/schools to make their own print)**

### **A fresh plump plum**

A plump plum was on a tree.

The plum dropped from the tree.

The plum slid along until it rolled into a truck.

The plump plum is fresh no more.

### **Activity 1**

**Learning Objectives: Reading & Literature 3, 5, 16**

- ✓ *identify high frequency words*
- ✓ *use high frequency words in sentences*

The teacher and the students will together identify high frequency words some, from, make, with from the text 'At the Market' and put them on the word wall. Use the strategies mentioned in the beginning of the Teacher's Guide Book to identify and reinforce the high frequency words.

## Follow up

### Activity 2

**Learning Objectives: Listening & Speaking 9, 12      Reading & Literature 2, 3, 4, 5**

- ✓ *use newly acquired vocabulary to write their own sentences*
- ✓ *use visual cues to write their own sentences*

In small groups ask children to draw pictures of known vegetables and have them write a few sentences about them. The teacher will then help children to compile their work and display it in the classroom. Teacher needs to provide names of vegetable on a board and provide an opportunity for children to choose from them. He needs to help children as to how to go about drawing and writing and then display their work in the book corner.

### Activity 3

**Learning Objectives: Writing: 5, 6      Reading & Literature 1, 2, 6, 9, 16**

- ✓ *use all three cueing systems to complete the sentences*

Children will read the paragraphs and complete the activity given on pages 15 and 16 of Workbook B.

### Activity 4

**Learning Objectives: Writing 4, 5, 6, 12**

- ✓ *use high frequency words and letter sounds to create meaning in their writing*

Ask children to draw a picture of their favourite food. Then allow them to write one or two sentences about this food. The teacher will accept children's attempts to use their knowledge of high frequency words and letter sounds to create their own message. Then, some volunteers will be asked to share their writing with the class.

### Activity 5

**Learning Objectives: Listening & Speaking 5, 10      Reading & Literature 2**

- ✓ *Identify the names of common foods*

**Teachers note:** The teacher brings all the available staple food/pictures to teach the names of common food. He needs to model the sentence structure for children to familiarize them with the structure. Display these food on the interest table after teaching them.

Teacher shows different food items such as salt, sugar, oil, cheese, tea leaves, etc.

e.g. Teacher shows sugar:

What is this? Have you seen this?

What do we use it for?

A student says 'This is .....'. Yes, I have seen it. No, I haven't.

Teacher needs to provide oral practice.

## Activity 6

### Learning Objectives: Listening & Speaking: 5, 6, 7

- ✓ *name different kinds of drinks*

Teacher arranges different types of drinks like; tea, coffee, juice, water, milk and sets up the interest table after teaching them.

He shows milk in the bottle and asks:

What is this?

How does it taste?

Expect children to give responses in simple sentences like;

This is milk.

It is tasty/It tastes sweet.

It is good for our body.

**Teacher's Note:** Repeat the same structure for all the drinks.

It is very important for teachers to give health tips to the children.

e.g. Drinking lots of water is good for our body. Milk makes our body strong etc.

## Activity 7

### Learning Objectives: Listening & Speaking: 4, 12

- ✓ *listen to and sing rhymes*
- ✓ *learn vocabulary related to different types of drink*

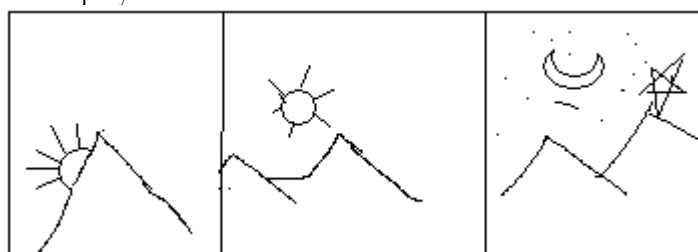
The teacher introduces the rhyme 'Drinks' from class I Anthology through several demonstrations. Ask children to repeat and follow after him. Teach the rhyme to reinforce the names of different drinks.

## Activity 8

### Learning Objectives: Listening & Speaking 5, 6

- ✓ *talk about meals that they eat every day*

Teacher needs to display chart as shown below:



Morning

Afternoon

Night

Teacher will ask the following questions to fill in the chart.

Use the vocabulary morning, afternoon, evening, night, breakfast, lunch, ate, for, drank, etc

Point to the picture and ask 'What time of the day it is?'

What do you eat in the morning?

Students will say: It is morning/afternoon/night.

We eat breakfast/lunch/dinner in/at the morning/afternoon/night.

Teacher: What do/did you eat for your breakfast/lunch?

Student: I ate rice and potato curry. I ate bread/maggi/fried rice.

**Teacher's note:** Sometimes students may say, 'rice and potato'. Teacher has to help the child answer in full sentence. 'I ate rice and potato curry'. Explain what curry means.

## Activity 9

**Learning Objectives: Writing 5, 6 Reading 7 Literature 1, 2, 6**

Ask children to do Workbook B pages 17 and 18 to reinforce the names of food items that they eat during different meals. The teacher first needs to demonstrate how to do the activity.

## Activity 10

**Learning Objectives: Listening & Speaking: 1, 5, 6, 7, 10**

✓ *express their likes and dislikes*

The teacher asks students what food they like and dislike. Have all the students talk about food they eat every day and sort them into two groups as below:

### Group A: Food I like

I like potato

I like spinach.

I like noodles.

I like milk, etc.

### Group B: Food I dislike

I don't like bitter gourd.

I don't like fried rice.

I don't like pork.

I don't like pepsi, etc.

The above activity can be carried out in the form of an interview. The students will interview their friends to find out what food they like and dislike. They can also extend this activity in the form of a report.

e.g.

Dema interviews Yeshi using this question, 'What food do you like? What food don't you like?'

Yeshe: 'I like ..... I don't like .....

Then Dema reports to the class: Yeshe likes ..... He doesn't like .....

The students will also do the activity given in Workbook B page 19, 20 and 21.

## **Activity 11**

**Learning objectives** Listening and speaking 1, 2

Sing the rhyme 'Drinks' from class I Anthology book.

**Assessment Tool 10:** Rubrics to assess students' ability to read the text 'At the Market'.

## UNIT 4: WEEK SIX

### [Phonemic lesson overview of the week]

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learnt

**Suggested length of time:** 3 minutes every day

**Learning Objectives: Listening and Speaking – 1, 4, 8, 9, 12**

✓ *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet and phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness 'sounding-out' cards that contain both CCVC and CVCC words

**Suggested length of time:** 2 minutes every day

**Teacher's note:** There are only 5 cards (snip, drag, drag, gift, sink) or blending and segmenting within the SSP pack.

**Source:** The blending and segmenting cards within the SSP pack (red in colour).

**Daily Activity:** Reading and spelling CCVC & CVCC list words

**Suggested length of time:** 10-15 minutes

**Learning Objectives: Reading and Literature- 1, 2, 4, 9, 17 Writing- 2, 6, 8**

✓ *sound-out and decode the CCVC and CVCC list words.*

✓ *read the CCVC and CVCC list words automatically (without applying the sounding-out technique).*

✓ *sound-out and spell the CCVC and CVCC list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling based practice with the words of the week. **Use the Spelling Detective worksheet from Unit 2: week one.**

Step 1: Read each word on the list, modeling the decoding technique. For example, b-r-oo-m, b-r-oo-m, b-r-oo-m makes the word 'broom'

- Step 2: Call out the words for the students to spell. For example: Spell the word chunk, Ch-u-n-k Spell the word chunk.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class I, Unit 4 List 6: with CCVC & CVCC words (yellow in colour)



**Phonic story reading & story rewriting** (i.e. 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Learning Objectives: Listening and Speaking – 4,9,12 Reading and**

**Literature – 3, 4, 8, 9, 10,11, 16, 17 Writing – 1, 2, 3, 6, 7, 12**

- ✓ *sound-out and decode the CCVC and CVCC words contained within the story.*
- ✓ *read the CCVC and CVCC words automatically (without applying the sounding-out technique).*
- ✓ *read the story with accuracy and fluency.*
- ✓ *rewrite part of the story, applying the practiced CCVC and CVCC sounding-out spelling skills.*

**Teacher’s note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the CCVC and CVCC words.
- Step 2: The second reading of the short story should involve reading the CCVC and CVCC words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

**Unit 4 Story titled ‘Daza’s bump’.(The stories are included in the guide for teachers/schools to make their own print)**

### **Daza’s bump**

Daza was an ant.

Daza held on to a twig.

He wanted to jump from the twig and fly.

But Daza lost his grip and slid.

Daza felt a bump as he hit the sand.

**Assessment Tool: Unit 4 Continuous Formative Assessment consisting**

- Subtest 1 – CCVC & CVCC reading test
- Subtest 2 - CCVC & CVCC spelling test
- Subtest 3 - CCVC & CVCC writing in sentences test

**Teacher’s note:** The spelling and writing tasks are designed to be presented to the whole class. However, the reading task requires the teacher to spend less than a minute with each child in the class.

## **Theme: Animals /Plants (Environment around us)**

### **Topic: Food Crops**

#### **Lesson Objectives: Listening &Speaking objectives: 5,6,8,9,10 and 12)**

1. talk about the food crops grown in their locality, using language structures such
  - a. This is / These are....
  - b. They grow in.....
  - c. It / they smell...
  - d. It looks / They look like....
  - e. It feels / They feel....smooth / slippery / rough / hard....
  - f. I like / don't like the smell...
  - g. I like / don't like the taste of....
  - h. It tastes sweet / bitter / sour / salty...
  - i. ....is smaller than / bigger than /same as....

#### **Lesson objectives: Writing objectives: 2, 3, 7, 9, 11, and 12)**

Write at least five simple sentences about food crops using language structures such as:

- a. This is....
- b. It grows in.....
- c. We make....out of it....
- d. It is grown as....crop
- e. It has.....leaves
- f. It has.....seeds.
- g. I like....

#### **Word knowledge (Vocabulary)**

Food crops: Cereals like rice, wheat, maize, barley, sweet buckwheat, bitter buckwheat, millet, oats and pulses like beans, peas, smooth, hard, slippery, rough, light, heavy, smaller, bigger.

**Note: E-Station or Exploration station** is a strategy where students can visit the different places or space created within or outside the classroom to observe things to explore new concepts and ideas.

Teacher sets up the stations and instructs the students as how to carry out the activity. Each station will have instructions for students to follow. Teacher will set the time and make students move from one station to another. (If the student number is high, teacher may consider doubling the number of E-stations).

**Benefits of E-Station/ Exploration Station:**

It engages students independently in various forms of exploration. At the station, students will get to explore the concept with hands on learning. This station is meant to get the students thinking about the topic being taught. It provides opportunity to integrate other disciplines. It covers different aspects of a topic in a short amount of time. It allows students to work in smaller teams.

**Activity I:**

**Time: 2 periods of 50 minutes**

**Learning objectives: Listening and Speaking objectives: 5 & 6.**

1. Acquire at least five new words related to cereals grown in the locality such as:
  - a. Maize
  - b. Millet
  - c. Lentils
  - d. Wheat
  - e. Buckwheat

Use at least five comparative words in simple sentences such as:

Smaller than

Bigger than

Same as

Harder than

Louder than

PBE principles: Student-centered learning with scaffolding.

Teacher's task: Collect as many cereals grown in the locality, bring to the class and set up E-Stations (Exploration Station).

**Note: E-Station or Exploration station** is a strategy where students can visit the different places or space created within or outside the classroom to observe things to explore new concepts and ideas.

Teacher sets up the stations and instructs the students as how to carry out the activity. Each station will have instructions for students to follow. Teacher will set the time and make students move from one station to another. (If the student number is high, teacher may consider doubling the number of E-stations).

### **Benefits of E-Station/ Exploration Station:**

It engages students independently in various forms of exploration. At the station, students will get to explore the concept with hands on learning. This station is meant to get the students thinking about the topic being taught. It provides opportunity to integrate other disciplines. It covers different aspects of a topic in a short amount of time. It allows students to work in smaller teams.

### **Set -up of 5 E-stations:**

#### **Station 1:**

- Display all the locally available cereals/pulses on the table with labels. Let the children look at the types of cereals and read the name.
- Let the children compare and talk about them using language structures such as
  - ✓ *Maize is smaller than beans*
  - ✓ *Bean is bigger than millet*
  - ✓ *Mustard looks same as millet*

#### **Station 2:**

- Take at least five containers (same size and material) and fill them with different cereals.
- Label the containers with the name of the cereals/ pulses.
- Let the students shake and listen to the sound.
- Let the students share what they hear using language structures such as:
  - ✓ *It sounds like .*
  - ✓ *.sounds louder than ..*

### Station 3:

- Display the cereals on the table.
- Let them touch and feel the cereals.
- Let the students talk about how the cereals feel using language structures such as:
  - ✓ *It feels / they feel smooth / slippery / rough / hard .*

### Station 4:

- Display the cereals on the table.
- Let the students smell them.
- Let them talk about the smell using language structures such as:
  - ✓ *It smells .*
  - ✓ *It smells like*
  - ✓ *It smells good / bad.*
  - ✓ *It has no smell.*

### Station 5:

- Display the cereals on the table.
- Let them taste.
- Let them talk about the taste using language structures such as:
  - ✓ *It tastes sweet / sour / bitter.*
  - ✓ *It tastes like .*
  - ✓ *It does not taste like*
  - ✓ *I like the taste of .*

Ask the students why people grow cereals and pulses to discuss the concept of food crops.

### Follow up:

For reinforcement, sing the following rhyme

(Sing it to the tune of Head and Shoulder rhyme):

#### The Cereal Song

Bitter buckwheat. Bitter buckwheat

Maize and rice. Maize and rice.

Barley, millet, maize and wheat. Barley, millet, maize and wheat.

Are food crops, are food crops.

Bitter buckwheat. Bitter buckwheat

Maize and rice. Maize and rice.

Peas, beans and lentils, Peas, beans and lentils.

Are healthy food, are healthy food.

**Activity II:****Time: 2 periods of 50 minutes****Learning objectives: Listening & Speaking objectives: 7, 8, 9 & 10.**

Talk about food crops found in the shops in their locality.

**PBE principles:** Learning is connected to local community, Learning focuses on real world experiences.

Teachers' task: Take the students for field trip to nearby shop/school agriculture garden/ village where the food crops are sold or available. Give students opportunity to explore sources of food using language structures such as:

- 'This is a grocery shop / agriculture garden
- 'They sell / grow cereals like....
- Rice costs more than / less than...
- 'They sell / grow more.....than.....

**Note:** Teacher can instruct them to bring the sample of cereals / pulses to the class for the next activity.

**Activity III:****Time: 1 period of 50 minutes****Learning objectives: Writing objectives: 2 & 7.**

Let them draw the diagram of one food crop they have seen during their field trip.  
Let them write at least five simple sentences about the food crop that they have drawn.

PBE principles: Learning is objective oriented, so that learners feel positive and in control.

Teachers' task: Let students draw one of the food crops by looking at the sample that they have collected. Ask them to write at least five simple sentences using language structures such as:

- 'This is....
- It grows in.....
- We make....out of it....
- It is grown as....crop
- It has.....leaves
- It has.....seeds.
- I like....

Teacher(s) will assess and compile their work in their writing portfolio.

#### Activity IV:

**Time:** 2 periods of 50 minutes

**Learning objectives: Reading & Literature: 5 & 6**

✓ *Create a collage using the cereals that they have used in the earlier activity.*

PBE Principle: Learning takes place beyond classroom.

Teacher's task: Provide students with all the materials used in previous activity. Provide them additional needed materials as well. (Chart paper, water colour paint brush, crayon, glue, marker, water.)

Allow students to create their own collage without providing any hints so that the students can think on their own. The sample below is for the teacher's reference only.



Source: [www.firstpalette.com](http://www.firstpalette.com) and Pinterest

**Assessment Tool 14: Rubrics to assess students' ability to write about one of the food crops they have collected.**

**Tool 1: Continuous Formative Assessment consisting**

- Subtest 1 – Reading
- Subtest 2 – Spelling
- Subtest 3 – Writing Sentences

## UNIT 5: WEEK ONE

### [Phonemic lesson overview of the week]

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learnt and the introduction of the phonic concept /ar/.

**Suggested length of time:** 3 minutes every day

**Learning Objectives: Listening and Speaking – 1, 4, 8, 9, 12**

- ✓ *recall the alphabet sounds and phonic concepts learnt with accuracy, confidence and speed.*
- ✓ *understand that when the letters a and r are placed together they typically represent the sound /ar/ as in star*

**Teacher's Note:** Present the alphabet and phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of /ar/ flashcards.

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness 'sounding-out' cards that contain the phonic concept /ar/

**Suggested length of time:** 2 minutes every day

**Teacher's note:** There are 8 /ar/ blending and segmenting cards within the SSP pack.

**Source:** The blending and segmenting cards within the SSP pack (blue in colour)

**Daily Activity:** Reading and spelling /ar/ list words

**Suggested length of time:** 10-15 minutes

**Learning Objectives: Reading and Literature- 1, 2, 4, 9, 17 Writing- 2, 6, 8**

- ✓ *sound-out and decode the /ar/ list words.*
- ✓ *read the /ar/ list words automatically (without applying the sounding-out technique).*
- ✓ *sound-out and spell the /ar/ list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling based practice with the words of the week. **Use the Spelling Detective worksheet from Unit 2: week one.**

**Step 1:** Read each word on the list, modeling the decoding technique. For example, c-ar, c-ar, c-ar makes the word 'car'

- **Step 2:** Call out the words for the students to spell. For example: Spell the word mark, m-ar-k spell the word mark.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class I, Unit 5 List 1&2: with /ar/



**Phonic story reading & story rewriting** (i.e. 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Learning Objectives: Listening and Speaking – 4,9,12 Reading and**

**Literature – 3, 4, 8, 9, 10,11, 16, 17 Writing – 1, 2, 3, 6, 7, 12**

- ✓ *sound-out and decode the /ar/ phonic words contained within the story.*
- ✓ *read the /ar/ words automatically (without applying the sounding-out technique).*
- ✓ *read the story with accuracy and fluency.*
- ✓ *rewrite part of the story, applying the practiced /ar/ sounding-out spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the /ar/ words.
- Step 2: The second reading of the short story should involve reading the /ar/ words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

**Unit 5 Story titled 'Karma at the market' (The stories are included in the guide for teachers/schools to make their own print)**

### **Karma at the market**

Karma the farmer marched off to the market.

Karma had to get hay for his farm.

At the market, Karma was alarmed.

The market had no hay for his barn.

Text: What Am I?

Synopsis: This informational text will give children an opportunity to predict and familiarize themselves with the names of common foods.

## Before Reading

### Activity 1

**Learning Objectives: Listening & Speaking: 5, 7, 8, 10**

✓ *make a connection between picture and meaning*

The teacher will show the cover page of the book and discuss the cover illustration. Ask the children to predict what the text may be about. Then let them read the title 'What Am I'.

Let the children predict what the text could be about. Then the teacher will write the predictions on the chalkboard.

e.g. The book is about a food/fruits/vegetables/chilli. Acknowledge all the responses without any criticism.

**Teacher's note:** If the words in the rhyme are difficult, he may use the chart prepared for activity 4.

## Reading

### Activity 2

**Learning Objective: Listening & Speaking: 9      Reading & Literature 5, 6, 10, 11, 12**

✓ *read with the teacher, read predictable words and take over as they come across repeated words/ phrases/sentences*

Divide the text into two portions and read aloud the first portion. Invite students to join in reading whenever there is repetition in the text.

e.g.

I like myself.

I am very busy.

Also let students predict names of food before showing the picture on the next page.

### Activity 3

**Learning Objective: Reading & Literature 2, 3, 4, 6, 8, 9, 15**

✓ *enable students to read with support from one another*

Read the first part of the text-What am I? using the shared reading strategy. If there are any unfamiliar or difficult words like without, people, dinning room, climber, busy, etc. teach these words through context.

#### **Activity 4**

**Learning Objectives: Reading & Literature 1, 2, 3, 4, 15, 17**

- ✓ *read the book 'What Am I' independently at their own pace using the strategies learned earlier*
- ✓ *enjoy reading*

Teacher must provide the book 'What Am I?' to each child. Have them read the first portion of the text at their own pace and help them whenever they encounter difficulties.

Identify strong and weak readers in the class and pair them up for buddy reading. This is done to help the weaker children in the class.

#### **After Reading**

#### **Activity 5**

**Learning Objectives: Listening & Speaking 5, 8, 10**

The teacher will initiate discussion asking questions like:

What tastes hot?

What cannot be picked by children?

#### **Activity 6**

**Learning objectives: Reading & Literature 3, 4, 6**

Use the Workbook B page 22. Have children read and complete the sentences using this and these.

#### **Follow Up**

#### **Activity 7 Independent writing**

**Learning Objectives: Writing 1, 3, 5, 6, 7 Listening & Speaking: 5, 6**

- ✓ *make a simple story*

Let the children choose a vegetable and make up a story similar to the text. Then get all the children together, have a child read his/her story to the whole class and have other children guess what the food is.

e.g.

I like myself.

I am round.

I am red.

I taste sweet. What am I?

**Assessment Tool 13: Rating Scale to assess students' ability to write riddle (Use punctuation).**

## UNIT 5: WEEK TWO

### [Phonemic lesson overview of the week]

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learnt and the introduction of the phonic concept /or/.

**Suggested length of time:** 3 minutes every day

**Learning Objectives: Listening and Speaking – 1, 4, 8, 9, 12**

- ✓ *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*
- ✓ *understand that when the letters o and r are placed together they typically represent the sound /or/ as in horse-h-or-se*

**Teacher's Note:** Present the alphabet and phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of /or/ flashcards.

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness 'sounding-out' cards that contain the phonic concept /or/

**Suggested length of time:** 2 minutes every day

**Teacher's note:** There are 8 /or/ blending and segmenting cards within the SSP pack.

**Source:** /or/ blending and segmenting cards within the SSP pack (orange in colour)

**Daily Activity:** Reading and spelling /or/ list words

**Suggested length of time:** 10-15 minutes

**Learning Objectives: Reading and Literature- 1, 2, 4, 9, 17 Writing- 2, 6, 8**

- ✓ *sound-out and decode the /or/ list words.*
- ✓ *read the /or/ list words automatically (without applying the sounding-out technique).*
- ✓ *sound-out and spell the /or/ list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling based practice with the words of the week. **Use the Spelling Detective worksheet from Unit 2: week one.**

**Step 1:** Read each word on the list, modeling the decoding technique. For example, sh-or-t, sh-or-t, sh-or-t makes the word 'short'.

- **Step 2:** Call out the words for the students to spell. For example: Spell the word torch, t-or-ch
- spell the word torch.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class I, Unit 5 List 3: with /or/

**Phonic story reading & story rewriting** (i.e. 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Learning Objectives: Listening and Speaking – 4,9,12 Reading and Literature – 3, 4, 8, 9, 10,11, 16, 17 Writing – 1, 2, 3, 6, 7, 12**

- ✓ *sound-out and decode the /or/ phonic words contained within the story.*
- ✓ *read the story with accuracy and fluency.*
- ✓ *rewrite part of the story, applying the practiced /or/ sounding-out spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the /or/ words.
- Step 2: The second reading of the short story should involve reading the /or/ words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

**Unit 5 Story titled 'The black horse' (The stories are included in the guide for teachers/schools to make their own print)**

### **The black horse**

A black horse went for a run.

The black horse ran north.

The horse sprinted for forty steps.

It was a short run north for the horse.

**Text: What Am I (continuation)**

### **Before Reading**

#### **Activity 1**

**Learning objectives: Listening & speaking: 7, 8, 11, 13**

- ✓ *recapitulation of the read text*

Ask a few questions based on the text, 'What Am I?' to begin the next part of the text.

e.g.

*Where did we stop last week?*

*Which vegetable is also a climber?*

*Which vegetable said, I am round and big. Not all children can pick me ?*

## Reading

### Activity 2

**Learning Objectives: Reading & Literature:** 1, 2, 3, 4, 5

Let the students do shared reading for the rest of the text. Teach new or unfamiliar words through context.

e.g. *helping, rolling, become, packets, etc.*

### Activity 3

**Learning Objectives: Listening & Speaking 9, 12 Reading & Literature 4, 5, 6, 9**

Ask volunteers to read the text aloud. Teacher may also do model reading.

## After Reading

### Activity 4

**Learning Objectives: Reading & Literature:** 2, 3, 4, 8, 9

Let the children do independent reading for the whole text.

Teacher may sit with the weaker readers and support them whenever necessary.

### Activity 5

**Objectives: Listening & Speaking:** 2, 8, 9

✓ *learn through fun*

✓ *will be able to make predictions*

Let the class take roles of different vegetables *chilli, potato, bean, pumpkin, spinach, bitter gourd, squash and okra* and ask them to pretend to be one of the vegetables, and use a dialogue to invite the rest of the students to guess.

e.g.

Yeshi: *I like myself. I am thin and green. I am tall. I am a climber. Guess what I am?*

The rest of the students and teacher have to say,

*'You are thin and green. You are tall. You are a climber. And we/I guess, you are a bean.*

**Teacher's Note:** It is important that every student get an opportunity to use a dialogue or respond to a dialogue. This can be done in pairs or in groups.

## Follow Up

### Activity 6

**Learning Objectives:** Reading & Literature: 3, 5, 16

- ✓ *identify high frequency words*
- ✓ *use high frequency words in sentences*

Together, the teacher and the students will identify high frequency words *do, am, be, all* from the text and add them to the word wall.

### Activity 7

**Learning Objectives:** Listening & Speaking 4, 5, 8 Writing: 2, 3, 5, 7

- ✓ *link spoken word to print*
- ✓ *activate prior knowledge to express their thoughts in a simple sentence*

Let children do the activity on page 23 of Workbook B.

### Activity 8 (game - Who is the strongest?)

**Learning Objectives:** Listening & Speaking 10, 12

**Time:** 10-15 minutes

**Preparation:** demonstration by teacher

#### Steps:

1. Explain a fist as a potato, fore finger as an okra and palm as a spinach.  
(potato can crush okra, okra can pierce spinach and spinach can wrap/cover potato) The teacher might have to show these in real objects and show them practically how they work.
2. Put students in pairs to play this game.
3. Students decide which vegetable they want to be, putting their hands behind their backs.
4. Count one, two, three together and bring their hands in front, showing the sign of the vegetables that they have decided.  
e.g.  
Student A *shows a forefinger.*  
Student B *shows a palm.*  
*Since a forefinger is a sign of an okra, it can pierce the spinach(palm), so the fore finger wins. Therefore, student A must say, I am the strongest student B must say, Oh! I lose this time.*
5. This game should not last long because it will not motivate students to play and enjoy the game later.

## **Activity 9**

### **Learning Objectives: Reading & Literature 2, 4, 16**

✓ *Use a crossword puzzle to find out names of the foods and drinks*

Let children find out the words related to food and drinks from the crossword puzzle and write down the names in the space provided in Workbook B page 24.

### **Assessment Tool 10: Rubrics to assess students' ability to read 'What am I?'**



## UNIT 5: WEEK THREE

### [Phonemic lesson overview of the week]

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learnt and the introduction of the phonic concept /er/.

**Suggested length of time:** 3 minutes every day

**Learning Objectives: Listening and Speaking – 1, 4, 8, 9, 12**

- ✓ *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*
- ✓ *understand that when the letters e and r are placed together they represent the sound /er/ as in her and /er/ as in finger.*

**Teacher's Note:** Present the alphabet and phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of /er/ flashcard.

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness 'sounding-out' cards that contain the phonic concept /er/

**Suggested length of time:** 2 minutes every day

**Teacher's note:** There are 8 /er/ blending and segmenting cards within the SSP pack.

**Source:** /er/ blending and segmenting cards within the SSP pack (pink in colour).

**Daily Activity:** Reading and spelling /er/ list words

**Suggested length of time:** 10-15 minutes

**Learning Objectives: Reading and Literature- 1, 2, 4, 9, 17 Writing- 2, 6, 8**

- ✓ *sound-out and decode the /er/ list words.*
- ✓ *read the /er/ list words automatically (without applying the sounding-out technique).*
- ✓ *sound-out and spell the /er/ list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling based practice with the words of the week. **Use the Spelling Detective worksheet from Unit 2: week one.**

Step 1: Read each word on the list, modeling the decoding technique. For example, e-v-er, e-v-er, e-v-er makes the word ever.

- Step 2: Call out the words for the students to spell. For example: Spell the word under, u-n-d-er spell the word under.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class I, Unit 5 List 4: with /er/

**Phonic story reading & story rewriting** (i.e. 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Learning Objectives: Listening and Speaking – 4,9,12 Reading and Literature –3, 4, 8, 9, 10,11, 16, 17 Writing – 1, 2, 3, 6, 7, 12**

- ✓ *sound-out and decode the /er/ phonic words contained within the story.*
- ✓ *read the /er/ words automatically (without applying the sounding-out technique).*
- ✓ *read the story with accuracy and fluency.*
- ✓ *rewrite part of the story, applying the practiced /er/ sounding-out spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (sounding-out) of the /er/ words.
- Step 2: The second reading of the short story should involve reading the /er/ words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

**Unit 5 Story titled 'My sister's letter' (The stories are included in the guide for teachers/schools to make their own print)**

### **My sister's letter**

My sister sent me a letter about a dinner.

The dinner is to be this winter.

As it will not be summer, I must bring a jumper.

It will be a good hot dinner in winter.

### **Activity 1**

**Learning Objectives: Listening & Speaking 1, 4, 5, 9, 12**

- ✓ *express quantity using the appropriate unit of measurement*

The teacher sets up the interest table with different units of measurement such as a bottle of water, a packet of biscuits, a bunch of flowers, a piece of ... a tin of ... a glass of, etc.

He can use the objects available in and around the school or use pictures to familiarize the students with different units of measurement.

The teacher shows an empty bottle and asks: What is this?

**Students:** That is a bottle.

Next teacher shows another bottle with water and asks: What is this?

Students: That is a bottle of water. In a similar manner the students in turns go around the interest table and take different objects/containers and say:

This is a cup of tea.

This is a glass of water.

This is a bottle of oil.

This is a bunch of flowers.

This is a pair of shoes.

This is a piece of paper.

This is a bundle of sticks.

This is a box of matches.

This may be taught over several days.

### **Activity 2**

**Learning Objectives: Listening & Speaking 6    Reading & Literature 6**

**Writing 12**

✓ *write simple sentences to support their drawing*

Listen and draw: Teacher provides instruction to the children and they listen to the instruction and draw.

Draw a packet of biscuit.

Draw a cup of tea.

Draw a tin of fish.

Draw a pair of socks.

Draw a glass of water.

Draw a bunch of bananas.

Draw a bundle of fiddleheads.

Draw a packet of butter.

Draw a cup of jelly.

Draw a bucket of water.

### **Activity 3**

**Learning Objectives: Listening and Speaking 1, 12**

Teach the rhyme, 'Peanut Butter and Jelly' from class I Anthology using reading strategy.

### **Activity 4**

**Learning Objectives: Reading & Literature 1, 5, 10      Writing: 1, 4**

✓ *match the picture with the phrase*

Ask children to do the activity given on page 25 of Workbook B.

## Water and Its Usage

**Theme:** Animals

**Topic 1:** Importance of keeping water sources clean

**GNH Values:** Cleanliness, care, respecting nature

**Skills:** observation, analysis, imparting knowledge, communication skill, participation and responsibility.

**Subject coverage:** Science

**Learning Objectives: Listening & Speaking 1,3,5,6,7,8,9,10,12**

✓ *Child will be able to use appropriate vocabulary to talk about clean water sources.*

**PBE Strategy:** Service Learning

Service learning: Service-learning is a teaching method that enriches learning by engaging students in meaningful service to their schools and communities through a Process that is carefully integrated with established learning objectives. For example: Cleaning up a river is service. Sitting in a science classroom, looking at water samples under a microscope is learning

### Activity 5 (Pre-Service Reflection)

**Learning objectives: Listening & Speaking 1, 3, & 7**

**Time:** 1 period of 50 minutes

✓ *Listen to, understand and participate in conversation on water.*

**Vocabulary usage:** see, speak, notice, clean, dirty, drink, cold, hot, if

Teacher brings a bottle of water and asks: (To demonstrate the strategy of “I see, I notice, I wonder, what if...)

**Teacher’s note:** Use gestures to help students understand the meaning of I see, I notice, I wonder and what if...

Teacher: What do you see here? (Teacher shows a bottle of water)

Let children say: I see a bottle/water.

Teacher: What do you notice in the bottle?

Students: I notice water in the bottle. I notice the bottle is small/ big/ has dirty water/clean water...

Teacher: Think of something about the water in the bottle (wonder). Give some time for the students to think about the water.

Students: I wonder if we can drink the water/if the water is hot/cold/can change the colour etc...

Teacher: What if there is no water?

Students: If there is no water, we will die/not have water to drink/wash/cook etc

Teacher: Let children use, “What if....” By encouraging them to say few things on the provided structure.

Students: What if we drink dirty water?

The teacher note down the responses given by the students and come to the conclusion to get clean water.

Eg. The school need to keep the water source clean to have clean water.

The teacher and students brainstorm on the ways to keep our water source clean and also how to go about with the service of cleaning the water sources.

*Teacher visit water source in advance to make sure about the possible hazards and make necessary precautions.*

*Provide clear instructions on how to go for the trip.(Team wise/all in a group etc)*

### **Activity 6 (Reflection during the Service)**

**Time: 1 period of 50 minutes**

**Learning Objectives: Listening & Speaking** 1, 3, 5, 6, 8, 10, 12

✓ Say at least five sentences on what they have observed at the water source.

✓ Contribute in social service by cleaning the water source.

**Word Knowledge (Vocabulary):** tank, tap, pond, stream, river, wastes, leaves, fence, mud, twigs, behind, beside, near, sick

(Guidelines for the teachers on the trip)

Take the children to see the water source like tap/ tank/pond/river/ streams etc. nearby the school.

Engage children in the following conversation.

Eg: Teacher: What do you see here?

Students: I see the water tap/pond/stream/river... I see a tree near the water tap/pond/river, etc

Teacher: What do you notice in and around the water source?

Students: I notice some papers/leaves/insects/mud/...

I notice the water is dirty/ clean...

Teacher: What do you wonder about the water source?

Students: I wonder if I can swim in the pond/ if I can use this water to wash my clothes / where the water comes from etc...(Can accept any thoughts of the children)

Teacher: What if water is very dirty? What if there is no water here? What if we drink dirty water?

Students: If we drink dirty water, we will get sick/If there is no water plants/animals/people...

Teacher: Encourage children to use, "What if..." and make as many questions as possible.

Teacher: Is it good to keep these (leaves/wastes etc...) in and around the water source?

Students: No, it is not good

Teacher: What will happen if we do not keep the water source/s clean?

Students: We will get sick. We will not have clean water.

Teacher: What will we do to keep the water sources clean?

Students: We will pick up the papers/plastics/bottles...

We will fence the water source(s)

We will clean the water source.

Then Teacher and children pick up the papers in and around the water source/s. (singing "Piece of Paper" optional)

*Piece of paper(2)  
Lying on the ground(2)  
Makes the place dirty.(2)  
Pick them up.(head and shoulder  
tune)*

After cleaning let children notice the differences before and after cleaning the water source/s and ask;

Teacher: What do you notice after cleaning the water source?

Students: I notice the water source is clean.

Keep the children in circle and let all the children stamp their feet and say "We will keep our water source clean!" (As a brain break) or Give any Cheers to themselves for the good job done.

### Activity 7 (Post-Service Reflection)

**Time:** 1 period of 50 minutes

**Learning Objectives:** Listening and speaking 1, 6, 7, 12

✓ *Share their observation on the importance of keeping the water source clean.*

Take children back to the class and make them say simple sentences on the importance of keeping water source/s clean. Teacher can write the sentences on the chart shared by the students. (Display on the wall for future reference)

Teacher asks: What will happen if the water sources are not clean?

Eg : We will get dirty water.

We will get sick.

We will not have clean water to drink/wash/cook/bath...

### Activity 8 (Follow up) (Post-Service Reflection)

**Learning objectives:** Writing 1, 4

✓ *use detailed drawings to represent the sentences.*

Teacher says, "It is very important to keep our water source clean. Here are some of the things we do with clean water".

Let children read the sentences and draw.

<b>We will get clean water to drink.</b>	<b>We will get clean water to wash clothes.</b>	<b>We will get clean water to take bath.</b>

### Activity 9

**Learning Objectives:** Listening & Speaking 5, 7, 8, 12

✓ *learn different farming processes*

Take students to a nearby field/ox farm/garden. Teacher shows weeding, digging, sowing, watering and transplanting through practical experiments.

e.g. Teacher uproots some grasses and says, 'Look I am weeding.'

Get student to repeat, 'Sir/madam is weeding the field/ox farm/ garden.'

Next have students pretend to or do some farming processes and say what is he/she doing?  
Respond: He is cutting the grass, weeding the garden, transplanting the flowers, etc.

Show the rest of the farming processes grinding, harvesting, ploughing, husking, winnowing through pictures or if possible audio visual in the next lesson.

Once the different farming processes are introduced to the students, prepare a large chart of these and write a few sentences describing each of these farming processes.

e.g.

He is sowing.

She is transplanting, etc.

### **Activity 10**

**Learning Objectives: Listening & Speaking 5, 7, 8, 12**

✓ *use some blends gr- to build vocabulary*

Teacher writes the blend gr on the chalkboard and says the sound grrr...Students repeat the sound to say the different words; gr for ground, grandfather, grandmother, grow, grind, grapes, green, grade, etc.

Students will look at the word wall or any other source to find words which have the blend gr and read them, before they list these words in their vocabulary book.

### **Activity 11**

**Learning Objectives: Listening & Speaking 9, 12    Reading & Literature: 3,4,10**

✓ *expand their knowledge of farming processes through rhyme*

Students and teacher will sing the rhyme, 'The farmer sows his seeds' (Refer NAPE nursery booklet).

This activity may be done to reinforce the farming process. If required, use a big chart where rhyme is written legibly, for everybody to see from the distance when singing.

**Assessment Tool 8: Checklist to assess students' ability to use collective noun.**



## UNIT 5: WEEK FOUR

### [Phonemic lesson overview of the week]

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learnt and the introduction of the phonic concept /i-ng/.

**Suggested length of time:** 3 minutes every day

**Learning Objectives: Listening and Speaking – 1, 4, 8, 9, 12**

- ✓ *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*
- ✓ *understand that when the letters i and ng are placed together they represent the sound /i-ng/ as in king.*

**Teacher's Note:** Present the alphabet and phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of /i-ng/ flashcard.

Source: Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness 'sounding-out' cards that contain the phonic concept /i-ng/

**Suggested length of time:** 2 minutes every day.

**Source:** /i-ng/ blending and segmenting cards within the SSP pack.

**Daily Activity:** Reading and spelling /i-ng/ list words

**Suggested length of time:** 10-15 minutes

**Learning Objectives: Reading and Literature- 1, 2, 4, 9, 17 Writing- 2, 6, 8**

- ✓ *sound-out and decode the /i-ng/ list words.*
- ✓ *read the /i-ng/ list words automatically (without applying the sounding-out technique).*
- ✓ *sound-out and spell the /i-ng/ list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling based practice with the words of the week. **Use the Spelling Detective worksheet from Unit 2: week one.**

*Step 1: Read each word on the list, modeling the decoding technique. For example, k-i-ng, k-i-ng, k-i-ng make the word king .*

- ✓ *Step 2: Call out the words for the students to spell. For example: Spell the word wing, w-i-ng*
- ✓ *spell the word wing.*
- ✓ *It is essential to clarify and explain the meaning of any words not understood by the class.*

**Source:** Class I, Unit 5 List 5: with /i-ng/

**Phonic story reading & story rewriting** (i.e. 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Learning Objectives: Listening and Speaking – 4,9,12 Reading and**

**Literature – 3, 4, 8, 9, 10,11, 16, 17 Writing – 1, 2, 3, 6, 7, 12**

- ✓ *sound-out and decode the /i-ng/ phonic words contained within the story.*
- ✓ *read the /i-ng/ words automatically (without applying the sounding-out technique).*
- ✓ *read the story with accuracy and fluency.*
- ✓ *rewrite part of the story, applying the practiced /i-ng/ sounding-out spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (sounding-out) of the /i-ng/ words.
- Step 2: The second reading of the short story should involve reading the /i-ng/ words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

**Unit 5 Story titled 'Tshering can sing' (The stories are included in the guide for teachers/schools to make their own print)**

### **Tshering can sing**

Tshering likes to sing in front of the king.

He was a rock star.

All were asked to swing.

At the end, the king gifts him a silver ring.

### **Activity 1**

**Learning Objectives: Writing 5, 12**

- ✓ *sequence the pictures and write a few sentences*

Teacher will first initiate the discussion on the pictures in Workbook B page 26. Ask: What is he/she doing? Then talk about the sequence of the farming processes. Ask Which one should you do first/second? etc. After the oral discussion let the students do Workbook B page 26.

## Text 11: Water

**Synopsis:** This is an informational text. It talks about the importance of water.

### Before Reading

#### Activity 2

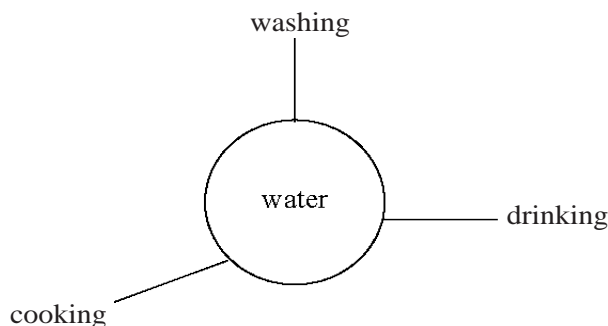
**Learning Objectives: Listening & Speaking 5, 6, 8**

✓ *make life to text connection*

Do Brain storm using the webbing strategy.

e.g. Teacher asks, 'What comes to your mind as you see the title of the text?' Show the text.

Get response from the students and record them in the following manner:



Discuss the importance of water. Do not forget to include the animals and plants that survive on water. Encourage students to share or speak about the importance of water. e.g. We use water to turn a prayer wheel. We use water to grow vegetables. Animals and plants need water, etc.

#### Activity 3

**Learning Objectives: Listening & Speaking 7 10, 12**

✓ *say the names of different sources of water*

Teacher further motivates students to talk about the sources of their drinking water.

e.g. Teacher: Where do you get water from?

Students: We get water from the tap/ pond/ river....etc.

Teacher draws or brings pictures of different sources of water and teaches the words spring, stream, river, pond.

Then go to the text and say, 'Let's look at the text and see what we use water for and what different sources of water are given in the text'. Then the teacher will do a picture walk. Use unfamiliar words like; summer, lot, men, women, nothing.

## Reading

### Activity 4

**Learning Objective: Reading & Literature: 1, 2, 3, 5, 8, 9, 11**

Teacher and students do shared reading from pages 1 to 5 of the text.

## After Reading

### Activity 5

**Learning Objectives: Listening & Speaking 6, 7, 11**

Ask few questions based on the text 'Water', from pages 1-5 to check the comprehension skill of the students.

Sample questions:

What happens if there is no rain and no water?

Why do we need water?

How does a plant take in water?

### Activity 6

**Learning Objectives: Reading & Literature 1, 2, 3, 4, 5**

Let the children do buddy reading and then ask them to do independent reading.

Use this text to review the blend gr.....

e.g. Teacher says look at page 4, find a word that has gr sound.

Students turn to page 4, point and say the word grow.

On page 5, there is another word ...ground.

## Follow Up

### Activity 7

**Learning Objectives: Listening & Speaking 1, 3, 12 Reading & Literature 7, 9, 11**

✓ *identify rhyming words*

Sing the rhyme Washing from Class I rhyme book. This rhyme can be taught to reinforce the use of water and also to teach rhyming words like; dry-try, blame-shame.

## Activity 8

### Learning Objectives: Listening & Speaking 6, 7, 8, 9

✓ *tell uses of water in simple sentences*

Teacher will take children to the tap or some other water source and give the instructions.

Wash your hands/face

Wash your plates/cups/spoons /lunch box.

Wash your handkerchief.

Water the garden/flowers.

Teacher talks about the uses of water and let children repeat after him.

We use water to wash our hands/face.

We use water to wash our plates/spoons/ lunch box.

We use water to water the garden.

Let children play the game, 'Sonam says, 'Wash your face, wash your legs etc' in order to provide more practice.

**Assessment Tool 11: Miscue Analysis to assess students' ability to read the text 'Water'.**

## UNIT 5: WEEK FIVE

### [Phonemic lesson overview of the week]

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learnt

**Suggested length of time:** 3 minutes every day

**Learning Objective:** Listening and Speaking – 1, 4, 8, 9, 12

✓ *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards and the phonic cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Reading and spelling /ar/, /or/, /er/ & /i-ng/ list words (revision)

**Suggested length of time:** 10-15 minutes every day

**Learning Objectives:** Reading and Literature- 1, 2, 4, 9, 17 Writing- 2, 6, 8

✓ *sound-out and decode the /ar/, /or/, /er/ & /i-ng/ list words.*

✓ *read the /ar/, /or/, /er/ & /i-ng/ list words automatically (without applying the sounding-out technique).*

✓ *sound-out and spell the /ar/, /or/, /er/ & /i-ng/ list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling based practice with the words of the week. **Use the Spelling Detective worksheet from Unit 2: week one.**

Step 1: Read each word on the list, modeling the decoding technique. For example, s-i-ng, s-i-ng, s-i-ng makes the word 'sing'.

- Step 2: Call out the words for the students to spell. For example: Spell the word swing, s-w-i-ng Spell the word swing.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class I, Unit 5 Lists 6

### **Assessment Tool 1: Unit 5 Continuous Formative Assessment consisting**

- Subtest 1 - /ar/, /or/, /er/ & /i-ng/ reading test
- Subtest 2 - /ar/, /or/, /er/ & /i-ng/ spelling test
- Subtest 3 - /ar/, /or/, /er/ & /i-ng/ writing in sentences test

**Teacher's note:** The spelling and writing tasks are designed to be presented to the whole class. However, the reading task requires the teacher to spend less than a minute with each child in the class.

## **Title: Water (continuation)**

### **Before Reading**

#### **Activity 1**

**Learning Objectives: Listening & Speaking 3, 12**

✓ *increases motivation in learning*

Sing the rhyme Washing to begin the lesson.

Use the choral reading strategy to sing the rhyme. Recapitulate the information from pages 1-5 by asking questions like: What did you learn about the water in your previous class?

#### **Activity 2**

**Learning Objectives: Listening and Speaking 5,8,9**

Do a picture walk by using vocabulary from the text.

### **Reading**

#### **Activity 3**

**Learning objectives: Reading & Literature: 2, 3, 4, 5, 9**

✓ *make life to text connection*

Read the text from pages 5-10 using the shared reading approach.

Take note of new and unfamiliar words daily, clean, lay and teach through different cues.

#### **Activity 4**

**Learning Objectives: Reading & Literature 2, 3, 5,**

Let the students do buddy reading.

#### **Activity 5**

**Learning Objectives: Reading & Literature 1, 2, 3, 4, 8, 9, 10, 11, 15, 16**

Do independent reading from pages 1-10.

### **After Reading**

#### **Activity 6**

**Learning Objectives: Reading & Literature 3, 5, 16**

✓ *use high frequency words in sentences*

The teacher and the students will together identify high frequency words my, on, our from the text and add them to the word wall.

### **Activity 7**

**Learning Objectives: Writing 4, 5, 6**

The students may be asked to draw pictures of what would happen if there was no water. They may also be asked to draw pictures of the water source in their house or village and write one sentence about it.

### **Follow Up**

### **Activity 8**

**Learning Objectives: Reading & Literature 1, 5, 6, 8 Writing 5, 6**

✓ *use meaning, structure and visual information to complete the sentences*

Ask children to complete the sentences given in the Workbook B page 27.

### **Activity 9**

**Learning Objectives: Writing 4, 5, 7, 12**

Let students to do the activity given on page 28 of Workbook B.

**Assessment Tool 12: Rating Scale to check reading proficiency.**

**Assessment Tool 1: Continuous Formative Assessment consisting**

- **Subtest 1 – Reading**
- **Subtest 2 – Spelling**
- **Subtest 3 – Writing Sentences**



## UNIT 5: WEEK SIX

### [Phonemic lesson overview of the week]

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learnt and the introduction of the phonic concept /all/.

**Suggested length of time:** 3 minutes every day

**Learning Objectives: Listening and Speaking – 1, 4, 8, 9, 12**

- ✓ *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*
- ✓ *understand that when the letters a and ll are placed together they represent the sound /all/ as in fall and ball.*

**Teacher's Note:** Present the alphabet and phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of /all/ flashcards.

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness 'sounding-out' cards that contain the phonic concept /all/

**Suggested length of time:** 2 minutes every day

**Source:** /all/ blending and segmenting cards within the SSP pack.

**Daily Activity:** Reading and spelling /all/ list words

**Suggested length of time:** 10-15 minutes

**Learning Objective:s Reading and Literature- 1, 2, 4, 9, 17 Writing- 2, 6, 8**

- ✓ *sound-out and decode the /all/ list words.*
- ✓ *read the /all/ list words automatically (without applying the sounding-out technique).*
- ✓ *sound-out and spell the /all/ list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling based practice with the words of the week. **Use the Spelling Detective worksheet from Unit 2: week one.**

Step 1: Read each word on the list, modeling the decoding technique. For example, c-all, c-all, c-all makes the word call.

- Step 2: Call out the words for the students to spell. For example: Spell the word small, s-m-all spell the word small.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class I, Unit 6 List 5: with /all/

**Phonic story reading & story rewriting** (i.e. 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Learning Objectives: Listening and Speaking – 4,9,12 Reading and Literature –3, 4, 8, 9, 10,11, 16, 17 Writing – 1, 2, 3, 6, 7, 12**

- ✓ *sound-out and decode the /all/ phonic words contained within the story.*
- ✓ *read the /all/ words automatically (without applying the sounding-out technique).*
- ✓ *read the story with accuracy and fluency.*
- ✓ *rewrite part of the story, applying the practiced /all/ sounding-out spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (sounding-out) of the /all/ words.
- Step 2: The second reading of the short story should involve reading the /all/ words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

**Unit 5 Story titled 'A tall wall' (The stories are included in the guide for teachers/schools to make their own print)**

### **A tall wall**

My ball went over the wall.  
I am small, but the wall is tall.  
If I go up the wall I may fall.  
I cannot get my ball.

### **Activity 1**

**Learning Objectives: Listening & Speaking 1,3,12**

- ✓ *children learn the benefits of staying neat and clean*

Let children sing the rhyme, 'this is the way we wash our face' from the Class PP Anthology book and then ask the following questions:

- What do you do in the morning?
- Do you wash your hands every day?
- Why do you wash your hands every day?

Teacher can frame similar questions to check children's background knowledge about personal hygiene.

## **Activity 2**

**Learning Objectives: Listening & Speaking 5, 6, 7, 8, 12**

✓ *compare pictures and share their ideas and opinions*

The teacher must prepare pictures of two children, one clean and neatly dressed and the other a little shabby and dirty. Then help children compare by asking questions such as:

Look at the picture, can you tell me something about the picture?

What is different about the two children?

Why is it important to be neat and clean?

## **Activity 3**

**Learning Objectives: Listening & Speaking 3, 9, 12**

✓ *learn a sense of responsibility through this rhyme*

The teacher will review the PP rhyme 'Time to Clean Up' to inculcate the value of co-operation and sense of responsibility. Let the children complete the activity given on page 29 of the Workbook B.

## **Activity 4**

**Learning Objectives: Listening & Speaking 10, 11 Writing 1, 2, 3, 5, 6**

Let children describe the pictures given on page 30 of Workbook B and then ask them to complete the sentences.

## **Activity 5**

**Learning Objectives: Reading & Literature 2, 13, 17 Writing 2, 6, 9, 10,**

✓ *frame simple rules*

Let students look at the picture in Workbook B page 31 and ask them to write a sentence each. Then the students may write these rules on a piece of chart paper and display them in the classroom.

## **Activity 6 (choral reading) rhyme – 'I Love Lollipop' from class I**

### **Anthology**

**Learning Objectives: Reading & Literature 9, 17**

✓ *follow and read repetitive words in a poem*

The teacher will read the rhyme once and ask students to listen. Then let children read the repetitive words that occur in the rhyme.

### Activity 7

**Learning Objectives: Reading & Literature 1, 2, 3, 4, 9**

✓ *differentiate foods into healthy and unhealthy foods*

Let the children sort out healthy and unhealthy food given on page 32 of Workbook B and fill in the table accordingly. Use the vocabulary healthy, unhealthy, dirty, clean, every day, wash, our, must, etc. The teacher must conduct an oral discussion before the children write down the names of the food. He may also add names of foods that are not mentioned.

### Activity 8

**Learning Objectives: Listening & Speaking 2, 6, 7**

✓ *use simple past tense*

Take children outside to teach new vocabulary climbed, shouted, jumped, slept, woke up, threw, shook through demonstration.

e.g. The teacher jumps and asks:

What did I do?

Teacher models the answer: I jumped. In a similar way other verbs mentioned may be introduced to the children.

Next ask some children to demonstrate actions and ask What did he do? Let the rest of the children say He climbed/threw etc.

Give practice to reinforce the use of simple past tense.

The teacher may also have the children stand in a circle and ask individual children to demonstrate an action. The others answer in chorus.

### Activity 9

**Learning Objectives: Listening & Speaking 6, 9, 12 Writing 5, 11**

✓ *use simple past tense*

The following day, begin the class by asking questions such as What did you/we /he/she/do yesterday? Get children to recollect and answer:

We went out and played.

I shouted.

He danced etc.

Get students to write three things they have done in the morning.

**Assessment Tool 14: Rubrics to assess writing.**

## UNIT 6: WEEK ONE & TWO

### [Phonemic lesson overview of the week]

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learnt and the introduction of the phonic concept /ay/ and /ai/.

**Suggested length of time:** 3 minutes every day

**Learning Objectives: Listening and Speaking – 1, 4, 8, 9, 12**

- ✓ *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*
- ✓ *understand that when the letters a and y ;and a and i are placed together they typically represent the sound of the letter name a .*
- ✓ *understand that ai usually appears in the middle of words and ay at the end.*

**Teacher's Note:** Present the alphabet and phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of /ay/ and /ai/ sound flashcards.

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness 'sounding-out' cards that contain the phonic concept /ay/ and /ai/

**Suggested length of time:** 2 minutes every day

**Teacher's note:** There are 8 /ay/ and 8 /ai/ blending and segmenting cards within the SSP pack.

**Source:** /ay/ and /ai/ blending and segmenting cards within the SSP pack (red and light green in colour).

**Daily Activity:** Reading and spelling /ay/ and /ai/ list words

**Suggested length of time:** 10-15 minutes every day

**Learning Objectives: Reading and Literature- 1, 2, 4, 9, 17 Writing- 2, 6, 8**

- ✓ *sound-out and decode the /ay/ and /ai/ list words.*
- ✓ *read the /ay/ and /ai/ list words automatically (without applying the sounding-out technique).*
- ✓ *sound-out and spell the /ay/ and /ai/ list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling based practice with the words of the week. **Use the Spelling Detective worksheet from Unit 2: week one.**

Step 1: Read each word on the list, modeling the decoding technique. For example, d-ay, d-ay, d-ay makes the word 'day'

- Step 2: Call out the words for the students to spell. For example: Spell the word paint. p-ai-n-t Spell the word paint.
- It is essential to clarify and explain the meaning of any words not understood by the class.

- Teachers may choose the reading and spelling words from list 1, 2 and 3

**Source:** Class I, Unit 6 List 1,2 and 3 : with /ay/ & /ai/

**Phonic story reading & story rewriting** (i.e. 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Learning Objectives: Listening and Speaking – 4,9,12 Reading and**

**Literature -3, 4, 8, 9, 10,11, 16, 17 Writing – 1, 2, 3, 6, 7, 12**

- ✓ *sound-out and decode the /ay/ and /ai/ phonic words contained within the story.*
- ✓ *read the /ay/ and /ai/ words automatically (without applying the sounding-out technique).*
- ✓ *read the story with accuracy and fluency.*
- ✓ *rewrite part of the story, applying the practiced /ay/ and /ai/ sounding-out spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the /ay/ and /ai/ words.
- Step 2: The second reading of the short story should involve reading the /ay/ and /ai/ words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

**Unit 6 Story titled 'Seday's train': with /ay/ & /ai/ (The stories are included in the guide for teachers/schools to make their own print)**

### **Seday's train**

Seday had just painted her train red when it started to rain.

Seday put a tray over her train to stop the rain from getting on the train.

From the rain, the paint began to drip.

I am afraid that the train will need to be painted yet again.

## Text 12: Momo and the Leopard

**Synopsis:** This story tells how the mother leopard and her baby try to catch monkeys for their dinner.

### Before Reading

#### Activity 1

**Learning Objectives: Listening & Speaking 5, 6, 9, 12**

✓ *predict the title/content through prompts and discussion*

Do a Picture walk.

Use some of sample questions like:

What can you see? (showing page number 1)

Students talk about the illustrations: It is night. The monkeys are sleeping on the branches of a tree. There is a bird (owl). There are many stars and a moon.

Teacher's Note: Make a conscious effort to teach the words which are not familiar to your students through demonstration and use in the context at the time of the picture walk.  
e.g. branch, night, could, quietly, want, him, came, but, onto, own, into.

### Reading

#### Activity 2

**Learning Objectives: Reading & Literature 1, 2, 3, 4, 5**

✓ *read the text independently*

Provide children with the text and let them read independently. Do guided reading for those who require help in reading and comprehending.

### After Reading

#### Activity 3

**Learning Objectives: Reading & Literature 1, 3, 5**

✓ *identify high frequency words*

✓ *use high frequency words in the sentences*

The teacher and the students will together identify high frequency words saw, him from the text and add them to the word wall.

## **Activity 4**

**Learning Objectives; Reading & Literature 9, 11, 12**

✓ *check comprehension skills*

Ask questions like the following to check comprehension skills:

Look at the picture on page 1. Where did the monkey sleep?

Why did the leopard climb the tree?

Do you think the mother leopard did the right thing by bringing along the baby leopard? Why or why not?

## **Activity 5 retelling story**

**Learning Objectives: Reading & Literature: 3, 5, 11, 13**

**Listening & Speaking: 1, 5, 7, 10**

✓ *develop the skill of retelling a story*

✓ *learn the feature of the story character, setting, plot, goal, resolution*

Use the following sample questions to discuss the story and to retell the story. The teacher will also make students aware of the features of the story during discussion:

Who is in the story? (characters)

Where is the story taking place? Or Where are the mother and the baby leopard? (setting)

When does the story take place? (setting)

What do you think the mother leopard is doing?(plot)

What does she want? Did she get what she wanted?(goal)

Whom did the mother leopard bring along with her?(plot)

What do you think the baby leopard will do?(plot)

How does the story end?(resolution)

Did you like the story? Why? Why not?

It is suggested that the questions are in order so that the responses to the questions can build the story.

The students may respond in phrases or in sentences but the teacher must put them in full sentences and correct the structure. The teacher may write down the responses given by students on the board. During writing, he may ask and prompt children to spell the words, indentify tenses and to form a complete sentence.

After discussion ask children to retell the story by looking at the responses written on the board.



## Activity 6

**Learning Objectives:** Reading & Literature 3,5,11 Writing 5, 7

**Listening and Speaking** 1, 5, 7

Provide students with a *story map* diagram like the one below in group and have them complete it. The teacher may have to demonstrate first. After the completion of the map let the students retell the story using what they have written in the map.

Name \_\_\_\_\_ Date \_\_\_\_\_

The story began

The first important event was

Then

After that

The story ended when

## Follow Up

### Activity 7

**Learning Objectives: Reading & Literature 10, 11, 13**

✓ *summarize the text by using who, what, when, where question framework*

The teacher will demonstrate how to use the question framework with the text ‘The Elephant’s Trunk’ which they have read earlier. Discuss the text and then fill in the chart.

e.g.

Who?	What?	When?	Where?
Karma the baby elephant	Went in search of red chilli	One day	To the house
Lhamo the leopard	Came to help	-	To the house to help

Provide children with the question framework. Ask the children to read the text ‘Momo and the Leopard’ and complete the story using the question framework who, what, when, where

### Activity 8

**Learning Objectives: Reading & Literature: 2, 4, 5, 6, 16**

✓ *use prior knowledge to complete the answers*

The teacher can use the cloze test from Workbook B page 33 and 34 to supplement the text ‘Momo and the Leopard.’ Students will use the three cues to complete the cloze test. Discuss the pictures before they do the exercise.

### Activity 9

**Learning Objectives: Listening & Speaking: 9, 10, 12**

**Reading & Literature: 3, 4, 9, 16**

✓ *expand vocabulary*

✓ *develop creativity*

Teacher initiates the Word building game.

e.g.

Use the Big word L E O P A R D S (From the text)

We can build words like; pea, red, pods, are, do, so

The teacher may give bigger words like B R A N C H E S, S H O U T E D and let the students build as many words as possible. There can be a competition among the groups. And also do the activity given in Work book B page 35 (puzzle).

## **Activity 10**

### **Learning Objectives: Writing 1, 2, 3, 5, 6, 10, 12**

Teacher provides key words like; came, slept, went, shook, threw, climbed, saw, jumped, shouted and ask students to write simple sentences using them.

This can be done either in groups or individually.

e.g.

I came to the school at 8 o'clock.

I slept in my bed at 9 o'clock.

Let students complete the activity given on page 36 of Workbook B

### **Assessment Tool 5: Rubrics to assess students' ability to retell the story.**

## UNIT 6: WEEK TWO

### [Phonemic lesson overview of the week]

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learnt and the introduction of the phonic concept /oy/ and /oi/.

**Suggested length of time:** 3 minutes every day

**Learning Objectives: Listening and Speaking – 1, 4, 8, 9, 12**

- ✓ *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*
- ✓ *understand that when the letters o and y ;and o and i are placed together they typically represent the sound /oy/ and /oi/ as in toy and coin.*
- ✓ *understand that oi usually appears in the middle of words and oy at the end.*

**Teacher's Note:** Present the alphabet and phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of /oy/ and /oi/ sound flashcards.

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness 'sounding-out' cards that contain the phonic concept /oy/ and /oi/

**Suggested length of time:** 2 minutes every day

Teacher's note: There are 4 /oy/ and 4 /oi/ blending and segmenting cards within the SSP pack.

Source: /oy/ and /oi/ blending and segmenting cards within the SSP pack (yellow and magenta pink in colour).

**Daily Activity:** Reading and spelling /oy/ and /oi/ list words

**Suggested length of time:** 10-15 minutes every day

**Learning Objectives: Reading and Literature- 1, 2, 4, 9, 17 Writing- 2, 6, 8**

- ✓ *sound-out and decode the /oy/ and /oi/ list words.*
- ✓ *read the /oy/ and /oi/ list words automatically (without applying the sounding-out technique).*
- ✓ *sound-out and spell the /oy/ and /oi/ list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling based practice with the words of the week. **Use the Spelling Detective worksheet from Unit 2: week one.**

Step 1: Read each word on the list, modeling the decoding technique. For example, b-oy, b-oy, b-oy makes the word 'boy'

- Step 2: Call out the words for the students to spell. For example: Spell the word oil. Oi-l Spell the word oil.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class I, Unit 6 List 4: with /oy/ &/oi/ (Teacher may want to use words from list 6 as well)

**Phonic story reading & story rewriting** (i.e. 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Learning Objectives: Listening and Speaking – 4,9,12 Reading and Literature – 3, 4, 8, 9, 10,11, 16, 17 Writing – 1, 2, 3, 6, 7, 12**

- ✓ *sound-out and decode the /oy/ and /oi/ phonic words contained within the story.*
- ✓ *read the /oy/ and /oi/ words automatically (without applying the sounding-out technique).*
- ✓ *read the story with accuracy and fluency.*
- ✓ *rewrite part of the story, applying the practiced /oy/ and /oi/ sounding-out spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the /oy/ and /oi/ words.
- Step 2: The second reading of the short story should involve reading the /oy/ and /oi/ words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

**Unit 6 Story titled 'Norbu and Penjor' (The stories are included in the guide for teachers/schools to make their own print)**

### **Norbu and Penjor**

Norbu is a boy.

He cannot enjoy for he has lost his toy.

Penjor points in the soil, "Look, your toy!"

Norbu is joyful.

**Assessment Tool 1: Unit 6 Continuous Formative Assessment consisting**

- Subtest 1 – ay, ai, oy, oi & all reading test
- Subtest 2 – ay, ai, oy, oi & all spelling test
- Subtest 3 - ay, ai, oy, oi & all writing in sentences test

**Teacher's note:** The spelling and writing tasks are designed to be presented to the whole class. However, the reading task requires the teacher to spend less than a minute with each child in the class.

**Assessment Tool 1: Continuous Formative Assessment consisting**

- Subtest 1 – Reading
- Subtest 2 – Spelling
- Subtest 3 – Writing Sentences

# Assessment and Evaluation

## Introduction

The terms assessment and evaluation are often used as synonyms when, in fact, each word has its own meaning. Assessment is the process of gathering information on student learning while evaluation is the process of analysing, reflecting upon, and summarizing assessment information, and making judgments and/or decisions based on the information collected. Evaluation cannot occur without assessment.

How assessment information is collected and used has changed in striking ways over the past decades yet there is still not consensus as to the most effective way to evaluate. This is due, in part, to the fact that different interest groups use the information for different purposes and in different ways. Parents want to know that their child is acquiring the skills and knowledge he needs to be successful in a fast-changing world. Ministries of Education want proof that the curriculum is being taught and that students in their jurisdictions are functioning at a level comparable to similar populations in other countries. Teachers want a system of evaluation that shows individual growth. All of the interest groups put different demands on schools and educators so it is logical to assume that no one method will meet the needs of all the stakeholders in Education.

It is generally agreed, however, that the purpose of assessment and evaluation is to inform teaching and to encourage and promote student learning. If we accept this premise, it is necessary then for teachers to collect data in a variety of formats and examine the data to determine what it tells about student learning as well as their own teaching. Teachers no longer rely on a single test or exam to determine the fate of students. Instead, teachers use multiple sources of information collected in a variety of contexts over a period of time to evaluate student growth. A balanced assessment/evaluation model consists of the teacher's anecdotal notes based on several observations, checklists, student inventories, conferences with the students, portfolios and some teacher-made tests. In addition to these tools, teachers also use samples of student work such as projects and presentations to provide evidence of student learning. All of these assessment tools provide teachers with information to help evaluate student growth as well as provide them with valuable information about what they need to teach their students.

In the English curriculum the emphasis of teaching English language is to improve the language skills - reading, writing, listening and speaking along with language and grammar - of the students. The shift from a summative approach to a continuous formative approach demands for a change in the role of both students and teachers in the teaching learning process. Continuous formative assessment provides opportunity to create an effective feedback system for students and teachers in order to improve learning and guide their next steps.

## Standards

The Standards are statements of what the public can expect students to know and be able to do in English when they graduate from the school system (The Silken Knot: Standards for English for schools in Bhutan). The Standards for Writing and Language are listed in the English Curriculum Framework Document – Pre-primary to Class XII.

## Learning Objectives

The Learning Objectives will serve as indicators of achievement at each class level in reference to the Standards. The assessment is guided by the Learning Objectives. The objectives are listed under the Learning Objectives for Class IV under Language and Writing Strand in the English Curriculum Framework document. These objectives are inter-related and it will not normally be possible or desirable to assess them in isolation.

## Principles of Assessment

In the English curriculum, continuous formative assessment will be used mainly to recognise activities and procedures on the basis of which teachers collect evidence to discover whether students have acquired some concrete knowledge and understanding of the subject taught or to what extent their concrete skill or ability has been formed or developed. Eventually formative assessment is vital to collect evidences to diagnose learning difficulties and deficits in order to provide necessary support to all students. Based on these evidences the teacher can decide to change or modify his or her teaching approaches.

1. Focus on learning and academic achievement. Use assessment practices that contribute to student's learning. Where appropriate, it is important to separate behaviour issues (such as being late for class, handing in late assignments, or talking out of turn) from learning and achievement. Instead, encourage students to do their best work and use performance tasks and class discussions as opportunities for them to display the new skills and understanding they are acquiring. Be aware of different learning styles, paces of learning, and background cultures and provide opportunities for all students to document their academic achievement.
2. Provide for equal opportunity. Ensure that student assessment practices are inclusive of class, race, age, gender, sexual orientation, and disability. If a student cannot make it to class, provide him or her with a make-up assignment that covers the same material. When forming study groups, ensure that all students have the opportunity to participate. Practice affirmative action when necessary.
3. Make sure those assessment practices and the values of the discipline are congruent. Scholarship is important, and assessment, evaluation, and reporting should reflect the value that schools place on learning in every discipline. In other words, certain standards

should be set, and educators should avoid student assessment practices that are based on improvement and/ or effort. Who wants to have an appendix removed by a surgeon who got A in anatomy for “trying real hard?” Also, avoid “extra credit.” Extra credit diminishes the values of the course by implying there are great rewards for those who do more; it also reeks of inequity. Instead provide enrichment activities for everyone. Establish acceptable standards for civility and scholarship and teach to those standards.

4. Recognise limitations. All formative assessment practices will have limitations; acknowledge them as they arise and, when appropriate, spell them out in your syllabus. (For example, tell students whether they will be penalised for not meeting deadlines.) This is valuable information to students who may choose to take a different course or redesign their study strategies based on the acknowledged limitations.
5. Be supportive of the relationships. Highly competitive formative assessment practices tend to adversely affect relationships. Teachers should promote co-operation and respect in the classroom. Suggest peer assessment and coaching for those with academic problems. When appropriate, involve the community as an educational resource and involve everyone in the discussions on the assessment, evaluation, and reporting. Be flexible at the level of principles, balancing the rights of the individual and the rights and interests of the rest of society, and communicate clearly the principles in which you are operating.
6. View the student as an active participant in the assessment process. Invite and value self-assessment and peer assessment and use them as evidences for determining levels of performance to decide next steps. Allow students the opportunity to practice and redo their work until they meet the success criteria. Students might be encouraged to share their work with each other during the first part of their class, allowing them to do a quick self- assessment. Then students can decide whether they need to redo the assessment or it is truly their best work, ready for the scrutiny of the teacher.
7. Report student assessment in a consistent and meaningful way. Student performance and progress should be communicated to a wider audience (especially parents and guardians) both formally and informally. Be consistent with the assessment practices employed, and be meaningful to all who need to know. Reporting should be comprehensive and should convey an accurate assessment of student performance to all those who are concerned with the students’ future.

## **Continuous Formative Assessment**

The Continuous Formative Assessment (CFA) is an assessment of student’s learning that is carried out throughout the academic year involving a variety of organised, both formal and informal learning activities to facilitate quality teaching and learning in schools. There are different tools that teachers can use to assess and see whether learning has taken place or not. Students’ works are often marked to find out how much they learnt and discover their weak areas. Teachers may decide to take appropriate actions – whether to move with the



next lesson or to conduct remedial lessons on the topics covered – based on the information indicated through the formative assessment. In brief the Continuous Formative Assessment (CFA) aims to:

- provide opportunities to both the teacher and the learner to reflect on the learning process and on the level of achievement
- help teachers to find out what teaching methods and materials work best
- help teachers pay attention to individual differences and learning styles of the learners
- make learners realize how well they can do certain types of work and what they need to improve
- enable learners to see the connection between efforts and results
- allow the learners to evaluate themselves and also in peer group
- enable learners to take on multiple roles – as learners, helpers, evaluators and reviewers of the learning processes
- enable learners to appreciate each other's talents and accept the weaknesses
- develop and tap the higher-level thinking and problem-solving skills of learners

The term “informal” is used here to indicate techniques that can easily be incorporated into classroom routines and learning activities. Informal assessment techniques can be used at anytime without interfering with instructional time. Their results are indicative of the student's performance on the skill or subject of interest. Informal assessment seeks to identify the strengths and needs of individual students without regard to grade or age norms.

## **Informal Assessment Techniques**

Methods for informal assessment can be divided into two main types: unstructured (e.g., student work samples, journals) and structured (e.g., checklists, observations). The unstructured methods frequently are somewhat more difficult to score and evaluate, but they can provide a great deal of valuable information about the skills of the children, particularly in the areas of language proficiency. Structured methods can be reliable and a valid technique when time is spent creating the “scoring” procedures. One important aspect of informal assessments is that they actively involve the students in the evaluation process- they are not just paper-and-pencil tests.

## **Tools and Techniques used to assess students**

It is generally agreed, however, that the purpose of assessment and evaluation is to inform teaching and to encourage and promote student learning. If we accept this premise, it is necessary then for teachers to collect data in a variety of formats and examine the data to determine what it tells about student learning as well as their own teaching. Teachers no longer

rely on a single test or exam to determine the fate of students. Instead, teachers use multiple sources of information collected in a variety of contexts over a period of time to evaluate student growth. A balanced assessment/evaluation model consists of the teacher's anecdotal notes based on several observations, checklists, student inventories, conferences with the students, portfolios and some teacher-made tests. In addition to these tools, teachers also use samples of student work such as projects and presentations to provide evidence of student learning. All of these assessment tools provide teachers with information to help evaluate student growth as well as provide them with valuable information about what they need to teach their students. Student evaluation is meant to show what students have learned and are able to do. It is also evidence that the teacher has taught. As indicated above, there is no one tool that can accomplish these goals. The effective teacher is challenged to choose the most appropriate tools that will show that both have occurred.

## **Unstructured Assessment Techniques**

Unstructured techniques for assessing students can range from writing stories to playing games and include both written and oral activities.

### **Types of Unstructured Assessment Techniques**

**Writing Samples** - When students write anything on specific topics, their products can be scored by using one of the techniques described in Table 3. Other creative writing samples that can be used to assess student progress include newspapers, newsletters, collages, graffiti walls, scripts for a play, and language experience stories.

**Homework** - Any written work students do alone, either in class or in the home, can be gathered and used to assess student progress. With teacher guidance, students can participate in diagnosing and remediating their own errors. In addition, students' interests, abilities, and efforts can be monitored across time.

**Logs or journals** - An individual method of writing. Teachers can review on a daily, weekly, or quarterly basis to determine how students are perceiving their learning processes as well as shaping their ideas and strengths for more formal writing which occurs in other activities.

**Games** - Games can provide students with a challenging method for increasing their skills in various areas such as math, spelling, naming categories of objects/people, and so on.

**Debates** - Students' oral work can be evaluated informally in debates by assessing their oral presentation skills in terms of their ability to understand concepts and present them to others in an orderly fashion.

**Brainstorming** - This technique can be used successfully with all ages of children to determine what may already be known about a particular topic. Students often feel free to participate because there is no criticism or judgment.

Story retelling - This technique can be used in either oral or written formats. It provides information on a wide range of language-based abilities. Recall is part of retelling, but teachers can use it to determine whether children understood the point of the story and what problems children have in organizing the elements of the story into a coherent whole. This also can be used to share cultural heritage when children are asked to retell a story in class that is part of their family heritage.

Anecdotal - This method can be used by teachers to record behaviours and students' progress. These comments can include behavioural, emotional, and academic information. For instance, "Jaime sat for five minutes before beginning his assignment." These should be written carefully, avoiding judgmental words.

### Anecdotal Records

Anecdotal Records are written descriptions of the casual or focused observations made on students. They are brief descriptions of incidents and behaviours and offer the teacher a way of assessing and recording aspects of students' learning that might not be identified by other assessment tools. Anecdotal Records can be used in a more directed way when teachers want to collect information on particular areas such as social development, work habits, aspects of language use, and the child's development as a writer or reader. In such cases, it can be useful to prepare a sheet on which are listed the particular areas to be observed. This will allow for easy reference and help keep the observer on track.

### What is it used for?

The very act of recording observations may serve to alert the teacher to some aspect of a student's learning or attitude that may need attention and/or special support. Through regular spotlighting of a student's performance, an anecdotal record may show for example that Dorji is consistently having trouble in expressing coherent thoughts. As a consequence, the teacher may decide to investigate the reasons for this behaviour more thoroughly.

Because Anecdotal Records concentrate on describing incidents of a student's performance over a period of time, the sequence of anecdotes can serve as a record of the student's development and as a result it is one of the best sources for information about a child while conducting a conference.

### How is it used?

Anecdotal Records require little pre-planning and can be used to capture behaviour as they happen. Entries must be made with appropriate frequency to show the development over a period of time. They should eventually cover all the students, although some students may require more entries than others.

The entries in Anecdotal Records should include first an objective description of the incident describing what actually happened. Whenever possible the exact language of the child should

be noted, e.g. “Dorji said: Me very tired.” The teacher should not record her judgements that “Dorji feels very tired.” Second the entries should contain a tentative analysis of the situation, any comments of the teacher and any questions he or she poses to himself or herself that may guide further observations. To keep Anecdotal Records teachers can use the time when students are engaged in class work or group work, during a free period or after classes.

#### Procedures for Recording

Anecdotal records are usually collected in an exercise book or a folder. A notebook with each entry dated offers a powerful chronological record. Records should at least include the name of the child observed, the observer, the date, the time, and the setting. Various formats have been suggested: A teacher may develop her own form, with which she feels most comfortable and that suits her situation best.

Care must be taken to record observation facts and opinions: For example, “Dorji quarrelled with Sonam twice today” instead of writing “Sonam and Dorji are enemies.” It is fair and fruitful also to mention positive observation for reinforcing the strength of a student, e.g. during a conference. Recording only unsuccessful attempts or behaviours gives a limited view of a student’s achievements and can lead to de-motivation.

Teachers can use anecdotal records to record their observations. By quickly writing down what they see the children doing as they work in class, teachers compile information on each student. Teachers should record what they see and leave interpretation until later when they have more time. For example, when listening to a student read orally, the teacher might note down “stops at end of sentences”. When interpreting the observation later, the teacher can be confident that the student “knows the purpose of end punctuation in reading”. Because Bhutanese classes are large, the teacher may choose to observe three or four children during any one activity.

Naturalistic - Related to anecdotal records, this type of observation may take the form of notes written at the end of the day by a teacher. They may record what occurred on the playground, in the classroom, among students, or may just reflect the general classroom atmosphere. Observation is the careful consideration and analysis of students’ behaviour and performance based on a wide range of contexts. For observation to be an effective assessment tool, however, teachers must know what to look for and how to interpret what they see. Primary school teachers in Bhutan, can refer to the “Developmental Levels of Reading” and “Developmental Levels of Writing” outlined earlier in the manual as a place to begin. It is suggested that teachers work in collaborative groups to discuss the characteristics of learners at each level and decide what each characteristic would look like in the Bhutanese context. Such discussions will give teachers confidence in making judgments.

Conferences, where the teacher discusses the student’s work with him, provide valuable information about the strategies the student is using and provides information about what the

teacher needs to teach next. Conferences work well for both reading and writing instruction. Again, because of class size, the teacher may choose to do group conferences with four or five students at a time rather than holding individual conferences. Students can learn from one another as they tell what they are doing and how they solved a reading or writing problem. The teacher, too, will provide input by suggesting a strategy or providing information that will help the students.

Portfolios provide a means for students and teachers to document progress over the course of a term or the year. Simply put, a portfolio is a collection of the student's best work and is kept in a large envelope or container made by the student and stored in the classroom. Portfolios promote a feeling of pride among the students as they have input into the content, choosing only artefacts that demonstrate something about their learning. For both students and teachers, portfolios provide evidence of growth. "Best" work from early in the school can be compared to "best" work later in the year and development of skills is always obvious. Portfolios are very useful during parent-teacher conferences.

## **Structured Assessment Techniques**

Structured assessments are planned by the teacher much more specifically than are unstructured assessments. The scoring of structured assessment activities is relatively easier compared to the scoring of unstructured assessment activities.

## **Types of Structured Informal Assessments**

### **Checklists**

Checklists specify student behaviours or products expected during progression through the curriculum. The items on the checklist may be content area objectives. A checklist is considered to be a type of observational technique. Because observers check only the presence or absence of the behaviour or product, checklists generally are reliable and relatively easy to use. Used over time, checklists can document students' rate and degree of accomplishment within the curriculum.

**A Checklist** is a listing of specific concepts, skills or behaviour traits, the presence or absence of which the teacher wishes to observe and record. There is usually a box or space on the right of the page near the item for the teacher to tick or check off. For example, in teaching a particular topic, a teacher identifies important concepts that the students have to learn and makes a list of them to check whether the students have mastered them or not at the end of teaching the topic. Such a list is called a checklist because the list is used to find out and record whether something required to be learned has been or not. So, it can be said that a Checklist calls for a "yes or no" judgment and is basically a tool for recording whether a characteristic is present or absent, an action is taken or not or whether a learning has taken place or not.

### *What is it used for?*

A Checklist is most appropriately used in situations whether the teacher wishes to assess students' abilities, attitudes or performances during the learning process. It can be used to make a brief assessment of a range of items from mastery of content through to communication skills, form the extent of the participation of a student in activities to the development of his or her psychomotor skills.

Used on a single occasion, a checklist provides formative evaluation for the single situation in which it has been used. For example, to learn how effective students are when working in groups, a checklist can be used to observe them in a single group session. This will provide the teacher with information to guide future instruction.

Checklists are most useful when used regularly and frequently and collected over time. In this way a broader picture of children's growth and progress will be seen and the information used for both formative and summative evaluation.

A checklist is another observational tool that teachers can use. Although they cannot replace anecdotal notes made during observation, they can be useful for recording students' attitudes as well as specific curricular outcomes. For example, a checklist with each student's name on one side of the paper and some observational behaviours relating to reading (left page first, top to bottom, left to right, return sweep, points to each word) listed across the top could be easily done while the students are reading. Again, by working together teachers can develop meaningful checklists to use.

### *How is it used?*

Usually a Checklist is used during class time and for that reason, it must be simple. When using a Checklist, the names of the students, the data and the activity have to be entered before the class starts. During the class, special attention has to be paid to the group which she has selected so that she can build an impression of their level of mastery of content, competence or execution of the skills and processes and the display of behaviour traits she wishes to record.

### **Procedures for Recording**

Checklists are easy to use since they record only the presence or absence of those items selected for observation. As such, they can be recorded on the form easily using words or symbols as indicated. Symbols could be 'a tick' or 'a cross'.

**Cloze Tests** - Cloze tests are composed of text from which words have been deleted randomly. Students fill in the blanks based on their comprehension of the context of the passage. The procedure is intended to provide a measure of reading comprehension.

Teacher-made tests are useful at times. If there is specific content to be tested, a test or exam

may be used. While not as useful as an assessment tool in the primary school as it might be in secondary school, teachers can decide when they can best be used.

**Criterion-referenced Tests** - Criterion-referenced tests are sometimes included as a type of informal assessment. This type of test is tied directly to instructional objectives; measures progress through the curriculum and can be used for specific instructional planning. In order for the test to reflect a particular curriculum, criterion-referenced tests often are developed locally by teachers or a school district. Student performance is evaluated relative to mastery of the objectives, with a minimum performance level being used to define mastery.

**Rating Scales** - This is an assessment technique often associated with observation of student work or behaviours. Rather than recording the “presence” or “absence” of a behaviour or skill, the observer subjectively rates each item according to some dimension of interest. For example, students might be rated on how proficient they are on different elements of an oral presentation to the class. Each element may be rated on a 1 to 5 scale, with 5 representing the highest level of proficiency.

**Questionnaires** - A questionnaire is a self-report assessment device on which students can provide information about areas of interest to the teacher. Questionnaire items can be written in a variety of formats and may be forced-choice (response alternatives are provided) or open-ended (students answer questions in their own words). Questionnaires designed to provide alternative assessments of achievement or language proficiency may ask students to report how well they believe they are performing in a particular subject or to indicate areas in which they would like more help from the teacher. One type of questionnaire (which assumes that the student can read in the native language) requests that students check off in the first language the kinds of things they can do in English. For a questionnaire to provide accurate information, students must be able to read the items, have the information to respond to the items, and have the writing skills to respond.

**Miscue Analysis** - An informal assessment of strategies used by students when reading aloud or retelling a story. Typically, students read a grade-level passage (e.g., 250 words) while a judge follows along with a duplicate copy of the passage. The student may be tape recorded. Each time an error occurs, the judge circles the word or phrase. A description of the actual error can be taken from the tape after the session and analyzed for errors in pronunciation, sentence structure, vocabulary, use of syntax, etc. (see Goodman 1973).

**Structured Interviews** - Structured interviews are essentially oral interview questionnaires. Used as an alternative assessment of achievement or language proficiency, the interview could be conducted with a student or a group of students to obtain information of interest to a teacher. As with written questionnaires, interview questions could be forced-choice or open-



ended. Because the information exchange is entirely oral, it is important to keep interview questions (including response alternatives for forced-choice items) as simple and to-the-point as possible.

### **How to conduct Informal Assessment effectively**

In order to be effective, informal assessment activities must be carefully planned. With appropriate planning, they can be reliable and valid, and they can serve diagnostic purposes as well as formative and summative evaluation purposes. The following general guidelines can apply both to formal and informal assessments:

#### **Validity and Reliability**

Standardized tests often are selected because their technical manuals report validity and reliability characteristics. However, if the content of these tests does not match the instructional objectives of the project, their validity is negated. For example, many standardized tests include structural analysis skills as part of the reading or language arts sections. If a bilingual education project does not teach structural analysis skills, concentrating instead on the communicative aspects of reading/writing, such a test may not be valid for that particular project.

The validity of informal measures can be established by demonstrating that the information obtained from a given technique reflects the project's instructional goals and objectives. If, for example, the project is teaching communicative writing, a collection of holistically scored writing samples would be a valid measure. Therefore, a first step toward validating the use of informal assessment measures is a clear statement of curricular expectations in terms of goals and objectives.

Reliability, in its purest sense, refers to the ability of a measure to discriminate levels of competency among persons who take it. This is accomplished through the consistent application of scoring criteria. As with validity, the reliability of informal measures can be established by a clear statement of the expectations for student performance in the curriculum and ensuring that teachers apply consistent criteria based on those expectations. If the informal measures accurately represent students' progress, and if they accurately distinguish the differential progress made by individual students, they are reliable.

#### **Scoring Procedures**

Consideration has to be given to the reliability and validity of the scoring procedures used in assessment, both formal and informal. Among critical issues to be addressed are:

1. The validity of the judgment may be limited by the heavy dependency on the opinion of raters. To ensure high reliability, raters must be trained to meet a set criterion (e.g., when judging ten individuals, raters should rate eight of them similarly).



2. The scores must be specific to the learning situation. The scoring procedure must match the exercise or performance. To ensure this match, the purpose for assessment and the content to be assessed must first be decided. Agreement should also be sought on the descriptors developed for each scoring category to be used.
3. Scoring procedures may be time consuming. To ensure success, the commitment and support of project and school personnel must be sought. Training and practice must be offered to the raters.

Scoring procedures utilized in unstructured assessment activities can be used to:

- measure progress and achievement in most content areas;
- measure literacy skills such as oral, reading, and written production;
- develop summative and formative evaluations;
- make an initial diagnosis of a student's learning;
- guide and focus feedback on students' work;
- measure students' growth over time or for specific periods;
- determine the effectiveness of an instructional program;
- measure group differences between project students and non-project comparison groups;
- analyse the performance of an individual student; and
- correlate student outcomes with formal, standardized tests of achievement and language proficiency.

*Source: NCBE Program Information Guide Series, Number 3, Summer 1990*

## **Continuous Summative Assessment:**

The Continuous Summative Assessment (CSA) consists of the school-based assessment on the Listening and Speaking Strand and Portfolios. In this, the assessment is carried out at the end of each block from classes PP-II or after a certain portion, such as themes, topics, or skill are covered. However, unlike the CFA, here the teachers award marks based on the written works submitted or oral presentations made by each individual student or in groups. The Listening and Speaking Strand should be assessed through activities like: Extempore speeches; Listening skills exercises; Debates; Presentations and reports.

The Portfolio Assessment consists of Reading portfolio (record of reading and reading ability, journal writing, text talk or book talk) and Writing portfolio (best pieces of writing selected by students and best pieces selected by the teacher) maintained for each student in Reading & Literature and Writing Strands. The portfolios will serve as evidences of students' achievements which will show how much of writings and readings students have done over a period of time.

## **Portfolio Assessment**

### *A Portfolio: What is it?*

A Portfolio is a collection of many types of materials selected with the input from both student and teacher, designed to demonstrate progress and growth in students' work, understanding, problem-solving processes and attitudes. It is therefore a continuous collection of evidence of student progress, selected and commented by the student and/or teacher for assessment purposes. Through the maintenance of Portfolios, students are expected to develop all the following domains of learning.

### *Cognitive abilities*

In schools, teachers focus mainly on the knowledge and comprehension aspects of learning. Through Portfolios they try to lead the students to higher thinking skills and to self-reflection.

### *Behavioural skills*

The student will become aware of processes, products and work habits.

### *Attitudes and values*

The student will be able to see his or her characteristics like motivation, risk-taking, flexibility, responsibility, perseverance, etc.

## **Types of Portfolios**

Most common types of Portfolios are Progress (Working) Portfolio, Special Project Portfolio and Showcase Portfolio

### *Progress (Working) Portfolio*

It shows a student's progress on a skill over a certain time period. The student collects all work samples related to the concept or skill being mastered which shows the progression from the beginning to the best finished product improved over time. This helps the student in continuous formative assessment, so for CA the schools are encouraged to develop and use Progress Portfolio.

### *Special Project Portfolio*

In a special project Portfolio, students can document the progress from start to finish by collecting examples of work related to the project. This is a good Portfolio starting point because it can be done without any long-term commitment. The student must reflect on the project.

### *Showcase Portfolio*

It is the best representative of a student's work filed over a given time period. A student selects works that he or she feels are the best. The student is also able to select work and improve it to create a better sample. This motivates the student to create very good projects.

#### *What is it used for?*

#### **Portfolio assessment:**

- Provides an opportunity for the student to exhibit what has been accomplished and to demonstrate his or her strengths as well as weaknesses
  - Enables the student to be reflective about his or her work and knowledge
  - Encourages teacher-student conferences
  - Helps communicate to parents what has been learned
  - Provides multiple opportunities for observation and assessment as it is on-going
  - Provides information about a student to subsequent teachers
  - Promotes student responsibility
  - Encourages Peer Assessment which provides peer feedback;
  - Makes students become aware of performance, process, products and work habits.
- Planning for Portfolio Assessment:
  - The following questions can be used as guidelines while planning for Portfolio Assessment:
    - What are the benefits of Portfolio Assessment?
    - How could you make the collection of students work a feasible practice in a classroom?
    - Who will be the audience for the Portfolios? Students? Parents? Administrators? Others?
    - What will be the purpose of the Portfolio?
    - Who will select the samples of work to be placed in the Portfolio?
    - How will the work be placed in the Portfolio?
    - What will the Portfolios in your classroom look like?
    - What will they include?
    - Where will they be stored?
    - What role will student and teacher play in evaluating the Portfolio?
    - How will you use reflections in the Portfolio process?
    - How will they be graded or evaluated?
    - Will the Portfolios be passed on at the end of the year?

- Who maintains ownership?
- How will you incorporate evidence of learner outcomes into the Portfolio?
- What is the implementation plan?
- What is your goal for one year? Two? Five?
- How is it used?
- Decide who will play the major role in determining what to be included in a Portfolio – students, teachers or both in consultation.
- Decide the type of samples of work to be included: typical for the student or typical for the topic or some of each type. The samples may vary from a satisfactory one to the best.
- Decide the overall limit of the amount of materials to be included: How many? By which month?
- Start making the collection of work samples of students' right from the early stage in the course starting from basic work to more advanced and improved items.
- Continue examining the contents of the Portfolios and decide if any item should be replaced.
- File or put the work samples in an envelope, a carton or a box for others to be accessible to them and store them in such a way that students will also have an access to them whenever they want.
- Let the student analyse and reflect about the topic he or she has learnt/liked/disliked using some of the questions given in the book review form.
- Use the Portfolio for discussion and reporting to the students, parents and guardians.
- Retain in the class the original or a copy of typical/exemplary Portfolio items with the student's permission, so that you can use them as examples for future classes.

### **Points to remember while developing Portfolios:**

1. Start with fewer materials to work with, continue to modify and improve the Portfolio over the year.
2. The Portfolio is a file containing a teacher selected input as well as student selected input.
3. The materials in the Portfolio may include samples of:
  - Reading records
  - Journals
  - Pieces of writing
  - Review Portfolios from time to time with the student.
  - Use two types of self-assessment: The student writes notes to comment on the specific entries. A form developed by the teacher can be completed and attached to each entry.

- Consider the following points while assessing Portfolios:
- Amount of information included
- Quality and variety of pieces included
- Growth in performance and apparent changes in attitude or behaviour
- Quality and depth of self-reflections assessed
- Allow students to review their Portfolios and write an evaluative summary
- Conduct an evaluative conference with each student. Together review the Portfolio and the student's self-evaluative comments and summary. The teacher shares his or her assessment of the Portfolio. It is also possible that student and teacher discuss the next course of action: What goals the student should focus on next and how he or she should go about achieving those goals.
- Write a narrative summary of the conference and instructional strategies for the student.

## **Rubrics**

A Rubric is a term used to describe a scoring tool developed to evaluate students' work such as written compositions, presentations or projects. It is also useful for assessing cultural shows, debates or public speeches. A Rubric presents the criteria, which is to be used to judge a student's work or task and shows the differences in quality to be differentiated. So, a Rubric usually lists the criteria in one column and descriptors and quality definition in other columns.

## **Evaluative Criteria**

As illustrated in the example, a Rubric has three essential features: evaluative criteria, a definition of quality, and a strategy for scoring the work.

The evaluative criteria that are used to distinguish acceptable responses from unacceptable responses; as "letter formation", "letter slant", "neatness" and "relationship to line" are the criteria used to evaluate a piece of handwriting. Each criterion can be weighted equally or differently depending on the emphasis or importance.

## **Quality Definition**

Quality definition explains how the teacher judges the level of excellence in the students' work by using specific descriptors for each level. For example, the Rubric in the table above differentiates student writing into four categories (A or excellent, B or good, C or fair, and D or novice) and states clearly what the student should be able to do in each level. Quality definition helps teachers and students understand why a particular work or student's writing (in this case) belongs to A (the best) or to D (the worst).

## Scoring Strategy

A scoring strategy is the method that markers use when grading the student work. Scoring with Rubrics can be done in two ways: an overall score (holistic) or a different score for each criterion (analytic).

### *What is it used for?*

Even though a Rubric is primarily developed to help the teacher assess a student work, teacher can use it to facilitate Self or Peer Assessment by the students. With Rubrics, students are in better position to carry out Self or Peer Assessment because they understand what quality work looks like and what they should be able to do. For instance, if students want to be in the “A/excellent” category, then it is clear from the Rubric what they need to be able to do to meet the criteria. Even if a student did not make the expected grade or category, at least he or she will know what to do in order to get there.

First then it can be said that Rubrics help to provide qualitative feedback. Second, Rubrics can be used to focus instruction. A teacher as she evaluates the work is constantly reminded of what quality work is and the level of skill required to perform that task.

Finally, Rubrics can be used by the teachers and the students to set up realistic goals because they will have learned the levels at which the students perform.

### *How is it used?*

Rubrics are developed when there is a need to assess the student’s effort to master an important skill, understand a concept, perform a task or complete a quality work or product. For example, teachers keep telling students to improve their handwriting, yet they never have told them what “good handwriting” actually means and seldom show them a sample to illustrate good handwriting. When in using a Rubric however, the teacher and the student discuss and find out what makes handwriting “good” or “bad”. In this way it is used to inform students of the criteria for quality work.

Rubrics can also be used to provide constructive feedback. Analytical scoring ensures that students view their strengths and weaknesses, and also set goals for improvement. Finally, grading is relatively simple with Rubrics: the work that reflects the highest level of quality for each criterion should be given an A; while the other that consistently falls in the lowest level should be given a D. Work out the same things for the other levels such as B and C. These can be substituted for marks (refer analytical marking).

## Overview of Continuous Formative Assessment Tools for Class I

Unit 1					
Week	Listening & Speaking	Reading	Writing	Others	
One	Tool 2: Rating scale to assess greetings and courtesy. Use Anecdotal records for observation. Use this tool throughout the year				
Two	Tool 3: Checklist to assess students' use of language this and that with singular and 'these and those' with plural				
Three		Tool 11: Miscue analysis to assess students' ability to read the text 'Look for me'			
Four	Tool 4: Checklist to assess student's ability to ask and respond to simple questions				
Five			Tool 13: Rating Scale to assess students' ability to write (what they can and cannot do)	Tool 15: Rating Scale to assess students' health and hygiene. Use it throughout the year.	
Six	Tool 1: Continuous Formative Assessment consisting <ul style="list-style-type: none"> <li>• Subtest 1 – Reading</li> <li>• Subtest 2 – Spelling</li> <li>• Subtest 3 – Writing Sentences</li> </ul>				

Unit 2		Unit 3	
One		Tool 10: Rubrics to assess students' ability to read the text 'Cats'	
Two	Tool 4: Checklist to assess student's ability to ask and respond to simple questions – (use the one developed for week 4)		
Three		Tool 9: Checklist to assess Reading Log	
Four		Tool 10: Rubrics to assess students' ability to read the text 'What time is it, Momo?'	
Five	Tool 4: Checklist to assess student's ability to ask and respond to simple questions.		
Six		Tool 14: Rubrics to assess students' ability to interpret data collected into a paragraph.	
	Tool 1: Continuous Formative Assessment consisting <ul style="list-style-type: none"> <li>• Subtest 1 – Reading</li> <li>• Subtest 2 – Spelling</li> <li>• Subtest 3 – Writing Sentences</li> </ul>		
One	Tool 5: Rubrics to assess students' ability to retell the story from the text 'Work'	Tool 12: Rating Scale to check reading proficiency	
Two		Tool 14: Rubrics to assess students' ability to write about their parents' occupation.	
Three	Tool 6: Checklist to assess students' ability to say animals' names, where they live, foods they eat, what their babies are called and their usefulness.		
Four			Tool 14: Rubrics to assess students' ability to write about their favourite animal.
Five		Tool 11: Miscue Analysis to assess students' ability to read the text 'Twelve Animals of Bhutan'	
Six	Tool 1: Continuous Formative Assessment consisting <ul style="list-style-type: none"> <li>• Subtest 1 – Reading</li> <li>• Subtest 2 – Spelling</li> <li>• Subtest 3 – Writing Sentences</li> </ul>		



Unit 4				Tool 12: Rating Scale to check reading proficiency		
One						
Two						
Three	Tool 7: Rating Scale to assess students' ability to role play the text 'The Elephant's Trunk'					
Four	Tool 7: Rating Scale to assess students' ability to role play grocery shopping					
Five				Tool 10: Rubrics to assess students' ability to read the text 'At the Market'		
Six	Tool 1: Continuous Formative Assessment consisting <ul style="list-style-type: none"> <li>• Subtest 1 – Reading</li> <li>• Subtest 2 – Spelling</li> <li>• Subtest 3 – Writing Sentences</li> </ul>				Tool 14: Rubrics to assess students' ability to write about one of the food crops they have collected.	
Unit 5					Tool 13: Rating Scale to assess students' ability to write riddle (Use punctuation) - riddle	
One						
Two				Tool 10: Rubrics to assess students' ability to read 'What am I?'		
Three	Tool 8: Checklist to assess students' ability to use collective noun.					
Four				Tool 11: Miscue Analysis to assess students' ability to read the text 'Water'		
Five	Tool 1: Continuous Formative Assessment consisting <ul style="list-style-type: none"> <li>• Subtest 1 – Reading</li> <li>• Subtest 2 – Spelling</li> <li>• Subtest 3 – Writing Sentences</li> </ul>			Tool 12: Rating Scale to check reading proficiency		
Six					Tool 14: Rubrics to assess writing.	

Unit 6	One	Tool 5: Rubrics to assess students' ability to retell the story.			
	Two	Tool 1: Continuous Formative Assessment consisting <ul style="list-style-type: none"> <li>• Subtest 1 – Reading</li> <li>• Subtest 2 – Spelling</li> <li>• Subtest 3 – Writing Sentences</li> </ul>			

## CFA TOOLS AND TECHNIQUES FOR CLASS I

### Tool 1: Class I SSP Tracking (Synthetic Structured Phonics)

#### Unit 1 Continuous Formative Assessment:

- Subtest 1 - CVC word reading test
- Subtest 2 - CVC word spelling test
- Subtest 3 - CVC word writing in sentences



#### Continuous Formative Assessment Class I Literacy Skills



Student Name \_\_\_\_\_ Class \_\_\_\_\_

		Reading Test Words		Spelling Test Words		Writing Test Sentences	
Unit 1 Review	CVC words	1	him <input type="checkbox"/> ✓ <input checked="" type="checkbox"/>	win <input type="checkbox"/> ✓ <input checked="" type="checkbox"/>	If incorrect how was it spelled?	1	Fun in the sun.
		2	yes <input type="checkbox"/> ✓ <input checked="" type="checkbox"/>	sun <input type="checkbox"/> ✓ <input checked="" type="checkbox"/>	If incorrect how was it spelled?		
		3	jam <input type="checkbox"/> ✓ <input checked="" type="checkbox"/>	fan <input type="checkbox"/> ✓ <input checked="" type="checkbox"/>	If incorrect how was it spelled?		
		4	wet <input type="checkbox"/> ✓ <input checked="" type="checkbox"/>	hot <input type="checkbox"/> ✓ <input checked="" type="checkbox"/>	If incorrect how was it spelled?	2	A pig sat in the mud.
		5	cup <input type="checkbox"/> ✓ <input checked="" type="checkbox"/>	pop <input type="checkbox"/> ✓ <input checked="" type="checkbox"/>	If incorrect how was it spelled?		
Scores:		/5 = %	/5 = %	/5 = %			

#### Unit 2 Continuous Formative Assessment:

- Subtest 1 - sh, ch, th, qu, wh reading test
- Subtest 2 - sh, ch, th, qu, wh spelling test
- Subtest 3 - sh, ch, th, qu, wh writing in sentences test

Unit 2 Review	sh, ch, th, qu & wh words	1	shed	<input type="checkbox"/>	<input checked="" type="checkbox"/>	wish	<input type="checkbox"/>	<input checked="" type="checkbox"/>	If incorrect how was it spelled?	1	The <u>shop</u> is <u>shut</u> .
		2	thin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	then	<input type="checkbox"/>	<input checked="" type="checkbox"/>	If incorrect how was it spelled?		
		3	such	<input type="checkbox"/>	<input checked="" type="checkbox"/>	chip	<input type="checkbox"/>	<input checked="" type="checkbox"/>	If incorrect how was it spelled?	2	<u>This</u> is <u>such</u> fun.
		4	whip	<input type="checkbox"/>	<input checked="" type="checkbox"/>	quit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	If incorrect how was it spelled?		
		5	quiz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	when	<input type="checkbox"/>	<input checked="" type="checkbox"/>	If incorrect how was it spelled?	3	<u>Chop</u> that up.
Scores:		/5 = %		/5 = %		/5 = %					

#### Unit 3 Continuous Formative Assessment:

- Subtest 1 - ck, ee, oo reading test
- Subtest 2 - ck, ee, oo spelling test
- Subtest 3 - ck, ee, oo writing in sentences test

Unit 3 Review oo, ee & ck words	1	foot <input type="checkbox"/> ✓ <input checked="" type="checkbox"/>	look <input type="checkbox"/> ✓ <input checked="" type="checkbox"/>	If incorrect how was it spelled?	1	Look in the <u>book</u> .
	2	teeth <input type="checkbox"/> ✓ <input checked="" type="checkbox"/>	deep <input type="checkbox"/> ✓ <input checked="" type="checkbox"/>	If incorrect how was it spelled?		
	3	neck <input type="checkbox"/> ✓ <input checked="" type="checkbox"/>	duck <input type="checkbox"/> ✓ <input checked="" type="checkbox"/>	If incorrect how was it spelled?	2	Feed the <u>sheep</u> .
	4	food <input type="checkbox"/> ✓ <input checked="" type="checkbox"/>	tooth <input type="checkbox"/> ✓ <input checked="" type="checkbox"/>	If incorrect how was it spelled?		
	5	week <input type="checkbox"/> ✓ <input checked="" type="checkbox"/>	rock <input type="checkbox"/> ✓ <input checked="" type="checkbox"/>	If incorrect how was it spelled?	3	Pick up the <u>sock</u> .
Scores:	_____ /5 = _____ %		_____ /5 = _____ %		_____ /5 = _____ %	

### Unit 4 Continuous Formative Assessment:

- Subtest 1 – CCVC & CVCC reading test
- Subtest 2 - CCVC & CVCC spelling test
- Subtest 3 - CCVC & CVCC writing in sentences test

Unit 4 Review CCVC & CVCC words	1	flag <input type="checkbox"/> ✓X	glad <input type="checkbox"/> ✓X	If incorrect how was it spelled?	1	I <u>went</u> for a <u>swim</u> .	
	2	trip <input type="checkbox"/> ✓X	crop <input type="checkbox"/> ✓X	If incorrect how was it spelled?	2	The <u>frog</u> has <u>spots</u> .	
	3	held <input type="checkbox"/> ✓X	hint <input type="checkbox"/> ✓X	If incorrect how was it spelled?		3	I <u>went</u> to the tree.
	4	cold <input type="checkbox"/> ✓X	wink <input type="checkbox"/> ✓X	If incorrect how was it spelled?			
	5	plan <input type="checkbox"/> ✓X	slip <input type="checkbox"/> ✓X	If incorrect how was it spelled?			
Scores:	_____/5 = ____%		_____/5 = ____%		_____/5 = ____%		

### Unit 5 Continuous Formative Assessment:

- Subtest 1 - ar, or, er & ing reading test
- Subtest 2 – ar, or, er & ing spelling test
- Subtest 3 - ar, or, er & ing writing in sentences test

Unit 5 Review ar, or, er & (i)ng words	1	never <input type="checkbox"/> ✓X	start <input type="checkbox"/> ✓X	If incorrect how was it spelled?	1	The <u>shark</u> has <u>sharp</u> teeth.	
	2	sting <input type="checkbox"/> ✓X	bring <input type="checkbox"/> ✓X	If incorrect how was it spelled?	2	A <u>storm</u> in the <u>north</u> .	
	3	sport <input type="checkbox"/> ✓X	north <input type="checkbox"/> ✓X	If incorrect how was it spelled?		3	Bring it to me.
	4	shark <input type="checkbox"/> ✓X	sharp <input type="checkbox"/> ✓X	If incorrect how was it spelled?			
	5	star <input type="checkbox"/> ✓X	under <input type="checkbox"/> ✓X	If incorrect how was it spelled?			
Scores:	_____/5 = ____%		_____/5 = ____%		_____/5 = ____%		

### Unit 6 Continuous Formative Assessment:

- Subtest 1 – ay, ai, oy, oi & all reading test
- Subtest 2 – ay, ai, oy, oi & all spelling test
- Subtest 3 – ay, ai, oy, oi & all writing in sentences test

Unit 6 Review ai, ay, oi, oy & all words	1	small <input type="checkbox"/> ✓x	tall <input type="checkbox"/> ✓x	If incorrect how was it spelled?	1	<u>Wait</u> for the <u>rain</u> to stop.	
	2	paint <input type="checkbox"/> ✓x	train <input type="checkbox"/> ✓x	If incorrect how was it spelled?	2	Today I will <u>play</u> .	
	3	stay <input type="checkbox"/> ✓x	play <input type="checkbox"/> ✓x	If incorrect how was it spelled?		3	<u>Point</u> to the <u>ball</u> .
	4	soil <input type="checkbox"/> ✓x	spoil <input type="checkbox"/> ✓x	If incorrect how was it spelled?			
	5	boy <input type="checkbox"/> ✓x	toy <input type="checkbox"/> ✓x	If incorrect how was it spelled?			
Scores:		_____/5 = ____%	_____/5 = ____%		_____/5 = ____%		

Teacher's note: The spelling and writing tasks are designed to be presented to the whole class. However, the reading task requires the teacher to spend less than a minute with each child in the class.

## LISTENING AND SPEAKING STRAND

**Tool 2: Rating Scale** to assess greetings and courtesy. Use anecdotal records to observe the students (use it throughout the year)

<b>4 - All the time</b>	<b>3 - Most of the time</b>
<b>2 - Sometimes</b>	<b>1- Not at all</b>

Greetings & Courtesies Students	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	

**Tool 3:** Checklist to assess students' ability to use language *this and that* with singular and *these and those* with plural correctly– use it throughout the year.

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

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

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

Student's name: \_\_\_\_\_

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.			

**Tool 5: Rubrics** to assess students' ability to retell a story.

Student's Name: \_\_\_\_\_

Components	Exceeding	Meeting	Approaching	Beginning
<b>Features of a story</b>	The story has features (character, setting, plot, goal, resolution)	The story has some features of the story	The story has few features of the story	The story has no features
<b>Pronunciation</b>	Pronounce most of the words clearly	Pronounce some familiar words clearly	Pronounce few words clearly	Very little words pronounced clearly
<b>Fluency</b>	Tells story 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

<b>Language</b>	Tells in complete grammatically correct sentences	Most sentences used are grammatically correctly.	Only few sentences used are grammatically correct	Language used is incorrect.
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**Tool 6: Checklist** to assess students' ability to say animals' names, where they live, foods they eat, what their babies are called and their usefulness.

**Student's Name**.....

Animal	Where does it live?		What does it eat?		What do we call its baby?		How does it help us? (importance/ usefulness)		Remarks
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.		
	Yes	No	Yes	No	Yes	No	Yes	No	
cat									
cow									
Pig									
hen									
horse									
goat									
sheep									

*Note: Encourage students to say in full sentences.*

**Tool 7: Rating Scale** to assess students' ability to role play (Listening & Speaking).

Sl. No	Objectives /skills/ Behaviours	Always (3)	Sometimes (2)	Rarely (1)	Remarks
	<b>Date</b>				
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				

**Tool 8: Checklist** to assess students' 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																	

## READING AND LITERATURE STRAND

### Reading log

Date	Name of the book	I like	I don't like
06/04/20	What time is it, Momo?	I like -----	I don't like.....

**Teachers note:** Students should read at least 5 texts/books in each term and maintain the record independently. Use the **Tool 9** to assess it.

### Tool 9: Checklist to assess Reading Log

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



**Tool 10: Rubrics** to assess students' ability to read the text.

Student's name: \_\_\_\_\_

Components	Exceeding	Meeting	Approaching	Beginning
<b>Reading Strategies</b>	<i>Uses reading strategies effectively</i> <i>Meaning – does the sentence make sense?</i> <i>Structure – does the sentence sound right?</i> <i>Visual – does the word look right? (using the phonic cues)</i>	<i>Successfully attempts to use reading strategies</i> <i>Meaning – does the sentence make sense?</i> <i>Structure – does the sentence sound right?</i> <i>Visual – does the word look right? (using the phonic cues)</i>	<i>Attempts to use reading strategies when prompted</i> <i>Meaning – does the sentence make sense?</i> <i>Structure – does the sentence sound right?</i> <i>Visual – does the word look right? (using the phonic cues)</i>	<i>No attempt was made to use reading strategies</i> <i>Meaning – does the sentence make sense?</i> <i>Structure – does the sentence sound right?</i> <i>Visual – does the word look right? (using the phonic cues)</i>
<b>Fluency</b>	Read the text fluently	Read fairly fluently	Read haltingly word by word	Read laboriously
<b>Pronunciation</b>	Pronounces all the words correctly	Pronounces some of the words correctly	Pronounces some of the words correctly	Pronounces a few or little words
<b>Intonation</b>	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	Inappropriate use of intonation

**Tool 11 – Miscue Analysis** to assess students' ability to read (use it throughout the year).

Example: *Twelve Animals of Bhutan*

Student'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 recognised. No attempt made to work it out. (Omission).

It is a big animal (a\_) = Word not recognised. 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.*

**Tool 12:** Rating Scale to check reading proficiency (Frequency- to be used twice in a term)

Name of student:.....

Learning Objectives/ Reading behaviour	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					

## WRITING STRAND

**Tool 13: Rating Scale** to assess students' ability to write (Use punctuation)

Student's name: .....

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.

**Tool 14: Rubrics** to assess writing.

Student's Name: \_\_\_\_\_

Levels	Exceeding	Meeting	Approaching	Beginning
Components				
Capital and small letters	Always uses capital and small letters correctly	One to two errors in the use of capital or small letters	Three to five errors	Random use of capital and small letters
Vocabulary	Correctly uses vocabulary, some not taught in the class	Correctly uses vocabulary taught in the class	One or two errors in the use of vocabulary taught in the class	More than three errors
Full stops and Question marks	No errors in the use of full stops or question marks.	One or two errors	Three to five errors	More than five errors
Grammar	Always uses correct tenses in the sentences	One or two errors in the use of tenses	Three or more error in the use of tenses	More than five errors
Sharing	Volunteers to share completed writing with friends or the whole class	Shares completed writing with friends or the whole class when asked.	Shares writing with friends or the whole class when asked, but the writing is incomplete.	Writing consists of only few scribbles.
Drawing	Writing is complemented by appropriate drawing to add meaning.	Writing is complemented by appropriate drawing, but may not add meaning.	The drawing is not quite appropriate to the writing.	Only a few aspects of the drawing are related to the writing.

**Tool 15: Rating Scale** to assess students' health and hygiene (Use it throughout the year).

<b>4 - Always</b>	<b>3 - Most of the time</b>
<b>2 - Sometimes</b>	<b>1 - Not at all</b>

<b>Health &amp; Hygiene</b>	Neat and tidy hair	Short and clean nails	Clean teeth	Clean nose	Clean ears	Clean elbow	Clean knees	Clean neck	<b>Remarks</b>
Pem									
Choeki									
Chhimi									
Phub									

## APPENDICES

### FORMATION OF LETTERS

The letters are given in the order in which they are introduced in the Workbook. They should be taught in this order as each new letter builds from a previous shape eg.



You may tell the children the names of the letters as you teach them to write but teach them in the order in which they learn to write them.



Starting point ... round ... round.



Starting point ... round ... stop.



Starting point ... round ... up  
straight down.



Starting point ... round ... up  
straight down

Starting point ... round ... up ...  
Straight down ... round ... stop.

Starting point ... round ... up ...  
Straight down ... slant up right ... stop.

Starting point ... back ... round down ... round  
again ... down round ... stop.

Starting point ... across and up back down ...  
round ... and down round ... stop.

Starting point ... straight down ... up ... round  
... down ... up ... round ... down again.

Starting point ... straight down ... up ... round  
... down again.

Starting point ... straight down ... up round ...  
stop.

Starting point ... straight down up  
... round ... straight down.

Starting point ... straight down  
up ... round ... down and back.

Starting point ... straight down ...  
straight up ... round ... down and  
back.

Starting point ... straight down.

Starting point ... straight down ...  
dot.

Starting point ... straight down ...  
round ... stop ... dot.

Starting point ... straight down.  
Starting point ... slant down left ...  
slant down  
right.



Starting point ... down up ...  
straight down.



Starting point ... down ... round  
up... straight down ... round ...  
stop.



Starting point . straight down ...  
round ... stop.

Starting point ... straight across.



Starting point ... round ... straight  
... down.

Starting point ... straight across.



Starting point ... slant down right  
... slant up right.



Starting point ... slant down right  
...slant up right ... slant down right  
...slant up right.



Starting point ... slant down right  
... slant down left.





Starting point ... straight across ...  
slant  
down left ... straight across.

### Formation of capital letters



Starting point ... straight down.  
Starting point ... straight across.



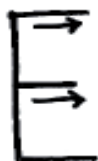
Starting point ... down ... round  
... up  
... straight down.



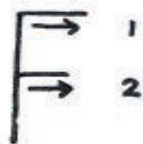
Starting point ... straight down.  
Starting point ... straight across.  
Starting point ... straight across.



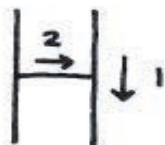
Starting point ... straight down  
straight across.



Starting point ... straight down ...  
Straight across.  
Starting point ... straight across.  
Starting point ... straight across.



Starting point straight down.  
Starting point straight across.  
Starting point straight across.



Starting point ... straight down.  
Starting point ... straight down.  
Starting point ... straight across.



Starting point ... back ... round  
down... round again ... down  
round... stop.



Starting point ... round ... round.



Starting point ... round ... stop.



Starting point ... round ...  
round. Starting point ... slant  
down right.



Starting point ... round ... up  
...straight down.  
Starting point ... straight across.



Starting point ... straight down.  
Starting point ... slant down right  
slant up right ... straight down.



Starting point ... straight down.  
Starting point ... slant down right  
... straight up.



Starting point ... slant down right  
... slant up right.



Starting point ... slant down right  
...  
slant up right ... slant down  
right...  
slant up right.



Starting point ... slant down  
right.  
Starting point ... slant down left.



Starting point ... straight across  
... slant down left ... straight  
across.



Starting point ... straight down.  
Starting point ... round ...  
down... round.



Starting point ... straight down.  
Starting point ... round... down  
... round.



Starting point ... straight down.  
Starting point ... round ... down ...  
round ... back ... round ... down ...  
round.



Starting point ... straight down.  
Starting point ... round ... down ...  
round ... slant down right.



Starting point ... slant down left.  
Starting point ... slant down right.  
Starting point ... straight across.



Starting point ... slant down right.  
Starting point ... slant down left.



Starting point ... straight down.  
Starting point ... slant down left ...  
slant down right.



Starting point ... straight down ...round.  
Starting point ... straight across.

## High Frequency Words - Grade One

a	don't	make	their
about	for	man	them
after	from	me	then
all	get	mother	there
am	go	my	they
an	going	no	this
and	had	not	to
are	has	now	too
as	have	of	two
asked	he	on	up
at	her	one	us
away	here	or	very
back	him	our	was
be	his	out	we
because	how	over	went
before	I	play	were
big	if	put	what
but	I'm	said	when
by	in	saw	where
came	into	see	who
can	is	she	will
come	it	so	with
could	just	some	would
day	like	than	you
did	little	that	your
do	look	the	

## Word Knowledge (vocabulary) People and their Occupation

Occupation	Tools	Places	Action
Teacher	chalkboard, chalk...	school	write, teach, read
Principal	computer, laptop....	office	look after, take care
Cleaner	broom, bucket...	school	sweep
Caretaker	bell, locks & keys...	school	ring, lock, open
Cook	pot, ladles, cup, plate...	school kitchen	cook, cut
Librarian	story books, computer...	School library	arrange, give,
Administrative Assistant	computer, papers	school office	write, look after, take care
Store Keeper	books,	school store	keep records
Laboratory Assistant		laboratory	arrange, prepare
Technician	screw driver, screw, nails...	power house, computer lab	repair, fix, make,
Warden		hostel	look after, take care, guide, help
Matron		hostel	
Farmer	spade, hoe, plough, power tiller	field, garden	dig, plant, weed, milk, carry
Driver	car, bus, taxi, cab	parking lot, station	drive
Painter	paint, brush	home	Paint
Teacher can choose the occupation found commonly in their locality)	Teacher can introduce the tools according to the occupation identified	Teacher can introduce the places according to the occupation identified	Teacher can introduce the action words according to the occupation identified

## Professional Resources

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## Selection Criteria for Books for children

Text Content	4-6 Years age group	7-9 Years age group	Notes
<b>Appropriateness of story/text/ theme for the age group</b>	<ul style="list-style-type: none"> <li>Themes and realities familiar to 4 to 6 years old children;               <ul style="list-style-type: none"> <li>✓ doing things by oneself</li> <li>✓ going places (the market, the health centre, etc.)</li> <li>✓ mastering impulses and emotions (getting angry, etc.)</li> <li>✓ navigating relationships with parents, siblings, and friends</li> <li>✓ acquiring basic values</li> </ul> </li> <li>Predictable stories, with repeated events centered around a child's world (home and neighbourhood) or problem that a 4 to 6 year would conceivably encounter or need to be resolved</li> <li>The story offers children a variety of things to think about, to question, and to consider; it encourages discussion,</li> <li>Humor that is easy to grasp (silly characters, situations, games)</li> <li>Memorable characters</li> <li>Nonsensical situations and characters</li> <li>GENRES relevant               <ul style="list-style-type: none"> <li>Short poems, nursery rhymes and songs; ABC books, counting books, wordless picture books; informational picture books</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Themes and realities familiar to 7-9 years old children;               <ul style="list-style-type: none"> <li>✓ Building Relationships at school and at home</li> <li>✓ Animals/pets (including talking animals)</li> <li>✓ Moral character (sharing, being kind) Playing (games) Family relationships</li> <li>✓ Conflicts and problems (problems related to family, friends and schools)</li> </ul> </li> <li>Predictable plot, with repeated events that are easy for children to understand with the aid of the illustrations and repeated readings)</li> <li>Memorable characters</li> <li>Age appropriate tension, conflict or problem that needs to be resolved.</li> <li>Light, humorous stories, typical of childhood experiences</li> <li>Concrete, easy to understand ideas</li> <li>GENRES relevant               <ul style="list-style-type: none"> <li>Traditional tales with simple descriptions (and with repeated patterns) Poems, Fantasy, Realistic fiction, Informational/ factual texts, Simple biographies on well-known subjects</li> </ul> </li> </ul>	Genres relevant: The book assessed should be of one of the relevant genres.
<b>Appropriateness of length for age group</b>	No more than 32 pages and 500 words	No more than 40 pages and 1000 words	



Presentation	4-6 Years age group	7-9 Years age group	
Quality, attractiveness and appropriateness of cover for age group	<ul style="list-style-type: none"> <li>• Cloth books or books that use heavier and thicker stock paper (e.g.s paper used in visiting card/certificates etc) and hard covers (150 gsm for inside pages and 300 gsm for cover page)</li> <li>• Cover visually appealing to children</li> <li>• Title, author and illustrator on cover page and title page</li> <li>• Interesting title</li> <li>• Large print (title)</li> <li>• Title is related to the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Books that use heavier and thicker stock paper (e.g.s paper used in visiting card/certificates etc) and hard covers (150 gsm for inside pages and 300 gsm for cover page)</li> <li>• Cover visually appealing to children</li> <li>• Title, author and illustrator on cover page and title page</li> <li>• Large print</li> <li>• Interesting title</li> </ul>	
Appropriateness of page design & layout for age group (including placement and amount of text on page)	<ul style="list-style-type: none"> <li>• Consistent placement of illustrations and text on page</li> <li>• Illustrations separated from print</li> <li>• Some special features in the illustrations and print that engage interest and make texts interactive (pop-up books, lift the flap books, see through holes, sound effects)</li> </ul>	<ul style="list-style-type: none"> <li>• Some variety in placement of illustrations and text on page</li> <li>• Illustrations not always separated from print</li> </ul>	
Quality, relevance and appropriateness of illustrations for age group	<ul style="list-style-type: none"> <li>• Large, colorful (bold colors) and visually appealing; More detailed</li> <li>• Take up the majority of the space on page</li> <li>• Illustrations complement understanding of text</li> </ul>	<ul style="list-style-type: none"> <li>• Large, clear, colorful, visually appealing illustrations in a variety of media</li> <li>• More detailed and complex illustrations</li> <li>• Illustrations complement understanding of text, and in particular the mood of the story</li> <li>• Labelled pictures drawings or photographs</li> </ul>	
Appropriateness of font & font size, for the age group	<ul style="list-style-type: none"> <li>• Large primary font (Fonts that are appealing for age group and large enough to see)</li> <li>• Exaggerated (bigger) spacing between lines and words</li> </ul>	<ul style="list-style-type: none"> <li>• Large primary font (Fonts that are appealing for age group and large enough to see)</li> <li>• Exaggerated (bigger) spacing between lines and words</li> </ul>	
Appropriate and accurate use of color	<ul style="list-style-type: none"> <li>• Bright and colourful</li> <li>• Full colour illustrations</li> <li>• Accurate colours (unless colours are inaccurate intentionally, for example a blue elephant because the story is about an elephant who is blue)</li> <li>• Clarity of colours - no blurring (unless intentional, for storyline)</li> </ul>	<ul style="list-style-type: none"> <li>• Bright and colourful</li> <li>• Full colour illustrations</li> <li>• Accurate colours (unless colours are inaccurate intentionally, for example a blue elephant because the story is about an elephant who is blue)</li> <li>• Clarity of colours - no blurring (unless intentional, for storyline)</li> </ul>	

Language & Editorial	4 - 6 Years age group	7 - 9 Years age group	
<b>Quality of writing</b>	<ul style="list-style-type: none"> <li>• Patterned and predictable language (word or phrase that repeats several times in the story), however text has a good rhythm and flow; it is fun to read aloud and sounds good when read aloud</li> <li>• Language and word play: rhymes, alliterations, etc.</li> <li>• Interesting and engaging words</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes (but not always) patterned and predictable language (word or phrase that repeats several times in the story), however text has a good rhythm and flow; it is fun to read aloud and sounds good when read aloud</li> <li>• Language and word play: rhymes, alliterations, etc.</li> <li>• Interesting and engaging words</li> <li>• Some figurative language that is easy to understand</li> </ul>	
<b>Appropriateness of language patterns, vocabulary and sentence structure for age group</b>	<ul style="list-style-type: none"> <li>• Sentences that are more complex than children would use in everyday oral conversation but easy to follow (not tricky sentence structures that children would find hard to repeat)</li> <li>• Many words that are in children's speaking vocabulary</li> <li>• Some words that will be memorable to children</li> <li>• Some figurative language that is easy to understand</li> <li>• Simple dialogue that is easily attributed to characters (fiction only)</li> </ul>	<ul style="list-style-type: none"> <li>• Figurative language that is easy to understand</li> <li>• Word Play (rhymes, alliterations, mixing words)</li> <li>• Blend of vocabulary that children know (and likely use when speaking) and new, interesting words that will be memorable to children</li> <li>• Blend of long and short sentences;</li> <li>• Sentences that are more complex than children would use in oral conversation, but easy to follow. No tricky structures</li> <li>• Simple dialogue that is easily attributed to characters (fiction only)</li> </ul>	
<b>Respect of conventions (absence of typos and other errors)</b>	<ul style="list-style-type: none"> <li>• Sentences start with capitals and end with periods or other appropriate punctuation.</li> <li>• Proper nouns start with capitals</li> <li>• No typos or grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences start with capitals and end with periods or other appropriate punctuation.</li> <li>• Proper nouns start with capitals</li> <li>• No typos or grammatical errors</li> </ul>	

Promotion of positive values	4 - 6 Years age group	7 - 9 Years age group	
<b>Plot/theme/illustration addresses an important social and cultural values (equality; gender equality, environment, moral/integrity) in a way that is appropriate for the target audience</b>	<ul style="list-style-type: none"> <li>• The plot/theme/topic promotes understanding of a diverse society - that all people, regardless of their backgrounds, have feelings (love, sadness, fear, the desire for fairness and justice) and aspirations.</li> <li>• The illustrations are bias-free (no blatant or implicit racist, sexist or stereotypical representations/ stereotypes) and culturally sensitive (i.e. people from different cultures are depicted as genuine individuals with distinctive features; characters have features that align with their culture and context)</li> <li>• The plot/theme/topic stresses the importance of challenging prejudice, stereotyping, unfairness, inequity and all forms of discrimination (for example, young girls or females are portrayed as brave, independent, leaders and risk takers or boys are portrayed as having emotions or wanting to engage in non traditional activities)</li> <li>• The plot/theme exposes children to multiple perspectives and values</li> </ul>	<ul style="list-style-type: none"> <li>• The plot/theme/topic promotes understanding of a diverse society - that all people, regardless of their backgrounds, have feelings (love, sadness, fear, the desire for fairness and justice) and aspirations.</li> <li>• The illustrations are bias-free (no blatant or implicit racist, sexist or stereotypical representations/ stereotypes) and culturally sensitive (i.e. people from different cultures are depicted as genuine individuals with distinctive features; characters have features that align with their culture and context)</li> <li>• The plot/theme/topic stresses the importance of challenging prejudice, stereotyping, unfairness, inequity and all forms of discrimination (for example, young girls or females are portrayed as brave, independent, leaders and risk takers or boys are portrayed as having emotions or wanting to engage in non traditional activities)</li> <li>• The plot/theme exposes children to multiple perspectives and values</li> </ul>	
<b>Appropriateness of the way in which the social and or cultural message is addressed</b>	<ul style="list-style-type: none"> <li>• Values or social and or cultural messages are explored instead of preached</li> </ul>	<ul style="list-style-type: none"> <li>• The conflicts or problems are solved (or resolved) in a socially, culturally and age-appropriate way, and without moralizing or preaching</li> </ul>	
<b>Guiding Notes for users</b>	<ul style="list-style-type: none"> <li>• Clear indication on how to use picture books for specific age group</li> </ul>	<ul style="list-style-type: none"> <li>• Clear indication on how to use picture books for specific age group</li> </ul>	
<b>Factual/Accuracy (Non Fiction only)</b>	Facts are accurate and age appropriate	<ul style="list-style-type: none"> <li>• Facts are accurate and age appropriate</li> </ul>	