

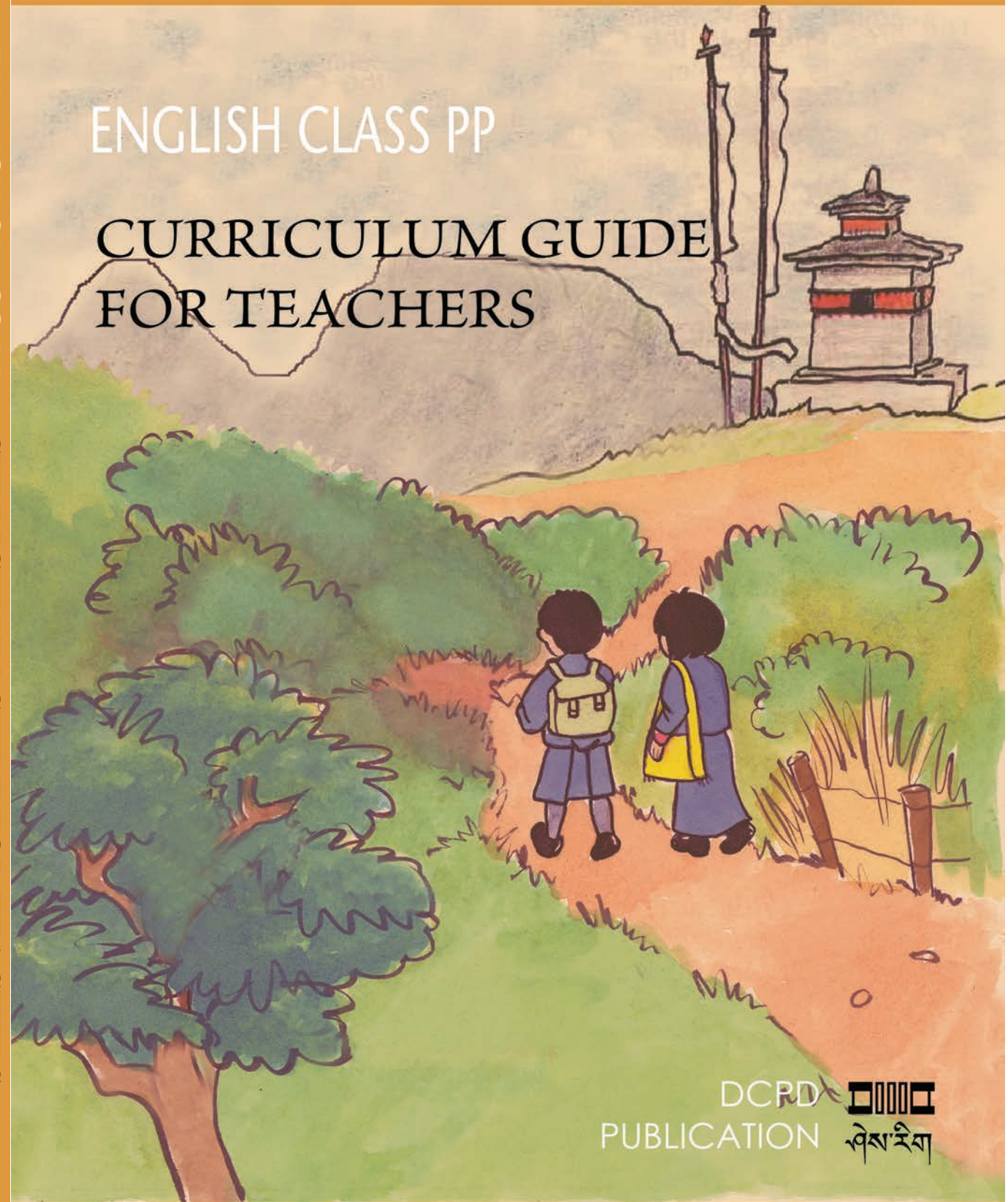
ENGLISH CLASS PP

CURRICULUM GUIDE FOR TEACHERS

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ENGLISH CLASS PP

CURRICULUM GUIDE
FOR TEACHERS



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नेपाल शिक्षा विभाग

ENGLISH

Teacher's Guide

Class PP



Department of Curriculum and Professional Development
Ministry of Education
Royal Government of Bhutan
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ROYAL GOVERNMENT OF BHUTAN
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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 change 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 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 *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, Language, Writing, and Reading & Literature. 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 to become competent communicators - in Reading, Writing, Listening and Speaking as required in the workplace and society.

The Ministry of Education 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 central vertical stroke, identifying Thinley Gyamtsho.

Thinley Gyamtsho
Minister
Ministry of Education

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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 82nd 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 jointly 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. The materials selected for the students 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. The assessment techniques will not only assess students' achievements but more importantly will help both students and teachers to discover areas where students need more support.

Introduction to the Teacher's Guide

The 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-centred 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 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. 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 programme. 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. Students must have opportunities to discuss and talk about the meanings presented in the texts but these discussions should be directed towards developing their language skills. The materials in the document contain, both fiction and non-fiction, which are to be 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. Students will continue to be guided to express their ideas in a variety of writing genres for various purposes as they move from one grade to another. 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.

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:

1. **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.
2. **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.
3. **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.
4. **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 for 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 & Speaking for Class PP

Class PP students will demonstrate that they can:

1. Respond to and use words of greeting and courtesy.
2. Use vocabulary related to their immediate environment.
3. Follow classroom instructions.
4. Listen to and sing songs and nursery rhymes.
5. Say the letters of the alphabet and make the sounds of the consonants.
6. Understand phrases and simple sentences.
7. Respond to simple questions about matters of immediate interest.
8. Speak in simple sentences.
9. Listen to and understand simple stories and make text to life connections.
10. Pronounce simple words clearly.
11. Describe common objects in simple words, phrases, and sentences.
12. Understand and show appropriate behaviour when listening and speaking.
13. 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 & Literature

Class Pre-Primary students will demonstrate that they can:

1. Hold a book and show how a book is organized.
2. Show that a book tells a story or gives information.
3. Recognize that a word is a unit of print with empty space on either side.
4. Relate the spoken word to the written word.
5. Follow the rhythm of rhymes, songs and poems.
6. Use pictures to make meaning from the text.
7. Use knowledge of language structures to predict and to read text.
8. Use phonics (letter sounds) to read new words and pronounce them clearly.
9. Recognize, read in context and understand a minimum of 100 words (high-frequency and vocabulary words).
10. Read simple texts aloud.
11. Read at least 10 texts.
12. Make text to life connections.
13. Identify the letters of the alphabet and locate them in the text they are reading.
14. Dictate ideas and sentences to the teacher in the composition of group stories.
15. Follow the stories they hear and say what they like about them.
16. Enjoy reading as a learning activity.

Standards for Writing 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...)
 - Poetic (plays, skits, short stories, novels, poems....)

N.B. Good writers explore alternative and imaginative possibilities, review options and develop a personally acceptable range of styles and writing procedures.

Learning Objectives for Writing - Class PP

Class Pre-Primary students will demonstrate that they can:

1. Shape letters clearly.
2. Recognize capital (upper case) and small (lower case) letters.
3. Use drawings to represent the stories they make up and the stories they hear.
4. Label parts of their drawings.
5. Use knowledge of consonant sounds to begin to write words independently.
6. Use some known words to accompany the drawings in their stories.
7. Dictate sentences to their teacher to accompany the action in their drawings.
8. Contribute ideas to the writing of group stories which the teacher writes down for the class.
9. Recognize full stops at the end of sentences.
10. Write simple sentences using known words.
11. Leave spaces between words in their writing.
12. Be able to write a minimum of 50 new words independently.
13. 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 from the books which use rich and varied language and are colourfully illustrated. Through such activities students get 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 devoted to Listening and Speaking activities.

Strategies and Approaches for Listening & 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.

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 period 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 in English or directions on specific activities so that students understand what is expected and how 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.

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

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 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 tell-able? 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.

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 guide 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

Phase 1 Emergent (PP-Class I) What students can be expected to do	What teachers can do
<ul style="list-style-type: none"> • Understand basic concepts of print including directionality, word, space, letter, and sound. • Focus on the meaning of a story rather than reading accurately. • 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. • Use knowledge of oral language patterns to predict, confirm/self-correct. • Begin to use knowledge of sound-symbol relationships as one reading cue (e.g. initial and final consonants). • Begin to match one-to-one spoken to printed words. • Begin to recognize some high-frequency words. 	<ul style="list-style-type: none"> • Read to students every day • Provide opportunities for students to retell stories • Use environmental print every day • Select reading material that is predictable, familiar and has repetition. • Discuss conventions of print informally when reading • Model cueing systems and reading strategies • Talk about letters and words in context • Provide opportunities for students to write every day.

Phase 2 Early Stage (Class I-Class II) What students can be expected to do	What teachers can do
<ul style="list-style-type: none"> • Expand their understanding that punctuation in print serves a purpose • Expand their understanding that upper and lower case letters have specific forms and functions. • 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. • Make meaningful substitutions. Attempt to self-correct predictions that interfere with meaning. • 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"?). • Consistently match one-to-one 	<ul style="list-style-type: none"> • Read to students every day. • Model strategies for substituting, rereading and self-correcting during shared reading sessions. • Encourage use of personal experiences and text structure to help readers make meaning. • Model strategies for decoding unknown words • Support the development of high frequency and basic vocabulary words.

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

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 say the next line.

Unison – Teacher and students read 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.

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, if possible, 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.
5. At the end of the reading entire text, discuss 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.

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 students and an older, more advanced reader. Following each session, the pair may complete journal writing and reading activities.

Picture Walk/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.

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 (meaning- does it make sense? structure – does it sound right? visual– does it look right?)
- Aspects of language such as, structure, rhyme, rhythm and alliteration.
- Concepts about 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.
- 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.

At the PP level, shared Reading using Big Books and charts (poems, songs, group stories), can be used as a time to focus on the development of phonological awareness skills.

- When introducing a story, poem, or song, the teacher may ask students to listen for the rhymes in the story, or to listen for words that all start with a particular sound. Then, as the text is read by the teacher, students start to focus on the particular aspect of word play.
- Once the teacher has shared the text several times and students are familiar with what the story or poem says, the various aspects of phonological awareness can be highlighted:
- Pointing to each word as it is read helps students to develop word awareness.
- Picking a multi-syllable word and talking about how it has more than one beat (syllable) but it is still just one word also supports word awareness.

- Once students are familiar with a chant from a story, poem, or song after reading it several times, they can clap out the words, giving one clap per word. They can also tap on the floor or their knees. Pick some of the multi-syllable words from the story. Say them in syllable segments and have students guess what the words are.

Sustained Silent Reading – Set out a short time for students to read books of their choice. Place a box of books, magazines and other reading materials in a place where they can browse and freely choose what they want to 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.

Formation of Letters

See the appendix for detailed instructions on Letter Formation.

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

Phase 2

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

Phase 3

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

Phase 4

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

Phase 5

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

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.

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.

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.

At the PP level, the teacher and students work together to write a message or story. The teacher, who does the writing, demonstrates how writing works. As students and teacher compose the sentences together, the teacher may model the following:

Use rhyme analogy to spell a word (e.g., ‘I know how to spell ‘cat,’ so how would I spell ‘fat?’). Write ‘cat’ off to the side. Then have students problem-solve what part of the word will need to be changed for ‘fat’. Erase the ‘c’ and write in the ‘f.’ Then write it in the sentence.

Slowly say all the sounds in the word (sound segmenting), and try to write a letter for each sound. Ask students to suggest what letters should be written next. When you are writing words of more than one syllable, say the words syllable by syllable. Draw a line for each syllable

on the chalkboard. Model the sound by sound segmenting within each syllable (e.g., hap- py). Then write the word in the sentence.

(Compiled from: Kindergarten Teacher's Resource Book; Trehearne, M. P. (2000); Nelson Thomson Learning: Canada; p. 63 – 68 & 146 -152)

Interactive Writing - Interactive writing involves a group of students physically contributing to a shared writing experience. Students participate with the teacher in the act of writing. While students work with a teacher on meaningful text, they attend to the details of letters, sounds, words, and punctuation.

Purpose of Interactive Writing:

Interactive writing in a kindergarten program allows the teacher to:

- compose a text together with students
- draw attention to the formation and sounds of letters and words (concepts about print)
- model and demonstrate the writing process
- include students in contributing to the actual writing as appropriate
- create texts that can be used for shared reading (connect reading and writing)

Materials: Chart paper, markers, chalkboard, chalk, etc

Groupings: Small groups, whole class

Suggested Teaching Strategies

1. Gather students together so that they can clearly see the writing surface and easily come up to contribute to the writing process.
2. Decide, with students, what the purpose and type of writing will be (e.g., list, letter, story, directions).
3. Help students to attend to how words are formed by saying words slowly, sounding out the letter sounds and blends.
4. Ask students to think about how some frequently used words are spelled.
5. Include names of students to draw attention to the writing, and allow many students to contribute.
6. Bring attention to the use of punctuation.
7. Allow students to take the writing tool (different coloured markers) individually, and act as a writer to either write a letter, word, or add punctuation.
8. Draw attention to spaces between words and correct letter formation.
9. Reread the text with students in order to review it and to decide what to write next.

(Source: Kindergarten Teacher's Resource Book; Trehearne, M. P. (2000); Nelson Thomson Learning: Canada; p.272 - 273)

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;
- graphophonetic instruction - students learn to use letter/sound correspondence to write;
- syntactic - students learn word patterns and spelling, and
- vocabulary -students learn word meanings and usage

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 may 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).

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 - Marie Clay has coined high-frequency words as “islands of certainty in print.” High frequency words are mostly functional words such as ‘the’, ‘and,’ ‘of’ etc. These functional words are abstract and have little or no meaning when they are read or written in isolation. Therefore, it is important to introduce them in context. They must be associated with a phrase to make some sense, e.g. go to school; a bag of potatoes so as to

provide a frame for the word. Re-introduce these words over and over in different shared reading sessions. Highlight the words, and have the children count how often they come up. The words will continue to surface in most texts.

Have the children:

- Present the high frequency word to be taught in the context of the book or by using pictures or objects.
- Look at the word.
- Point out the first letter of the word and have students spell the letters aloud.
- Have them turn to a partner, chant and clap the spelling of the words to the partner.
- Have them ask their partner what letter comes first and what letters comes last.
- Ask them if they could think of another word starting with the same letter.
- Tell them to shut their eyes and visualize the word. Suggest to them that they make a picture of the word in their heads. Ask them to open their eyes and look at the word again and then read it.
- Let them trace over the word (on a cyclostyled work sheet) and say each letter as it is traced.
- Let them write the word in their note book, saying the letters aloud as each is written.
- After a few minutes of word work, it is a good idea to go back and find the word in a Big Book or chart.
- To provide more scaffolding for the student, cut out a whole word staying close to the edges of the letters to emphasize the shape of the individual letters in the word. Put these words in alphabetical order at eye level on a word wall. Add only one to three words per week. A beginner's word wall should be gradually built and not cluttered. Adding a picture to some of the words often helps students to make further connections.
- Have the students apply the words they have learned in their reading and writing activities. Create writing opportunities through interactive writing activities.

Teachers can use their own ideas and creativity to make the high-frequency words more concrete and easily confused words can be clarified and practiced.

(Source: Trebearne, Miriam; *Kindergarten Teacher's Resource Book*; p.68 -70)

Making Words using Manipulative Alphabet Cards – Provide each student with sets of Manipulative Alphabet Cards. 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".* Progress 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.

Teaching Letter Recognition - The following are some ideas and activities that may be used to develop letter recognition:

1. **Alphabet chart:** Show the letter to be taught from the alphabet chart. Say the name of the letter. Have the children repeat it. Teach them the correct name of the objects on that page. Have them identify the letter being taught in the names of the objects on that page.
2. **Look for letters:** Have the children find that letter around the room and say it. Use the books already read aloud and other library books to look for the letter being taught.
3. **Name sort:** Have children look at their names and identify those names that start with the letter being taught. Give them the letters and names of the children and have them sort the names into sets that begin with that letter. Display these names with the first letter written in bright colour beneath the letter on a wall. Encourage children to identify letters that occur in their names.
4. **Letter sort:** Provide opportunities for the children to be creative and discover the alphabetic system by sorting letters according to their shapes and sizes (curves, circles, long letters, short letters, upper and lower cases, letters with short sticks, letters with long sticks), drawing letters in different ways creatively, turning letters into animals by adding feet and feathers, making names using letter pieces with a copy from the chart, and discussing the presence or absence of certain letters in certain names.
5. Make use of environmental print where children sort food labels, toy traffic signs, and other environment print to find examples of a letter being studied.

6. Make use of alphabet games and his/her creativity to come up with more variations and games. Some of them are:
 - Concentration game and Remember Remember games. These games can be played with just letters or with pictures of the object whose name starts with that letter.
 - Play “Lucky Letter Dip”. Pick one letter and find another of the same letter anywhere in the classroom.
 - Have letter matching and letter sorting games available for the children to play often.
 - Put three or more letters of the same kind on the table and jumble them up with other known letters and have the child find all of that letter asked, for instance, find all ‘h’s.
 - Before shared reading, play “What can you show us?” Display a chart with the text or have them use their book and get them to show anything they know—for letter names, sound, word, etc.
 - Teach the alphabet song and when the children sing, point out the letters on the walls or any letters displayed in the classroom. The children can also be given out a letter each and asked to order themselves as the alphabet is sung or said.
7. Have alphabet strips, both lower and upper case, taped on the children’s desk. Talk about the similarities and the dissimilarities of the upper and lower case letters.

Writing the letters:

1. Have the children use their finger to write the letter being taught in the air, on another child’s back, on the table/floor, on their own hand, etc. Add any other words associated with the letter.
2. Letters can be taught through Modeled writing too where the teacher can talk about the formation of the letters, the sound it symbolizes and the combination of letters it often appears in.
3. Practice tracing/writing letters in their printing book. Give them enough practice in writing the letters in their notebooks too.

Teaching Letter Sounds - Phonics is the association of sounds with symbols. It requires the reader to match sounds to letters. PP students must develop the understanding that alphabet letters not only have names but also have sounds.

Some of the techniques for developing phonics skills are:

- Begin with **initial consonant sounds** and those that are consistent (letters that represent only one sound)
- Pick a **keyword and picture** to go with each consonant, eg: “*b*” – *ball*; “*s*” – *snake*, etc. (Use a word from the alphabet chart.) It is easier for the children to remember a letter name and sound if it is associated with an object.

- Teach **actions** for consonant sounds such as “b” – bounce; “d” – dance; “r” – run; “w” – walk, etc. Teachers can make up their own letter actions.
- **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.
e.g: *Today is __onday. 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.....*). Then remove the covering and ask the students to verify their predictions.
- **Word Families (Onset and Rime):** An onset is the part of the word that comes before the vowel, and the rime is the rest of the word. e.g. in the word ‘cat’, the ‘c’ is the onset and ‘at’ is the rime. When the students learn this rime ‘at’ in ‘cat’, they quickly learn to read many more words such as ‘rat,’ ‘bat,’ ‘mat,’ etc. The teacher can ensure that the students are given practice through
- **Sound Substitution:**
 - Choose a word and say it to students. Demonstrate how to change the first sound to make a new word. Use *sounds* not letters. For example:
 - fat—change “f” to “c” makes cat.
 - can—change “c” to “m” makes man.
 - Then ask students to figure out the new word. Say “car.” What word do we make if we change the “c” to “f” (far)? Say “rope.” What word do we make if we change the “r” to an “s” (soap)? This is an oral language task, so the spelling does not matter (rope, soap).
- **Sound Matching:**
Sound-matching activities help students learn to listen to words in order to hear if they begin or end with the *same sound*. Start with students’ names. Pick two or three students

whose names start with the same sound. Have them come forward and say their names: Sonam, Sangay, Sedon. All their names start with the same sound— “s.” (Make sure you say the sound and not the letter.)

Repeat with other groups of students. Each day, pick a different group of students and have them tell what is the same about their names.

Extend this activity by having students think of words that begin with the same sound.

- **Odd Man Out:**

To extend the above activity, show students three pictures, two of which start with the same sound and one that is different. Review which objects the pictures represent. Then have students state which two words start with the same sound. When students choose the correct words, model for them what the beginning sound is (e.g., they both start with “s”). As students become comfortable with this activity, have *them* identify what the beginning sound is and which letter makes that sound.

- **Bag it:**

Put several objects or pictures that start with the same sound in a bag. Tell students that all the items in the bag start with the same sound. Have them take turns picking an item and placing it in front of them on the floor. As each item is pulled out, repeat the names of all the items. When the last item is named, have students indicate what the beginning sound is.

- **Listen for Target Sound**

Read a list of words or reread a familiar story, poem, or song, or a few sentences from them. Have students raise their hands when they hear a word that begins with a certain sound (target sound). Students may be given a card with the letter written on it to enhance the sound-letter connection.

- **Sound Sort:**

Give students pictures of words that begin with two different sounds. Provide a keyword picture for each sound. Demonstrate how to sort the pictures according to what sound they start with. Ask students to say the words and sort them into two piles, matching the sounds with the key words. Showing the keyword that goes with the picture with the initial letter highlighted helps students’ development of letter-sound knowledge.

- **Read My Mind:** The teacher thinks of a word and gives the class some clues to guess the word.

e.g: *Three people’s names start with this sound. It starts the word ‘sun.’ The sound is ____.*

The use of letter sounds maybe practiced during Shared Reading and Shared Writing.

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:

- Re-read
- Think about what they are reading
- Sound it out to see if it is a word they know

Word Study - The following sequence is adapted /suggested by Wiley Blevins (Teaching Phonics and Word Study). This may 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 word wall is a visual display of words children have learned. It acts as an immediate, accessible class dictionary and aids in the assimilation of high-frequency words. Words are arranged alphabetically on different coloured pieces of paper. Word walls can be used:

- To associate meaning and practice high frequency words.
- Making sentences from word walls.
- Mind reading: the teacher thinks of a word and gives the class some clues to guess the word
- Ruler-tapping: the teacher calls out a word and then taps out some of the letters without saying them or finishing the word – the students finish spelling the word aloud.
- Sorting words based on features such as ‘all words starting with “t”/ words that end with “b”, etc.

Graphic Organizers

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”.

Story Mapping – Story Maps are maps constructed to show a sequence of events and to identify particular excerpts from the story. Eg. After reading **Little Red Riding Hood**, younger students may 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 may construct a story mapping pyramid or sequence chart to show the sequence of events.

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...?

Using the Guide

It is important that teachers read the first pages of the manual 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 PP manual has been organized around five units of six 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 PP :

1. My Classroom/ My School
2. Animals
3. Family

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 around 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 learning 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 PP OVERVIEW PLAN

UNIT	TIME FRAME	TEXT	THEME	SUPPLEMENTARY TEXT	LANGUAGE STRUCTURES/ ACTIVITIES	VOCABULARY/ PAGE NO.	APPROACH/ STRATEGY
ONE : From Home to School	2 weeks	Initiation Week	My Classroom / My School	<ul style="list-style-type: none"> Barneys says “ Please” and “ Thank you” Good Habits Dechen & Dorji 	Greetings/ courtesies/ names(here/ not here)/ asking permission Acty: 1-12 (Wk 1) Acty: 1-8(Wk 2)	Names of classroom objects, names of places in the school Pg. no. 1-6 Pg. No 7-10	Read Aloud
	2 weeks	Induction Week	- do -		What is your name?/My name is __/ classroom instruction Acty:1-9(Wk3) Acty: 1-10(Wk4)	Days of the week & Weather words Pg. No 11-14 Pg No. 15-20	Picture walk/Read Aloud
	2 weeks	<ul style="list-style-type: none"> School 	- do -		What is this? /This is __/Preposition Acty: 1-8 (Wk 5) Acty : 1-10 (Wk 6)	Names of classroom objects & Colour names Pg. no. 21-24 Pg. no. 25-28	Picture walk/ One-one matching/ Shared, and Independent Reading
TWO : Emergent Reading – I	2 weeks	<ul style="list-style-type: none"> I Like... 	Family / Friends	<ul style="list-style-type: none"> I Like... 	What is that? / That is __/plural/ I like __ Acty: 1 -6 (Wk 1) Acty : 1-10 (Wk 2)	Names of food Pg. No. 29-31 Pg. No 32-35	Picture walk/ Echo reading/ Independent Reading
	2 weeks	<ul style="list-style-type: none"> Father Mother 	- do -	<ul style="list-style-type: none"> Bubbles The Artist 	Classroom instruction/ present continuous tense Acty : 1-7 (Wk 3) Acty : 1-10 (Wk 4)	father, mother Pg. no 36- 38 Pg. no. 39-43	Picture walk/ Guided Reading (A)/ Independent Reading
	2 weeks	<ul style="list-style-type: none"> Dechen & Dorji (<i>Big book</i>) 	- do -	<ul style="list-style-type: none"> Lets Go To School 	Answer to & make simple enquiry/ possessive ‘s’ / Acty : 1-7 (Wk 5) Acty 1-10 (Wk 6)	brother, sister, dog, cat, boy, girl Pg. no 44-46 Pg. no 47-50	Shared Reading/Choral reading/

UNIT	THREE : Emergent Reading - II					
	TIME FRAME	TEXT	THEME	SUPPLEMENTARY TEXT	LANGUAGE STRUCTURES/ ACTIVITIES	VOCABULARY/ PAGE NO.
	2 weeks	<ul style="list-style-type: none"> Where Is Dechen? 	My School/ Animals	<ul style="list-style-type: none"> My body 	<p>Everyday instruction, / Who is this? – This is _____. She is short and fat, etc.</p> <p>Possessive pronouns/</p> <p>Acty : 1-7 (Wk 1) Acty : 1-7 (Wk 2)</p>	<p>common adjectives, run & names of body parts</p> <p>Pg. no 51-53 Pg. no 54-56</p>
	2 weeks		Animals		<p>Acty : 1-9 (Wk 3) Actu : 1-4 (Wk 4)</p>	<p>Pg. no 57-60 Pg. no. 61-63</p>
	2 weeks	<ul style="list-style-type: none"> Who Took It? 	“	<ul style="list-style-type: none"> Bubbles Owns Up 	<p>Acty: 1-7 (Wk 5) Acty : 1-8 (Wk 6)</p>	<p>Names of clothes & common animals</p> <p>Pg. no 64 -66 Pg. no. 67 - 70</p>
						<p>Read aloud/ shared reading/ Buddy reading/ Independent reading</p> <p>Book Talk/ Shared reading/ Independent reading/ Shared writing</p> <p>Picture walk/ Shared, Choral & group reading, group story</p> <p>Title testing/ Picture walk/ Visual cues/ Choral reading/ Independent reading</p>

UNIT	FOUR : Emergent Reading – III					
	TIME FRAME	TEXT	THEME	SUPPLEMENTARY TEXT	LANGUAGE STRUCTURES/ ACTIVITIES	VOCABULARY/ Page No.
	2 weeks	<ul style="list-style-type: none"> I Can Count 	Animals	<ul style="list-style-type: none"> Count To Ten – Barney 	Acty : 1- 9 (Wk 1) Acty: 1-6 (Wk 2)	Names of house hold objects, numbers, & brown, horse, piglets, kittens, young, little, tree, goats, bird, flowers, house Pg. No. 71-74 Pg. no. 75-77
	2 weeks	<ul style="list-style-type: none"> Momo, The Monkey 	Animals	<ul style="list-style-type: none"> I Like To Read(On The farm) 	Pronoun ‘it’ / Classroom Instructions Acty: 1-12 (Wk 3) Acty: 1-8 (Wk 4)	Visual cues/read aloud/ Choral reading/ Independent reading/Role Play/creative writing/ Readers Theatre
	2 weeks	<ul style="list-style-type: none"> Is This a Takin? 	- do -		comparative adjectives/ answer to& ask 'Which__?'/simple present tense/ subject verb agreement Acty: 1-14 (Wk 5) Acty: 1-8 (Wk 6)	KWL/ Picture walk/ Shared reading/ Dialogue/ Independent reading

UNIT	TIME FRAME	TEXT	THEME	SUPPLEMENTARY TEXT	LANGUAGE STRUCTURES/ ACTIVITIES	VOCABULARY/ Page No.	APPROACH/ STRATEGY
FIVE : Emergent Reading - IV	2 weeks	<ul style="list-style-type: none"> Dechen and Dorji's Father (<i>Big Book</i>) 	Animals/ Family		Preposition (action& place) /follow and give instructions Acty: 1-6 (Wk 1) Acty: 1-10 (Wk 2)	Use of the taught vocabulary Pg. no. 106-109 Pg. no. 110-113	Title testing/ Picture walk/ Read Aloud/ Shared, Echo, Choral, Buddy & Independent reading/ Interactive writing
	1 week				Daily Activities / Acty: 1-5 (Wk 3)	Pg. no. 114-116	Spilt image/ shared reading/ read aloud
	1 Week	<ul style="list-style-type: none"> The Little yellow Chicks 	Animal	<ul style="list-style-type: none"> Bubbles Is Lost 	describing/ compare and contrasting Acty: 1-11(Wk 4)	Names of body parts of animals, Names of animal products & baby animals Pg. no. 117-121	Picture walk/ read aloud/ Shared & Choral reading/ retelling
	2 Weeks	Revision / Assessment / Evaluation/	Examination				

UNIT ONE: FROM HOME TO SCHOOL

THEME: My Classroom/My School

Time allocation: for every week, there is a minimum of 280 minutes. The total time to be spent on Listening & Speaking is 150 minutes (55 %), Reading & Literature is 70 minutes (25 %), and for writing is 60 minutes (15 %)

WEEK ONE: Initiation

Teacher's Note: Arrange the classroom into groups and let the children sit in their social groups so that they are not inhibited by the new surroundings and the classroom environment. It would also help to develop their self-confidence. Use simple phrases to orient the children to their seats, places in the classroom, etc.

Activity 1: Greetings

Objective: Listening & Speaking – 1, 4, 10, 12 Reading & Literature - 5

Children will be able to:

- *Children will be able to use appropriate greetings at appropriate times.*

Use greetings whenever appropriate, e.g. 'Good Morning', when you enter in the morning and 'Good afternoon', when you enter in the afternoon and 'Goodbye' when you leave. Encourage children to imitate you.

Teach the use of appropriate title for different adults with the help of colleagues. Ask a colleague or a visitor to come to the class and get the children to greet the person appropriately as: *Good Morning Miss/Sir/Madam*

Use greetings at suitable times outside the classroom e.g.: on the playground, on the street, in the school garden etc.

Reinforce the use of greetings by teaching children the song 'Good Morning' from **Class PP Anthology**.

1. Assessment Tool 2: Checklist to assess greetings and courtesy throughout the year.

Teacher's Note: Write the song on a chart and display it in the classroom. Later, let children follow the song from this chart as they sing it.

Activity 2: Physical Activities

Objective: Listening & Speaking - 3, 4, 12, 13, Reading & Literature - 5

Children will be able to:

- *develop an interest, love for, and attachment to their new environment*
- *explore their listening powers*
- *practice focusing their attention on particular sounds of interest*

Demonstrate and lead the children in doing some physical activities and action songs in the classroom such as:

‘Hop a little, jump a little’ and ‘Roly Poly’ from Class PP Anthology.

Teacher’s Note: Our world is filled with sounds. Through this game, the children will discover that if they listen, they can hear sounds from outdoors, indoors, etc. This will also help them understand that everything has sounds. This will introduce them to the sounds of letters later. Since this is the beginning of their days at school, their first language can be used to talk about the different sounds.

Let the children sit quietly and listen to any sounds they can hear. Ask them to mimic the sounds they hear. Let them listen with their eyes closed for a few moments. Let them name different sounds that they hear, such as: birds, dogs, voices, cars, clocks, footsteps, wind, etc.

Repeat this game in a different location on different days.

Activity 3: Free Drawing and Colouring

Objective: Writing – 3, 13

- *Children will be able to practice prewriting and creative drawing skills*

Provide children with paper and crayons and ask them to draw a picture of what they heard during activity 2. It is fine to let children talk about their picture using their first language.

Teacher’s Note: The purpose for the teacher is to see the children’s skill levels. Accept whatever children produce. DO NOT correct the work. Refer ‘Writing Strand’ in the guide.

Activity 4: Introduction to the Alphabet Sounds (s, a, t, p, i, n)

Objective: Listening and Speaking – 5 Reading - 8 (Use phonics (letter sounds) to read new words and pronounce them clearly)

Children will be able to:

- *Children will receive exposure and teaching of the group 1 sounds: s, a, t, p, i, n.*

Explanation by the teacher: We are going to start to learn six of the most common sounds in English. Today I will start to explain them to you. We will start to learn the sounds the letters make, and also an action so we move our bodies and we will also start to focus on what our mouths are doing when we say these sounds. Each and every day we will practice these sounds so that you really know these sounds. Later we will learn the letter names, but the sounds are far more important for learning to read and spell.

Source of Materials: Yellow alphabet cards in SSP Pack

Teachers Note: Commence and finish each lesson with the alphabet sounds learned.

Activity 5: Good Habits

Objective: Listening & Speaking - 1, 4, 10, 12, 13 Reading & Literature – 5

Children will be able to:

- *Children will be reinforced learning manners through song*
- *Children will be able to use ‘Thank you’ as a courtesy at appropriate moments*
- *Follow the rhythm of rhymes, songs and poems*

Teach the song, ‘Manners’ from Class PP Anthology.

Use 'Thank you' whenever a child gives you something. Encourage them to say 'thank you' whenever you give them something. Get children to say thank you to the child handing out books or other materials.

Use the text Barney, Says "Please" and "Thank you" as a Supplementary text.

Activity 6: Read Aloud

Objective: Reading & Literature – 1, 2

Children will be able to:

- *look and listen to a big book being read by the teacher.*
- *understand the concept of a book*

Using the big book 'Dechen and Dorji', introduce children the concepts about books. Through demonstrations, questions, prompts, statements, etc. orient them to it.

Teacher's Note: The teacher can show them some of these concepts every time they read a book aloud for the first four weeks. These books can then be left in the reading corner making it accessible to the children.

Concepts about Books: The students must be shown and made aware of the following in order to make concepts about books clear to them.

- *A book is for reading*
- *The direction to read – front to back*
- *Read left page before right page*
- *Use left-to-right progression of text (read from left to right) and return sweep (returning to the second line to read from left to right)*
- *Turn pages correctly*
- *Know where to start reading on a page*
- *Know what a book title is*
- *Know that the pictures are related to the print*
- *Know that a book tells a story*
- *Demonstrate comprehension of stories through retelling and responding to questions about stories. (Source: Trehearne, M. P. & et al (1999); Kindergarten Teacher's Resource Book; Nelson Language arts, Canada, page 35)*

Activity 7: Names

Objective: Listening & Speaking - 4, 7, 8, 13 Reading & Literature - 5

Children will be able to:

- *Children will be able to verbally respond to the call of their names*

Teacher's Note: The children can be taught to name the classroom objects in phrases, e.g. a door, chair, etc. Care should be taken to avoid the use of the article the. In due course of time when they are taught to answer in full sentences, this would help them, e.g. This is a door.

each students to answer to the call of their names. Teacher demonstrates how to answer,

'Here, Madam/Miss/Sir'. Another child may answer 'Not Here' if a classmate is absent. Teach the song,

Where is Tashi? Refer to Class PP Anthology.

Activity 8: Classroom Objects

Objective: Listening & Speaking - 2, 4, 7, 10

Children will be able to:

- *Children will be able to identify and learn to use the names of the classroom objects*

Teach children the names of the common classroom objects such as, a table/desk/a chair/ stool/ bench/a bag/a chalk/a chalkboard/a cupboard/a door/a window/a wall/a dustbin/a floor/a book /a dustpan. Begin by showing children the object you want to teach and say clearly, a bag, a chalkboard, etc. Get the children to repeat after you and check that they say the word correctly. Children can be asked to point/touch the object named. In due course of time, get children to answer in the same phrase to the question, what is this? A chalkboard, a bag, etc.

When children know a number of different names of the classroom objects, review them by playing/ singing the song, Point to a table, etc.

Activity 9: Workbook A [pages 1 and 2] Objective: Writing - 13

Children will be able to:

- *Children will be able to match one-to-one for practicing left-to-right orientation.*

Teacher's Note: Before children practice writing lines on paper, the teacher need to introduce them to it by getting them to draw lines in the air. Face the same way as the children to show them how to form pattern in the air. Let children join in with the teacher, listening to her instructions and imitating her. Take the children out and practice writing pattern on the sand/mud/table/stool, etc.

In order to orient them to left-to-right orientation as well as reinforce the names of the classroom objects, let them do pages 1 and 2 of the Workbook A. Get children to name the objects in the picture and then match. The teacher needs to ensure that the children match from left to right.

Activity 10: Printing (p.1)

Objectives: Writing - 13

Children will be able to:

- *Children will be able to develop motor skills for letter formation for lower case s, a, t, p, i, n.*

To reinforce their left-right and top to bottom orientation, get children to practice writing the left-right lines and top to bottom lines in their Printing Book, page 1 and 2.

As a follow up, distribute papers and crayons to the children and have them form patterns on the paper with crayons.

Activity 11: Game (Whisper)

Objective: Listening & Speaking - 2, 13

Children will be able to:

- *Children will be able to listen carefully to pronounce words clearly.*

Let the children sit in a circle. Then whisper a name of a classroom object to the child on your left;

that child then whispers what he/she has heard from you to the child on his/her left and so on until it reaches the last child, who must speak out loud whatever he/she has heard. You can then say out loud the word you passed on. The children can find out if what they heard is the same as the one said aloud by the last child or if it is the same as the one passed on by the teacher.

Activity 12: 'Sounding-out' cards

Objective: Listening & Speaking - 2, 13

Daily Activity:

Phonemic Awareness Training: Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

Objective: To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated throughout Units 1 and 2, students will require much adult support (as it can take over half of a school year to develop these skills). On the teaching cards it states suggestions if students are experiencing difficulty (which is anticipated throughout units 1, 2 and 3).

Children will be able to:

- *engage in the blending activities with adult support (i.e. short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).*
- *engage in the segmenting activities with adult support (i.e. using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth.)*

Source of Materials: Pink Phonemic Awareness cards in SSP Pack

Teachers Note: Commence and finish each lesson with the sounding-out cards.

WEEK TWO

Teacher's Note: Continue with the activities from Week One if they have not been completed.

Activity 1: Continue to teach the Alphabet Sounds (s, a, t, p, i, n)

Objective: Listening and Speaking – 5 Reading - 8 (Use phonics (letter sounds) to read new words and pronounce them clearly)

The objective could also be Phonic Sounds (SSP).

Children will be able to:

- *Children will receive exposure and teaching of the group 1 sounds: s, a, t, p, i, n.*

Explanation by the teacher: Each day and each week we are going to keep practicing these alphabet sounds, because to read, spell and write you need to know them really well. Like last week we are going to say the sounds, (not the letter name), we are going to focus on how our mouths make these sounds and we are going to make the action linked to each of these sounds. Later we are also going to practice writing these sounds.

Source of Materials: Yellow alphabet cards in SSP Pack

Teachers Note: Commence and finish each lesson with the alphabet sounds learned.

Activity 2: 'Sounding-out' cards

Objective: Listening & Speaking - 2, 13

Daily Activity:

Phonemic Awareness Training: Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

Objective: To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated throughout Units 1 and 2, students will require much adult support (as it can take over half of a school year to develop these skills). On the teaching cards it states suggestions if students are experiencing difficulty (which is anticipated throughout units 1, 2 and 3).

- *Children will be able engage in the blending activities with adult support (i.e. short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).*
- *Children will be able engage in the segmenting activities with adult support (i.e. using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth.)*

Source of Materials: Pink Phonemic Awareness cards in SSP Pack

Teachers Note: Commence and finish each lesson with the sounding-out cards

Activity 3: Name Tag

Objective: Listening & Speaking - 7, 10

Reading & Literature - 3

Children will be able to:

- *associate their spoken name to print*
- *recognise their name in print*
- *say their name using the correct phrase*

Teacher's Note: Name tag for each child can either be made by the teacher or the parent - the print should be Comic Sans in lower case, if printed off the computer. Make name tag for each child on a durable paper where the name is written in English and Dzongkha on each side respectively.

The children wear their name tag for the first couple of weeks. Every morning let the children keep their name tag in front of them and look at it and say their names.

Let the children put their name tag in the center of their group and get them to find his/her name (this can be a daily activity for the first Unit. Gradually the children can also be asked "What is your name?" to which they can answer "My name is...")

Play a name game where a child is taken to the corner of the classroom. Secretly select a name of some other children in the classroom along with this child. Then blindfold the child, who will become the 'Listening child'. Meanwhile, other children will stand in a circle, whispering their own names. The 'Listening child' is guided around the circle listening for the name that was selected. On hearing the selected name, the 'Listening Child' will embrace him/her.

Activity 4: Campus Tour Objective: Listening & Speaking - 2

Children will be able to:

- *explore their environment*
- *become oriented to the common places in the school.*

In order to orient them to the most common places they would be using in the school, take the children on a campus tour and familiarize them with the places such as classroom, assembly ground, playground, toilet, water tap, dining hall, so that they know where to go and how to use the facilities on their own when required.

Prepare a chart with the pictures of the places they have toured and display it in the classroom for review and to use it in Week Six.

Teacher's Note: In the beginning, the emphasis should be on knowing where the places are and their uses rather than on learning their names. However, children learn the names gradually through frequent usage.

Activity 5: Read Aloud

Objective: Reading & Literature – 1, 2

Children will be able to:

- *look and listen to a big book being read by the teacher.*
- *understand the concept of a book*

Using the book 'Dechen and Dorji', introduce children to concept of a book. Orient them to it through demonstrations, questions, prompts, statements, etc.

Teacher's Note: Refer to Read Aloud in the guide. The teacher can show them some of these concepts every time they have a read aloud session for the first four weeks. These books can then be left in the reading corner making them accessible for the children. Refer to Activity 7 Week One for Concepts about Books.

Activity 6: Colouring Objective: Writing - 13

Children will be able to:

- *Children will be able to colour shapes to reinforce left-to-right and top-to-bottom orientation*

In order to reinforce their left-right and top-bottom orientation, get the children to colour the shapes in their Workbook A pages 3 and 4. On page 3, get them to colour top to bottom in the first row, then left to right in the next 2 rows. On page 4, colour left to right in the top rectangles and then top-bottom in the rectangles beneath it as well as in the triangles.

Ensure that they follow the right direction. DO NOT teach them the names of the colours at this stage.

Activity 7: Printing Book Objectives: Writing - 13

Children will be able to:

- *Children will be able to develop motor skills for letter formation.*

Teacher's Note: Before children practice writing lines on paper, the teacher needs to introduce them to it by getting them to draw lines in the air. Face the same way as the children to show them how to form the pattern in the air. Let the children join in with the teacher, listening to her instructions and imitating her. Take the children out and practice writing pattern on the sand/mud/table/stool, etc.

To reinforce their 'down, up' orientation, get the children to practice writing the top-to-bottom lines in their Printing Book, page 3 and 4.

As a follow-up, distribute papers and crayons to the individual children and have them form patterns on the paper with crayons.

Activity 8: Asking Permission:

Objective: Listening & Speaking - 1, 8, 12

Children will be able to:

- *Children will be able to learn to use the correct phrase for asking permission in class.*

Whenever a child wants to go out/come in, demonstrate and encourage the child to say “May I come in, please?/May I go out, please?” to which the teacher can answer “Yes you may. No you may not”.

Teacher’s Note: The teacher can praise the children when they ask for permission to reinforce their usage.

Activity 9: Game (same/not same) Objective: Listening & Speaking - 2, 3, 10

Children will be able to:

- *recognise classroom environment*
- *carry out some pre-reading activities.*
- *compare two objects for their similarities*

Teacher’s Note: Make a set of cards with pairs of pictures of each of the classroom objects e.g. two desks, two chalkboards, etc.

Demonstrate the game to the whole class for the first round. Hold up two cards and say ‘same’ if the pictures are the same and ‘not the same’ if the pictures are different. Ask children to find the pictures that are same/different and get them to say the name of the object as well. Later allow the children to practise in their small groups.

Activity 10: Match and Colour Objective: Writing - 13

Children will be able to:

- *Children will be able to match pictures to orient themselves to writing the diagonal lines.*

To introduce them to the drawing of lines diagonally which would reinforce letter formation, get them to match the classroom objects in Workbook A page 5. Let them name the classroom objects and then match and colour them.

WEEK THREE: Induction

Teacher's Note: Prepare an attendance board. Also have a bean bag made out of a piece of cloth sewn together and filled with dried beans, rice or any other grains. The bean bag is a very handy aid for practicing language structures.

Activity 1: Attendance Board

Objective: Listening & Speaking - 3, 7, 8 Reading & Literature - 4

Children will be able to:

- *make connection between the drawing and his name.*
- *use the phrase 'Sonam is not here'*
- *know one another.*

Provide a piece of white paper to each child. Instruct them to draw their own pictures on the paper. Next, provide glue and chart paper of the same size to the children. Let them paste their picture on the chart paper. Write 'Not here' at the back of the picture. Cover the pictures with plastic. Put the picture in the pockets beside the child's name on the attendance board. Encourage children to turn the side indicating 'Not here' before going home. Every morning children display their picture to the class for the day.

Using the attendance board, teacher calls out their names letting them practice further to say Here Madam; Not here Madam, when somebody is absent. Also practice asking Who is not here? Children look at the board and say, Pema is not here? etc.

Review asking them the question What is your name? and respond My name is _____.

Play Bean Bag Game to learn children's name. After a child says his/her name, ask What is his/ her name? Teach them to answer His/Her name is _____. Practice this structure to let everyone know one another well.

Bean Bag Game: Let the children stand in a big circle outside. Teacher asks, "What is your name?" and throws the bean bag to a child. Whoever gets the bean bag answers "My name is Kinley?" The child then asks "What is your name?" and throws the bean bag to another child. This goes on until every child in the circle gets a chance to ask and say her/his name. A soft toy can be used instead of a bean bag wherever available.

Activity 2: Rhyme

Objective: Listening & Speaking – 4, 13

- *Children will be able to answer in English when their names are called.*

Help the children to use simple phrases to say Here I am.

Teacher sings, Where is Tashi? from class PP Anthology book and encourages children to use Here I am and Fine thank you.

Activity 3: Continue to teach the Alphabet Sounds (s, a, t, p, i, n)

Objective: Listening and Speaking – 5 Reading - 8 (Use phonics (letter sounds) to read new words and pronounce them clearly)

Children will be able to:

- *receive exposure and teaching of the group 1 sounds: s, a, t, p, i, n.*

Explanation by the teacher: each day and each week we are going to keep practicing these alphabet sounds, because to read, spell and write you need to know them really well. Like last week we are going to say the sounds, (not the letter name), we are going to focus on how our mouths make these sounds and we are going to make the action linked to each of these sounds. Later, we are also going to practise writing these sounds.

Source of Materials: Yellow alphabet cards in SSP Pack

Teachers Note: Commence and finish each lesson with the alphabet sounds learned.

Activity 4: ‘Sounding-out’ cards

Objective: Listening & Speaking - 2, 13

Daily Activity:

Phonemic Awareness Training: Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

Objective: To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated throughout Units 1 and 2, students will require much adult support (as it can take over half of a school year to develop these skills). On the teaching cards it states suggestions if students are experiencing difficulty (which is anticipated throughout units 1, 2 and 3).

- *Children will be able engage in the blending activities with adult support (i.e. short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).*
- *Children will be able engage in the segmenting activities with adult support (i.e. using the model of the adult, copying the teacher’s sounding-out and or being directed to watch the teacher’s mouth.)*

Source of Materials: Pink Phonemic Awareness cards in SSP Pack

Teachers Note: Commence and finish each lesson with the sounding-out cards.

Activity 5: Hand Coordination Objective: Writing - 13

- *Children will be able to draw lines to reinforce their letter formation*

Use the Workbook A pages 6, 7 and 8, to let them draw lines from left to right in the curves to reinforce their hand coordination.

Activity 6: Printing Book Objective: Writing - 13

- *Children will be able to trace and draw lines (down, up)*

Teacher's Note: Before children practice writing lines on paper, the teacher needs to introduce them to it by getting them to draw lines in the air. Face the same way as the children to show them how to form pattern in the air. Let the children join in with the teacher listening to her instructions and imitating her. Take the children out and practice writing pattern on the sand/mud/table/stool.

Let children trace and write 'down, swing up, swing down' on page 5 and 'swing down, swing up' on page 6 of Printing Book.

As a follow up, distribute papers and crayons to the individual children and have them form patterns on the paper with crayons.

Activity 7: Classroom Instruction

Objective: Listening & Speaking - 3, 6, 12 Reading & Literature - 5

- *Children will be able to carry out some common classroom instructions.*

Fold your arms, put up your hands, look at the _____, come in, bring the _____, open the _____, touch the _____, point to the _____, match _____, sort the _____, clean the _____, empty the bin.

Give instructions clearly - fold your arms. Demonstrate the action so that all the children can see what you are doing. Repeat the same instruction - fold your arms. Let children imitate you.

Praise children who have done it themselves. Then give another instruction - put up your hands. Follow the same procedure for the rest of the instructions.

Teach them the song 'This is the Way We Sit on the Chair' from Class PP Anthology.

Teacher's note: Write the song on a chart and display it in the classroom. Later let the children follow the song on this chart as they sing it.

Activity 8: Game

Objective: Listening & Speaking - 4, 13 Reading & Literature - 5

- *Children will be able to reinforce classroom instructions.*

Play the game 'Sonam says'. First demonstrate and explain that they must do what Sonam says and not what the teacher says.

Teacher's Note: The children should listen to the teacher and carry out the instructions if it starts with the phrase 'Sonam says', but if the teacher does not begin her instruction with Sonam says, children are not to follow the instruction, any child who does the action would be eliminated from the game.

Teach the song 'Teddy Bear, Teddy Bear' from Class PP Anthology.

Activity 9: Read Aloud

Objective: Reading & Listening – 1, 2

Children will be able to:

- *look and listen to a big book being read by the teacher.*
- *understand the concept of a book*

Using any big book reinforce children's concepts about books. Orient them through demonstrations, questions, prompts, statements, etc.

This activity may also be used to orient them to the Concepts about Print.

Teacher's Note: Refer to **Read Aloud** in the guide, page xxxii. Refer to **Week One Activity 7 for Concepts about Books**. The teacher can show them some of these concepts every time they read aloud a big book for the first four weeks. These books can then be left in the reading corner making it accessible for the children. Use this book to let the children develop **print awareness** too. **Concepts about print** include concepts of words, letters, capitals, space, punctuation, directionality, signs, and symbols. The student:

Knows that one reads from left to right

Understands concept of 'letter' by pointing to one

Understands concept of 'word' by pointing to one

Recognizes signs and symbols in environmental print

Can follow along by pointing at words, matching spoken to printed words

Understands the concept of space between words

Understands that print is speech written down

(Source: Trehearne, M. P. et al (1999); Kindergarten Teacher's Resource Book; Nelson Language arts, Canada, pages 36 and 37.

Activity 10: Workbook A

Objective: Reading & Literature – 5, 16 Listening & Speaking - 4

- *Children will be able to recognize the different shapes and match them.*

As a pre-reading activity, get the children to look at and match the shapes on page 9 and 10 of the Workbook A. Teach the rhyme 'Shapes' & 'What Shape is This?' from Class PP Anthology.

WEEK FOUR

Activity 1: Printing Objective: Writing - 13

- *Children will be able to orient themselves to the swinging letter formation.*

Teacher's Note: Before children practice writing lines on paper, the teacher needs to introduce them to it by making them draw lines in the air. Face the same way as the children to show them how to form the pattern in the air. Let the children join in with the teacher, listening to her instructions and imitating her. Take the children out and practice writing pattern on the sand/mud/table/stool.

Let the children trace and write 'down, across' on page 7 and going 'round' on page 6, Printing Book.

As a follow up, distribute papers and crayons to the children and have them form the patterns on the paper with crayons.

Activity 2: Workbook

Objective: Writing - 13 Listening & Speaking - 3

- *Children will be able to colour the objects by listening to the instructions.*

This is a pre-reading activity. Use the Workbook A pages 11 and 12 to colour the shapes/ objects which are not same.

Activity 3: Classroom Objects

Objective: Listening & Speaking - 6, 10, 11

- *Children will be able to review the names of classroom objects.*

Review: a bag, a chair, the chalkboard, a table, the duster (common classroom objects). Add some more names of classroom objects that have not been taught earlier. Teacher will touch/point to these objects. Children name them.

Provide many opportunities to practice the use of these names.

Activity 4: Game (Feely Bag) Objectives: Listening & Speaking - 3

- *Children will be able to reinforce the words that they have learned.*

Use a feely bag to play a memory game. Put small objects such as a pen, a pencil, a crayon, a chalk, a pencil box, a book, an eraser, a sharpener, a paper and so on in a bag. Let students take turns to feel the objects in the bag without looking at them. The child then says the name of the object and takes it out from the bag and let the whole class see it. If she is correct, she keeps the object with her. If she is wrong, she puts it back into the bag. The child who gets the most objects is the winner.

Variation: Later, when the child shows the object from the feely bag, let her/him name it in a full sentence 'This is a ____'.

Activity 5: Question - Answer Objectives: Listening & Speaking - 7, 12

- *Children will be able to use the demonstrative pronoun 'this' to name the classroom objects.*

Teacher gives a collection of classroom objects to each group. Use these objects to ask, "What is this?" Help children to say, "This is a pen" holding the object. Repeat with different objects.

Have children ask questions and respond in groups to provide enough practice.

Use the Feely Bag game to reinforce this language structure.

Activity 6: Drawing and Speaking

Objectives: Writing - 12 Listening & Speaking - 7

- *Children will be able to use pictures to respond and ask, 'What is this?'*

Ask children to draw pictures of any 2-3 classroom objects that can be found around them.

Demonstrate asking about the picture as a pair. e.g.

- Child 1: points to his pair's picture and ask 'What is this?'
- Child 2: answers "This is a _____". Then the children swap roles. Let them carry out this activity for a while with different partners.

Activity 7: Continue to teach the Alphabet Sounds (s, a, t, p, i, n)

Objective: Listening and Speaking - 5 Reading - 8 (Use phonics (letter sounds) to read new words and pronounce them clearly)

- *Children will receive exposure and teaching of the group 1 sounds: s, a, t, p, i, n.*

Explanation by the teacher: each day and each week we are going to keep practicing these alphabet sounds, because to read, spell and write you need to know them really well. Like last week we are going to say the sounds, (not the letter name), we are going to focus on how our mouths make these sounds and we are going to make the action linked to each of these sounds. Later we are also going to practise writing these sounds.

Source of Materials: Yellow alphabet cards in SSP Pack

Teachers Note: Commence and finish each lesson with the alphabet sounds learned.

Activity 8: 'Sounding-out' cards

Objective: Listening & Speaking - 2, 13

Daily Activity:

Phonemic Awareness Training: Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

Objective: To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated throughout Units 1 and 2, students will require much adult support (as it can take over half of a school year to develop these skills). On the teaching cards it states suggestions if students are experiencing difficulty (which is anticipated throughout units 1, 2 and 3).

Children will be able to:

- *engage in the blending activities with adult support (i.e. short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).*
- *engage in the segmenting activities with adult support (i.e. using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth.)*

Source of Materials: Pink Phonemic Awareness cards in SSP Pack

Teachers Note: Commence and finish each lesson with the sounding-out cards.

Activity 9: Workbook A Objective: Writing - 13

- *Children will be able to look and spot the different pictures.*

As a pre-reading activity, let the children look at the pictures on pages 13, 14, and 15, find the different one and circle it. The teacher must first demonstrate how to do it.

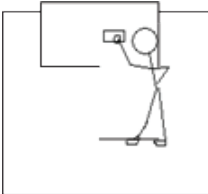



Activity 10: Job Chart

Objectives: Reading & Literature – 5, 6 Listening & Speaking – 3, 4

- *Children will be able to recognize names and use illustrations to make meaning.*

Teacher's Note: Make a job chart. Have each child's name written on a separate flash card which can be inserted into pockets on the job chart. Change the name weekly or every day. As the child learns to recognize his/her name, he/she will be able to carry out the job looking at the pictures. Do not expect children to read the words in the beginning.

A sample of a job chart:

Pema	clean the chalkboard	
Tashi	sweep the floor	
Karma	empty the bin	
Rectu	pick up the paper	

Use the job chart to reinforce the classroom instructions taught earlier. Have children do the action as the teacher gives the instructions mentioned in the job chart. Instruct children to carry out the job looking at the picture beside their name on that day.

Teach them the song 'It's Time to Clean Up' from Class PP Anthology

Activity 11: Days of the Week

Objective: Listening & Speaking – 2, 4, 6, 7, 8, 10 Reading & Literature - 5

- *Children will be able to say the days of the week*

Use the story 'The Caterpillar' to introduce the days of the week.

The Caterpillar

- Today is Monday. Here is a small caterpillar. The caterpillar eats a small leaf. The caterpillar sleeps.
- Today is Tuesday. Here is a small caterpillar. The caterpillar eats a big apple. The caterpillar sleeps.
- Today is Wednesday. Here is the small caterpillar. The caterpillar eats a big banana. The caterpillar sleeps.
- Today is Thursday. Here is the big caterpillar. The caterpillar eats a big onion. The caterpillar sleeps.
- Today is Friday. Here is the big caterpillar. The caterpillar eats a small green leaf and a big green leaf. The caterpillar sleeps.
- Today is Saturday. The caterpillar sleeps.
- Today is Sunday. Look! It is a big butterfly.

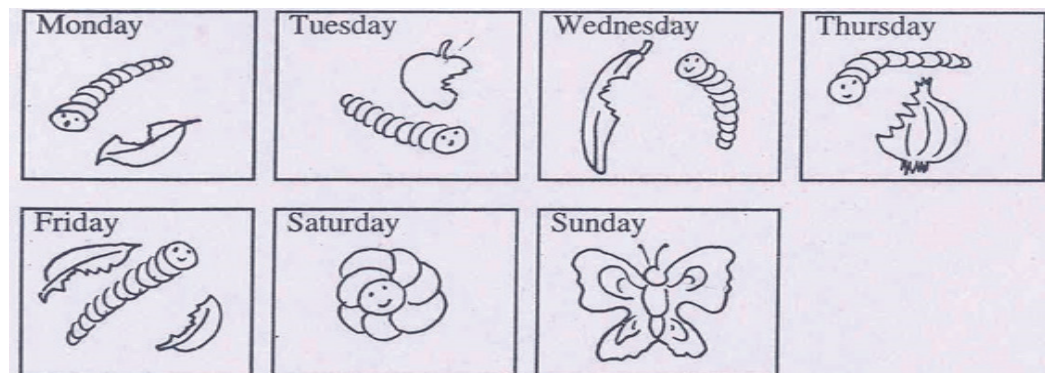
These pictures can be displayed and used to help children answer 'Today is Monday' when asked 'What day is it today?' every day. Associate this question and answer to the weather board by drawing their attention to it and asking the question and then as they answer, pointing to each word of the sentence on the board. e.g. Today is Wednesday.

Teacher's Note: Have a weather board with sentences and pockets for days of the week and weather.

Today is

Monday

Today, it is



In the course of time, get children to take turns to change the day cards on the weather board. Teach them the song 'Days of the Week' and 'Monday Tuesday' from Class PP Anthology.

Activity 12: Weather

Objective: Listening & Speaking – 2, 4, 6, 7, 8, 10 Reading & Literature - 5

- *Children will be able to describe the weather*

Have weather cards with pictures - sunny, cloudy, raining prepared.

Take the children outside and let them look at the sky. Using questions and prompts get them to tell you what they can see. Show them the weather cards and get them to point to the one that represents the weather of the day. Tell them what it is, e.g.: sunny. After getting them to practice saying it through repetitions as a class/group/pairs/individual, ask them 'What is it like today?' then help them say the answer in a sentence 'Today, it is sunny.' Let them practice it.

Back in the class, draw their attention to the weather board. Put the picture in the pocket. Ask them the same question (What is it like today?) and as they answer, point to each word in the sentence on the weather board. Then let them say it once again when the words are being pointed out. Repeat the same process for introducing the other two weather terms.

Get a child to put the appropriate weather symbol onto the board. Teachers will need to select the correct day/weather card and give it to the child. In course of time, the children can select the correct day/weather card. This should be a daily activity.

Teach them the song 'Rain Rain Go Away' and 'Thunder' from Class PP Anthology.

1. Assessment Tool 5: Observation to test children's behaviour in listening and speaking

WEEK FIVE

Activity 1: Continue to teach the Alphabet Sounds (s, a, t, p, i, n)

Objective: Listening and Speaking – 5 Reading - 8 (Use phonics (letter sounds) to read new words and pronounce them clearly)

- *Children will receive exposure and teaching of the group 1 sounds: s, a, t, p, i, n.*

Explanation by the teacher: each day and each week we are going to keep practicing these alphabet sounds, because to read, spell and write you need to know them really well. Like last week we are going to say the sounds, (not the letter name), we are going to focus on how our mouths make these sounds and we are going to make the action linked to each of these sounds. Later we are also going to practise writing these sounds.

Source of Materials: Yellow alphabet cards in SSP Pack

Teachers Note: Commence and finish each lesson with the alphabet sounds learned.

Activity 2: Letters of the alphabet (s, a, t)

Writing Objective 1 and 2

Children will be able to:

- *develop motor skills for letter formation*
- *recognize letters and write lower case letter s, a, t*

Teacher's note: These letter sounds are to be covered within the week. Teacher can plan to cover the letters as they wish over this period.

Refer to the verbal cues listed on the card. Mix up the order in which sounds are presented each day. Use print book to practice sounds s, a, t.

Activity 3: 'Sounding-out' cards

Objective: Listening & Speaking - 2, 13

Daily Activity:

Phonemic Awareness Training: Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

Objective: To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated throughout Units 1 and 2, students will require much adult support (as it can take over half of a school year to develop these skills). On the teaching cards it states suggestions if students are experiencing difficulty (which is anticipated throughout units 1, 2 and 3).

Children will be able to:

- *Children will be able engage in the blending activities with adult support (i.e. short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).*
- *Children will be able engage in the segmenting activities with adult support (i.e. using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth.)*

Source of Materials: Pink Phonemic Awareness cards in SSP Pack

Teachers Note: Commence and finish each lesson with the sounding-out cards.

Activity 4: Colours

Objectives: Listening & Speaking - 3, 4, 6, 8, 10 Reading & Literature - 5

- *Children will be able to identify and name colours.*

Teacher's Note: Teach colours such as red, yellow, green, black, white, and blue one at a time. Bring a collection of pictures of classroom objects in the above mentioned colours.

Show a picture or an object in red and say 'red'. Do the same for the other colours. Provide some pictures or objects to the groups. Instruct, 'Show me red' Children pick up something that is red and say, "Red".

Use the same objects to ask "What colour is it?" and respond, "It is red" between the teacher and the students, student and student.

Sing 'The Colour Song' from Class PP Anthology.

Activity 5: Colour Game

Objectives: Listening & Speaking – 10, 12

- *Children will be able to reinforce the knowledge of colours.*

Play Remember-Remember with pictures of objects in the six different colours you have taught. Prepare cards with pictures of classroom objects in red, blue, green, yellow, white and black on one side of the card. The pictures must be in identical pairs. Provide a set of cards to each group. Instruct children to place the cards face down. Children take turns to pick two cards and turn them over. If the two cards are of the same object and colour, the child can keep them after saying the name of the object. If the child cannot say the name of the colour or if the cards are of different colours, the cards should be placed where they were. The child with the most cards is the winner.

Activity 6: Colouring

Objectives: Listening & Speaking - 13

- *Children will be able to identify colours*

Reinforce the recognition of the colours by getting them to identify the dotted colour and use the same colour on pages 16, 17 and 18 in the Workbook A.

Get them to listen to the teacher say the name of the colour and follow the instruction to colour the balloons on page 19.

Activity 7: Preposition

Objectives: Listening & Speaking – 3, 6, 8

- *Children will be able to follow instruction involving place.*

Teacher's Note: Teach one preposition each day (in, on, under) and don't move on to another until the children have understood. Have a collection of classroom objects ready for use – tin, pencil, pen, crayon, bag, chalk, stone, stick, chalk box.

Review classroom instructions. Use two objects and demonstrate, e.g. first put a pencil in a tin ensuring that everyone is watching what you are doing. Then say 'in the tin.' Get the children to repeat the phrase. Do the action again and let them say the phrase. Later use question, 'Where is the pencil? Answer - In the tin.'

Use different objects but repeat the same preposition. Give children enough opportunity to practice using the phrase as well as performing an action and letting the child himself or the class say where the object is.

Repeat the same process for the other two prepositions.

Do not emphasis using full sentence here but emphasis getting the use of preposition correct.

Activity 8: Workbook A

Objective: Listening & Speaking – 3, 6, 13 Writing - 13

- *Children will be able to identify the position of the objects*

To reinforce the prepositions taught, let the children carry out the exercise on page 20. First demonstrate how to do the exercise. On a chart paper, draw some pictures that are different from the ones in the workbook but show similar prepositions as in the workbook.

Get the children to look at the first pictures and to name the objects in the pictures e.g. a pencil, a tin, a table, etc. Then say: Circle the pencil in the tin. Get them to point out which picture shows a pencil in the tin. When they point it out, circle the picture and get them to say where the pencil is. Repeat with all pictures on the paper. Then, use the same process but this time instead of circling it, colour it.

Tell the children they will be doing a similar exercise in their workbook. Get them to first listen and circle: circle the dog on the box; later, listen and colour: 'colour the dog in the tin'. etc.

Activity 9: Preposition (drawing)

Objectives: Listening & Speaking - 3, 6, 8, 11 Writing – 3, 13

- *Children will be able to follow instructions and carry out the activities appropriately.*

Distribute notebooks. Instruct them: 'Draw a red flower in the tin, a yellow cat on the box, a blue bag under the table, a green book on the table', etc.

Later, in pairs, let the children point to each picture and say: 'in the tin, on the box', etc.

1. Assessment Tool 11: Letter Formation Rubrics (s, a, t, only)

1. Assessment Tool 1: Unit 1 Continuous Formative Assessment consisting of 1 subtest: Group 1 s, a, t, p, i, n alphabet sounds

WEEK SIX

Activity 1: Continue to teach the Alphabet Sounds (s, a, t, p, i, n)

Objective: Listening and Speaking – 5 Reading - 8 (Use phonics (letter sounds) to read new words and pronounce them clearly)

- *Children will receive exposure and teaching of the group 1 sounds: s, a, t, p, i, n.*

Explanation by the teacher: each day and each week we are going to keep practicing these alphabet sounds, because to read, spell and write you need to know them really well. Like last week we are going to say the sounds, (not the letter name), we are going to focus on how our mouths make these sounds and we are going to make the action linked to each of these sounds. Later we are also going to practise writing these sounds.

Source of Materials: Yellow alphabet cards in SSP Pack

Teachers Note: Commence and finish each lesson with the alphabet sounds learned.

Activity 2: Letters of the alphabet (p, i, n)

Writing Objective 1 and 2

Children will be able to:

- *develop motor skills for letter formation*
- *recognize letters and write lower case letter p, i, n*

Teacher's note: These letter sounds are to be covered within the week. Teacher can plan to cover the letters as they wish over this period.

Refer to the verbal cues listed on the card. Mix up the order in which sounds are presented each day. Use print book to practice sounds s, a, t.

Activity 3: 'Sounding-out' cards

Objective: Listening & Speaking - 2, 13

Daily Activity:

Phonemic Awareness Training: Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

Objective: To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated throughout Units 1 and 2, students will require much adult support (as it can take over half of a school year to develop these skills). On the teaching cards it states suggestions if students are experiencing difficulty (which is anticipated throughout units 1, 2 and 3).

Children will be able to:

- *engage in the blending activities with adult support (i.e. short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).*
- *engage in the segmenting activities with adult support (i.e. using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth.)*

Source of Materials: Pink Phonemic Awareness cards in SSP Pack

Teachers Note: Commence and finish each lesson with the sounding-out cards.

Text 1: School

Synopsis: This book names places in the school.

BEFORE READING

Activity 4: Prior Knowledge

Objective: Listening & Speaking - 2, 6, 7

- *The children will be able to name the different places in the school.*

Activate their prior knowledge to review the following vocabulary: a school, a classroom, a toilet, a playground, a library, a garden. Use the chart with pictures of different places displayed in the classroom from the Campus Tour activity. Point and ask, ‘What is this?’ Expect them to answer in a phrase, “a classroom”. Model the expected answer first.

Activity 5: Picture Walk

Objectives: Listening & Speaking - 7, 10 Reading & Literature – 6

Children will be able to:

- *make a link to picture connection.*
- *make a connection between picture and meaning.*

Teacher’s Note: Refer to Picture Walk in the guide on page xxxii.

Using the reader ‘School,’ take the children through a picture walk of the book. Show each picture and ask the children, “What is this?” and expect the children to answer, “a school”.

1. Assessment Tool 6: Use Observational Checklist on the Concepts of Book

READING

Activity 6: One-to-One matching

Objective: Listening & Speaking - 6, 9 Reading & Literature - 2, 4

Children will be able to:

- *make a connection between the picture and the text*
- *realise that text contains message*

First model the reading. Then show the picture on the first page. Let the children say what it is. Get them to say it again and as they say it, point to each word of the text and read it. Let them be aware that the text contains the message.

Activity 7: Shared Reading

Objective: Listening & Speaking - 6, 10, 13 Reading & Literature - 2, 4, 6

- *Children will be able to read the text together*

Teacher's Note: Refer to Shared Reading in the guide on page xxxiii.

The teacher and the children can read through any big book as a shared reading. Focus on one-to-one matching.

Activity 8: Independent Reading

Objective: Reading & Literature - 1, 2, 3, 4, 6, 11, 16

Children will be able to

- *handle a book and use it on their own*
- *read the book independently using one-to-one matching*

Teacher's Note: Refer to Independent Reading in the guide on page xxxii.

Give a book to each child and give them the time to handle it, go through the book, look at the pictures, point to words, turn the pages, and pretend reading. The teacher can observe the children's book handling behaviours, monitor, and guide them. This can be used for the on-going assessment.

Encourage them to read the text using the picture cues and one-to-one matching strategy.

AFTER READING

Activity 9: Drawing Pictures

Objective: Reading & Literature – 15 Writing - 3, 13

- *Children will be able to draw pictures about what they like in the text*

The children draw a picture of something they like from the book. They can be asked to say what they have drawn. The teacher can paste the picture on a big chart displayed on the wall, then label it.

This chart can be used to review the names of the places in the school.

FOLLOW UP

Activity 10: Connections

Objective: Reading & Literature - 12 Listening & Speaking – 9

- *Children will be able to make text to life connections*

Let the children look through the text once again. Take them through the book, reading together. After you finish reading, ask them if they have any of these places at home. Encourage children to think about the different places at home and share with the class. Accept any kind of answer they provide. The emphasis is on making the connection from the text to their life and on recalling and talking, rather than on accuracy.

Activity 11: Work Book A

Objective: Writing - 3, 13

- *match the different places of the school*

Reinforce their knowledge of the names of the places in the school by getting them to look and match the pictures on page 21. Then let them say the name of the places.

Activity 12: High Frequency Words

Objective: Reading & Literature - 3, 9 Listening & Speaking - 2, 10 Writing - 12

Children will be able to:

- *identify high-frequency words in the text*
- *read and write high-frequency words in sentences*

Teacher's Note: Refer to Teaching of high frequency words in the guide on page xlii.

Together, identify the high frequency words in the text (a). Use the strategy given in the guide to teach and reinforce the children's knowledge about the high-frequency words.

Then display the words on the word wall. Make the best use of every small opportunity during reading and writing activities to allow children to recognize, read, and write these words.

1. Assessment Tool 13: Letter Formation Rubrics (for p, i, n only)

1. Assessment Tool 1: Area 2: Phonemic Awareness (SSP) blending and segmenting subtests

1. Assessment Tool 10: Checklist for reading High Frequency words

UNIT TWO: EMERGENT READING - I

Time allocation: for every week, there is a minimum of 280 minutes. The total time to be spent on Listening & Speaking is 150 minutes (55 %), Reading & Literature is 70 minutes (25 %), and for writing is 60 minutes (15 %)

THEME: *My Family and My Friends*

WEEK ONE

Activity 1: Continue to teach the Alphabet Sounds (c, h, e, r m, d)

Objective: Listening and Speaking – 5 Reading - 8 (Use phonics (letter sounds) to read new words and pronounce them clearly - added as per Diana’s suggestion)

- *Children will receive ongoing revision of the group 1 sounds: s, a, t, p, i, n and teaching of the group 2 sounds (c, h, e, r, m, d).*

Explanation by the teacher: Now that we know six of the most common sounds in English, we are now ready to learn and keep practising the next group of sounds.

Source of Materials: Yellow and blue alphabet cards in SSP Pack

Teachers Note: Commence and finish each lesson with the alphabet sounds learned.

Activity 2

Daily Activity:

Phonemic Awareness Training: Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

Objective: To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated throughout Units 1 and 2, students will require much adult support (as it can take over half of a school year to develop these skills). On the teaching cards it states suggestions if students are experiencing difficulty (which is anticipated throughout units 1, 2 and 3).

Children will be able to:

- *Children will engage in the blending activities with adult support (i.e. short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).*
- *Children will be engage in the segmenting activities with adult support (i.e. using the model of the adult, copying the teacher’s sounding-out and or being directed to watch the teacher’s mouth.)*

Source of Materials: Pink Phonemic Awareness cards in SSP Pack

Teachers Note: Commence and finish each lesson with the sounding-out cards

Activity 3: Names of Food

Objective: Listening & Speaking – 4, 6, 7, 8 Reading & Literature - 5

Children will be able to:

- *use the demonstrative pronoun “This”.*
- *name some common foods.*

Review the names of classroom objects using the “What is this?” question.

Teach children the words for common foods using real objects or pictures. After a few exercises of naming the food, then use the question “What is this?” (cabbage, banana, mango, tomato, chilli, egg, rice). Model the answer e.g. “This is an apple”.

Provide many opportunities to practice using these names.

Activity 4: Chain Game

Objective: Reading & Literature – 9, 16 Listening & Speaking – 2, 3, 10, 12, 13

- *Children will be able to play games to reinforce the names of foods.*

Materials: a set of cards with the pictures of household objects along with the names in print. Have the sets prepared according to the number of groups in your class.

Procedure:

1. Divide the class into two or three teams. The teams sit in lines with their backs to you, except the first player on each team, who should be facing you.
2. Keep a set of cards on a table behind the last player. You also have a set.
3. When everybody is ready, hold up a card. The players facing you look at the card and whisper the name of the food down the line. The last player on each team must choose the correct picture of the food from the set of cards on the table and hold it up. If the food is correct the team gets one point. The child can leave the card in the pile.

Activity 5: Demonstrative pronoun

Objective: Listening & Speaking - 6, 7, 8

- *Children will be able to use the demonstrative pronoun ‘that’*

Use ‘What is that?’ questions to name classroom objects and food as in activity one.

Model the answer:

That is a table; That is an apple; etc.

Teacher’s note: When using ‘This’ question hold object or picture and ask showing or pointing to it. Let the children hold or place it in front of them when they answer as ‘This is__’ When using ‘That’ question, point to objects that are farther away. Encourage children to do the same when answering or asking.

Activity 6: Workbook A

Objective: Writing - 13 Listening & Speaking - 2, 10

- *Children will be able to match and colour the different foods*

On page 22 of the Workbook, ask children to name the food items shown “What is this/ that?” Give children instructions to match the food and then colour them.

Teach the rhyme ‘Pat a Cake’ from Class PP Anthology.

Activity 7: Plural Form

Objective: Listening & Speaking - 2, 7, 10

- *Children will be able to use words ‘these’ and ‘those’ and plural form ‘s’*

Use ‘What are these?’, ‘What are those?’ questions to get children to identify groups of items using the plural responses e.g. apples, chilies, etc. The children can answer in words in the beginning but if they seem to be ready to answer in sentences, then encourage them to do so after modeling the answer, ‘These/those are apples.’

Use objects that children already know such as classroom objects.

Prepare cards with pictures of food or classroom objects (one picture of the food or object on some cards and more than one on some other cards) to play Remember-Remember or Dominoes games for reinforcing the use of plural forms.

WEEK TWO

Activity 1: Continue to teach the Alphabet Sounds (c, h, e, r, m, d)

Objective: Listening and Speaking – 5 Reading - 8 (Use phonics (letter sounds) to read new words and pronounce them clearly)

- *Children will receive ongoing revision of the group 1 sounds: s, a, t, p, i, n and teaching of the group 2 sounds (c, h, e, r, m, d).*

Explanation by the teacher: now that we know six of the most common sounds in English, we are now ready to learn and keep practising the next group of sounds.

Source of Materials: Yellow and blue alphabet cards in SSP Pack

Teachers Note: Commence and finish each lesson with the alphabet sounds learned.

Activity 2

Daily Activity:

Phonemic Awareness Training: Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

Objective: To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated throughout Units 1 and 2, students will require much adult support (as it can take over half of a school year to develop these skills). On the teaching cards it states suggestions if students are experiencing difficulty (which is anticipated throughout units 1, 2 and 3).

Children will be able to:

- *engage in the blending activities with adult support (i.e. short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).*
- *engage in the segmenting activities with adult support (i.e. using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth.)*

Source of Materials: Pink Phonemic Awareness cards in SSP Pack

Teachers Note: Commence and finish each lesson with the sounding-out cards

Text 2: I Like...

Synopsis: The book names some common food.

BEFORE READING

Activity 3: Language Structure Objective: Listening & Speaking - 7, 8, 13

- *Children will be able to use the language structure "I like..."*

Introduce the structure "I like..." by modeling "I like books." showing real object or pictures of food items. First role play with a puppet using the structure: What do you like? I like suja. Then ask the children "What do you like?" and teach them to say "I like___." Repeat this with different children and different food names for more practice.

Activity 4: Rope Game

Objective: Listening & Speaking - 3, 4, 13

- *Children will be able to use the language structure “I like...”*

Teacher’s Note: This is an outdoor game. Divide the class into groups and provide each group with a skipping rope.

Two children swing the rope back and forth close to the ground. The rest of the group line up and the first child in the line jumps in and sings to the next child in line: “I like coffee, I like tea, I like Tashi (name of child waiting), come to me 1,2, 3.” At this, the next child in line comes in while the first child goes out and joins the line at the back.

Let different children use different names of food they like. Let them take turns holding the rope.

Activity 5: Picture Walk

Objective: Listening & Speaking - 7, 10 Reading & Literature - 6

- *Children will be able to make a life to picture connection, make a connection between picture and meaning.*

Take a picture walk through the book. Show each picture and ask the children a question or make a statement. Vary the questions on each page e.g. “What are these”. “I like ...”. “What do you like..?” “Do you like..?”

Teacher’s Note: Accept any answers. The focus is not on the answer but becoming familiar with and enjoying the book.

READING

Activity 6: Echo Reading

Objective: Reading & Literature - 2, 4, 6, 7, 16 Listening & Speaking – 10

Children will be able to:

- *make a picture to text connection*
- *realize that text contains a message*

Teacher’s Note: Refer to Echo Reading in the guide on page xxxi.

Teacher holds the book in front of the class. She points to the words and reads the story. Children echo the text. Then the teacher gives each child a book and repeats the echo reading with children pointing to their own book. Let the children have some time to explore the book independently after echo reading and on subsequent days.

Activity 7: Independent Reading

Objectives: Reading & Literature - 3, 4, 6, 7, 8, 10, 11, 16.

- *Children will be able to read independently.*

Let children read the text independently. Move around listening to their reading and provide help when necessary.

Teacher’s Note: Use Guided Reading to help the struggling readers. Let the fast readers help the slow

ones or let them read the text or supplementary readers. Let them read the supplementary reader for that text, or any other book from the Reading corner.

AFTER READING



Activity 8: Drawing

Objective: Listening & Speaking - 7, 13, 18 Writing - 3, 13 Reading & Literature - 15

- *Children will be able to reinforce the use of "I like..." language structure*

Provide unlined paper and crayons and ask children to draw and colour a picture of something they like. Cut out the pictures and glue them onto a chart titled "I like". Get the children to say what they like as they glue their picture to the card. Put items that are the same together on the chart to enable the practice of plural forms: What are these? These are mangoes.

Introduce Reading Log

Date	Name of the book			Remarks

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

FOLLOW UP ACTIVITY

Activity 9: Workbook A

Objective: Writing - 3, 13 Reading & Literature - 12 Listening & Speaking - 9

- *Children will be able to identify things they like from a wider range of choice.*

On page 23, let children choose and colour the food they like. Using the phrase "I like_," get the children to say what food they like. Encourage them to say this by reading 'I like' from the book and then naming the food they have coloured.

Activity 10: Sing 'The Good Food Song'

Objective: Listening & Speaking - 4, 13 Reading & Literature - 5

- *Children will be able to practice names of food through a singing activity.*

Teach children 'The Good Food Song' from Class PP Anthology.

1. Assessment Tool 5: Observation to test children's behaviour listening and speaking

Activity 10: High Frequency Word

Objective: Reading & Literature – 3, 9 Listening & Speaking – 2, 10 Writing – 12

Children will be able to:

- *identify high-frequency words in the text.*
- *read and write high-frequency words in sentences.*

Teacher’s Notes: Refer to the Teaching of high frequency words in the guide on page xlii.

Together, identify the high frequency words in the text (I, like). Use the strategy given in the guide to teach and reinforce children’s knowledge about the high-frequency words.

Then display the words on the word wall. Make the best use of every opportunity during reading and writing activities to allow children to recognize, read, and write these words.

Supplementary Text:

Use ‘Fruit Salad’ from Class PP Anthology to read aloud to/together with the children. Encourage them to make predictions. Also get them to read any high frequency and known words. Let them identify or locate known letters of the alphabet in the text. Allow them to join in when they come to repetitive sentences and have fun reading together.

WEEK THREE

Activity 1: Continue to teach the Alphabet Sounds (c, h, e, r, m, d)

Objective: Listening and Speaking – 5 Reading - 8 (Use phonics (letter sounds) to read new words and pronounce them clearly)

- *Children will receive ongoing revision of the group 1 sounds: s, a, t, p, i, n and teaching of the group 2 sounds (c, h, e, r, m, d).*

Explanation by the teacher: *now that we know six of the most common sounds in English, we are now ready to learn and keep practising the next group of sounds.*

Source of Materials: Yellow and blue alphabet cards in SSP Pack

Teachers Note: Commence and finish each lesson with the alphabet sounds learned.

Activity 2: Letters of the alphabet (e, d, c)

Writing Objective 1 and 2

Children will be able to:

- *develop motor skills for letter formation*
- *recognize letters and write lower case letter e, d, c*

Teacher's Note: These letter sounds are to be covered within the week. Teacher can plan to cover the letters as they wish over this period.

Refer to the verbal cues listed on the card. Mix up the order in which sounds are presented each day. Use print book to practice sounds e, d, c

Activity 3

Daily Activity:

Phonemic Awareness Training: Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

Objective: To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated throughout Units 1 and 2, students will require much adult support (as it can take over half of a school year to develop these skills). On the teaching cards it states suggestions if students are experiencing difficulty (which is anticipated throughout units 1, 2 and 3).

Children will be able to:

- *engage in the blending activities with adult support (i.e. short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).*
- *engage in the segmenting activities with adult support (i.e. using the model of the adult, copying the teacher's sounding-out and or being directed to match the teacher's mouth.)*

Source of Materials: Pink Phonemic Awareness cards in SSP Pack

Activity 4: Classroom Instructions

Objective: Listening & Speaking - 2, 3, 6,

- *Children will be able to understand and follow simple classroom instructions.*

Review the classroom instructions taught earlier. Use the same process used earlier to add new ones gradually (make, look, read, write, do, run, cut, play, stop, colour, draw, etc). Provide many opportunities for the children to listen and follow these instructions.

Teacher's Note: Keep to simple instructions, e.g. make a circle, colour it, etc. Avoid longer and more complicated instructions.

Activity 5: Workbook A [pages 24 and 25]

Objective: Reading & Literature - 16

- *Children will be able to find the picture that is different.*

Ask the children to point to the object that is different in the picture, then circle it and later tell them to colour it. This is a pre-reading activity.

Activity 6: Song

Objective: Listening & Speaking - 4, 9, 13 Reading & Literature - 5

- *Children will be able to learn language for everyday activities.*

Take children outside and get them to stand in a large circle. Sing the song with actions 'Here we go round the Mulberry bush' from Class PP Anthology.

Activity 7: Present Continuous Tense

Objective: Listening & Speaking - 7, 8, 13

- *Children will be able to use the language structure – the present continuous tense of the verb.*

Get the children to mime the song learned in activity 4 (Here We Go Round the Mulberry Bush)

– one action at a time and ask “What are you doing?” then model the answer, “I am brushing my hair/teeth”, then get the children to repeat the sentence. Repeat the same procedure for the rest of the actions in the song.

Teach any other action words, in regard to the children's immediate interest, that have not been covered during the classroom instruction, e.g. Show them the action (run) and say 'I am running'. Get the children to do the same action and get them to say 'I am running.' Let them do the action once again and this time ask 'What are you doing?' Help them say 'I am running.' Repeat the same process for the rest of the action words you choose to teach. Provide many opportunities to use this structure.

At a later stage, children can be helped to ask the same question “What are you doing?” to their peers.

Activity 8: Present Continuous Tense

Objective: Listening & Speaking - 7, 8, 13

- *Children will be able to use the present continuous tense with the third person (he/ she, and names of children).*

Review the action words done in the earlier activities. Get a child to do an action and ask, “What is he/she doing?” Model the answer, He/She is reading; etc. Repeat the activity with the rest of the action words. Let the children answer the question on their own. Provide enough practice in using the structure, He/she ising.

Teacher’s Note: The use of the verbs: cooking, reading, driving, drinking, washing, cleaning, sleeping, running, eating, talking, writing, need to be practiced well since they occur in the text to be read.

Play a game: Who is the Boss?

Aim: Practice present continuous tense.

Procedure:

1. Explain that the game will have a police officer, a speaker, a boss, and the rest of the class. The police officer will have to find out who the boss is.
2. Choose the police and send him/her out. The class quietly chooses the speaker and
3. the boss.
4. The children sit in a circle and all of them do the same action (e.g. clapping hands/ sleeping, eating, etc.).
5. When the police officer comes in, the speaker will say: We are clapping hands/We are sleeping, etc. The children will continue to do this action but secretly watch the boss. When the boss changes the action, all the players must do the same action almost immediately so that the police officer will not see who the boss is.
6. Every time a new action is done, the speaker will say what action is being done.
7. The police officer must watch and find out who starts the action and when he/she finds it, must say: Stop! I think the boss is_. If the guess is right, the police officer gets to join in the game and the speaker becomes the next police officer. The class then selects another speaker and a boss.
8. If the police officer guesses wrong, he/she must do anything the boss tells him/her to do (jump, sing, write, etc.)

(Source: Lewis, G. & Bedson, Gunther; *Games for Children*; Oxford University Press; 1999, 5th ed: 2003; China)

Activity 9: Drawing Parents/Guardian

Objective: Listening & Speaking - 2, 3

Writing - 3

- *Children will be able to name family members (father/ mother)*

Ask the children to draw a picture of their Mother or Father or whoever looks after them. Ask children, ‘who is in the picture’ and then say/model the name in English, e.g., Father/ Mother, etc. These pictures can be glued on a chart paper and displayed on the wall.

Leave some space for putting up the picture of brother/sister which will be done in the later weeks.

Teacher’s Note: Emphasize on the use of the word; father/mother and not on other family members. The teacher can have a picture of a father and a mother with the label and display it so that it can be used for further revision.

1. Assessment Tool 11: Letter Formation Rubrics (for e, d, c only)

WEEK FOUR

Activity 1: Continue to teach the Alphabet Sounds (c, h, e, r, m, d)

Objective: Listening and Speaking – 5 Reading - 8 (Use phonics (letter sounds) to read new words and pronounce them clearly)

- *Children will receive ongoing revision of the group 1 sounds: s, a, t, p, i, n and teaching of the group 2 sounds (c, h, e, r, m, d).*

Explanation by the teacher: now that we know six of the most common sounds in English, we are now ready to learn and keep practising the next group of sounds.

Source of Materials: Yellow and blue alphabet cards in SSP Pack

Teachers Note: Commence and finish each lesson with the alphabet sounds learned.

Activity 2: Letters of the alphabet (m, h, r)

Writing Objective 1 and 2

Children will be able to:

- *develop motor skills for letter formation*
- *recognize letters and write lower case letter h, m, r*

Teacher's Note: These letter sounds are to be covered within the week. Teacher can plan to cover the letters as they wish over this period.

Refer to the verbal cues listed on the card. Mix up the order in which sounds are presented each day. Use print book to practice sounds h, m, r.

Activity 3

Daily Activity:

Phonemic Awareness Training: Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

Objective: To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated throughout Units 1 and 2, students will require much adult support (as it can take over half of a school year to develop these skills). On the teaching cards it states suggestions if students are experiencing difficulty (which is anticipated throughout units 1, 2 and 3).

Children will be able to:

- *Children will engage in the blending activities with adult support (i.e. short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).*
- *Children will be engage in the segmenting activities with adult support (i.e. using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth.)*

Source of Materials: Pink Phonemic Awareness cards in SSP Pack

Text 3: Father/Mother

Synopsis: **The books talk about the different activities carried out by parents.**

Teacher's Note: There are two books, Father, Mother. Use the same strategy for both the books but use one book at a time and do the second one only after having completed the first one.

BEFORE READING

Activity 4: Picture Walk

Objective: Listening & Speaking - 7, 8, 10, 11 Reading & Literature - 6

Children will be able to:

- *make a life to picture connection,*
- *make a connection between picture and meaning*

Teacher's Notes: Refer to Picture Walk.

Take a picture walk through the book-one book at a time on a different day. Show each picture and ask children a question or make a statement. "What is he/she doing?" He/She is...ing." Vary the questions e.g., "Do you like reading?" help them say "Yes, I like reading", etc... Point to the picture of the father and ask, "Who is this?" Accept any other answer involving different family members but help them say, "Father". Then ask "What is father doing?"

After the children have talked about pictures on the first few pages, get them to predict the action on the next page, eg. "What do you think the father is doing on the next page?" etc.

READING

Activity 5: Explore/Handle book Objective: Reading & Literature - 1, 2, 16

- *Children will be able to explore the book on their own and have fun going through it.*

Give a book to each child. Let them explore and handle the book on their own. Observe what the children do with it. If any child has problems with proper book handling, help him/her. Reinforce any child who is reading or pretend-reading.

Activity 6: Guided Reading

Objective: Reading & Literature - 4, 6, 7,

- *Children will be able to use the knowledge of language structure and picture cues to read the text.*

Teacher's Note: Refer to Guided Reading. The teacher can vary the questions and the strategy but must ensure that the children are guided to use the picture and the language structure cues.

Guide children to read the book. Get them to look at the cover page. Draw their attention to the picture, ask "Who is this?" Help them to relate the picture to the title. Repeat the same procedure for the first page. Then ask them "What is father doing?" After they answer, "Father is running", let them match the spoken sentence to the written sentence (one-to-one matching).

After a few pages, let children read the text by using cue from the pattern of the sentence along with the picture cue.

Activity 7: Independent Reading

Objectives: Reading & Literature - 3, 4, 6, 7, 8, 10, 11, 16.

- *Children will be able to read independently.*

Let children read the text independently. Move around listening to their reading and provide them help.

Teacher's Note: Use the Guided Reading to help struggling readers. Let the fast readers help the slow ones or let them read the text/supplementary readers. Let them read the supplementary reader for that text, or any other book from the Reading corner.

Assessment Tool 7: Rating Scale to assess students' reading (using picture cues).

AFTER READING

Activity 8: Connection

Objective: Reading & Literature - 12, Listening & Speaking - 9

- *Children will be able to make text to life connection*

Show children a page from one of the books and ask them, "What is father/mother doing" After they answer (e.g.: Mother is driving), ask, "Whose mother can drive?" Accept answers in any form of structure. Do not correct their structure. The emphasis is on making connections from the text to their own life bringing out value aspects such as respect, responsibility, appreciation.

FOLLOW UP:

Activity 9: Present Continuous Tense Objective: Listening & Speaking - 7, 13

- *Children will be able to frame sentences using the picture cues.*

Teacher's Note: Hang a piece of flannel on the wall/board. Cut out drawn pictures and mount them on a chart paper or a thicker paper. Use some glue on the back of the paper and spread some sand on it. Let it dry. If available, in place of gluing the sand, a piece of sandpaper can be pasted on the back of the pictures.

Use the flannel board and the pictures of a father, a mother, and different actions that have not been covered in the text, but done during the class activity earlier. e.g. cutting, playing, walking, etc. Put up the picture of the father on the flannel board. Ask, 'Who is this?' Expect the children to say, 'Father'. Then show a picture of one action at a time and ask, 'What is he doing?' After they answer, 'Father is walking', put it up on the flannel board and get them to say what the father is doing. Repeat for the rest of the action and for the Mother as well.

Activity 10: Sentence Construction Objective: Reading & Literature – 3, 4, 16

- *Children will be able to get and reinforce the idea that a sentence is made of a string of words.*

Teacher's Note: Materials required for this game: each word of the text written on a piece of paper that can be hung from a string, a string, a set of these words on pieces of paper for every group.

Show children the book 'Father/Mother' and read the sentences together. Then show them a card with the word 'Father'. Get them to match it to the word in the text and let them read both the words. Then put up the word card with 'Father' on the string. Point to the sentence in the book and let them read it

once again. Ask them what the second word is in the sentence and show them that word and put it up next to the 'Father' word on the string. Let them read these two words. Repeat the same process for a full sentence.

Then make them say a sentence they can remember from the text and put it up, one word at a time, all the while letting them read each word.

Later, ask one child to mime an action that comes up in the sentences on the string. Then ask the class to say what the child is doing. Put up his name card on the string and let the children guide you to put up the rest of the words. Give a set of words to each group. Let the children form sentences by matching words to the ones in the text. Ensure everyone takes turn to make a sentence from the words.

Activity11: Workbook A

Objective: Writing - 13

- *Children will be able to listen and colour.*

Let the children look at page 26 of their workbook A and ask them to colour it. When they have finished, ask them what the girl is doing and get them to talk about the action.

Activity 13: High Frequency Word

Objective: Reading & Literature – 3, 9 Listening & Speaking – 2, 10 Writing – 12

Children will be able to:

- *identify high-frequency words in the text*
- *read and write high-frequency words in sentences*

Together, identify the high frequency words in the text (is, mother, father). Use the strategy given in the guide to teach and reinforce the children's knowledge of the high-frequency words.

Then display the words on the word wall. Make the best use of every opportunity during reading and writing activities to allow children to recognize, read, and write these words.

Supplementary Text:

Use the book 'Bubbles The Artist' to read aloud to/together with the children. Encourage them to make predictions. Also get them to read any high frequency and known words they have already done. Let them identify/locate known letters of the alphabet in the text. Allow them to join in when they come to repetitive sentences and have them fun read together.

Leave the book in the reading corner so that the children can read it during their free time.

1. Assessment Tool 11: Letter Formation Rubrics (for m, h, r only)

WEEK FIVE

Activity 1: Continue to teach the Alphabet Sounds (c, h, e, r, m, d)

Objective: Listening and Speaking – 5 Reading - 8 (Use phonics (letter sounds) to read new words and pronounce them clearly)

- *Children will receive ongoing revision of the group 1 sounds: s, a, t, p., i, n and teaching of the group 2 sounds (c, h, e, r, m, d).*

Explanation by the teacher: now that we know six of the most common sounds in English, we are now ready to learn and keep practising the next group of sounds.

Source of Materials: Yellow and blue alphabet cards in SSP Pack

Teachers Note: Commence and finish each lesson with the alphabet sounds learned.

Activity 2

Daily Activity:

Phonemic Awareness Training: Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

Objective: To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated throughout Units 1 and 2, students will require much adult support (as it can take over half of a school year to develop these skills). On the teaching cards it states suggestions if students are experiencing difficulty (which is anticipated throughout units 1, 2 and 3).

Children will be able to:

- *Children will engage in the blending activities with adult support (i.e. short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).*
- *Children will be engage in the segmenting activities with adult support (i.e. using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth.)*

Source of Materials: Pink Phonemic Awareness cards in SSP Pack

Activity 3: Family Members

Objective: Writing - 3, 13 Listening & Speaking - 2, 6, 7

- *Children will be able to understand and name their family members (brother/sister)*

Review father/mother. Show a picture of a family-father, mother, brother, sister. Teach the terms brother and sister. Ask how many of the children have a brother/sister. Get them to draw picture of their brother/sister and say, 'This is my brother/sister'. Get the children to find their picture of father/mother that they had done earlier and glue the pictures of their brother/ sister near it. Get them to name each of the family members.

Teacher's Note: The children's picture can be labeled (father, mother, brother, sister) and 'My Family' can be written on the top of the chart as a title. On different days, the children can say/read who is in each picture and talk a little about them. To reinforce the family terms, Teach the song 'Family Song'

from Class PP Anthology.

Activity 4: Answer Simple Enquiries

Objective: Listening & Speaking - 7, 12, 13

- *Children will be able to answer correctly to simple enquiries*

Use a puppet to demonstrate answering a simple enquiry. Hold up an object the children know and ask the puppet, “Is this a chair?”. The puppet replies, Yes/No. Later, ask the children ‘Is this a_?’ and help the children answer with ‘Yes/No.’

Repeat this with different classroom objects, places in the school, and names of food.

Use a similar procedure to introduce and practice the structure ‘Is she running? Yes/No with different actions.

Then gradually expand their answers to “Yes, it is/ No, it isn’t,” “Yes, she is/ No, she isn’t” etc.

Activity 5: Make Simple Enquiries Objective: Listening & Speaking - 3, 12, 13

- *Children will be able to make and respond to simple enquiries about matters of immediate interest.*

Using the puppet, demonstrate asking the question, ‘Is this a book? Is she playing?’ Then allow children to take turns to ask the question to the class, groups, pairs, individual.

On another day, get the children to draw pictures of known objects. Let them put their pictures in the center of their group and take turns to pick up a picture and ask, ‘Is this a book?’

Play Guessing Game:

Aim: Reinforce answering to and making simple enquiries

Materials: A set of picture cards of different food/classroom objects for each group. If you are using both food and classroom objects, a picture of an empty plate for food items and a house for classroom objects can be drawn on the back of the cards respectively.

Procedure:

1. Put a set of picture cards face down on the table for each group.
2. Get the children in the group to sit in two lines facing each other. The first child in one of the lines picks a card without showing the picture to the children in the facing line. The first child in the other line must guess what the picture is by asking: Is it a tin? The card holder replies: Yes it is/No, it isn’t.
3. If the child guesses correctly, he/she gets another chance to guess. If the guess is wrong, then this child picks the next card and the child on the other line guesses what it is.
4. The card that has been guessed can be slipped beneath the pile.

(Source: Lewis, G. & Bedson, Gunther; *Games For Children*; Oxford University Press; 1999, 5th ed: 2003; China)

Activity 6: Vocabulary

Objective: Listening & Speaking - 2, 7

- *Children will be able to understand and use the words- dog, cat, boy, girl.*

Introduce the name, ‘dog/cat/boy/girl’ through pictures. Show a picture and ask them, ‘What is this?’ Model the answer, ‘This is a dog/a cat_/That is a dog/ etc.’ Use each picture to ask, ‘Is this a dog?’

No, it isn't/Yes, it is', etc.'. Put a boy at the front of the class and ask the class, 'Is this a girl/ dog/cat/ boy?' expect them to say, 'No, it isn't/Yes, it is' etc. Provide enough practice to allow the children to understand and say these words.

Let children ask the class/groups/pairs 'Is this a ?'

Introduce 'Who is this?', 'This is Dorji' using the picture and the puppet. Then ask the class and let them answer. Show them the picture of Dechen and ask the same question. Repeat the use of the question with the children in the class.

Encourage children to point to any one of their classmates and ask the question to the class/ group/ pair/individual. Let children have enough practice to ask and answer as well.

Activity 7: Possessive

Objective: Listening & Speaking – 2, 3, 7, 8

- *Children will be able to use the possessive 's' to talk about belongings.*

Introduce the use of possessive ('s). Use the belongings of children; show an object to the class and ask, 'Whose is this?' Help them to say, 'It is Karma's bag'. Practice this usage several times using a different child's belonging.

Using children in the class and their belongings, get them to answer to 'Who is this?' (This is Dawa), 'Whose is it?' (It is Dawa's book) etc. Provide practice for the children to ask and answer.

Activity 8: Workbook A

Objective: Listening & Speaking – 3, 6, 8, 13 Writing - 13

- *Children will be able to listen and identify belongings.*

Get the children to look at pages 27 and 28. Listen to what the teacher says and then colour the things that belongs to Dorji/Dechen. Then let them say 'Dorji's dog', etc.

1. Assessment Tool 1: Unit 2 Continuous Formative Assessment consisting of 1 subtest: Group 1 & 2 alphabet sounds

WEEK SIX

Activity 1: Continue to teach the Alphabet Sounds (c, h, e, r, m, d)

Objective: Listening and Speaking - 5 Reading - 8 (Use phonics (letter sounds) to read new words and pronounce them clearly)

- *Children will receive ongoing revision of the group 1 sounds: s, a, t, p, i, n and teaching of the group 2 sounds (c, h, e, r, m, d).*

Explanation by the teacher: now that we know six of the most common sounds in English, we are now ready to learn and keep practising the next group of sounds.

Source of Materials: Yellow and blue alphabet cards in SSP Pack

Teachers Note: Commence and finish each lesson with the alphabet sounds learned.

Activity 2

Daily Activity:

Phonemic Awareness Training: Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

Objective: To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated throughout Units 1 and 2, students will require much adult support (as it can take over half of a school year to develop these skills). On the teaching cards it states suggestions if students are experiencing difficulty (which is anticipated throughout units 1, 2 and 3).

Children will be able to:

- *engage in the blending activities with adult support (i.e. short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).*
- *engage in the segmenting activities with adult support (i.e. using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth.)*

Source of Materials: Pink Phonemic Awareness cards in SSP Pack

Text 4: Dechen and Dorji (Big Book)

Synopsis: It introduces Dechen and Dorji to the class and the pictures tell us about their daily activities.

BEFORE READING:

Activity 3: Picture Walk

Objective: Listening & Speaking - 2, 7, 8 Reading & Literature - 6

Children will be able to:

- *talk about the picture and make meaning*
- *make predictions*

Activate prior knowledge of the action words by getting them to look at the chart with the pictures they had drawn for the text, “Father/Mother”. Ask them: Who is this? What is he/she doing? By pointing to a picture.

Take a picture walk of the big book, ‘Dechen and Dorji’. Show them a page and get them to talk about the pictures on each of them. Ask: Who is this? What is /he/Dorji/she/Dechen doing? Encourage them to predict whose picture would be on the next page and what action would be shown.

READING

Activity 4: Shared Reading

Objective: Reading & Literature - 1, 6, 7, 10, 16 Listening & Speaking - 9, 12

- *Children will be able to listen to and read text in the big book.*

Shared Reading

Get the children to sit close to the Big Book. Let them talk about the title of the book by drawing their attention to the picture and asking them to name the boy and the girl and then pointing to the word as they say it. Read the text fluently, pointing to the words creating the one-to-one matching awareness, expression/intonation, etc. Let the children look and enjoy listening. If anyone chimes in, do not stop them but do not pause your reading either.

Read the book again but this time, ask children to show which page and line to read and also encourage them to read along together any time they know the text. On subsequent days, get groups/ pairs/ individuals to read the line/lines.

Activity5: Choral Reading

Objectives: Reading & Literature – 10, 13

- *Children will be able to read the text together.*

Give the big book ‘Dechen and Dorji’ to each group and choral read the text together.

AFTER READING

Activity 6: Comprehension Objective: Listening & Speaking - 7, 8

- *Children will be able to understand and answer questions related to the text.*

Using the book, ask different levels of comprehension questions, recall, inferential, and critical to the whole class/groups/pairs/individual. e.g. point to the picture in the book and ask;

- (page 3) What is the boy’s name? (recall question)
- (page 1-pointing to the chilli) What is this? (recall question)
- (page 2) Who is this? (recall question)
- (page 5) What is the boy doing? / (page 2) What is Dechen doing? (inferential question)
- (page 8) Who is Dechen’s brother? (inferential question)
- (page 10) What do you do with milk? (critical) etc.

Activity 7: Making Connections Objective: Listening & Speaking – 7, 9

- *Children will be able to make text to life connections.*

Allow children to make text to life connections through questions such as:

- Do you have a dog/cat?
- What colour is your dog/cat?
- What other animals do you have?
- What do you do with your dog/cat, etc.?
- Do you cook at home? / What do you do at home?
- What is Dechen doing? (page 6) Do you like suja? Who makes suja in your house? Etc.

FOLLOW UP ACTIVITIES

Activity 8: Identification of Letters Objective: Reading & Literature - 13

- *Children will be able to identify and name letters in the text.*

Display the letters of the alphabet taught on the board. Give a big book to each group. Get them to look at one page at a time and ask them to look for the sounds they have learnt in the earlier classes.

Activity 9: Drawing

Objective: Writing - 3, 13

- *Children will be able to make text to life connections through drawings.*

Get them to draw a picture of an animal they have/like. Get them to say what it is and the teacher prints the name below the picture and displays it. This can be used for question and answer/retelling on subsequent days.

Activity 10: Song

Objective: Listening & Speaking - 4, 13 Reading & Literature - 5

- *Children will be able to listen to and sing songs about family members.*

Teach them the 'Barney song' from Class PP Anthology for reinforcing the family terms and for fun.

Activity 11: High Frequency Words

Objective: Reading & Literature – 3, 9 Listening & Speaking – 2, 10 Writing – 12

Children will be able to:

- *identify high-frequency words in the text*
- *children will be able to read and write high-frequency words in sentences*

The teacher and the children will together identify the high frequency words in the text (This/ this, Who). Use the strategy given in the guide to teach and reinforce the children's knowledge of the high-frequency words.

Then display the words on the word wall. Make the best use of every opportunity during reading and writing activities to allow children to recognize, read, and write these words.

Supplementary Text:

Use the text 'Barney-Let's go to school' to read aloud to/together with the children. Encourage them to make predictions. Also get them to read any high frequency and known words they have already done. Let them identify/locate known letters of the alphabet in the text. Allow them to join in when they come to repetitive sentences and have fun reading together.

Leave the book in the reading corner so that the children can read it during their free time.

1. Assessment Tool 1: Unit 2 Continuous Formative Assessment consisting of 2 subtests:

- CVC Phonemic Level Blending
- Segmentation of CVC Words

1. Assessment Tool 10: Checklist for reading High Frequency words

UNIT THREE – EMERGENT READING - II

Time allocation: for every week, there is a minimum of 280 minutes. The total time to be spent on Listening & Speaking is 150 minutes (55 %), Reading & Literature is 70 minutes (25 %), and for writing is 60 minutes (15 %)

THEME: *Animals*

WEEK ONE

Teacher's Note: Encourage students to pick books they have read in the earlier units from the book corner and let them read on their own and have fun. Do independent reading over the weeks. Also encourage students to bring their own books to add to the reading corner.

Activity 1: Continue to teach the Alphabet Sounds: (g, o, u, l, f, b)

Objective: Listening and Speaking – 5 Reading – 8 (Use phonics (letter sounds) to read new words and pronounce them clearly)

- *Children will receive ongoing revision of the group 1 & 2 sounds: s, a, t, p, i, n, c, h, e, r, m, d and teaching of the group 3 sounds (g, o, u, l, f, b)*

Explanation by the teacher: now that we know twelve of the most common sounds in English, we are now ready to learn and keep practising the next group of sound.

Source of Materials: Yellow, blue and green alphabet cards in SSP Pack

Teachers Note: Commence and finish each lesson with the alphabet sounds learned.

Activity 2

Daily Activity:

Phonemic Awareness Training: Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

Objective: To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated that by units 3 and 4 that the students are gaining confidence and skill in this area. Some support will still be provided by the teacher. On the teaching cards it states suggestions if students provide an incorrect response to the blending and segmenting tasks.

Children will be able to:

- *Children will engage in the blending activities with adult support (i.e. short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).*
- *Children will be engage in the segmenting activities with adult support (i.e. using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth.)*

Source of Materials: Pink Phonemic Awareness cards in SSP Pack

Activity 3: Everyday Instruction

Objectives: Listening & Speaking - 3, 6, 8, 12

- *Children will be able to follow and give instructions.*

Review the classroom instructions taught in Unit I. Teach everyday instructions such as, Please give me ____; show me ____; bring that ____; eat ____; drink ____; wash your hands, face, brush your hair, cut, make, boil, cook the curry and so on. Give an instruction - Please give me the book and demonstrate the required action. Repeat with different objects. Let children listen to the teacher's instructions and do the action.

After the children have had enough practice following these instructions, use the puppet to give instructions. Get a volunteer to give some instructions. Let other children take turns to give instructions to the class/groups/pairs/individual.

Encourage children to use – my/his/her/your along with instructions such as - Please show her your picture, Please wash your hands, Please give me my pencil, etc.

Activity 4: Game

Objectives: Listening & Speaking - 3, 6, 8, 12

- *Children will be able to develop listening skills.*

Play the game - Do as I say, not as I do. In this game the teacher gives instructions and performs actions at the same time. However, she does not do the same thing as she instructs the class to do, for example, the teacher touches her leg when she says, 'Wash your face.' This means that the children have to listen carefully and do what they hear, not what they see. Children who perform the wrong action are out of the game and should sit quietly for the rest of the game. Gradually children are eliminated until only one is left. She/he is the winner.

Activity 5: Adjectives

Objectives: Listening & Speaking - 6, 7, 8, 11

- *Children will be able to describe objects in their environment.*

Teacher's Note: Bring to the class a variety of objects/pictures that are big, small, long, short, tall, good, bad, full, empty. The adjectives are in contrasting pairs. Introduce a pair in one lesson. DO NOT USE CHILDREN/PEOPLE TO TEACH THE CONCEPT OF GOOD AND BAD.

Show a big leaf and say, 'It is a big leaf.' Use examples of different objects to teach 'big' such as a big stone, a big book, a big picture, a big house. Let the children show the object/picture to the class and say 'a big book,' 'a big tin,' 'a big table,' etc. showing an object/a picture, ask the class: Is this big/small? (Yes, it is/No it isn't), etc. Get children to ask similar questions to the class/ group/individual. Repeat the same process for 'small.' Some children are given practice to use the two contrasting adjectives, get them to say a few sentences describing an object as: This is an eraser. It is small. This is a book. It is big.

The children, in groups can be given some objects and encouraged to pick one of them and describe it in a few sentences to their group members. Get them to take turns in the group. Display pictures of objects with the describing words printed below: a big book; a small book; a long stick; a short stick; etc. for practice, reference, and to encourage learning on their own at all times. Put up the words (adjectives) along with pictures on the wall for further practice and future reference.

Activity 6: Drawing

Objectives: Listening & Speaking - 2, 6, 7, 8, 11 Writing - 3, 13

- *Children will be able to follow the instructions and draw pictures.*

Teacher gives instructions such as 'Draw a small flower. Draw a long snake. Draw a tall boy' and so on.

Children listen to the instructions and draw accordingly in their notebooks.

Using the pictures from their notebooks children in pairs practice saying, 'This is a snake. It is long' and so on. They can print the adjective under their picture. Tell them to copy the word from the display in the previous activity.

Activity 7: Workbook A [pages 29, 30, 31, 32 and 33]

Objective: Reading & Literature – 16 Writing - 13

- *Children will be able to identify objects of different size and length (adjectives)*

To reinforce their use of adjectives, get the children to listen, identify and colour the small one on page 29; big one on page 30; long one on page 31; tall one on page 32; short on page 33. Get them to talk about the object using the adjective: 'a small bag/a big book' etc.

Activity 8: Language Structure Objective: Listening & Speaking – 2,

- *Children will be able to practice language structures for the text.*

Review the use of 'Who is this?/This is Deki. She is short.' After enough practice and review, introduce 'Here is Pema. She is tall/Here is a flower. It is big, etc. Get the children to pick/show an object and use the same language structures to describe it.

Point to a child and ask another child: Who is this? After the child answers, ask him: Who are you? and help him to say: I am Tashi. Repeat the same with all the children in the class. Let the children practice this structure in pairs.

Provide many opportunities for the children to practice using this language structure.

WEEK- TWO

Activity 1: Continue to teach the Alphabet Sounds: (g, o, u, l, f, b)

Objective: Listening and Speaking – 5 Reading - 8 (Use phonics (letter sounds) to read new words and pronounce them clearly)

- *Children will receive ongoing revision of the group 1 & 2 sounds: s, a, t, p, i, n, c, h, e, r, m, d and teaching of the group 3 sounds (g, o, u, l, f, b)*

Explanation by the teacher: now that we know twelve of the most common sounds in English, we are now ready to learn and keep practising the next group of sound.

Source of Materials: Yellow, blue and green alphabet cards in SSP Pack

Teachers Note: Commence and finish each lesson with the alphabet sounds learned.

Activity 2

Daily Activity:

Phonemic Awareness Training: Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

Objective: To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated that by units 3 and 4 that the students are gaining confidence and skill in this area. Some support will still be provided by the teacher. On the teaching cards it states suggestions if students provide an incorrect response to the blending and segmenting tasks.

Children will be able to:

- *Children will engage in the blending activities with adult support (i.e. short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).*
- *Children will be engage in the segmenting activities with adult support (i.e. using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth.)*

Source of Materials: Pink Phonemic Awareness cards in SSP Pack

Activity 3: Possessive Pronouns

Objective: Listening & Speaking - 2, 7

- *Children will be able to identify and claim their belongings.*

Begin by reviewing 'What is your name?' 'My name is...'. Add in 'What is my name?' Help children to say, 'Your name is...'. Get a boy to stand up and ask him, What is your name? After he answers, ask the class, what is his name? Help them to say, His name is Repeat the same process for a girl.

Whenever you find an item belonging to one of the children lying around the classroom ask the question: Whose is this? Expect and help the children to say, 'It is my/his/her/your bag'

Activity 4: Name Body Parts

Objectives: Listening & Speaking - 2, 6, 7, 8, 12

- *Children will be able to name the parts of their body.*

Show/point to different parts of your body and say, 'This is my head/face/foot/hair/hand/mouth/nose /or these are my/arms/ears/eyes/fingers/knees/teeth/shoulders/toes.' Repeat a few more times. Have a chart with the parts of the body displayed. Use this for reinforcing the names of body parts. Later, when they can name the parts without much help from the teacher, get them to name the parts and label each part as it is being named.

Let children show their body parts and say, 'This is my head' and so on. Provide opportunities where children can use his/her/your along with the names of the body parts. Help children to speak clearly. Display a chart with a picture of a body with its parts labeled.

Activity 5: Song

Objective: Listening & Speaking - 4 Reading& Literature - 5

- *Children will be able to sing song to name the body parts.*

Teach children the song, 'Head and Shoulder' with actions from class PP Anthology. Later, get them to name the different parts of the body that they have pointed out in their song.

1. Assessment Tool 5: Observation to test children's behaviour in listening and speaking

Activity 6: Body Parts

Objective: Listening & Speaking – 4, 8, 13 Reading & Literature - 5

- *Children will be able to use the possessive adjectives to talk about the body parts.*

Call a girl in the front and say, 'This is her head. These are her fingers' pointing to her body parts. Do the same with a boy. Let the children practice this in their groups.

Sing the song, 'I Wiggle...' from the PP Anthology.

Teacher's Note: Write the song on a chart and display it in the classroom. Later let the children follow the song on this chart as they sing it.

Activity 7: Drawing

Objectives: Writing – 10 Listening & Speaking – 6

- *Children will be able to draw parts of the body.*

Before doing the workbook, get the children to recognize the body parts in print. Have flash cards of the names of body parts. Then taking each flash card, get them to help you identify its matching word on the body parts chart. Show and encourage them to use the initial and final letter cues to match. When each flash card is matched, get them to read the word on the chart as well as the flash card.

Instruct them to complete the picture by drawing the parts on the outline picture of the body in Workbook A on page 34. Get the children to use the letter cues. After drawing, get them to say: This is her/his head; These are his/her fingers and so on.

WEEK-THREE

Activity 1: Continue to teach the Alphabet Sounds: (g, o, u, l, f, b)

Objective: Listening and Speaking – 5 Reading - 8 (Use phonics (letter sounds) to read new words and pronounce them clearly)

- *Children will receive ongoing revision of the group 1 & 2 sounds: s, a, t, p, i, n, c, h, e, r, m, d and teaching of the group 3 sounds)g, o, u, l, f, b)*

Explanation by the teacher: now that we know twelve of the most common sounds in English, we are now ready to learn and keep practising the next group of sound.

Source of Materials: Yellow, blue and green alphabet cards in SSP Pack

Teachers Note: Commence and finish each lesson with the alphabet sounds learned.

Activity 2

Daily Activity:

Phonemic Awareness Training: Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

Objective: To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated that by units 3 and 4 that the students are gaining confidence and skill in this area. Some support will still be provided by the teacher. On the teaching cards it states suggestions if students provide an incorrect response to the blending and segmenting tasks.

Children will be able to:

- *Children will engage in the blending activities with adult support (i.e. short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).*
- *Children will be engage in the segmenting activities with adult support (i.e. using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth.)*

Source of Materials: Pink Phonemic Awareness cards in SSP Pack

Teach the children the Sound Song from Class PP Anthology.

Teacher's Note: Teach the lines in the song that have sounds of the letters taught for this week only. These lines can be written on a chart and displayed in the classroom.

Text 5: Where is Dechen?

Synopsis: This book talks about different places in and around the school campus.

BEFORE READING

Activity 3: Language Structure

Objectives: Listening & Speaking - 6, 7, 8 Reading & Literature - 2, 4, 12 Writing - 3, 4, 13

- *Children will be able to practice language structure that will occur in the book*

Bring to the class a drawing of a man and a woman with a small girl and a boy in the front, a cat on the table and a dog under the table. Show the picture and ask “Who is this?” pointing to the picture of the small girl (Dechen). Repeat the same with the picture of the boy (Dorji). Ask who the man and the woman might be. Introduce them as Dechen’s father and mother.

Now ask the children, “Where is the cat/dog?” to review preposition (in, on, under). Introduce the new language structure: Is the cat under the table? No it is not under the table. Using real objects, provide several situations for the children to use the structure.

Activity 4: Book Talk

Objectives: Listening & Speaking - 2, 6, 7, 8, 10

- *Children will be able to predict the story looking at the pictures.*

Teacher’s Note: Refer to Book Talk in the Guide on page xxvi.

After informing the children that you will read the new book together, give a copy of the book to each child and let them handle/explore it for a while. Then engage the students in a Book Talk.

Use the structure practiced while talking: Where is the book? Is it under the table? Is she in the classroom? Where is the dog? Is it in the house? etc. Guide and show the children how to use strategies to read words, using pictures, making sense of the sentence, language structure cues, high frequency words, other known words, and making predictions. e.g. What is the boy doing? Who is he calling? What is he saying? Do you think he will find Dechen on the next page? What do you think will be on the next page? Where do you think Dorji will look for Dechen on the next page? Can you read any words on this page?

READING

Activity 5: Shared Reading

Objectives: Listening & Speaking – 10 Reading & Literature - 10

- *Children will be able to read the text along with the teacher.*

Teacher model reads the text by pointing to every word. Read fluently and with expression. Then do a shared reading as the text has repeated phrases. Read the book once or twice and encourage students to join in the reading especially when the repeated phrases occur.

Activity 6: Echo Reading

Objectives: Reading & Literature – 10

Listening & Speaking - 10

- *Children will be able to read after the teacher.*

Involve children in an echo reading. Teacher reads the book fluently with expression and intonation and lets the children echo read pointing to each word.

Activity 7: Independent Reading

Objectives: Reading & Literature - 3, 4, 6, 7, 8, 10, 11, 16.

- *Children will be able to read independently.*

Let children read the text independently. Move around listening to their reading and providing help.

Teacher's Note: Use Guided Reading to help the struggling readers. Let the fast readers help the slow ones. Let them read the text/supplementary readers. Let them read the supplementary reader for that text, or any other book from the Reading corner.

AFTER READING

Activity 8: Connection

Objectives: Listening & Speaking - 2, 6, 7, 8, 9, 10 Reading & Literature – 12

- *Children will be able to make text to life connection.*

Let children talk about the book and their real life experiences. Use questions to help initiate the children's talk. e.g. What is Dorji doing? Where is Dechen? What are they doing? Do you play like this with your brother/sister/friends? What do you like to play? etc.

Activity 9: Shared Writing

Objectives: Writing – 3, 4, 6, 7, 9, Reading & Literature – 10, 14, 16

- *Children will be able to draw pictures and dictate sentences to accompany them.*

Ask children, 'Did you like the story? What did you like about it?' etc. After getting them to talk about who is looking for whom in the book, ask the children if they would like to read a story about Dechen looking for Dorji. Get ideas about the story from the children through prompts and references to the text they have read.

e.g.

- What do you want to write about Dorji?
- What do you want to write first?
- Do you want Dechen to look for Dorji and say the same thing as Dorji said?
- Where do you want Dechen to look for Dorji first?
- Who do you want Dechen to see on the next page? etc.

Ask children to give ideas and sentences. Let them repeat the sentence and write it on the board. Have them spell words they already know. When they have finished the story, ask them how they would want it to be presented as a story– (with/without pictures?). If they say they want it with pictures, discuss what they would like to see in the pictures using the information from the sentences written. Get volunteers for the pictures. If there are any children left without any pictures to be drawn, involve them in colouring or assisting the others who are drawing.

After they have completed their pictures, ask for the first picture and put it up on the wall. Get them to say the sentence once again and copy it from the ones already written on the board. Repeat for the rest of the pictures and sentences. Get them to survey their wall story and appreciate it. Provide positive reinforcement. Then get them to read their wall story as a class/group/pair/individual. Encourage them

to read it during their free time.

FOLLOW UP

Activity 10: Game

Objectives: Listening & Speaking - 6, 8

- *Children will be able to practice the structures mentioned in the main text (where are you?)*

Group the children in threes and let them play, 'Hide and Seek'. Instruct them that one of them can go and hide somewhere and the other two will go around looking for him/her. They name the child and say '___where are you?' and when they go looking for the child in one place, they must say, 'Is he/she here?' If they do not find the child, then say, 'No he/she is not in/under the.' When they find the child, they say, 'Here he/she is.' And then swap roles till all of them have had a chance to hide and be the seeker.

Activity 11: High Frequency Word

Objective: Reading & Literature - 3, 9 Listening & Speaking - 2, 10 Writing - 12

Children will be able to:

- *identify high-frequency words in the text*
- *read and write high-frequency words in sentences*

Together, identify the high frequency words in the text (in, she, where, you). Use the strategy given in the guide to teach and reinforce the children's knowledge about the high frequency words.

Then display the words on the word wall. Make the best use of every opportunity during reading and writing activities to allow children to recognize, read, and write these words.

WEEK- FOUR

Teacher's Note: Review the topics taught in the earlier units.

Activity 1: Continue to teach the Alphabet Sounds: (g, o, u, l, f, b)

Objective: Listening and Speaking – 5 Reading - 8 (Use phonics (letter sounds) to read new words and pronounce them clearly)

- *Children will receive ongoing revision of the group 1 & 2 sounds: s, a, t, p, i, n, c, h, e, r, m, d and teaching of the group 3 sounds (g, o, u, l, f, b)*

Explanation by the teacher: now that we know twelve of the most common sounds in English, we are now ready to learn and keep practising the next group of sound.

Source of Materials: Yellow, blue and green alphabet cards in SSP Pack

Teachers Note: Commence and finish each lesson with the alphabet sounds learned.

Activity 2

Daily Activity:

Phonemic Awareness Training: Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

Objective: To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated that by units 3 and 4 that the students are gaining confidence and skill in this area. Some support will still be provided by the teacher. On the teaching cards it states suggestions if students provide an incorrect response to the blending and segmenting tasks.

Children will be able to:

- *Children will engage in the blending activities with adult support (i.e. short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).*
- *Children will be engage in the segmenting activities with adult support (i.e. using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth.)*

Source of Materials: Pink Phonemic Awareness cards in SSP Pack

Activity 3: Naming Clothing

Objectives: Listening & Speaking - 2, 6, 8

- *Children will be able to name their clothes.*

Point to your/child's dress and get them to name each of them (tego, kira, gho, kayra, wonju). The children would probably know the names since it is in the first language and not in English. However, teach them socks, shoes.

When they have been given several opportunities to practice using these names of clothing, have the children touch one of the clothes they are wearing and say, 'This is my kira,' 'This is my gho,' etc. Then let the child touch his/her friend's clothes and say, 'This is his/her tego,' etc. Let them practice saying the names of the clothing using 'This is my/his/her/Karma's/ etc.' in their own small groups.

Put pictures of clothing with their names in print up on the wall for everyone to see and practice. Let children complete the activity on page 1 of the Workbook B. Let the children listen and follow instructions: ‘colour the kira red/colour the gho blue’. Ask them to trace the letters of the phrase given on it and try to read it using the meaning cues from the picture.

Activity 4: Drawing Clothing

Objectives: Listening & Speaking - 2, 4, 6, 8 Reading & Literature – 5 Writing - 4, 5, 6

- *Children will be able to identify different clothes.*

Let the children draw their clothing (gho, kira, wonju, tego, lagey and socks). Colour and write one or two words describing their pictures. Children can find the words on the word wall. Call a boy first and then a girl in front of the class with their pictures and ask them to show their pictures to the class and practice saying “This is my gho. It is blue/This is my kira. It is yellow etc.

Then show them the picture of clothes that you have drawn. e.g. Tego. Let them name it in a sentence. e.g. That is your tego. It is black. Let a child put it in any place in the classroom while you close your eyes. When you open your eyes, ask: Where is my tego? And look for it at different places in the classroom. say: My black tego is not here. When you find it, say: Here is my black tego. If you cannot find it after a while, get children to help you find it and let them say the sentence: Here is your black tego.

Repeat this with different children and their pictures. Sing ‘Dorji’s gho’ from Class PP Anthology.

Activity 5: Animals

Objectives: Listening & Speaking – 4, 7, 8 Reading & Literature – 5

- *Children will be able to name the animals.*

Prepare picture cards of the animals (monkey, cow, hen, pig) and use them to teach the animal name: show and name ‘a cow.’ Get them to repeat as a whole class/group/individual. Introduce the others in the same way.

Later, ask: What is this? Have them respond ‘This is a _____’ for all the animals taught.

Then let them practice asking and answering: What are they?; They are cows/pigs/etc. Provide each child enough opportunity to practice these structures.

Play Remember-Remember game. There should be pictures of animals on all the cards. Children in groups play the game by turning over two cards at a time. Ask, “What are they?” when a child turns over the cards, help him/her say, “They are pigs.”

Teach them the song ‘What the Animals Say’ from Class PP Anthology.

1. Assessment Tool 3: Rating Scale to Assess Children’s Competency in Oral Skills

Activity 6: Workbook B [pages 2, 3 and 4]

Objective: Reading & Literature - 6, 7

Listening & Speaking – 3 Writing – 4, 12

- *Children will be able to match the pictures of the animals.*

To reinforce their knowledge of the names of animal as well as to be aware of the animals' names in print, get them to look at and match the picture-with-names, on page 2.

Help the children to read the question and answer by looking at the picture. Then let them write the name of the animal to complete the sentence on page 3. Later encourage them to read both the question and the answer.

On page 4, guide the children to read the question and answer it by counting the pictures.

Help them fill up the blank with the correct word.

WEEK-FIVE

Activity 1: Continue to teach the Alphabet Sounds: (g, o, u, l, f, b)

Objective: Listening and Speaking – 5 Reading - 8 (Use phonics (letter sounds) to read new words and pronounce them clearly)

- *Children will receive ongoing revision of the group 1 & 2 sounds: s, a, t, p, i, n, c, h, e, r, m, d and teaching of the group 3 sounds (g, o, u, l, f, b)*

Explanation by the teacher: now that we know twelve of the most common sounds in English, we are now ready to learn and keep practising the next group of sound.

Source of Materials: Yellow, blue and green alphabet cards in SSP Pack

Teachers Note: Commence and finish each lesson with the alphabet sounds learned.

Activity 2: Letters of the alphabet (g, o, u))

Writing Objective 1 and 2

Children will be able to:

- *develop motor skills for letter formation*
- *recognize letters and write lower case letter (g, o, u)*

Teacher's Note: These letter sounds are to be covered within the week. Teacher can plan to cover the letters as they wish over this period.

Refer to the verbal cues listed on the card. Mix up the order in which sounds are presented each day. Use print book to practice sounds h, m, r.

Activity 3

Daily Activity:

Phonemic Awareness Training: Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

Objective: To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated that by units 3 and 4 that the students are gaining confidence and skill in this area. Some support will still be provided by the teacher. On the teaching cards it states suggestions if students provide an incorrect response to the blending and segmenting tasks.

Children will be able to:

- *Children will engage in the blending activities with adult support (i.e. short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).*
- *Children will engage in the segmenting activities with adult support (i.e. using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth.)*

Source of Materials: Pink Phonemic Awareness cards in SSP Pack

Text 6: Who Took It?

Synopsis: This book introduces children to the idea of working together and how that brings success.

BEFORE READING

Activity 4: Picture Walk

Objectives: Listening & Speaking - 2, 6, 7, 8, 10, 11, 13 Reading & Literature - 6, 12

Children will be able to:

- *talk about pictures.*
- *make text to life connections*

Take a picture walk. Get them to talk about the pictures and make meaning of the story as well as make text to life connections. Begin with the cover page followed by the other pages asking questions that would help them look, think, and reflect on their own life experiences, predict and make meaning of the story.

e.g. Sample questions:

- What do you see?
- Whose dog is it?
- What colour is the dog/cat/gho/tree?
- Do you also have a dog?
- What colour is it?
- What are they/is it doing?
- Is it big/small?
- Where is the ?
- Whose hand is it?
- What is it doing?
- What do you think is on the next page?
- Who is eating the rice?

READING

Activity 5: Shared Reading

Objective: Listening & Speaking - 2, 6, 7, 8, 10, 13 Reading & Literature - 6, 7

- *Children will be able to read the text with the teacher looking at the repetitive pattern.*

Do a shared reading using a pointer to track each and every word. Read expressively and fluently during the reading.

Get children to identify or look for a letter of the alphabet in the text. Highlight vocabulary and repetitive patterns. Re-read the book once or twice. Gradually encourage the students to join in.

Activity 6: Choral Reading

Objectives: Reading & Literature - 4, 6, 8, 10

- *Children will be able to read the text together.*

Read the text together with the children while pointing to the words in the text. Repeat once again with only the children reading and the teacher pointing to the words.

Activity 5: Group Reading

Objective: Reading & Literature - 6, 7, 10, 11

- *Children will be able to read the text on their own*

Have a big book for each group. Let children read the text in their groups. Move around and provide help to those who have difficulties using Guided reading approach.

AFTER READING

Activity 7: Conversation

Objectives: Listening & Speaking - 2, 7, 8, 9 Reading & Literature - 12, 15

- *Children will be able to make text to life connection.*

Take away the book and involve them in a conversation. Teacher may use the following questions to guide the discussion: Have you lost anything? Did anyone take your things away? What did you do? Did you look for them? Did you cry? Did you find it? Is the Monkey good or bad? Do you want to keep a Monkey at home? Do you like this book? What do you like about this book?

FOLLOW UP

Activity 8: (Group Story)

**Objectives: Reading & Literature - 2, 3, 4, 6, 7, 10, 14 Listening & Speaking - 2, 7, 8, 1
Writing - 3, 4, 6, 7, 8, 9, 10, 12, 13**

Children will be able to:

- *use known words to write and dictate phrases/sentences for the group story.*
- *read the group story.*

Children draw pictures of the things lost in the story. They label their picture with the known words/phrases/sentence. When students have finished drawing, ask, 'What did the monkey take first?' (Ask questions in sequence- next, after that, at last and so on). Collect the pictures in sequence and display on the wall as a wall story.

If any child has any extra information to be added to the picture, he/she can be made to dictate the sentence and you can write them underneath the pictures.

Then let children read the words/phrases/sentences written. They can use picture, language structure, and known word cues to read them.

Activity 9: High Frequency Word

Objective: Reading & Literature – 3, 9 Listening & Speaking – 2, 10 Writing – 12

Children will be able to:

- *identify High Frequency words in the text*
- *read and write High Frequency words in sentences*

Together, identify the high frequency words in the text (here, not, on). Use the strategy given in the guide to teach and reinforce the children's knowledge about high frequency words.

Then display the words on the word wall. Make the best use of every opportunity during, reading and writing activities to allow children to recognize, read, and write these words.

1. Assessment Tool 1: Unit 1 Continuous Formative Assessment consisting of 1 subtest:

- **Group 3 alphabet sounds**

1. Assessment Tool 13: Letter Formation Rubrics (for g, o, u only)

Supplementary Text:

Use the book 'Bubbles owns up' to read aloud to /together with the children. Encourage them to make predictions. Also have them read any high frequency and known words they have already learned.

WEEK-SIX

Activity 1: Continue to teach the Alphabet Sounds: (g, o, u, l, f, b)

Objective: Listening and Speaking – 5 Reading - 8 (Use phonics (letter sounds) to read new words and pronounce them clearly)

- *Children will receive ongoing revision of the group 1 & 2 sounds: s, a, t, p, i, n, c, h, e, r, m, d and teaching of the group 3 sounds (g, o, u, l, f, b)*

Explanation by the teacher: now that we know twelve of the most common sounds in English, we are now ready to learn and keep practising the next group of sound.

Source of Materials: Yellow, blue and green alphabet cards in SSP Pack

Teachers Note: Commence and finish each lesson with the alphabet sounds learned.

Activity 2: Letters of the alphabet (l, f, b)

Writing Objective 1 and 2

Children will be able to:

- *develop motor skills for letter formation*
- *recognize letters and write lower case letter (l, f, b)*

Teacher's Note: These letter sounds are to be covered within the week. Teacher can plan to cover the letters as they wish over this period.

Refer to the verbal cues listed on the card. Mix up the order in which sounds are presented each day. Use print book to practice sounds h, m, r.

Activity 3

Daily Activity:

Phonemic Awareness Training: Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

Objective: To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated that by units 3 and 4 that the students are gaining confidence and skill in this area. Some support will still be provided by the teacher. On the teaching cards it states suggestions if students provide an incorrect response to the blending and segmenting tasks.

Children will be able to:

- *Children will engage in the blending activities with adult support (i.e. short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).*
- *Children will engage in the segmenting activities with adult support (i.e. using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth.)*

Source of Materials: Pink Phonemic Awareness cards in SSP Pack

Activity 4: Household Objects

Objective: Listening & Speaking – 2, 8, 10

- *Children will be able to name household objects.*

Using pictures, introduce the household items (plate, mug, spoon, cup, bottle, pot, ladle, knife, stove) as words. Practice the use of these names by reviewing the structures: What is this/that? This/ that is.../ (colours)What colour is?/(preposition)Put the plate on the table, etc./. This activity can be done as teacher-class, teacher-small group, student-class, student-small group, etc.

Have the pictures of the household items with their names in print displayed on the wall.

Activity 5: Chain Game

Objective: Reading & Literature – 9, 16 Listening & Speaking – 2, 3, 10, 12, 13

- *Children will be able to play games to reinforce the names of the household objects.*

Materials: a set of cards with the pictures of household objects along with their names in print. Have the sets prepared according to the number of groups in your class.

Procedure:

1. Divide the class into two/three teams. The teams sit in line with their backs to you, except the first player on each team, who should be facing you.
2. Keep a set of cards on the table behind the last player. You also have a set of cards.
3. When everybody is ready, hold up a card. The players facing you look at the card and whisper the name of the object down the line. The last player on each team must choose the correct picture of the object from the set of cards on the table and hold it up. If the object is correct the team gets one point. The child can leave the card in the pile.
4. The last player now goes to the front of the line and faces you. Start again.
5. After 10-15 minutes, the team with the most points wins.

(Source: Lewis, G. & Bedson, Gunther; *Games for Children*; Oxford University Press; 1999, 5th ed: 2003; China)

Activity 6: Workbook

Objective: Listening & Speaking – 2, 3 Writing - 13

- *To reinforce the names of the household objects.*

On page 8, children can name and complete the pictures of the household objects.

On page 9, match and colour the household objects. On page 10, listen and colour the objects: 'Colour the plates blue' etc. On page 11, find the same picture of the household object on the right and match it.

For fun and recreation and reinforcement of some house hold items, teach the song 'How Does the Corn Go' from class PP Anthology.

Activity 7: Numbers

Objective: Listening & Speaking – 2, 4, 6, 7, 8 Reading & Literature - 5

- *Children will be able to talk about numbers in relation to objects.*

Review names of classroom objects, food, household objects to introduce the structure: She/ He has two pencils, It has one tail, They/I/We/You have three bottles.

Give out the objects/pictures of objects to each child in the group. Let each child take a turn to show what he/she has and say: I have two bottles. The next child says: He/she has two bottles. Then show his/her object/picture and say: I have five stones. Repeat with the rest of the members. When everybody has finished, let the group say: We have two bottles, five stones, etc. The next group says: They have two bottles, five stones, etc. Then after showing their objects, they say: We have three tins, six sticks, etc.

Also practice the use of: How many pencils does she have? She has five pencils; How many tins do you have? I have one tin; etc.

Activity 8: Song

Objective: Listening & Speaking – 4, 13 Reading & Literature - 5

- *Children will be able to sing a song to talk about numbers.*

Teach children the song, 'Ten Little fingers' from Class PP Anthology with actions. This will help reinforce the numbers and the body parts that they have learnt earlier.

Activity 9: Workbook

Objective: Reading & Literature – 3, 4, 6, 14, 16 Writing – 10, 13

Children will be able to:

- *match phrase to picture*
- *reinforce the use of has/ have*

On page 12, let children use the visual cues to read the phrase and match it to the correct picture. On page 13, count the animals and write the number on the blank, then let them read the phrases. On page 14 the children need to count and fill in the blanks with the number and the name of the object. On 15 they need to read the sentences using visual cues and match them to the correct picture.

Activity 10: Drawing

Objective: Listening & Speaking – 3, 13 Writing – 3, 4, 13

- *Children will be able to talk about numbers of objects from the pictures drawn.*

Get the children to work in small groups. Each child in a group can be instructed to draw one classroom object and colour it. When they complete it, put up the same pictures in a set on a bigger chart and display them on the wall. Use this chart to talk about name/number/ colour/ e.g. What are these? Bananas. Help them say, 'five yellow bananas'. Teacher can write that phrase beneath the set of pictures. Repeat the same process for the rest of the pictures.

The children can then be asked to draw any one food item they like and colour it. The teacher can put up a chart with sets drawn on it where the children can then glue their pictures in the set that has similar

pictures and similar colours as their own. This chart can then be used to practice the above language structures. The children can be asked to contribute ideas, words, and letters to label their displayed drawings.

Teacher's Note: This chart can be used to help children read the phrase through one-to one correspondence. The children can also be asked to look for letters in the phrases displayed.

1. Assessment Tool 13: Letter Formation Rubrics (l, f, b only)

1. Assessment Tool 1: Unit 3 Continuous Formative Assessment consisting of 2 subtests:

- CVC Phonemic Level Blending
- Segmentation of CVC Words

WEEK-SEVEN

Theme: - School/Animal/Plants

Topic: - Plants

Word Knowledge (Vocabulary):

- Plants – big, small, these, those, that
- Flowers – leaves, stem, flower, root
- Colour – red, blue, green, yellow, brown, black, white etc.
- Places – garden, flower pot
- Use of flowers – gift, offering,

Like, flowers, what, there, many, less, more, are, here, garden, beautiful, this, is, name, sing, Rhyme, come, go, in, out, count, different, song, listen, look, together, draw, colour, write, fall, full, down, up, read, open, around, types.

Activity 1: Plant (45-50 minutes)

Objectives: Listening & speaking: 2, 3, 6, 7, 8, 10)

- *Children will be able to speak about plants using simple demonstrative adjectives.*
- *Children will be able to follow simple instructions to observe plants.*

Introduce the concept of plants by taking children outside. Show them all the different plants around the school. Teacher points to the plant(s) and demonstrates the use of language below:

- *What is this?*
This is a plant.
- *What are these?*
These are plants.
- *What is that?*
That is a plant.
- *What are those?*
Those are plants.
- *Is this a plant?*
No, it is not a plant. It is a... Yes, it is plant.
- *Are these plants?*
Yes, they are.
No, they are not plants. They are...

Provide enough practice using above language. Teacher questions and students respond accordingly.

Activity 2: Parts of plant (150 minutes)

Objectives: Listening & Speaking- 6, 7, 8, 10, 11

- *Children will be able to speak about parts of plant using simple sentences.*
- *Children will be able to pronounce words related to parts of a plant correctly.*

Take children outside the classroom. Instruct them to uproot a weed (unwanted plants) and tell them to stand near or around the garden holding the plant. Then show them the parts of the plant using the phrases mentioned below. Demonstrate pointing at each parts of the plant and practice the language repeatedly till they are familiar with the phrases.

Language in practice

Show a plant and point at each part saying:

- *This is a leaf.*
- *These are leaves.*
- *This is a root.*
- *These are roots.*
- *This is a stem.*
- *These is a flower*
- *These are flowers.*

Ensure that children point to the right parts of the plant while practising.

Play the game: “Sonam says”

Procedure:

- Tell children to stand in a semi-circle facing the teacher. Keep enough space between them to move freely.
- Tell children to hold the plant and get ready for the game.
- Instruct them to touch the parts of the plant only when teacher demonstrates ‘Sonam says touch the ...’. If the teacher does not say ‘Sonam says’ then they should not touch any parts of the plant.
- The children failing to follow the rules will be provided with an opportunity to play again after s/he is asked to speak one of the sentences from the language in practice by pointing at the appropriate part.

Teacher’s Note: Ensure all the students know the vocabulary such as stem, leaf, roots, and flower. Provide enough practice to develop listening and speaking skills. This is an opportunity to practice the language taught earlier. After the activity, make sure to dispose the plants in the proper place.

Activity 3: Listen and colour (45 - 50 minutes)

Objective: Listening & speaking- 3, 9 Writing- 3, 4,

- *Children will be able to listen to simple instructions to colour the parts of a plant.*

Instruct children to colour different parts of a plant given on Workbook Page No..35 Teacher gives the following instructions:

- Turn to page number 35 of your workbook.
- Can you see a picture of a plant?
- Colour the root brown.
- Colour the leaf green.
- Colour the stem green.
- Colour the flower red.

Topic: - Flower

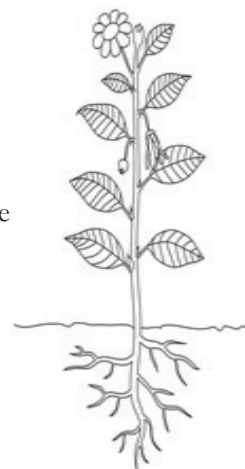
Activity 4: Rhymes (45 - 50 minutes)

Objective: Listening & Speaking- 4, 6, 8, 13

- *Children will be able to listen to, pronounce and enunciate the words from the rhyme.*
- *Children will be able to enjoy singing rhymes.*

Teacher sings the song “Flowers” along with the actions. (To be sung to the tune of “Twinkle Twinkle Little Star”)

*Flowers, flowers everywhere.
In the garden, in my hair.
In the vase and at the store,
On the table, on the door.
What a lovely time of year,
Flowers blooming, bringing cheer.*



Instruction:

- We will sing the rhyme.
- Listen to me. (Teacher sings and demonstrates)
- Sing after me.
- Let us sing together.

Children follow the teacher. Encourage children sing the rhyme with actions.

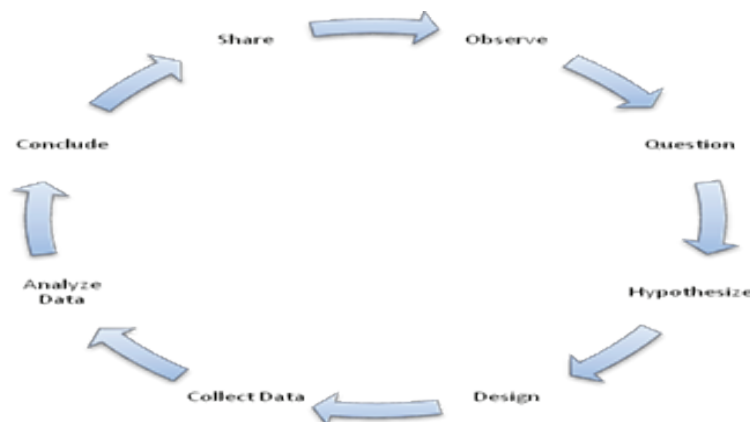
Teacher’s Note: The above rhyme is suggested one; the teacher can choose any rhymes on flower. Teachers are encouraged to begin and end the lesson with an appropriate nursery rhyme.

Activity 5: - Identify and count types of flower. (200 minutes)

Objective: (Listening & Speaking 2, 3, 8, 6, 7, 8, 10, 11, 12, 13)

Children will be able to:

- *speak simple sentences to identify flowers.*
- *follow simple classroom instructions during the exploration.*



Procedures:

OBSERVE

Take children out to the school garden or any place having many flowers. Ask the children to first observe around the garden very carefully. Give enough time to observe the flowering plants.

Instruction

Let's go out in the school garden.

Look at the flowers carefully.

QUESTION: How many types of flowers are there in the garden?

Choose one of the flower gardens for modeling on how to respond to the question using the language in practice mentioned below.

How many types of flowers are there in the garden?

I think there are four types of flower.

There might be four types of flower.

Provide sufficient practice to the children to use the above phrases. Then take them to other gardens in the school campus and practice the language. Pose the question and provide think time for children to respond. Don't let them count but let them predict. Encourage to use the language practiced earlier.

Language in Practice

There might be types of flower.

I think there are.....types of flower.

Ensure to practice these phrases to predict and to estimate during the time of responding. Practice the

phrases repeatedly before going to the next step.

HYPOTHESIZE

Provide a worksheet each and let them write their prediction in the first column of the table. Tell them to just note the number in the first column:

My estimation	Final Finding (count the types of flower and tally)
E.g.	3

Instruction:

- *Look at the table in the worksheet.*
- *Take out your pencil and eraser.*
- *Look around the flower garden carefully.*
- *Guess and write down types of flowers.*
- *Write only the number in the first column.*

DESIGN

Let children use the same worksheet to tally the types of flowers in the second column of the table. Let them count the types of flower to fill up the second column.

My estimation	Final Finding (count the types of flower and tally)
E.g. 3	5

Instructions:

- *Look at the table again.*
- *Use your pencil.*
- *Look around the flower garden.*
- *Count the types of flowers and tally it in the second column.*

ANALYZE DATA

Ask children to analyze their answers and predictions with their friends. Tell them to count the flowers to reaffirm.

Instruction:

- *Is your answer same or different?*
- *Yes, it is. No, it is not.*
- *Check your answers with your friends. (team)*
- *Count again all the types of flower in the garden.*

CONCLUDE

Ask children to come to the final conclusion for the most common number.

Teacher: *How many types of flower are there?*

Student: *There aretypes of flower.*

SHARE

Ask them to share their estimations with their team mates (round Robin) using the phrases taught earlier.

Finally, teacher may ask children to share their findings in a team. Then let them select a child to represent their team to share to the whole class. Encourage them to use the phrase mentioned below to share their answers.

“There are _____ of flowers in the garden.

Activity 6: Names of flower (150 minutes)

Objective: listening & speaking-7, 8, 10

Children will be able to:

- *ask simple questions about names of the flower.*
- *respond to simple questions during the interview.*

Demonstrate asking the following questions using puppets.

- What is this? (Show a flower)
- What is the name of the flower?
- What are these? (show more than one flowers)
- What colour is it? (Use the colour taught earlier)

Let children take turns to ask above questions with face partner. Then take children out to school garden or staff quarters to explore flowers. Let them ask the same questions to the nature coordinator/forest officers or teachers.

Teacher’s Note: Inform in advance to the concern people/person who is going to participate in the interview to get prepared with the names of the flowers.

Follow up/Assessment

Teacher’s Note: Prepare a set of name card for each team. Each set can have 4-5 names of flowers depending on the availability in the school garden.

Students Name	What is this?	What are these?	What is that?	What are those?
1. Sonam	√	√	√	√
2. Tashi	√	×	√	√

Activity 7: Tag the flower: Game (100 minutes)

Objective: Listening & speaking – 6, 10, Reading & Literature – 4

Children will be able to:

- *speak simple sentences about flowers.*
- *relate the spoken word to the written word about the names of the flowers.*

Let children go out and sit in teams. Provide a set of same name cards to each team. Each card will have the name of a flower such as Rose, Marigold, Aster, Dahlia, Sun flower and Hibiscus. Then teacher reads all the name cards repeatedly until children can read independently by looking at the card. After that instruct the teams to go with the name cards, match the card with the real flower and tag it. They can use

twine thread to tag the flower. The first team to complete tagging the names correctly is declared as the winner. The team can compare with other teams and make necessary correction if tagged incorrectly.

Instruction:

- *Let's go out and sit in teams.*
- *Let's read the name cards.*
- *This is ROSE.*
- *Now read the name cards in your team.*
- *Read the name card again and again.*
- *Team 1 can go and tag the flower.*
- *Look at your name card and tag it to the flower.*

Activity 8: Names of flower (50 minutes)

Objective: Writing- 2, 5, 10, 11, 13

- *Children will be able to write at least 5 new words of flowers independently.*

Let students draw and colour the flowers that they have tagged with the name card in their note book. Tell them to write the names of the flowers by referring to the name card. After that they can move to the next flower and repeat the activity.

Instructions:

- *Draw the flower that you have tagged.*
- *Colour it.*
- *Write the name of the flower under it.*
- *Use the name card if you don't know the spelling.*
- *Then you can go to the next flower.*

Activity 9: Care for flowers (100 minutes)

Objective: Listening & speaking-3, 6, 7, 8

- *Children will be able to speak in simple sentences to define problem, generate ideas and provide solutions.*



Procedure:

1. **Define:** Students and teachers will collaboratively identify a problem in a specific garden in the school (PP garden, Scout park) such as: -
 - Students pluck the flower.
 - Students stamp over the flower bed.

Take children outside. Show a wilted or drooping flower and ask the following questions to initiate the discussion:

- *What has happened to the flower? (E.g. show a wilted flower in the garden)*
- *Why is it not growing? (Expected answer... It was plucked, stamped, kicked)*

2. Generate idea by asking cue questions: What will we do to take care of flowers?

The following are the expected responses and the question should lead towards expected responses as follows:

- *We will put water.*
- *We will not touch flowers.*
- *We will not kick flowers.*

3. Solution: Students are going to choose the best solution for the problem.

Students can use the phrases:

- *We will not stamp flowers.*
- *We will not kick flowers.*
- *We will water flowers.*
- *We will weed.*
- *We will not pluck flowers. (Use gesture)*
- *We will walk along the footpath.*
- *We will not walk on flowerbeds.*

4. Evaluate: Children evaluate whether their solutions really worked or not by observing the flower garden for at least a week. Remind children that they will be evaluated after a week.

Teacher's Note: Encourage children to find the relevant solution to the problem defined. Then let children share their solutions to the whole school/class. The solutions should be implemented by the children and evaluated.

Teacher's Note: Let children look after the designated garden (PP garden, Scout Park) for at least a week and inform the teacher of its progress or regress. Children and the teacher can revisit the problem to generate better ideas/solutions to take care of the flowers.

1. Assessment Tool 10: Checklist for reading High Frequency words

1. Assessment Tool 9: Checklist to assess Reading log (once a term)

UNIT FOUR- EMERGENT READING III

Time allocation: for every week, there is a minimum of 280 minutes. The total time to be spent on Listening & Speaking is 150 minutes (55 %), Reading & Literature is 70 minutes (25 %), and for writing is 60 minutes (15 %)

THEME: Animals

WEEK ONE

Activity 1: Continue to teach the Alphabet Sounds: (x, j, q, k, z, v, w, y)

Objective: Listening and Speaking – 5 Reading - 8 (Use phonics (letter sounds) to read new words and pronounce them clearly)

- *Children will receive ongoing revision of the group 1, 2 and 3 sounds: s, a, t, p, i, n, c, h, e, r, m, d, g, o, u, l, f, b and teaching of the group 4 sounds (x, j, q, k, z, v, w, y)*

Explanation by the teacher: now that we know 18 of the most common sounds in English, we are now ready to learn the final group of sounds. These are the less common sounds in English. We will keep practising the sounds you know too.

Source of Materials: Yellow, blue, green and red alphabet cards in SSP Pack

Teachers Note: Commence and finish each lesson with the alphabet sounds learned.

Activity 2

Daily Activity:

Phonemic Awareness Training: Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

Objective: To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated that by units 3 and 4 that the students are gaining confidence and skill in this area. Some support will still be provided by the teacher. On the teaching cards it states suggestions if students provide an incorrect response to the blending and segmenting tasks.

Children will be able to:

- *Children will engage in the blending activities with adult support (i.e. short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).*
- *Children will be engage in the segmenting activities with adult support (i.e. using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth.)*

Source of Materials: Pink Phonemic Awareness cards in SSP Pack

Text 7: I Can Count

Synopsis: This book talks about adjectives, numbers, and colours of objects.

BEFORE READING:

Activity 3: Vocabulary

Objective: Listening & Speaking – 2, 6, 10

- *Children will be able to understand and say the words found in the text.*

Orally present and practice the words found in the text (brown, horse, tree, goats, little, birds, flowers, houses) using pictures. Give children the practice to recognize, say and use these words in the context and sentences.

Have the pictures displayed on the wall.

Activity 4: Title Testing

Objective: Reading & Literature - 2, 3, 6 Listening & Speaking – 7

- *Children will be able to predict the text/pictures in a book.*

Hide the title under a strip of paper. Show the book cover to the class. Get them to talk about the picture on the page. Through questions, guide them to guess the title of the book. Then read the title pointing to each word. Get them to read the title. Ask them what the book would be about/what they would see/read in the book. Give opportunity to all. Accept any kind of answer.

Activity 5: Picture Walk

Objective: Listening & Speaking – 7, 8, 10, 11 Reading & Literature – 6

- *Children will be able to make a connection between picture and meaning.*

Take a picture walk through the book. Show the pictures on each page and ask the children questions: 'What is this? What can you see? What colour is this? How many are there? What is he/ she doing?' etc. Draw their attention to the format of the text, ask them where the words/letters/ sentences are. Help them notice it by pointing to the text and say, 'It is up here, down there'.

Activity 6: Visual Cues

Objective: Reading & Literature – 8, 16

- *Children will be able to use the letter sounds to read some of the words in the text.*

Review the letter sounds taught. Let children look for any words in the text that begins with those letter sounds (s, m, f, t, p). Help them sound out the initial letter and read the word.

READING

Activity 7: Choral Reading

Objectives: Reading & Literature – 10, 13

- *Children will be able to read text together.*

Give a big book to each group and read the text together as a choral reading.

Teacher's Notes: Observe the children's reading behaviour. If any child has difficulties in reading, guide them to use the picture cues, one-to-one correspondence, visual cues, etc. If the majority of children have difficulties in reading, use Guided Reading to help them. Let the fast readers help the slow readers in the class or have them read the text or supplementary. Let them read the supplementary reader for that text, or any other book from the Reading Corner.

Activity 8: Independent Reading

Objective: Reading & Literature – 3, 4, 6, 7, 8, 10, 11, 16

- *Children will be able to read the book on their own independently.*

Give out the book and have the children look at the pictures and read the text on each page.

AFTER READING

Activity 9: Comprehension

Objective: Reading & Literature – 7, 8, 13

- *Children will be able to respond to comprehension questions based on the text.*

Showing a page from the book 'I Can Count' and pointing wherever necessary, ask different levels of questions to check their understanding, as well as encourage children to think and speak freely.

e.g.

- (page 2) Name two things you see on this page (recall)
- (page 8) How many horses are there? (recall)
- (page 10) What colour are the bottles? (recall)
- (page 1) What is the man doing here? (inferential)
- (page 3) Where are the boys? (inferential)
- (page 11) Where do you think the bottles are? (critical)
- (page 9) Why is there a stick in the tin? (critical), etc.

Activity 10: Connection

Objective: Reading & Literature – 7, 8, 9, 12, 13

- *Children will be able to make text to life connection.*

Using the pictures and text in the book, let children make text to life connection through questions and answers.

E.g.:

- (page 2) Do you have dogs? What animals do you have? Tell us something about your dog (colour, size).
- (page 7. point to the eggs in the nest) What are these? Have you seen eggs? What do you do with eggs? Where do you get eggs from? Do you eat bird's eggs?

Get the children to talk about the different dishes that can be made from eggs (accept answers in their first language if they find it difficult to say things in English).

FOLLOW UP

Activity 11: Workbook

Objective: Listening & Speaking – 5 Reading & Literature – 3, 4, 6, 8 Writing – 5

Children will be able to:

- *identify words beginning with the sounds taught earlier.*
- *match picture to phrase to reinforce prepositions and numbers.*

Review the letter sounds taught (s, m, f, t, p). Take the children through each page and have them locate any word beginning with the above letter sounds. After having gone through the book once, ask the children to copy the words with the letter sounds identified earlier. Get them to copy these words under the correct letter in the Workbook B on page 18. When they finish copying, get them to read out the words listed.

Review the preposition of place and numbers in words. Then instruct them to read the phrase using the visual cues and match it to the correct picture on page 19. Then have them read the phrase once again.

WEEK TWO

Activity 1: Continue to teach the Alphabet Sounds: (x, j, q, k, z, v, w, y)

Objective: Listening and Speaking – 5 Reading - 8 (Use phonics (letter sounds) to read new words and pronounce them clearly)

- *Children will receive ongoing revision of the group 1, 2 and 3 sounds: s, a, t, p, i, n, c, h, e, r, m, d, g, o, u, l, f, b and teaching of the group 4 sounds (x, j, q, k, z, v, w, y)*

Explanation by the teacher: now that we know 18 of the most common sounds in English, we are now ready to learn the final group of sounds. These are the less common sounds in English. We will keep practising the sounds you know too.

Source of Materials: Yellow, blue, green and red alphabet cards in SSP Pack

Teachers Note: Commence and finish each lesson with the alphabet sounds learned.

Activity 2

Daily Activity:

Phonemic Awareness Training: Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

Objective: To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated that by units 3 and 4 that the students are gaining confidence and skill in this area. Some support will still be provided by the teacher. On the teaching cards it states suggestions if students provide an incorrect response to the blending and segmenting tasks.

Children will be able to:

- *Children will engage in the blending activities with adult support (i.e. short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).*
- *Children will be engage in the segmenting activities with adult support (i.e. using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth.)*

Source of Materials: Pink Phonemic Awareness cards in SSP Pack

Activity 3: Action Poem

Objective: Listening & Speaking – 4, 13 Reading & Literature - 5

- *Children will be able to listen to, and recite an action poem to reinforce the structure they have read in the text.*

In order to reinforce the language structure, they have learned in the text 'I can Count' the children can be taught to sing with action 'Monkeys on the Bed' from class PP Anthology.

1. Assessment Tool 5: Observation to test children's behaviour in listening and speaking

Activity 4: High Frequency Words

Objective: Reading & Literature – 3, 9 Listening & Speaking – 2, 10 Writing – 12

Children will be able to:

- *identify high-frequency words in the text.*
- *read and write high-frequency words in sentences.*

Together, identify the high frequency words in the text which has been done earlier (can, little, one, two). Use the strategy given in the guide to teach and reinforce the children's knowledge of the high-frequency words.

Then display the words on the word wall. Make the best use of every opportunity during reading and writing activities to allow children to recognize, read, and write these words.

Supplementary Text

Use 'Barney- Count to ten' to read aloud to/together with the children. Encourage them to make predictions. Also have them read any high frequency and known words. Have them try and read some new words that begin with the consonant sounds that they have learned earlier. Allow them to join in when they come to repetitive sentences and have fun reading together.

Leave the book in the reading corner so that the children can read it during their free time.

Activity 5: Pronoun 'it'

Objective: Listening & Speaking – 2, 13 Writing - 4

- *Children will be able to use the pronoun 'it' to talk about objects and things.*

Review classroom objects, food, household objects in the structure: What is it? It is a. Later on ask, 'Is it an apple? Yes it is/No it isn't'. Repeat it a few times to enable the children to grasp the structure.

Play an inquiry game: Let the children draw a picture of a food/household object and label it. When they finish, demonstrate how to play the game: teacher holds up the picture with its back to the children and get them to make simple inquiries to find out what the picture contains. e.g.

- Children: Is it a banana?
- Teacher: No, it isn't.
- Children: Is it a plate?
- Teacher: No, it isn't.
- Children: Is it a mango?
- Teacher: Yes, it is a mango. Show the picture to the class.

Carry out similar inquiries with a few children who can be asked to come to the front and have the back of their pictures shown to the class. Then let them play in their groups.

Teacher's Note: The children's labeling of the drawing can be used to assess what and how much they can write. Accept whatever kind of labeling they do. This is to encourage them to write more and for the teacher to understand how they can help develop their writing ability. Refer to 'Writing Strand' in the guide.

Activity 6: Workbook [page 23]

Objective: Reading & Literature – 6, 7, 8

- *Children will be able to use the pronoun 'it' to complete the sentence.*

The children can use the picture, language structures, visual cues and known words to read the sentences. They complete these sentences using the high frequency word 'is' and the pronoun 'it'.

Activity 7: Classroom Instructions Objective: Listening & Speaking – 3, 6

- *Children will be able to follow classroom instructions in relation to the pronoun 'it'.*

Review shapes/colours/etc. Demonstrate and model how to follow the instruction. As the teacher gives instructions, she can model it on the board or on paper in the front for everyone to see.

e.g.

- Draw a circle.
- Make it big.
- Colour it blue.
- Draw two triangles.
- Make one small.
- Colour it red. etc.

Then let the children describe their pictures: This is a circle. It is big. It is blue, etc. Encourage them to write some captions for their pictures which can be later read to the class/group.

WEEK THREE

Activity 1: Continue to teach the Alphabet Sounds: (x, j, q, k, z, v, w, y)

Objective: Listening and Speaking – 5 Reading - 8 (Use phonics (letter sounds) to read new words and pronounce them clearly)

- *Children will receive ongoing revision of the group 1, 2 and 3 sounds: s, a, t, p, i, n, c, h, e, r, m, d, g, o, u, l, f, b and teaching of the group 4 sounds (x, j, q, k, z, v, w, y)*

Explanation by the teacher: now that we know 18 of the most common sounds in English, we are now ready to learn the final group of sounds. These are the less common sounds in English. We will keep practising the sounds you know too.

Source of Materials: Yellow, blue, green and red alphabet cards in SSP Pack

Teachers Note: Commence and finish each lesson with the alphabet sounds learned.

Activity 2

Daily Activity:

Phonemic Awareness Training: Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

Objective: To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated that by units 3 and 4 that the students are gaining confidence and skill in this area. Some support will still be provided by the teacher. On the teaching cards it states suggestions if students provide an incorrect response to the blending and segmenting tasks.

Children will be able to:

- *Children will engage in the blending activities with adult support (i.e. short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).*
- *Children will engage in the segmenting activities with adult support (i.e. using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth.)*

Source of Materials: Pink Phonemic Awareness cards in SSP Pack

Text 8: Momo, the Monkey

Synopsis: The book talks about Momo the monkey and his family.

BEFORE READING

Activity 3: Vocabulary

Objective: Listening & Speaking - 7, 10

- *Children will be able to understand and use the words found in the text.*

Orally present and practice the new vocabulary (monkey, water) through pictures. Review weather vocabulary using the structure: What is it like today? It is sunny/cloudy/raining.

Activity 4: Family Terms

Objective: Listening & Speaking – 2,4, 13 Reading & Literature - 5

- *Children will be able to revise the family terms.*

Use the family picture drawn earlier to revise the family terms: father, mother, brother, and sister. Teacher models by pointing to her family picture and say: This is my father/mother/etc. Have a few children repeat by pointing to his/her family picture on the chart.

Play a Game: Uniting Families

Aim: To reinforce the family terms and the language structure: Who are you? I am . Material: Sets of family cards - with names and pictures of family members: have colour codes for each family, e.g. Father Yellow, Mother Yellow, Brother Yellow, and Sister Yellow etc. Use colours and adjectives as family names.

Procedure:

1. Mix the cards and give one to each child. Explain to them that each card is a member of a family.
2. Tell the children that they must find the rest of their family. They cannot look at another player's cards but must ask questions such as Who are you? The child can then answer I am Father Yellow or I am Brother Yellow. The family with the same colour must unite.
3. The children move through the room exchanging cards with each other.
4. When the children think they have found all the family members, they sit down at a table.

Variation: This game can also be used for domestic/wild animals, clothes, etc.

(Source: Lewis, G. & Bedson, Gunther; *Games for Children*; Oxford University Press; 1999, 5th ed: 2003; China)

READING

Activity 5: Visual Cues

Objective: Reading & Literature – 8, 16

- *Children will be able to use the letter sounds to read some of the words in the text.*

Review the letter sounds taught. Have the children look for any words in the text that begin with those letter sounds taught earlier. Help them sound out the initial letter and read the word.

Activity 6: Read Aloud

Objective: Reading & Literature – 2, 4, 16

- *Children will be able to listen to the book being read aloud.*

Give a copy of the book to each child and let them explore it for a few minutes. Then have them close their book, look and listen while the teacher reads aloud.

Activity 7: Choral Reading

Objective: Reading & Literature – 3, 6, 7, 8

- *Children will be able to read the text together as a class.*

Give instruction about the choral reading. Then the teacher and the students will together, read the book

starting from the cover page. After that take the children out, let them sit in groups away from each other and have them do the choral reading in their group. The teacher can monitor and support.

Activity 8: Independent Reading

Objective: Reading & Literature - 3, 4, 6, 7, 8, 10, 11, 16.

- *Children will be able to read independently.*

Let the children read the text independently. Move around listening to their reading and providing help.

Teacher's Notes: Use the Guided Reading to help the struggling readers. Let the fast readers help the slow readers in the class or have them read the text/supplementary readers already done. Read the supplementary reader for that text, or any other book from the Reading Corner.

AFTER READING

Activity 9: Role Play

Objective: Listening & Speaking – 3, 8, 12, 13

- *Children will be able to take up roles and speak.*

Take a group to the front. The teacher can demonstrate how to go about role playing. Allow the children to choose roles. Guide and help the children to act out the roles of a narrator, Dorji, dog, Momo, and his family. Instruct the rest of the group to practice in the similar manner. Give them some time to practice. Let each group come to the front and present it. e.g.

- Teacher/narrator: – *It is sunny. It is not raining. The monkey is jumping into the water. This is a monkey. His name is Momo. He is small and brown.* (pages:1,2,3,4)
- Dorji: – *Look, Momo. What is this? Is it a monkey? No, no, Momo. This is my dog. It is big and black.* (page 5, 6)
- Momo: – *Look, Dorji. What is this? Is it a dog?* (page 7) etc.

FOLLOW UP

Activity 10: Creative Writing

Objective: Writing – 3, 4, 6, 10, 13

- *Children will be able to make text to life connections.*

Teacher's Note: Do not cross out what the students have written. This discourages students from writing further. Refer to 'Writing Strand' in the guide. Use the information on different phases of development in writing and guide them accordingly.

Instruct the children to draw their family and label/write phrases/sentences to describe their drawing. Let them share their writing/drawing with the class/group.

Activity 11: Sequencing

Objective: Reading & Literature – 3, 4, 7, 9

- *Children will be able to sequence jumbled words into a sentence.*

Type/print the text from a page of the book on a sheet of paper. The text can then be cut and stored in a separate envelope. Demonstrate how to sequence the cut-out words into a sentence along with the children's suggestions and ideas. Then let them sequence the words to make a sentence and read it in groups. Later, allow each child to sequence the words to make a sentence.

Activity 12: Workbook B [page 27]

Objective: Reading & Literature – 3, 6, 8

- *Children will be able to identify family words and match them to pictures.*

Use the family chart once again where children match the picture to the label and read. Then get them to first trace the letters of the family words in the workbook and match it to the picture.

Activity 13: High Frequency Words

Objective: Reading & Literature – 3, 9 Listening & Speaking – 2, 10 Writing – 12

Children will be able to:

- *identify high-frequency words in the text.*
- *read and write high-frequency words in sentences.*

Together, identify the high frequency words in the text (his, into, big, he). Use the strategy given in the guide to teach and reinforce the children's knowledge of the high-frequency words. Then display the words on the word wall. Make the best use of every opportunity during reading and writing activities to allow children to recognize, read, and write these words.

Supplementary Text:

Use 'I like to read on the farm' to read aloud to/together with the children. Encourage them to make predictions. Also have them to read any high frequency and known words they have already done. Have them try and read some new words that begin with the consonant sounds that they have learned earlier. Allow them to join in when they come to repetitive sentences and have fun reading together.

Leave the book in the reading corner so that the children can read it during their free time.

WEEK FOUR

Activity 1: Continue to teach the Alphabet Sounds: (x, j, q, k, z, v, w, y)

Objective: Listening and Speaking – 5 Reading - 8 (Use phonics (letter sounds) to read new words and pronounce them clearly)

- *Children will receive ongoing revision of the group 1, 2 and 3 sounds: s, a, t, p, i, n, c, h, e, r, m, d, g, o, u, l, f, b and teaching of the group 4 sounds (x, j, q, k, z, v, w, y)*

Explanation by the teacher: Now that we know 18 of the most common sounds in English, we are now ready to learn the final group of sounds. These are the less common sounds in English. We will keep practising the sounds you know too.

Source of Materials: Yellow, blue, green and red alphabet cards in SSP Pack

Teachers Note: Commence and finish each lesson with the alphabet sounds learned.

Activity 2

Daily Activity:

Phonemic Awareness Training: Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

Objective: To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated that by units 3 and 4 that the students are gaining confidence and skill in this area. Some support will still be provided by the teacher. On the teaching cards it states suggestions if students provide an incorrect response to the blending and segmenting tasks.

Children will be able to:

- *Children will engage in the blending activities with adult support (i.e. short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).*
- *Children will be engage in the segmenting activities with adult support (i.e. using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth.)*

Source of Materials: Pink Phonemic Awareness cards in SSP Pack.

Activity 3

Introducing CVC words to read using the following steps:

1. Cover the picture.
2. Ask students (or the group) to read the word.
3. Once the word is sounded and read, reveal the picture.
4. Optional: ask students to sound-out and spell the word.

Commence with the yellow s, a, t, p, i, n words. Progress onto the blue group 1 and 2 sound words.

Activity 4: Comparative Adjectives Objective: Listening & Speaking – 2, 6, 10, 11

- *Children will be able to use comparative adjectives to talk about objects/people/animals.*

Review the adjectives done in the earlier unit. Using these adjectives, have them describe the objects they have learned to name and identify: This is a pencil. It is short. It is yellow.

Introduce the comparative form of the adjectives by showing them two pictures of the same thing but one in the larger form. Have them look at both the pictures and talk about them. Help them say: This/that is big. This/that is bigger.

Later show them two different things of different sizes and length and let them compare and describe them as: The stone is big. The bag is bigger.

Use different real objects/pictures to introduce the comparative form of all other adjectives taught earlier. Give them practice to recognize and use the comparative adjective to talk about objects/people: The tin is small. The leaf is smaller. / The dog is small. The cat is smaller etc.

Activity 5: Choosing Between Objects Objective: Listening & Speaking – 2, 7, 8, 10

- *Children will be able to choose between objects using the word 'which'.*

Review the comparative adjectives using the question which is shorter?' Help them to say, *The pencil is shorter.* Repeat for the rest of the comparative adjectives.

Later, let them ask the question, which is ? to the class/group/individual, etc to provide practice in not only answering but also asking their friend to choose between objects.

Naming of objects and actions can also be used to practice this structure.

Workbook B page 31: Let the children look at the pictures on this page and have them name all the objects. Then tell them to colour the smaller book red/the bigger table blue/ the longer pencil yellow/ the shorter stick green, etc thus reviewing the names of the colours as well.

Activity 6: Describing Objects

Objective: Listening & Speaking – 11, 13 Writing – 6, 10

- *Children will be able to describe objects and people.*

Review the comparative adjective using classroom objects and food, etc.

Show an object and describe it in a few sentences: This is a book. It is blue. It is big.

Give the children the opportunity to show an object/picture of a person and say: This is Karma. She is a girl. She is tall.

Let the children draw a picture of any object/animal/person/food and write a few words/phrases/sentences about it. When they have finished, let them show it to their friends and tell them what they have written about it.

Teacher's Note: Do not cross out what the students have written. This discourages students from writing further. Note their capability for further guidance. Refer to 'Writing Strand' in the guide. Use the information on different phases of development in writing and guide them accordingly.

Activity 7: Simple Present Tense

Objective: Listening & Speaking – 2, 6, 7, 8

- *Children will be able to use simple present tense of the verb to talk about their daily actions.*

Review the action words in the present continuous tense from the earlier unit. e.g. Let a child run and ask, What is he doing? He is running. Use the father/mother book, pictures in the class, children miming to practice this structure. Take an action, from a picture/mime and ask them if they do that every day. When they say yes, help them to say, I write every day. Repeat for the rest of the verbs all the while helping them to say the sentence in simple present tense. Ask what their father/mother does and help them say, 'My father drives' etc. After having a child say what he/she does at home, ask the class, What does he/she do? and help them to say, He/ she cleans the house, etc.

Activity 8: Game – (subject-verb agreement) Objective: Listening & Speaking – 2, 3, 8, 10, 12

- *Children will be able to use the correct form of subject-verb agreement.*

Material: A game sheet divided into small boxes with pictures of someone doing an action.

Use the verbs taught. At the side of the sheet, have six ladders with 10-15 rungs.

Procedure:

1. Group children into six and provide children the game sheet, a dice and counters.
2. Let the children place their counter at the bottom of each bar. Let one child close his/her eyes and roll the dice on the sheet. The child must then say what action is shown in the picture the dice has fallen on. e.g. If it is on the picture of a person eating, the child says: I eat. If his answer is correct, he moves one step ahead on his ladder.
3. The next child must say what the previous player does: He eats and then rolls the dice the same way and says what he does, using the picture cue: I sleep. Repeat the process.
4. The child to get to the top of the ladder first is the winner.

(Source: Lewis, G. & Bedson, Gunther; *Games for Children*; Oxford University Press; 1999, 5th ed: 2003; China)

Activity 9: Common Animals

Objective: Listening & Speaking - 2, 3, 10, 13

- *Children will be able to name some common domestic and wild animals.*

Review the names of the animals taught in the previous Units (cow, pig, hen horse, dog, cat, etc). Introduce the names of a few domestic and wild animals through pictures (elephant, horse, goat, snake, bird, tiger, rat).

Provide opportunities for children to use these names through games such as: matching 1-to-1 (make many copies of pictures of the animals and give out a card to each one of them. Let them look for the picture that is similar to theirs, group themselves together and name the animal).

Play games such as Remember Remember, Snap, Bingo (refer to the Games section on page).

Activity 10: Animal Food

Objective: Listening & Speaking – 2, 3, 7, 10,11

- *Children will be able to talk about the food of the animals.*

Let the children talk about different foods they eat. Then have them talk about the food different animals eat. Does a cat eat chilli? What does a cat eat? Help them use the structure, A cow eats grass, etc. Let them each draw a picture of an animal and the food that it eats on a sheet of paper. Help them present to the class as 'This is a cow. A cow eats grass. Save their pictures for use in the follow up activity.

Let the children name and match the animals to its food on page 32 of their Workbook B.

Get them to say once again what each of the animal on that page eats.

1. Assessment Tool 3: Rating Scale to Assess Children's Competency in Oral Skills

WEEK FIVE

Activity 1: Continue to teach the Alphabet Sounds: (x, j, q, k, z, v, w, y)

Objective: Listening and Speaking - 5 Reading - 8 (Use phonics (letter sounds) to read new words and pronounce them clearly - added as per Diana's suggestion)

- *Children will receive ongoing revision of the group 1, 2 and 3 sounds: s, a, t, p, i, n, c, h, e, r, m, d, g, o, u, l, f, b and teaching of the group 4 sounds (x, j, q, k, z, v, w, y)*

Explanation by the teacher: now that we know 18 of the most common sounds in English, we are now ready to learn the final group of sounds. These are the less common sounds in English. We will keep practising the sounds you know too.

Source of Materials: Yellow, blue, green and red alphabet cards in SSP Pack

Teachers Note: Commence and finish each lesson with the alphabet sounds learned.

Activity 2

Writing Objective 1 and 2

Children will be able to:

- *develop motor skills for letter formation*
- *recognize letters and write lower case letter (x, j, q, k)*

Teacher's Note: These letter sounds are to be covered within the week. Teacher can plan to cover the letters as they wish over this period.

Refer to the verbal cues listed on the card. Mix up the order in which sounds are presented each day. Use print book to practice sounds h, m, r.

Activity 3

Daily Activity:

Phonemic Awareness Training: Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

Objective: To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated that by units 3 and 4 that the students are gaining confidence and skill in this area. Some support will still be provided by the teacher. On the teaching cards it states suggestions if students provide an incorrect response to the blending and segmenting tasks.

Children will be able to:

- *Children will engage in the blending activities with adult support (i.e. short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).*
- *Children will engage in the segmenting activities with adult support (i.e. using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth.)*

Source of Materials: Pink Phonemic Awareness cards in SSP Pack.

Activity 4

Introducing CVC words to read using the following steps:

1. Cover the picture.
2. Ask students (or the group) to read the word.
3. Once the word is sounded and read, reveal the picture.
4. Optional: ask students to sound-out and spell the word.

Commence with the yellow s, a, t, p, i, n words. Progress onto the blue group 1 and 2 sound words.

Text 9: Is This a Takin?

Synopsis: The book talks about the food and habitat of some common wild and domestic animals.

BEFORE READING

Activity 5: Animal Home

Objective: Listening & Speaking - 7, 8, 11 Reading & Literature – 6

- *Children will be able to understand and use the new vocabulary found in the text.*

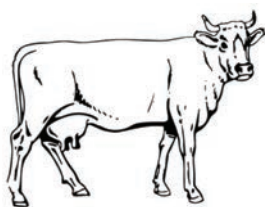
Review the names of the animals and the word 'live'. e.g.: Where do you live? etc. Point to the picture of a cow and ask Where does it live? If the answer is in a word/phrase, prompt them by beginning It lives in . Similarly, help children to name the habitat of the animals from the text. The habitats to be taught are cow shed/forest/stable/hole/pig-sty/hen coop/ nest/ pen/ den.

Activity 6: 'Lives In'

Objective: Reading & Literature – 6, 7

- *Children will be able to practice the use of the structure 'LIVES IN'.*

Have a pair of pictures for each animal, e.g. a picture of a cow and a shed on two separate cards. Let the children name each picture. Use a flannel board. Put both the pictures on the board with space in between. Have the word 'lives in' which is on a card placed in the space between the pictures. e.g.



lives in



Get children to frame a sentence using the picture cues. e.g. A cow lives in a cow shed. Repeat the same process for other animals and pictures.

Activity 7: KWL chart

Objective: Listening & Speaking -7, 8, 11

- *Children will be able to discuss what they know and want to know about the animals.*

Have a chart of KWL put on the wall. e.g.

What I know	I want to know	I learned

Show the cover picture and ask ‘what is this?’ Further ask ‘what do you know about the cow?’

Teacher records the student’s responses on the chart in the first column.

Ask them ‘Do you want to know more about a cow?’ Ask other questions that would lead to this. Record their responses in the second column. Let children guess the possible animals that might occur in the text. Similarly, fill in the chart, focusing on one animal at a time. Retain this chart to be used after reading.

Activity 8: Picture Walk

Objective: Reading & Literature - 6, 16

Listening & Speaking – 7, 8, 12

- *Children will be able to use picture cues to talk about the text.*

Take the children through a picture walk of the text. Discuss the animals. eg: Is this a tiger? Get them to provide an explanation of their answers whether it is Yes/No. Use prediction strategy to predict the animals on the next page. Familiarize them with the format of the text too (some text above the picture and some below the pictures).

READING

Activity 9: Shared Reading (big book)

Objective: Reading & Literature – 6, 7, 8, 9

Children will be able to:

- *predict the words using visual cues.*
- *listen to and read text in the big book.*

Using the big book, do a shared reading.

Use word mask strategy to allow them to predict the word in the text. e.g. on page 8 (It lives in a coop). Mask the word ‘coop’ before hand and get the children to predict the word using visual/ picture cues. Help them to try with every initial consonant sound taught earlier and ask them whether it looks or sounds correct. Use this strategy wherever the sentence/structure permits.

Activity 10: Dialogue

Objective: Reading & Literature – 4, 10, 16

- *Children will be able to take turns to read the text as we do in spoken language.*

Distribute the readers. Let the children sit in pairs of similar ability range. Teacher demonstrates how to

read in dialogue by having a student read one part and the teacher read another part.

e.g.

Student reads page 1: *Is this a Tiger?*

Teacher reads page 2: *No. This is a cow. A cow eats grass. It lives in a cow shed.*

Let them read in pairs.

Activity 11: Independent Reading

Objectives: Reading & Literature - 3, 4, 6, 7, 8, 10, 11, 16.

- *Children will be able to read independently.*

Let children read the text independently. Move around listening to their reading and providing help.

Teacher's Notes: Use the Guided Reading to help the struggling readers. Let fast readers help the slow readers in the class or have them read the text/supplementary readers. Let them read the supplementary reader for that text, or any other book from the Reading Corner.

AFTER READING

Activity 12: KWL Chart

Objective: Reading & Literature – 12, 15 Listening & Speaking – 9, 11, 13

- *Children will be able to provide information to fill in the KWL chart.*

After asking them what they read about in the text, draw their attention to the KWL chart filled out earlier before the reading. Lead them through what they knew and what they wanted to know about the different animals and ask what they have learned about each of them. Accept their answers but allow other children to support or disagree with it. Record their information on the last column, 'I learned.' Talk about the animals they have. Have them tell the class about what each animal eats and where it lives.

Activity 13: Workbook B pages 36 and 37

Objective: Reading & Literature – 6, 9

- *Children will be able to locate the names of habitat, food and animals.*

Discuss the habitat and food of the different animals from the text through questions. Ask them to name a few other animals that have not been mentioned in the text and have them talk about the habitat and food of these animals.

Let children complete the matching exercises in the Workbook B where they match the animal to its habitat on page 36 and the animal to its name on page 37.

FOLLOW UP

Activity 14: Group Story Objective: Writing – 5, 6, 11, 12, 13

- *Children will be able to make a group story.*

Through modeling and instruction, help children to write a group story. Each group chooses an animal, draws and colours it on a big piece of paper. Let children use some known words that are around the class /in the text/some other known words to describe their picture.

Let the group present their story and display it in the classroom for future discussion, reference, and for others to read.

Activity 15: Creative Writing Objective:

Writing – 5, 6, 11, 12, 13

- *Children will be able to draw and write about an animal.*

Ask children which animal they like best from the ones discussed and read about it in the text. Provide them with their note book. Let them choose an animal, draw it and write something about it.

Teacher’s Note: Do not cross out what the students have written. This discourages students from writing further. Note their capability for further guidance. Refer to the ‘Writing Strand’ in the guide. Use the information on different phases of development in writing and guide them accordingly.

Activity 16: Song

Objective: Reading & Literature – 5, 7, 13 Listening & Speaking – 4, 13

- *Children will be able to sing songs for fun and learning.*

Teach the song ‘Nima Karma had a Farm’ from class PP Anthology. Practice this for a few more times on subsequent days. Gradually let the children sing on their own.

For variation, let the children sing in groups. One group can sing the song and the other group make the sounds of the animals.

E.g. one group sings ‘Nima Karma had a farm, EIEIO. On that farm he had some cow, EIEIO.

The other group sings out ‘Moo moo here and a moo moo there.....’ etc.

Activity 17: High Frequency Words

Objective: Reading & Literature – 3, 9 Listening & Speaking – 2, 10 Writing – 12

Children will be able to:

- *identify high-frequency words in the text.*
- *read and write high-frequency words in sentences.*

Together, identify the high frequency words in the text (it). Use the strategy given in the guide to teach and reinforce the children’s knowledge of the high-frequency words.

Then display the words on the word wall. Make the best use of every opportunity during reading and writing activities to allow children to recognize, read, and write these words.

1. Assessment Tool 11: Letter Formation Rubrics (for x, j, q, k only)

1. Assessment Tool 1: Unit 4 Continuous Formative Assessment consisting of 3 subtests:

- **Group 1, 2 , 3 & 4 alphabet sounds**

WEEK- SIX

Teacher's Note: Encourage students to pick books they have read in the earlier units from the book corner and do independent reading over the weeks.

Activity 1: Continue to teach the Alphabet Sounds: (x, j, q, k, z, v, w, y)

Objective: Listening and Speaking – 5 Reading - 8 (Use phonics (letter sounds) to read new words and pronounce them clearly)

- *Children will receive ongoing revision of the group 1, 2 and 3 sounds: s, a, t, p, i, n, c, h, e, r, m, d, g, o, u, l, f, b and teaching of the group 4 sounds (x, j, q, k, z, v, w, y)*

Explanation by the teacher: now that we know 18 of the most common sounds in English, we are now ready to learn the final group of sounds. These are the less common sounds in English. We will keep practising the sounds you know too.

Source of Materials: Yellow, blue, green and red alphabet cards in SSP Pack

Teachers Note: Commence and finish each lesson with the alphabet sounds learned.

Activity 2

Writing Objective 1 and 2

Children will be able to:

- *develop motor skills for letter formation*
- *recognize letters and write lower case letter z, v, w, y)*

Teacher's note: These letter sounds are to be covered within the week. Teacher can plan to cover the letters as they wish over this period.

Refer to the verbal cues listed on the card. Mix up the order in which sounds are presented each day. Use print book to practice sounds h, m, r.

Activity 3

Daily Activity:

Phonemic Awareness Training: Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

Objective: To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated that by units 3 and 4 that the students are gaining confidence and skill in this area. Some support will still be provided by the teacher. On the teaching cards it states suggestions if students provide an incorrect response to the blending and segmenting tasks.

Children will be able to:

- *engage in the blending activities with adult support (i.e. short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).*
- *engage in the segmenting activities with adult support (i.e. using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth.)*

Source of Materials: Pink Phonemic Awareness cards in SSP Pack.

Activity 4

Introducing CVC words to read using the following steps:

1. Cover the picture.
2. Ask students (or the group) to read the word.
3. Once the word is sounded and read, reveal the picture.
4. Optional: ask students to sound-out and spell the word.

Commence with the green CVC words (from groups 1, 2, and 3 sounds). Progress onto the red CVC cards (makeup of the full alphabet).

Activity 5: Prepositions

Objectives: Listening & Speaking - 2, 3, 6, 7, 8

- *To review the prepositions and some of the more unusual nouns taught.*

Review the prepositions in, on, under with the help of pictures or some real objects. e.g. sickle, a torch, an umbrella, a fish, a key, a hoe, a plough.

Introduce saying answers in a complete sentence: Where is the tin? The tin is on the chair, etc.

Put the pictures in different places in the classroom. Ask, Where is the sickle? Change the position/place of the picture and let each group ask the question: Where is the? Another group answers and if they answer correctly, they take the picture, put it in a different place in the classroom, and ask the other group; Where is? Likewise, they will take turns.

Teacher's Note: This is a good activity to check children's knowledge of the names of the objects taught earlier as well as the prepositions.

Activity 6: Prepositions (action and place)

Objectives: Listening & Speaking – 4, 7, 8 Reading & Literature – 5

- *Children will be able to use prepositions correctly in sentences.*

Take Dorji's picture and put on the chair. Then ask- Where is Dorji? (He is on the chair). The child who answers correctly takes Dorji's place. Then ask the class; Where is Karma? Karma is on the chair. Repeat the same process for practicing the other prepositions (in/under).

Gradually, introduce 'He is standing on the chair,' 'Deki is sitting under the tree,' etc. Use different objects in the classroom as well as different places outside the classroom.

Let two or three children stand in the same place. Ask, -Where are Dechen and Namgyal? (They are standing under the tree). Let children take turns standing in some other place for the next question, thus providing them opportunities to practice the use of in, under, on with different action words and personal pronouns.

Encourage the children to ask questions to the class/groups/pairs/individual.

Activity 7: Game - Obstacle Race

Objective: Listening & Speaking – 2, 3, 6, 8, 10, 11, 13

- *Children will be able to use the present continuous tense, prepositions, and names of classroom objects*

Materials: classroom objects, stopwatch.

Procedure:

1. Set up the obstacle course and describe the route to the children. Example of the obstacles:-
 - walk to the table
 - sit under the table
 - stand on the table
 - keep a book on your head and walk
 - sleep on the chair
 - put three stones in the bag etc.
2. Demonstrate and tell the children that during the actions, they will have to say what they are doing: I am walking to the table/I am sitting under the table/I am standing on the table, etc. Tell them they will be timed. The one to complete the course the first wins.
3. Let children take turns to go through the obstacle race while you time their race. The others watch the child racing and act as the judges.

(Source: Lewis, G. & Bedson, Gunther; *Games for Children*; Oxford University Press; 1999, 5th ed: 2003; China)

Activity 8: Workbook B

Objective: Reading & Literature – 6, 7, 8

- *Children will be able to read and complete the sentences using the picture cues.*

Guide and help children to read and complete the sentence using the picture and language structure cues on pages 38 and 39. Later, let them read their completed sentences.

On page 40, let them read the statement using the visual cues and draw pictures.

For fun and to reinforce some prepositions, teach them the song ‘The Wheels of the Bus Go Round...’ from Class PP Anthology.

Activity 9: Drawing and Writing

Objectives: Writing - 3, 4, 10, 11, 12 Reading & Literature – 6, 7, 8, 9, 16

- *Children will be able to draw pictures to show actions and places.*

Ask each child to draw a picture of their friend in/on/under something. Help them to orally describe and label it. e.g.: Tashi is on the table. Then let them draw the same place and put an animal in that particular place instead of their friend. Get them to describe their picture. e.g. This is a dog. It is on the table.

Using questions and prompts, have them write a few simple phrases/sentences about their picture using letter sounds, high frequency and known words.

Let children show their pictures to other children in their group and read what has been written.

Teacher's Note: Do not cross out what the students have written. This discourages students from writing further. Note their capability for further guidance. Refer to 'Writing Strand' in the guide. Use the information on different phases of development in writing and guide them accordingly.

Activity 10: Classroom Instruction

Objectives: Listening & Speaking - 2, 3, 6, 7 Reading & Literature - 6

- *Children will be able to follow and give instructions involving preposition of action and place.*

Review prepositions of action and place. Give some instructions such as: Pema, stand on the bench. Ask, Where is Pema standing? He is standing on the bench. Get another child to sit under the table: Where is she sitting? Children answer: She is sitting under the table. Use vocabulary words already taught to practice this structure.

Let the children practice plurals by getting two children to do the same action. Have a few children give instructions such as: Pema and Wangmo sit on the chair. Then ask, Where are they sitting? to the class/group/individual. Let them practice giving and following instruction in groups.

Later, teach 'here' and 'there' through demonstration: Ask a child to stand near the door and ask, 'Where is he standing?'- He is standing there (pointing). Repeat with the other children. Every time they say 'there' the children point with their finger and if they say here, they don't point. 'Where are you standing?' I am standing here, Madam. Provide opportunities to practice using these questions and answers.

Activity 11: Relay

Objective: Listening & Speaking – 3, 6, 12, 13

- *Children will be able to listen and follow instructions.*

Material: classroom objects and pictures of other things

Procedure:

1. Take the classroom objects, the pictures, and a stool outside for each team. Divide the class into teams. Set the stool on one end with the objects and pictures near it on the ground. Line the children on the other end.
2. Give an instruction, e.g. put the pencil in the tin. When you blow the whistle/count to three, the first child in each line races up, carries out the instruction and races back to the back of their lines. The one to get back first scores a point. The next child in line races and carries out the instruction given, e.g. Put the pencil under the stool.
3. After a few rounds, give two things to be done, e.g. Put the stone in the bag and put the bag under the stool.
4. After one/two rounds, add up the points and see who wins.
5. Then vary the instruction to: Take two boys from your group and have them sit on the table.

(Source: Lewis, G. & Bedson, Gunther; *Games for Children*; Oxford University Press; 1999, 5th ed: 2003; China)

Activity 12: Workbook B page 41

Objectives: Reading & Literature - 8, 10 Writing - 13

- *Children will be able to read and colour accordingly.*

On page 41 of the Workbook B, the children read the sentences given and colour them accordingly. Later, let them describe their pictures.

1. **Assessment Tool 11: Letter Formation Rubrics (for z, v, y, w only)**
1. **Assessment Tool 1: Unit 4 Continuous Formative Assessment consisting of 1 subtest1:**
 - **CVC Phonemic Level Blending**
 - **Segmentation of CVC Words**
1. **Assessment Tool 10: Checklist for High frequency words**

UNIT FIVE- EMERGENT READING IV

THEME: *Animals*

WEEK ONE

Activity 1: Continue to revise the Alphabet Sounds for the full alphabet, while teaching the upper case letters S, A, T, P, I, N and the associated letter names.

Objective: Listening and Speaking – 5 Reading - 8 (Use phonics (letter sounds) to read new words and pronounce them clearly)

- *Children will receive ongoing revision to acquire alphabet sound mastery (i.e. speedy and accurate recall of sounds)*

Explanation by the teacher: now that we know all of the alphabet sounds. We need to keep practicing in a mixed order and not in the colour groupings we have been learning them in.

Source of Materials: Yellow, blue, green and red alphabet cards in SSP Pack

Teachers Note: Commence and finish each lesson with the alphabet sounds learned.

Activity 2

Writing Objective 1 and 2

Children will be able to:

- *develop motor skills for letter formation of upper-case letters S, A, T, P, I, N*

Teacher's note: Use Handwriting Book

Activity 3

Daily Activity:

Phonemic Awareness Consolidation: Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

Objective: By Unit 5 and 6, the students should be able to blend and segment with greater ease and confidence. The teacher can still develop this skill by placing large pauses (i.e. 2 second pauses) between the sounds. (e.g. r (2 second pause) u (2 second pause) n (2 second pause) =?)

Children will be able to:

- *Children will accurately and confidently be able to blend three sounds to form a simple CVC word.*
- *Children will accurately and confidently be able to segment a CVC word into the three sounds.*

Source of Materials: Pink Phonemic Awareness cards in SSP Pack.

Activity 4

Repeated guided practice of CVC word reading and spelling, through teacher modelling.

Materials

- CVC cards in the 4 colours, in which the picture is hidden. These cards sets can now be mixed up.

- Workbook tasks
- PP list 1 and 2

Activity 5: Body Parts of Animals

Objectives: Listening & Speaking – 2, 6, 7, 8, 10, 11, 13

- *Children will be able to name the body parts of animals.*

Review the parts of the body. Have the children point to or hold up a particular part and say: This is my hand. This is my nose. etc. Show them a picture of a cow and get the children to point to its parts that have the same name as their body parts. e.g. Show me your head. Where is the cow's head? Show me your legs. Point to the cow's legs. etc. teach horn, tail using the pictures. Let them practice using these names with the pictures. Use pictures of different four legged animals.

When the children are able to recognize and name the different parts of a four legged animal, introduce wing, feather through pictures and a similar process. Encourage the children to describe an animal as:

This is a cow. It is big. It has four legs. It has a long tail. It has two horns. This is a hen. It is small. It has two legs. It has two wings. It has feathers.

Activity 6: Describing Animals

Objective: Writing – 2, 3, 5, 6, 9, 10, 11, 12 Reading & Literature – 3, 6, 7, 8, Listening & Speaking - 11

- *Children will be able to draw and write a description of animals.*

As a follow up to the description of animals in the activity above, let the children draw any animal they like and write a brief description of it. First demonstrate how to go about it using the 'Think Aloud' strategy:

e.g.

I am going to draw a picture of an animal I like. A cow? A dog? A cat? A rat? Yes, I like rats. I will draw a picture of a rat. Then draw the rat on a paper and put up on the chalkboard. Now I am going to write about it. I will start with the name. This is a rat. How do I write 'this'? Look around the classroom. When you see the word this in a display, use it to spell and copy. Now 'is'. I know this word and I also know 'a'. Write them. This is a rat. Now I write 'rat.' RRR-at, starts with RRR sound so it must be 'r'. Write 'r'. I think this name is shown somewhere in the class. Look around and when you come across this word in a display, copy the remaining letters. Look at the picture and say – It is small. Write the sentence using the same process as earlier. Now I would like to write about its legs. Write It has four legs. Similarly continue for the rest of the sentences. When you have completed, show the picture and read the sentences to the class.

Tell the class that they can choose any animal they like and write a few sentences the same way as you did to describe their animal. Provide help and guidance on the strategy to those who need it.

When they have finished, let them share their picture and writing with their group. Display these pictures in the classroom and let the children share them with the class on subsequent days.

Teacher's Note: Do not cross out what the students have written. This discourages students from writing further. Note their capability for further guidance. Refer to 'Writing Strand' in the guide. Use the information on different phases of development in writing and guide them accordingly.

Picture Identity Cards

Aim: Describing animals

Material: A snake track board, dice, counters, cards with pictures of animals.

Snake board: a simple long line with a 'Start' zigzagging like a snake to 'Finish.' Along the line draw black dots (about 50) and colour every seventh dot red.

Procedure:

1. Put the children into groups of 4 – 8. In turn, the children roll the dice and move their counters along the track.
2. If a child lands on a red dot, he or she takes a card and turns it face up for everyone to see. The child then describes the animal on the card, giving as many details as possible, for example, This is a cow. It is big. It is black. It has two horns. It lives in a cow shed. It eats grass, etc.
3. Determine the number of sentences to be used before the game begins.
4. The child moves his/her counter one dot forward for every correct sentence. If the child makes a mistake, he/she must move his or her counter one dot back.
5. The game is over when a player has reached the 'Finish' or when all the cards have been described.

(Source: Lewis, G. & Bedson, Gunther; *Games for Children*; Oxford University Press; 1999, 5th ed: 2003; China)

Teacher's Note: Use this game at a later stage to reinforce all the information learned about the animals – body parts, food, habitat, products, babies.

Activity 7: Compare and Contrast

Objective: Listening & Speaking – 3, 6, 7, 8, 10, 11, 12, 13

- *Children will be able to contrast the parts of their body with those of animals.*

Using their drawings from the previous activity, review the body parts of animals. Use the picture of a cow from the previous activity and as each part of its body is pointed out, have the children name and contrast their body parts with the animal's body parts: A cow has one big head. I have one head. A cow has two horns. I have no horns. I have ten fingers. A cow has no fingers. etc. Provide practice through repetition with different animals.

Play riddles. Tell them you will describe an animal and they will have to listen and name it. e.g.

- It has four legs. It has two horns. It is big. It eats grass. What is it?
- It has two legs and two hands. It can sit and stand. What is it?

When they have practiced listening and giving an answer, encourage them to think of an animal, make up sentences and ask the class/group.

Activity 8: Animal Products

Objective: Listening & Speaking – 2, 3, 6, 7, 8, 10, 13 Reading & Literature – 4, 6, 7, 8, 9, 16

- *Children will be able to name some animal products.*

Review animal food and animal habitat. From the habitat, differentiate domestic and wild animals. Talk about why we keep some animals at home. From this, let them name the things different domestic animals produce. Use pictures to reinforce the names of different products. Use the structure: What do

we get from a cow? We get milk from a cow. What do we get from a hen? We get eggs from a hen. etc.

Play a Matching game. Have picture of animals and products drawn on different cards. These pictures can be labeled. Give out a card to each child. Let them move around and match themselves - the animal and its product. They must say what they have in a sentence: We get milk from a cow, etc.

Have a similar game for Snap that can be played in small groups. Give out the animal pictures to the children but have the product pictures piled face down in the centre. They take turns to pick the top card and if it matches to the animal they have, they keep it, otherwise anyone who has it says 'Snap' and takes the card. The one to finish matching first wins the game. They can match their pictures on the table and say the sentence: We get wool from a sheep, etc.

Activity 9: Workbook B page 42

Objective: Writing - 13 Reading & Literature – 6, 7, 8, 10

- *Children will be able to read a sentence and match.*

Reinforce the animal and its product with the workbook exercise. Demonstrate how to do the exercise. Have a few examples done on paper and display on the chalkboard. Let the children read the sentences using structure and visual cues. Then have them help you to match the pictures. When you feel they can do it on their own, give out the workbook and tell them what needs to be done. The children need to read the sentences and match them to the appropriate picture.

Activity 10: Baby Animals

Objective: Listening & Speaking – 2, 6, 8, 10 Reading & Literature – 4, 8, 9 Writing - 12

- *Children will be able to name baby animals.*

Review animal names and habitat. Show them a picture of a baby girl/boy and ask them what it is. Similarly show them a picture of a baby cow, a baby pig and a baby hen and introduce their names (calf, piglet, chick).

Play a guessing game: Let four children go outside and decide which role (a mother cow, pig, hen and their babies) to take and act their movement and behaviour in front of the class. Let the others guess and name the animal. The actor will verify if the class is right. Let the others take turns. It can be played in groups.

Let the children draw pictures of a calf and a piglet in their notebook and print from the pictures the teacher has displayed and read them aloud.

WEEK TWO

Activity 1: Continue to revise the Alphabet Sounds for the full alphabet, while teaching the upper-case letters C, H, E, R, M, D and the associated letter names.

Objective: Listening and Speaking – 5

- *Children will receive ongoing revision to acquire alphabet sound mastery (i.e. speedy and accurate recall of sounds)*

Explanation by the teacher: Now that we know all of the alphabet sounds. We need to keep practicing in a mixed order and not in the colour groupings we have been learning them in.

Source of Materials: Yellow, blue, green and red alphabet cards in SSP Pack

Teachers Note: Commence and finish each lesson with the alphabet sounds learned.

Activity 2

Writing Objective 1 and 2

Children will be able to:

- *develop motor skills for letter formation of upper-case letters C, H, E, R, M, D*

Teacher's note: Use Handwriting Book

Activity 3

Daily Activity:

Phonemic Awareness Consolidation: Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

Objective: By Unit 5 and 6, the students should be able to blend and segment with greater ease and confidence. The teacher can still develop this skill by placing large pauses (i.e. 2 second pauses) between the sounds. (e.g. r (2 second pause) u (2 second pause) n (2 second pause) =?)

Children will be able to:

- *Children will accurately and confidently be able to blend three sounds to form a simple CVC word.*
- *Children will accurately and confidently be able to segment a CVC word into the three sounds.*

Source of Materials: Pink Phonemic Awareness cards in SSP Pack.

Activity 4

Repeated guided practice of CVC word reading and spelling, through teacher modelling.

Materials

- CVC cards in the 4 colours, in which the picture is hidden. These cards sets can now be mixed up.
- Workbook tasks
- PP reading and spelling list 3 and 4

Text 10: Dechen and Dorji's Father

Synopsis - This book talks about farm animals, their habitat and babies. It also tells the uses of some animals.

BEFORE READING

Activity 5: Prior Knowledge

Objective: Listening & Speaking - 2, 6, 7, 8.

- *Children will be able to name some farm animals and their habitats.*

The teacher shows the book, 'Is this a tiger?' to the class and have them name the animals in that book. Activate their prior knowledge of animals by asking them questions such as: Where does a pig/cow live? What does a pig eat? What do you get from a cow/hen? What do you call a baby cow? etc.

Activity 6: Picture Walk

Objective: Listening & Speaking - 2, 7, 8, 11

- *Talk about the pictures and use new vocabulary.*

Show the cover page and ask, 'Who is he/ she?' pointing to Dorji, Dechen and their father. Talk about the pictures. Let children read the title. Using the pictures, reinforce the new vocabulary in this text- piglets, calf. Help the children talk about the pictures using questions such as- How many goats are there? What colour are the piglets? Where is the hen? Who is carrying the eggs? etc.

READING

Activity 7: Read Aloud

Objectives: Reading & Literature - 13

- *Children will be able to listen to the teacher's reading.*

Teacher reads aloud the text to the class while students listen to the intonation and Pronunciation.

Activity 8: Shared Reading

Objectives: Reading & Literature - 6, 7, 8, 10

- *Children will be able to share reading with the teacher.*

Teacher's Note: Refer to Shared Reading in the guide. Also refer to 'Teaching of Letter Sounds in the guide for visual cues activities and incorporate them in this shared reading.

After having the children sit together close to the teacher's chair, show them the big book and, using a pointer, read it aloud. Let them join in when you come to the repetitive patterns/ phrases. Use sentence structures, pictures and visual cues to help students join in the reading.

Activity 9: Choral Reading

Objectives: Reading & Literature – 10, 13

- *Children will be able to read text together.*

Give a big book to each group and read the text together as a choral reading.

AFTER READING

Activity 10 Retelling

Objectives: Listening & Speaking - 2, 4, 6, 7, 8, 9, 11, 13 Reading & Literature - 5

- *Children will be able to retell the story they have read.*

Have the children discuss through comprehension questions first, then later with questions that allow them to make text to life connections. Show them the big book and take them through each page, asking: e.g.

- What is the name of Dechen and Dorji's father? (recall)
- Name some animals Rinzin has. (recall)
- What animals live in a stable? (recall)
- How many piglets are there? (inferential)
- What does Dechen's mother get from the cow? (inferential)
- Why does Rinzin keep goats at home? (critical)
- What do you do with eggs? (critical)
- What animals do you have at home? (making connections)
- What do you get from the animals you have at home? (making connections)
- Which animal do you like? (making connections)
- Tell us something you like about this animal. (critical)
- How many of you like the animal Karma likes? etc. (making connections)
- What do you like about it? (critical)
- Tell us what you don't like about it (critical), etc.

For recreation and fun, teach them the song 'Are You Sharing' from Class PP Anthology.

Assessment Tool 5: Observation to test children's behaviour in listening and speaking

FOLLOW UP

Activity 11: Workbook B

Objectives: Writing - 13 Reading & Literature – 7, 8, 16

- *Children will be able to match and colour.*

Show the children how to do the exercise on page 43 of their Workbook B. Have some examples prepared on newsprint paper and use them to demonstrate the activity.

Have the children read the text and match with appropriate pictures, then colour them. They can read their sentences to their friends in the group.

Activity 12: Writing

Objective: Listening & Speaking – 2, 3, 6, 8, 10, 11, 12
Reading & Literature – 10

Writing – 4, 5, 6, 9, 10, 11, 12

Children will be able to:

- *Listen to the teacher's instructions and draw pictures.*
- *Describe their pictures.*
- *Read their own writing.*

The teacher may give the following instructions to the students. Students listen and draw pictures accordingly:

- Draw a tall tree.
- Draw a calf under the tree.
- Make a pig sty.
- There are two piglets in the pigsty.
- Draw a hen coop.
- There are two yellow chicks in the coop.

Then have them use the pictures drawn to describe the pictures. Encourage them to label or write a few words/phrases/sentences about the pictures using the high frequency words, known words, and their knowledge of initial consonant sounds.

In smaller groups, children can take turns to talk about their pictures or read what they have written to their friends. Activity13: High Frequency Words

Objective: Reading & Literature – 3, 9 Listening & Speaking – 2, 10 Writing – 12

Children will be able to:

- *identify high-frequency words in the text.*
- *read and write high-frequency words in sentences.*

Together, identify the high frequency words in the text (has, have, they, are). Use the strategy given in the guide to teach and reinforce the children's knowledge of the high-frequency words.

Then display the words on the word wall. Make the best use of every opportunity during reading and writing activities to allow children to recognize, read, and write these words.

Activity 14: Song

Objective: Listening & Speaking – 4, 10, 13 Reading & Literature – 5, 16

- *Children will be able to listen, sing songs and follow the song in written form.*

Teach children the song 'Little Peter Rabbit' with actions from Class PP Anthology.

1. Assessment Tool 4: Anecdotal Record – Observation to check children's competency in language through questionnaire

WEEK THREE

Activity 1: Continue to revise the Alphabet Sounds for the full alphabet, while teaching the upper-case letters G, O, U, L, F, B and the associated letter names.

Objective: Listening and Speaking – 5 Reading - 8 (Use phonics (letter sounds) to read new words and pronounce them clearly)

- *Children will receive ongoing revision to acquire alphabet sound mastery (i.e. speedy and accurate recall of sounds)*

Explanation by the teacher: Now that we know all of the alphabet sounds. We need to keep practicing in a mixed order and not in the colour groupings we have been learning them in.

Source of Materials: Yellow, blue, green and red alphabet cards in SSP Pack

Teachers Note: Commence and finish each lesson with the alphabet sounds learned.

Activity 2: Writing Objective 1 and 2

Children will be able to:

- *develop motor skills for letter formation of upper case letters G, O, U, L, F, B*

Teacher's note: Use Handwriting Book

Activity 3

Daily Activity:

Phonemic Awareness Consolidation: Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

Objective: By Unit 5 and 6, the students should be able to blend and segment with greater ease and confidence. The teacher can still develop this skill by placing large pauses (i.e. 2 second pauses) between the sounds. (e.g. r (2 second pause) u (2 second pause) n (2 second pause) =?)

Children will be able to:

- *Children will accurately and confidently be able to blend three sounds to form a simple CVC word.*
- *Children will accurately and confidently be able to segment a CVC word into the three sounds.*

Source of Materials: Pink Phonemic Awareness cards in SSP Pack.

Activity 4

Repeated guided practice of CVC word reading and spelling, through teacher modelling.

Materials

- CVC cards in the 4 colours, in which the picture is hidden. These cards sets can now be mixed up.
- Workbook tasks
- PP reading and spelling list 5 and 6

Activity 5: Daily Activities

Objectives: Listening & Speaking - 2, 7, 8 Reading & Literature – 12 Writing - 4, 6, 10

Children will be able to:

- *Say what they do at specific times.*
- *Review the simple present tense.*

Begin by asking - ‘What do you do every day?’ Use those pictures prepared in Unit II to help children answer: ‘I wake up every day.’

Next ask, ‘What do you do in the morning?’ Try to get as many of the verbs children have learned such as- get dressed, wash, eat, drink, play, read, sleep, write, draw, colour, etc.

1. Assessment Tool 13: Cloze test to assess students’ ability to write verbs/tenses.

Activity 6: Daily Activities

Objective: Listening & Speaking - 2, 4, 6, 7 Reading & Literature - 5, 6 Writing - 4, 10, 11

Children will be able to:

- *Review daily activities at specific times.*
- *Draw and label their daily activities.*

Play a miming game in which you mime what you do every day in the morning. Ask, ‘What do I do every day?’ Then the teacher mimes the action and gets children to answer- In the morning you get up.

Show a picture of night with a moon and stars and the black sky and ask, What do you do at night? (pointing to the picture). Children may answer in a phrase, ‘sleep.’ Help children to answer in a sentence, ‘At night I/we eat dinner or at night I go to sleep,’ etc.

Let children draw what they do in the morning and what they do at night and label their pictures. In the same way, ask what children do in the afternoon.

Teach children the song ‘After a Bath’ from Class PP Anthology.

Activity 7: Game Snake and Ladder/Time game

Objective: Listening & Speaking – 2, 6, 8, 10, 12, 13

- *Children will be able to say what they do at different times of the day.*

Materials: For each group – a snake and ladder game sheet, a dice, counters for the players, and three sets of cards with pictures to show ‘morning,’ ‘afternoon,’ and ‘night’ on the back of each set respectively and pictures of daily activities done during those particular times on the front.

Procedure:

1. Give out the materials. Put the cards in three different piles with the ‘time pictures’ facing up.
2. Take turns to roll the dice. Before the player moves his/her counter on the sheet, he/ she must pick a card from the ‘morning’ pile, look at the picture on it and say: In the morning, I get up, etc. If the answer is correct, the player moves his/her counter as many steps as the number shown on the dice. If the answer is wrong, the player waits for his next turn to move on the sheet.

- Once the children have started moving on the game sheet, if any child's counter stops at the bottom of a ladder, he/she moves up the ladder. Likewise, if the counter falls on the mouth of a snake, it goes down the snake's body.
- The card described can be kept in a separate pile. Let the players finish the cards in the 'morning' pile, then move over to the 'afternoon' pile and then to the 'night' pile.
- The one who reaches the 'Finish' line is the winner.

(Source: Lewis, G. & Bedson, Gunther; *Games for Children*; Oxford University Press; 1999, 5th ed: 2003; China)

Activity 8: Daily Activities and Time

Objectives: Listening & Speaking - 2, 4, 7 Reading & Literature - 4 Writing - 3

Children will be able to:

- Review the days of the week.*
- Say what they do on different days.*

Review the days of the week looking at the Weather Board so the children can see the word as well as hear it. Tell the children to say what they do regularly on Monday.

Let the children draw some pictures that show what they do on different days. Children take turns to say what they do on different days using their pictures.

Let them put their pictures beside the correct day on the chart.

Then sing the Nursery Rhyme- 'Here we go round the mulberry bush' from Class PP Anthology.

Monday	(have their pictures glued in this space)
Tuesday	
Wednesday	
Thursday	
Friday	

Activity 9: Group Story

Objective: Reading & Literature - 14, 16 Listening & Speaking - 8, 11 Writing - 3, 6, 8, 9,

Children will be able to:

- draw pictures to illustrate the song 'Little Peter rabbit'.*
- dictate sentences to represent the story.*

Tell the children they will illustrate the song 'Little Peter Rabbit' in drawings and in a story form. Get them to draw pictures in groups. Then allow each group to dictate the sentences for each of their pictures. Later, let each group present their story to the class. Display them on the walls and let them read at other times.

1. Assessment Tool 1: Unit 5 Continuous Formative Assessment consisting of the CVC reading subtest.

WEEK FOUR

Activity 1: Continue to revise the Alphabet Sounds for the full alphabet, while teaching the upper-case letters X, J, Q, K, J, V, Z, Y, W and the associated letter names.

Objective: Listening and Speaking – 5 Reading - 8 (Use phonics (letter sounds) to read new words and pronounce them clearly)

- *Children will receive ongoing revision to acquire alphabet sound mastery (i.e. speedy and accurate recall of sounds)*

Explanation by the teacher: Now that we know all of the alphabet sounds. We need to keep practicing in a mixed order and not in the colour groupings we have been learning them in.

Source of Materials: Yellow, blue, green and red alphabet cards in SSP Pack

Teachers Note: Commence and finish each lesson with the alphabet sounds learned.

Activity 2: Writing

Objective 1 and 2

Children will be able to:

- *develop motor skills for letter formation of upper-case letters X, J, Q, K, J, V, Z, Y, W*

Teacher's note: Use Handwriting Book

Activity 3

Daily Activity:

Phonemic Awareness Consolidation: Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

Objective: By Unit 5 and 6, the students should be able to blend and segment with greater ease and confidence. The teacher can still develop this skill by placing large pauses (i.e. 2 second pauses) between the sounds. (e.g. r (2 second pause) u (2 second pause) n (2 second pause) =?)

Children will be able to:

- *Children will accurately and confidently be able to blend three sounds to form a simple CVC word.*
- *Children will accurately and confidently be able to segment a CVC word into the three sounds.*

Source of Materials: Pink Phonemic Awareness cards in SSP Pack

Activity 4

Repeated guided practice of CVC word reading and spelling, through teacher modelling.

Materials

- CVC cards in the 4 colours, in which the picture is hidden. These cards sets can now be mixed up.
- Workbook tasks
- PP reading and spelling list 7 and 8

Text 11: The Little Yellow Chick

Synopsis: In this picture book story, a little chick goes around looking for her mother.

BEFORE READING

Activity 5: Prediction

Objectives: Listening & Speaking - 2, 6, 7, 8, 9

Children will be able to:

- *learn to predict.*
- *make text to life connections.*

Show the cover page of the book. Children look at the pictures and say what they see there. Ask children to predict what they would see/find in the story- What do you think will happen in the story? What would you find in the story? Accept all predictions without any justification. Bring children's attention to the picture of the little chick and ask, What is it? Is it big/ small? (Introduce 'little' and 'chick'). Ask, 'Have you seen little chicks before? 'Do you have little chicks at home? What colour are they? What do they eat? or How many little chicks do you have at home? Where do they live?' Similarly introduce piglets and pigsty.

Activity 6: Split Image

Objectives: Listening & Speaking - 2, 6, 7,8

- *Children will be able to describe a picture.*

Teacher's Note: This strategy helps promote oral and aural development. It helps the children use careful observation, clarity of each expression and listening skills. It encourages higher level thinking skills as well as motivates children to communicate productively. The children need to work in pairs. They are allowed to look at the pictures only till the half of the book. Then they discuss and try to reconstruct the story without looking or reading the text. Once this is done, the teacher reads the story aloud showing the pictures.

Name the children as A and B. Ask all the As to shut their eyes and Bs to look at the pictures on page 1 of the textbook (Teacher shows the book around). Then ask Bs to shut their eyes and As to look at page 2. As and Bs describe what they saw to each other. Again ask As to shut their eyes and Bs to look at the pictures on page 3. After that, Bs shut their eyes and As look at the pictures on page 4. Both As and Bs share what they saw to each other. In the same way, complete the whole book.

Then let the children talk about what they saw taking turns, thus reconstructing the whole book in sequence.

READING

Activity 7: Shared Reading

Objectives: Reading & Literature – 3, 6, 7, 8

- *Children will be able to use pictures and visual cues to read.*

Put the children in a semi-circle close to the teacher's chair. Using just one copy of the book, read the text, pointing to every word that is being read. Children join the reading along with the teacher. Say the first sound of the word or point to the pictures for any words that the children have difficulty in reading.

Activity 8: Read Aloud

Objectives: Reading & Literature - 16

- *Children will be able to listen to teacher's reading for intonation and pronunciation.*

Read the text aloud once to the class while children listen to the reading. Read with fluency, intonation and expression.

Activity 9: Buddy Reading

Objectives: Reading & Literature - 6, 7, 8, 10

- *Children will be able to read the text.*

Pair up the children. Have them take turns to read the text to each other. Instruct them that while one reads, the other listens and provides help whenever and wherever necessary. Teacher moves around to monitor.

Activity 10: Independent Reading

Objective: Reading & Literature - 3, 4, 6, 7, 8, 10, 11, 16.

- *Children will be able to read independently.*

Let the children read the text independently. Move around listening to their reading and provide help.

Teacher's Note: Use the Guided Reading to help struggling readers. Let the fast readers help the slow readers in the class or have them read the text/supplementary readers already. Read the supplementary reader for that text, or any other book from the Reading Corner.

1. **Assessment Tool 1: Unit 5 Continuous Formative Assessment consisting of the CVC spelling subtest**

WEEK 5

Activity 1: Continue to revise the Alphabet Sounds for the full alphabet.

Objective: Listening and Speaking – 5 Reading – 8 (Use phonics (letter sounds) to read new words and pronounce them clearly)

- *Children will receive ongoing revision to acquire alphabet sound mastery (i.e. speedy and accurate recall of sounds)*

Explanation by the teacher: Now that we know all of the alphabet sounds. We need to keep practicing in a mixed order and not in the colour groupings we have been learning them in.

Source of Materials: Yellow, blue, green and red alphabet cards in SSP Pack

Teachers Note: Commence and finish each lesson with the alphabet sounds learned.

Activity 2

Daily Activity:

Phonemic Awareness Consolidation: Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

Objective: By Unit 5 and 6, the students should be able to blend and segment with greater ease and confidence. The teacher can still develop this skill by placing large pauses (i.e. 2 second pauses) between the sounds. (e.g. r (2 second pause) u (2 second pause) n (2 second pause) =?)

Children will be able to:

- *Children will accurately and confidently be able to blend three sounds to form a simple CVC word.*
- *Children will accurately and confidently be able to segment a CVC word into the three sounds.*

Source of Materials: Pink Phonemic Awareness cards in SSP Pack.

Activity 3

Repeated guided practice of CVC word reading and spelling, through teacher modelling.

Materials

- CVC cards in the 4 colours, in which the picture is hidden. These cards sets can now be mixed up.
- Workbook tasks
- PP reading and spelling list 9 and 10

AFTER READING (continuation of Week 4 activities)

Activity 5: Conversation

Objectives: Listening & Speaking – 2, 6, 7, 8, 9, 11, 12, 13

- *Children will be able to make text to life connections.*

Have a whole class discussion. Teacher may use some of the suggested questions:

- What is a chick?
- What is a baby pig called?

- What is the colour of the chick?
- Is the chick in the coop?
- Which animal did the chick meet first?
- Who helped the chick to find her mother?
- Where is the mother hen?
- Have you ever gotten lost like the little chick?
- What did you do?
- Did anyone help you? etc.

FOLLOW UP

Activity 6: Story Map

Objectives: Listening & Speaking - 2, 6, 7, 8, 9, 10, 11, 12, 13

Children will be able to:

- *learn the feature of the story (character, setting, plot, goal, resolution).*
- *Retell the story.*

Teacher's Note: Doing a story map enables the children to be aware that a story has characters, a setting, events, and ending. The teacher needs to emphasize bringing about this awareness through questions/prompts/examples, etc. Use a flannel board for this activity.

Have a flannel board. Draw large pictures of the main characters and the events of the story in sequence: mother hen and the chick, cow, mother pig, father pig, tin, dog, hen house, the hen's family together, etc.

Let the children talk about the story:

As they answer, put up the pictures they have named on the flannel board. Restructure their answers in complete sentences and also provide any other information they might not give.

- Who is in the story? (get the characters)
- Where is the little yellow chick? (get the setting – where the story takes place)
- What happens first? Next what happens? And then? etc. (get the plot- events of the story)
- What happens at the end? (ending)

After having reconstructed the story, jumble up all the pictures, put them on the table and let the children take turns to come to the front and retell the story using the pictures. They retell as a pair or individually.

Activity 7: Writing

Objectives: Listening & Speaking - 2, 4, 8, 10, 11 Reading & Literature – 5, 6, 14, 15, 16

Writing - 3, 4, 5, 6, 7, 9, 10, 11

- *Children will be able to describe and write about an animal in one or two sentences.*

Tell the children they will be writing about what they like about the story. Through questions, have them decide upon the topic they would like to write about: Do you want to draw and write a story about/what you liked/one of the animals?

Through questions and prompts, help the children organize their ideas for the story. Move around

and help them use the high frequency words, known words, initial consonant sounds to write words/phrases/sentences for their pictures.

In groups, children can take turns to show their pictures, describe/tell/read the story. Instruct others to listen while one is speaking/reading. Encourage them to say what they like about their friend's story.

After that, display their work in the classroom or compile it as a book on 'Animals'.

Teacher's Note: Do not cross out what the students have written. This discourages students from writing further. Note their capability for further guidance. Refer to the 'Writing Strand' in the guide. Use the information on different phases of development in writing and guide them accordingly.

Teach the children the rhyme 'Cocks Crow in the Morn' from Class PP Anthology.

1. Assessment Tool 14: Rubric to Assess Children's Competency in Writing Skills

Activity 8: High Frequency Words

Objective: Reading & Literature – 3, 9 Listening & Speaking – 2, 10 Writing – 12

Children will be able to:

- *identify high-frequency words in the text.*
- *read and write high-frequency words in sentences.*

Together, identify the high frequency words in the text (and, her, the). Use the strategy given in the guide to teach and reinforce the children's knowledge of the high-frequency words.

Activity 9: Song

Objective: Listening & Speaking – 4, 10, 13 Reading & Literature – 5, 16

- *listen, sing songs and follow them in written form.*

Teach the children the song 'Mrs. Hen' with actions from the Anthology book.

Teacher's Note: Write the song on a chart and display it in the classroom. Later let the children follow the song on this chart as they sing it.

Supplementary Text

Use the book 'Bubbles is lost' to read aloud to/together with the children. Encourage them to make predictions. Also have them read any high frequency and known words. Let them try to read some new words that begin with the consonant sounds they have learned earlier. Allow them to join in when they come to repetitive sentences and have fun reading together.

Leave the book in the reading corner so that the children can read it during their free time.

1. Assessment Tool 12: Checklist for High frequency words

1. Assessment Tool 1: Unit 5 CVC reading assessment (use table to convert into percentage scores)

UNIT SIX- EMERGENT READING V

WEEK ONE

Activity 1: Continue to revise the Alphabet Sounds for the full alphabet.

Objective: Listening and Speaking – 5

- *Children will receive ongoing revision to acquire alphabet sound mastery (i.e. speedy and accurate recall of sounds)*

Explanation by the teacher: Now that we know all of the alphabet sounds. We need to keep practicing in a mixed order and not in the colour groupings we have been learning them in.

Source of Materials: Yellow, blue, green and red alphabet cards in SSP Pack

Teachers Note: Commence and finish each lesson with the alphabet sounds learned.

Activity 2

Daily Activity:

Phonemic Awareness Consolidation: Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

Objective: By Unit 5 and 6, the students should be able to blend and segment with greater ease and confidence. The teacher can still develop this skill by placing large pauses (i.e. 2 second pauses) between the sounds. (e.g. r (2 second pause) u (2 second pause) n (2 second pause) =?)

Children will be able to:

- *Children will accurately and confidently be able to blend three sounds to form a simple CVC word.*
- *Children will accurately and confidently be able to segment a CVC word into the three sounds.*

Source of Materials: Pink Phonemic Awareness cards in SSP Pack.

Activity 3

Repeated guided practice of CVC word reading and spelling, through teacher modelling.

Materials

- PP reading and spelling list 11 and 12

Activity 4

Repeated guided reading and writing practice of CVC words into passages.

Guided reading of the CVC passages. Step 1 read the whole passage by sounding out all of the CVC words. Step 2 re-read the passage with more fluency and whole word reading.

Guided writing (as per modelled on the training videos). Teacher re-writes the passage with the students and models sounding-out the words. The teacher should also highlight capital letters to start a story and full stops.

1. Assessment Tool 1: Unit 5 CVC spelling test. (Use the table to convert into percentages)

Materials

- Story 1: Pat the big dog
- Story 2: I am a ...?

Topic: Money

Activity 5

Objectives: Listening & speaking: 2, 3, 6, 7, 8, 10, 11, 12

Children will be able to:

- *recognize the currency in coins and notes.*
- *use additional vocabulary (Ngultrum, Chetrum, coin, shape, colour) appropriately.*

Take Bhutanese currency of different values (coins & paper money) to the class and show the paper money, then ask questions such as:

- *What is this?*
This is money.
- *What do you use it for?*
We use money to buy things.

Tell students about the money:

We need money to buy things.
Money comes in notes and coins that have different values.
You earn money by working.

(Students may be encouraged to add something they know about money)

Hold a coin up and say “Chetrum”, then talk about its shape and colour. (If coins are not available pictures of coins may be used) Then show the paper money of different values or denominations one at a time Nu1, Nu5 and Nu10 to introduce the term “Ngultrum” followed by shape and colour for easy recognition.

Language in practice:

This is Ngultrum One/ Nu 1 coin. It is round. It is a coin. It is heavy.

Ask:

What can you buy with this? Repeat the same question for rest of the denominations.

This is Ngultrum One/ Nu 1. It is rectangle. It is blue. It is light.

This is Ngultrum five/ Nu 5. It is rectangle. It is yellow. It is light.

This is Ngultrum Ten/ Nu 10. It is rectangle. It is blue. It is light.



This is Ngultrum one/ Nu 1 coin. It is round. It is a coin. It is heavy.



This is Ngultrum One/ Nu 1. It is rectangle. It is blue. It is light.



This is Ngultrum five/ Nu 5. It is rectangle. It is yellow. It is light.



This is Ngultrum Ten/ Nu 10. It is rectangle. It is blue. It is light.

Now let few students pick up any note or coin and talk about it using the language taught earlier (language in practice).

Activity 6 (CIRCLE TIME)

The children will be able:

- *talk about different denominations of money in simple sentences.*
- *Identify different denominations correctly.*

Ask students to sit in a circle. Display all the currency (coins, paper money) in the middle of the circle. Hold a Talking Toy/Chips and demonstrate the language for the discussion.

Pick up Nu.1 and say: *This is Ngultrum one/ Nu 1. It is rectangle. It is blue. It is light.*

Then pass the Talking Toy to one of the students. That student will pick a coin or a note and talk about it, following the example set by the teachers. Continue the game until all the coins and the notes have been picked and talked about.

After this game, talk about what money can do and why it is important by saying the following:

Example: we use money to buy pencil/eraser/book/crayon... (classroom objects)

We use money to buy kira/ tego/wonju/ shirt/ shoes/socks... (uniform/clothes)

Make sure that all the students can identify the different denominations by holding the money and asking how much is each coin or note. Then let students complete the matching worksheet individually.

At the end of the class, ask students to bring two containers like plastic jars, empty cans with lids, or small cardboard or wooden boxes for the next class.

WEEK TWO

Activity 1: Continue to revise the Alphabet Sounds for the full alphabet.

Objective: Listening and Speaking – 5

- *Children will receive ongoing revision to acquire alphabet sound mastery (i.e. speedy and accurate recall of sounds)*

Explanation by the teacher: Now that we know all of the alphabet sounds. We need to keep practicing in a mixed order and not in the colour groupings we have been learning them in.

Source of Materials: Yellow, blue, green and red alphabet cards in SSP Pack

Teachers Note: Commence and finish each lesson with the alphabet sounds learned.

Activity 2

Daily Activity:

Phonemic Awareness Consolidation: Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

Objective: By Unit 5 and 6, the students should be able to blend and segment with greater ease and confidence. The teacher can still develop this skill by placing large pauses (i.e. 2 second pauses) between the sounds. (e.g. r (2 second pause) u (2 second pause) n (2 second pause) =?)

Children will be able to:

- *Children will accurately and confidently be able to blend three sounds to form a simple CVC word.*
- *Children will accurately and confidently be able to segment a CVC word into the three sounds.*

Source of Materials: Pink Phonemic Awareness cards in SSP Pack

Activity 3

Repeated guided practice of CVC word reading and spelling, through teacher modelling.

Materials

- PP reading and spelling list 13 and 14

Activity 4

Repeated guided reading and writing practice of CVC words into passages.

Guided reading of the CVC passages. Step 1 read the whole passage by sounding out all of the CVC words. Step 2 re-read the passage with more fluency and whole word reading.

Guided writing (as per modelled on the training videos). Teacher re-writes the passage with the students and models sounding-out the words. The teacher should also highlight capital letters to start a story and full stops.

Materials

- Story 3: Dad's bag
- Story 4: The man Om

1. Assessment Tool 1: Unit 6 Continuous Formative Assessment consisting of the CVC spelling subtest.

Activity 5: Piggy Bank

Objectives: Listening & Speaking- 3, 8, 10, 11

The children will be able:

- *make their own Piggy Bank.*
- *appreciate the value of money.*
- *use the vocabulary (save, spend, money) correctly.*

Begin the class by demonstrating how to make a Piggy Bank. Be sure that all the students see you decorating your piggy bank with colours and stickers. After that provide stickers, crayons, and markers. Then tell students to be creative in decorating their two containers.

After the students have decorated the containers, teach them the terms save and spend through examples and let them label one container as “SAVE” and the other as “SPEND”. Make sure each container is labeled with the student's name. Send the completed containers home with the children. Decide with the students if they want to make a second set of “spend” and “save” containers in teams to keep in the classroom.

Optional: Include a note to parents to let them know that you have been discussing spending and saving in the classroom.

Teacher's note: Piggy banks are one of the most useful tools for teaching students about money. It also teaches how to value the money by saving, spending and sharing when they grow.

Activity 6: The Floor Game

Listening & Speaking 8, 12

The children will be able:

- *enjoy earning the money through game.*
- *help students in counting money with coins and notes.*
- *follow the instructions correctly.*

Beforehand prepare sets of play money (Nu 1, Nu 5, Nu 10) for the class, mat to place on the floor of the classroom and dice for all groups/teams.



Earn

Spend

(Improvise materials – mat and dice if not available)

Instructions for the Floor Game

FINISH LINE		
save	spend	Earn
spend	Earn	Save
Earn	Save	Earn
spend	Earn	Save
save	Earn	Spend
Earn	Spend	Earn
spend	Earn	Earn
Earn	Save	Spend
Row A	Row B	Row C
START LINE		

1. Divide the class into three groups. Prepare two envelopes for each group marked “Earn” and “Spend”. Appoint a “manager” for each group and hand the envelopes to the managers.
2. Prepare fake money (it can be pieces of paper with denominations written on it) and design a dice each for the groups. (The dice can be improvised using chalk pieces, wood, erasers etc.)
3. Take the students out to the playground or the Basketball court.
3. Draw three grids, one for each group, on the floor as shown below (the grids should be sufficiently far apart to avoid overcrowding)
4. Within the group, students are divided into sub-groups A, B and C. This is to allow each student to play in their own rows, also marked A, B and C.
5. The game starts after players roll the dice. The players take the same number of steps that appears on the dice.
6. If the player steps on the grid that has “earn”, the team manager will give the player the same amount of money as the number of steps taken.
7. If the player steps on the grid that has “spend”, the player has to give the same amount of money as the number of steps taken. If the player does not have any money to give, the player is out of the game, and a new player of the same row shall take over.
8. If the player steps on the grid that has “Save”, the player neither gets nor receives any money, but she or he is still in the game.
9. Continue the game until one player reaches the finish line. OR time permitting, until everyone in the group has a chance to play.
10. When the game is over, check which group has the maximum both in “Spend” and “Earn” envelopes. The winner is the one with the maximum amount in “Earn” envelope.

1. Assessment Tool 8: Miscue Analysis to assess students’ reading

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, from 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 Class PP Assessment Tools

Units	Week	Pre-reading and Pre-spelling (SSP)	Listening & Speaking	Reading and Literature	Writing
Unit I	One		Tool 2: Use Checklist to assess greetings and courtesy throughout the year.		
	Two				
	Three				
	Four		Tool 5: Observation to test children's behaviour in listening and speaking		
	Five	Tool 1: Unit 1 Continuous Formative Assessment consisting of 1 subtest: <ul style="list-style-type: none"> Group 1 s, a, t, p, i, n alphabet sounds 			Tool 11: Letter Formation Rubrics (s, a, t, only)
	Six	Tool 1: Unit 1 Continuous Formative Assessment consisting of 2 subtests: <ul style="list-style-type: none"> CVC Phonemic Level Blending Segmentation of CVC Words 		Tool 6: Observational checklist on the concepts of book. Tool 10: Checklist for reading High Frequency words	Tool 11: Letter Formation Rubrics (p, i, n only)
Unit II	One				
	Two		Tool 5: Observation to test children's behaviour in listening and speaking		
	Three				Tool 11: Letter Formation Rubrics (c, e, d only)
	Four			Tool 7: Rating Scale to assess students' reading	Tool 11: Letter Formation Rubrics (m, h, r only)
	Five	Tool 1: Unit 2 Continuous Formative Assessment consisting of 1 subtest: <ul style="list-style-type: none"> Group 2 alphabet sounds 			

	Six	Tool 1: Unit 2 Continuous Formative Assessment consisting of 2 subtests: <ul style="list-style-type: none"> • CVC Phonemic Level Blending • Segmentation of CVC Words 		Tool 10: Checklist for reading High Frequency words	
Unit III	One				
	Two		Tool 5: Observation to test children's behaviour in listening and speaking		
	Three				
	Four		Tool 3: Rating Scale to Assess Children's Competency in Oral Skills		
	Five	Tool 1: Unit 3 Continuous Formative Assessment consisting of 1 subtest: <ul style="list-style-type: none"> • Group 3 alphabet sounds 			Tool 11: Letter Formation Rubrics (g, o, u only)
	Six	Tool 1: Unit 3 Continuous Formative Assessment consisting of 2 subtests: <ul style="list-style-type: none"> • CVC Phonemic Level Blending • Segmentation of CVC Words 			Tool 11: Letter Formation Rubrics (l, f, b only)
	Seven			Tool 10: Checklist for reading High Frequency words Tool 9: Checklist to assess Reading log (once a term)	
Unit IV	One				
	Two		Tool 5: Observation to test children's behaviour in listening and speaking		
	Three				
	Four		Tool 3: Rating Scale to Assess Children's Competency in Oral Skills		

	Five	Tool 1: Unit 4 Continuous Formative Assessment consisting of 3 subtests: <ul style="list-style-type: none"> Group 1, 2, 3 & 4 alphabet sounds 			Tool 11: Letter Formation Rubrics (x, j, q, k only)
	Six	Tool 1: Unit 4 Continuous Formative Assessment consisting of 1 subtest1: <ul style="list-style-type: none"> CVC Phonemic Level Blending Segmentation of CVC Words 		Tool 10: Checklist for reading High Frequency words	Tool 11: Letter Formation Rubrics (z, v, y, w only)
Unit V	One				
	Two		Tool 5: Observation to test children's behaviour in listening and speaking Tool 4: Anecdotal Record – Observation to check children's competency in language through questionnaire		
	Three	Tool 1 Unit 5 Continuous Formative Assessment consisting of the CVC reading subtest.			Tool 13: Cloze test to assess students' ability to write verbs/ tenses.
	Four	Tool 1 Unit 5 Continuous Formative Assessment consisting of the CVC spelling subtest. If students are not reading and spelling profile their acquisition of pre-literacy skills; alphabet sounds /26 and blending and segmenting is collected.			
	Five	Tool 1: Unit 5 CVC spelling test. (Use the table to convert into percentages) Assessment Tool 1: Unit 5 CVC reading assessment (use table to convert into percentage scores)		Tool 10: Checklist for reading High Frequency words	Tool 12: Rubric to Assess Children's Competency in Writing Skills

Unit VI	One Two	Tool 1 Unit 6 Continuous Formative Assessment consisting of the CVC reading subtest.			
		Tool 1 Unit 6 Continuous Formative Assessment consisting of the CVC spelling subtest.		Tool 8: Miscue Analysis to assess students' reading	
		If students are not reading and spelling profile their acquisition of pre-literacy skills; alphabet sounds /26 and blending and segmenting is collected.		Tool 9: Checklist to assess Reading log (at the end of each term)	

CFA TOOLS AND TECHNIQUES FOR CLASS PP

Pre-reading and Pre-spelling (SSP)

Tool 1: PP SSP Tracking (Synthetic Structured Phonics)

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

Unit 1 subtests:

HHfB HEAR HEAR BHUTAN Continuous Formative Assessment Pre-Primary Pre-Literacy Skills

Student Name: _____ Class: _____

Tracking Pre-Literacy Skill Area 1: Alphabet Sound Recall (A precursor to reading, spelling and writing). Instructions: "What are these sounds?"

Unit 1	Group 1 Alphabet Sounds	Sound	✓/X	Response	Sound	✓/X	Response	Sound	✓/X	Response	Scores
Unit 1	Group 1 Alphabet Sounds	s	<input type="checkbox"/>		n	<input type="checkbox"/>		i	<input type="checkbox"/>		Negative Observations (suggesting further skill development is required): <input type="checkbox"/> Said the letter name <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting
		p	<input type="checkbox"/>		t	<input type="checkbox"/>		a	<input type="checkbox"/>		

Date tested: _____ Score: _____/6

Unit 1 s n t i p a

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

Blending (A precursor to decoding or reading)
Instructions: "I am going to say 3 sounds. Put them together"

Blending Test Set 1	CVC Phonemic Level Blending			Unit 1		Date tested:
	Sound	✓/X	Response	✓/X	Response	
Blending Test Set 1	m (1 second pause)	u (1 second pause)	d	<input type="checkbox"/>		Score: _____/5 = _____%
	s (1 second pause)	u (1 second pause)	n	<input type="checkbox"/>		
	f (1 second pause)	a (1 second pause)	n	<input type="checkbox"/>		
	b (1 second pause)	e (1 second pause)	d	<input type="checkbox"/>		
	t (1 second pause)	a (1 second pause)	p	<input type="checkbox"/>		

Segmentation of CVC Words (A precursor to spelling)
Instructions: "What are the sounds?"

Segmentation Test Set 1	Word	Unit 1	
		✓/X	Response
Segmentation Test Set 1	top	<input type="checkbox"/>	Tick if correct response ("t - o - p"). If incorrect, what did the child answer?
	lid	<input type="checkbox"/>	Tick if correct response ("l - i - d"). If incorrect, what did the child answer?
	peg	<input type="checkbox"/>	Tick if correct response ("p - e - g"). If incorrect, what did the child answer?
	bug	<input type="checkbox"/>	Tick if correct response ("b - u - g"). If incorrect, what did the child answer?
	nut	<input type="checkbox"/>	Tick if correct response ("n - u - t"). If incorrect, what did the child answer?

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

Unit 2 subtests:

Unit 2

Group 1 Alphabet Sounds	Sound	✓/X	Response	Group 2 Alphabet Sounds	Sound	✓/X	Response	Group 3 Alphabet Sounds	Sound	✓/X	Response	Scores
Unit 2	Group 1 Alphabet Sounds	p	<input type="checkbox"/>		t	<input type="checkbox"/>		a	<input type="checkbox"/>		Negative Observations (suggesting further skill development is required): <input type="checkbox"/> Said the letter name <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting Other Observations: _____	
		s	<input type="checkbox"/>		n	<input type="checkbox"/>		i	<input type="checkbox"/>			
		c	<input type="checkbox"/>		d	<input type="checkbox"/>		e	<input type="checkbox"/>			
		m	<input type="checkbox"/>		r	<input type="checkbox"/>		h	<input type="checkbox"/>			

Date tested: _____ Score: _____/12

Unit 2

p	t	a	s	n	i
c	d	e	m	r	h

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

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

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

Unit 3 Subtests:

		Sound	✓	X	Response	Sound	✓	X	Response	Sound	✓	X	Response	Negative Observations (suggesting further skill development is required)		Date tested: _____
Unit 3	Group 1 Alphabet Sounds	i	<input type="checkbox"/>			n	<input type="checkbox"/>			s	<input type="checkbox"/>			Scores	<input type="checkbox"/> Said the letter name <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting Other Observations: _____	Score: _____ /18
		a	<input type="checkbox"/>			t	<input type="checkbox"/>			p	<input type="checkbox"/>					
	Group 2 Alphabet Sounds	m	<input type="checkbox"/>			r	<input type="checkbox"/>			h	<input type="checkbox"/>					
		c	<input type="checkbox"/>			d	<input type="checkbox"/>			e	<input type="checkbox"/>					
	Group 3 Alphabet Sounds	u	<input type="checkbox"/>			b	<input type="checkbox"/>			g	<input type="checkbox"/>					
		o	<input type="checkbox"/>			f	<input type="checkbox"/>			l	<input type="checkbox"/>					

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

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

CVC Phonemic Level Blending			Unit 3		Unit 4				
	✓	X	Response	Date tested:	✓	X	Response	Date tested:	
Blending Test Set 2	m (1 second pause)	a (1 second pause)	p	<input type="checkbox"/>					
	l (1 second pause)	e (1 second pause)	g	<input type="checkbox"/>					
	p (1 second pause)	a (1 second pause)	n	<input type="checkbox"/>					
	m (1 second pause)	o (1 second pause)	p	<input type="checkbox"/>					
	r (1 second pause)	u (1 second pause)	n	<input type="checkbox"/>					
Score: _____ /5			= _____ %		Score: _____ /5			= _____ %	
Negative Observations (suggesting further skill development is required): i.) Was the task presented with short pauses between sounds? <input type="checkbox"/> Yes ii.) Did the child request the sounds to be repeated? <input type="checkbox"/> Yes iii.) Did the child repeat the sounds (inside their head) in order to process the task? <input type="checkbox"/> Yes iv.) Did the task appear difficult and cognitively effortful? (i.e. face grimace, uncertain tone of voice) <input type="checkbox"/> Yes									

Date tested: _____ Score: _____ /5	
Unit 3	
Segmentation Test Set 2	sit <input type="checkbox"/> Tick if correct response ("s - i - t"). If incorrect, what did the child answer? _____
	yes <input type="checkbox"/> Tick if correct response ("y - e - s"). If incorrect, what did the child answer? _____
	tub <input type="checkbox"/> Tick if correct response ("t - u - b"). If incorrect, what did the child answer? _____
	sad <input type="checkbox"/> Tick if correct response ("s - a - d"). If incorrect, what did the child answer? _____
	wet <input type="checkbox"/> Tick if correct response ("w - e - t"). If incorrect, what did the child answer? _____
Date tested: _____ Score: _____ /5	
Negative Observations (suggesting further skill development is required): i.) Did the student confuse the task and pi ii.) Did the task appear difficult for the child iii.) Was the student reliant upon adult pro iv.) Other: _____	

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

Unit 4 Subtests:

Group 1 Alphabetic Sounds	Sound	✓	X	Response	Group 2 Alphabetic Sounds	Sound	✓	X	Response	Group 3 Alphabetic Sounds	Sound	✓	X	Response		
Unit 4	t				Unit 4	n				Unit 4	a					
	i					Unit 4	p					Unit 4	s			
	d						Unit 4	r						Unit 4	e	
h				Unit 4	c						Unit 4		m			
l					Unit 4	f						Unit 4	g			
b						Unit 4	u						Unit 4	o		
x				Unit 4			j				Unit 4			q		
k					Unit 4		z					Unit 4		v		
w						Unit 4	y						Unit 4			

Negative Observations (suggesting further skill development is required):
☐ Said the letter name
☐ Slow recall
☐ A reliance on adult prompting
 Other Observations: _____

Date tested: _____
 Score: _____ /26

Unit 4	i	n	s	a	t	p
	m	r	h	c	d	e
	u	b	g	o	f	l
	x	j	q	k	z	v
	w	y				

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

CVC Phonemic Level Blending	Unit 3		Unit 4	
	✓	X	Response	Date tested:
m (1 second pause)				
a (1 second pause)				
p (1 second pause)				
e (1 second pause)				
g (1 second pause)				
a (1 second pause)				
n (1 second pause)				
p (1 second pause)				
o (1 second pause)				
p (1 second pause)				
u (1 second pause)				
n (1 second pause)				

Negative Observations (suggesting further skill development is required):
 i.) Was the task presented with short pauses between sounds? ☐ Yes
 ii.) Did the child request the sounds to be repeated? ☐ Yes
 iii.) Did the child repeat the sounds (inside their head) in order to process the task? ☐ Yes
 iv.) Did the task appear difficult and cognitively effortful? (i.e. face grimace, uncertain tone of voice) ☐ Yes

Segmentation Test Set 2	Unit 3		Unit 4	
	✓	X	Response	Date tested:
sit				
yes				
tub				
sad				
wet				

Negative Observations (suggesting further skill development is required):
 i.) Did the student confuse the task and provide some letter names? ☐ Yes
 ii.) Did the task appear difficult for the child, even if they answered correctly? ☐ Yes
 iii.) Was the student reliant upon adult prompting? ☐ Yes
 iv.) Other: _____ ☐ Yes

Teacher Note: After daily targeted teaching the expected unit 4 results: for blending and segmenting: 80% -100% with NO negative observations.

Unit 5 Subtests:

HH/B		Continuous Formative Assessment Pre-Primary Pre-Literacy Skills		P.L.D.	
Student Name		Class			
Tracking Early Reading Skills Instructions: "Read the following words."					
Reading Test CVC Words	Read CVC words	Read CVC words	Read CVC words	Read CVC words	Read CVC words
1. pin	✓	1. tap	✓	1. sit	✓
2. hat	✓	2. kit	✓	2. net	✓
3. run	✓	3. jog	✓	3. gum	✓
4. win	✓	4. map	✓	4. pan	✓
Tracking Early Spelling Skills Instructions: "Spell the following words."					
CVC words	✓	CVC words	✓	CVC words	✓
1. map	✓	1. sun	✓	1. him	✓
2. pan	✓	2. gap	✓	2. hat	✓

HH/B		Continuous Formative Assessment Pre-Primary		P.L.D.	
Student Name		Class			
Early Reading Test Card					
Unit 5	pin	tap	sit		
	hat	kit	net		
	run	jog	not		
	win				

Teacher Note: After daily targeted teaching the expected unit 5 results: 50%, 60%, 70% or 80% for reading and spelling.

Unit 6 Subtests:

Tracking Early Reading Skills									
Instructions: "Read the following words."									
1	fan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	vet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	yes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	sum	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	got	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	sad	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	job	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	hug	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	big	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	nut	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tracking Early Spelling Skills									
Instructions: "Spell the following words."									
1	fog	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	get	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	pad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	run	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	fan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	him	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unit 5 Pre-Literacy Subtests									
Alphabet Sound Recall Score: _____ /25		Phonemic Blending Score: _____ /5		Phonemic Segmentation Score: _____ /5					

Continuous Formative Assessment Pre-Primary									
Early Reading Test Card									
<div> <div>fan</div> <div>met</div> <div>yes</div> <div>sum</div> <div>got</div> <div>sad</div> <div>job</div> <div>hug</div> <div>big</div> <div>nut</div> </div>									

Teacher Note: After daily targeted teaching the expected unit 5 results: 80% - 100% for reading and spelling but still sounding out CVC words and not likely to be fluent whole word readers.

LISTENING AND SPEAKING STRAND

Tool 2: Checklist to Assess Greetings & Courtesies (Insert in Unit I-Use throughout the year)

Sl. No	Name	Learning Objective: <i>The student will be able to use appropriate greetings and courtesies at appropriate times.</i>										
		Good morning/ afternoon		Thank you		Good bye		Please, May I come in/ go out?		May I have (a) ...?		Remarks
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	Dawa											

Language in practice: Ask students

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

Tool 3: Rating Scale to Assess Children's Competency in Oral Skills

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

Tool 4: Anecdotal Record – Observation to check children's competency in language through questionnaire

Learning Objective 9: Listen to and understand simple stories and make text to life connections.

Sample:

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

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

Tool 5: Observation to test children's behaviour in listening and speaking

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

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

READING AND LITERATURE STRAND

Tool 6: Observational checklist on the concepts of book.

Name..... Date.....

Choose a simple unfamiliar story book with pictures. Ensure that the book has:

- Picture and title on the front cover
- Picture and text on each page

Features of a book	Check here	Date observed.....
--------------------	------------	--------------------

a. Pass a book by the spine to the student and ask:

- | | | |
|---------------------------------|---|-------------------------|
| • What is this? | <input style="width: 50px; height: 20px;" type="text"/> | concept of book |
| • Show me the front of the book | <input style="width: 50px; height: 20px;" type="text"/> | front of book |
| • Show me the back of the book | <input style="width: 50px; height: 20px;" type="text"/> | back of book |
| • Show me top of the book | <input style="width: 50px; height: 20px;" type="text"/> | top of book |
| • Show me title of the book | <input style="width: 50px; height: 20px;" type="text"/> | title of the book |

b. Opening a book and beginning to read

- | | | |
|---|---|---------------------|
| • Ask the child to open to where the story starts | <input style="width: 50px; height: 20px;" type="text"/> | opening book |
| • Get the child to read to check left to right | <input style="width: 50px; height: 20px;" type="text"/> | left to right |
| • top-bottom orientation | <input style="width: 50px; height: 20px;" type="text"/> | top to bottom |

c. Page running

- | | | |
|--|---|----------------|
| • After reading a page ask, what does one do next? | <input style="width: 50px; height: 20px;" type="text"/> |turn page |
|--|---|----------------|

d. Ending the reading

- After reading several pages, ask:

Where does the story end?	<input style="width: 50px; height: 20px;" type="text"/>last page
---------------------------	---	----------------

Any further observation.....

Tool 7: Rating Scale to assess students' Reading Skills



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

Tool 8: Reading observation using Miscue Analysis.

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

<p>Book Title: Pat the Big Dog</p> <p>Name of the child:</p> <p>It is a dog. Child omits a</p> <p style="padding-left: 40px;">a</p> <p>It is a big ^ dog. Child inserts 'a'</p> <p>It is a big fat dog. Child 'R' repeats the word 'big'</p> <p>Pat the big fat dog. Self-correction 'SC' later</p> <p style="padding-left: 40px;">SC</p> <p>I am a cat. I am a dog. Child substitutes with 'a' for 'am'. Then appeal (A?) for help from the teacher to read the word.</p> <p style="padding-left: 40px;">a A?</p> <p>I can run and sit. Child mispronounces the word 'run' as red. Then appeal to the teacher for help.</p> <p>Sample story: Pat the Big Dog</p> <p>Source: SSP (story 1 with CVC)</p>	<p>Date:</p>
---	---------------------

Reading Log

Date	Name of the book			Remarks

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

Tool 9: Checklist to assess Reading Log

Sl. No	The student has ...	Yes	No	Remarks
1	read 5 texts			
2	written in complete sentence.			
3	used capital letters and full stop correctly			

Tool 10: A checklist for reading High frequency words (Use at the end of every unit)

Objective 9: The children will be able to read the high frequency words taught.

Name:

Unit	HF word	Reads the word		Remarks
		Yes	No	
I	a			
II	I			
	like			
	This/this			
	who			
	father			
III	in			
	she			
	where			
	you			
	here			
	not			
	on			
	here			
	am			
IV	in			
	little			
	one			
	two			
	his			
	into			
	big			
	he			
	it			
	eat			
V	has			
	have			
	they			
	are			
	and			
	her			
	the			

Note to the teacher: Include all the high frequency words that were taught. Refer the teacher's guide for the list of the high frequency words. The children can be tested on the high frequency words that have been taught at the end of every Unit.

WRITING STRAND

Tool 11: Letter Formation Rubrics

Teacher's instructions to the students:

- Write the sound s.
- Underneath you will write the sound t.
- Underneath write the sound a.
- Now will you write the sound n.
- Next write the sound i.
- Lastly will you write the sound p

Note: Repeat the above instructions with rest of the groups of letter sounds.

Scoring Guide

4. Exceeding: Shapes letter clearly, neatly and write on the line using the correct formation.	3. Meeting: Shapes letter clearly, neatly and writes on the line, may not follow the correct formation
2. Approaching. Shapes letter but is not able to writes on the line.	1. Beginning. Not able to shape and write on the line at all.

Skills	4	3	2	1	Remedial Measure(s)	Comment
Student						

Note: Use this to assess letter formation for lower case.

Tool 12: Rubric to Assess Children's Competency in Writing Skills: Punctuation (Full stop and Capital Letters), spellings, complete sentences and spacing between words

Scoring Guide

4. Exceeding: Writes in complete sentences using punctuation marks and correct spellings. He/She leaves spaces between all words.	3. Meeting: Writes in complete sentences but may not use correct punctuation marks and spellings. He/She leaves spaces between most words.
2. Approaching. Writes in phrases but may not use correct punctuation marks and spellings. He/She leaves spaces between some words.	1. Beginning. Writes in words but may not use correct punctuation marks and spellings. He/She leave spaces between few words.

Skills	4	3	2	1	Remedial Measure(s)	Comment
Student						

Tool 13: Cloze test to assess students' ability to write verbs/tenses.

Sample of cloze test work sheet:

1. I in the morning.



2. Weto school every day.



3. Hein the classroom.



4. Theyfootball after school.



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



Note: The teacher can design similar cloze test to assess children's ability to use other situations.

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.



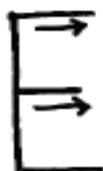
Starting point ... down ... round ...
up
... straight down.



Starting point ... straight down.
Starting point ... straight across.
Starting point ... straight across.



Starting point ... straight down
straight across.



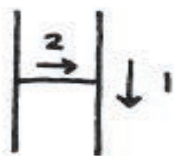
Starting point ... straight down ...
Straight across.
Starting point ... straight across.
Starting point ... straight across.



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.

Recommended style of small letters

a b c d e f g

h i j k l m

n o p q r s t

u v w x y z

List of high frequency words for class PP

Sl.No	Name of the Text	High-frequency word
	School	a
2	I like...	I, like
3	Mother/ Father	is, mother, father
4	Dechen and Dorji	this, who
5	Where is Dechen?	in, she, where, you
6	Who Took it?	here, not, on
7	I Can Count	can, little, one, two
8	Momo the Monkey	his, into, big, he
9	Is This a Takin?	it, eat, live
10	Momo and the Elephant	an, look, What, your
11	Dechen and Dorji's Father	has, have, they, are
12	The Little Yellow Chick	and, her, the

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
Appropriateness of story/text/ theme for the age group	<ul style="list-style-type: none"> • Themes and realities familiar to 4 to 6 years old children; <ul style="list-style-type: none"> <input type="checkbox"/> doing things by oneself <input type="checkbox"/> going places (the market, the health centre, etc.) <input type="checkbox"/> mastering impulses and emotions (getting angry, etc.) <input type="checkbox"/> navigating relationships with parents, siblings, and friends <input type="checkbox"/> acquiring basic values • 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 • The story offers children a variety of things to think about, to question, and to consider; it encourages discussion, • Humor that is easy to grasp (silly characters, situations, games) • Memorable characters • Nonsensical situations and characters • GENRES relevant <ul style="list-style-type: none"> ○ Short poems, nursery rhymes and songs; ABC books, counting books, wordless picture books; informational picture books 	<ul style="list-style-type: none"> • Themes and realities familiar to 7-9 years old children; <ul style="list-style-type: none"> <input type="checkbox"/> Building Relationships at school and at home <input type="checkbox"/> Animals/pets (including talking animals) <input type="checkbox"/> Moral character (sharing, being kind) Playing (games) Family relationships <input type="checkbox"/> Conflicts and problems (problems related to family, friends and schools) • Predictable plot, with repeated events that are easy for children to understand with the aid of the illustrations and repeated readings) • Memorable characters • Age appropriate tension, conflict or problem that needs to be resolved. • Light, humorous stories, typical of childhood experiences • Concrete, easy to understand ideas • GENRES relevant <ul style="list-style-type: none"> ○ Traditional tales with simple descriptions (and with repeated patterns) Poems, Fantasy, Realistic fiction, Informational/ factual texts, Simple biographies on well-known subjects 	<p>Genres relevant: The book assessed should be of one of the relevant genres.</p>

Appropriateness of length for age group	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"> • 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) • Cover visually appealing to children • Title, author and illustrator on cover page and title page • Interesting title • Large print (title) • Title is related to the story. 	<ul style="list-style-type: none"> • 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) • Cover visually appealing to children • Title, author and illustrator on cover page and title page • Large print • Interesting title 	
Appropriateness of page design & layout for age group (including placement and amount of text on page)	<ul style="list-style-type: none"> • Consistent placement of illustrations and text on page • Illustrations separated from print • 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) 	<ul style="list-style-type: none"> • Some variety in placement of illustrations and text on page • Illustrations not always separated from print 	
Quality, relevance and appropriateness of illustrations for age group	<ul style="list-style-type: none"> • Large, colorful (bold colors) and visually appealing; More detailed • Take up the majority of the space on page • Illustrations complement understanding of text 	<ul style="list-style-type: none"> • Large, clear, colorful, visually appealing illustrations in a variety of media • More detailed and complex illustrations • Illustrations complement understanding of text, and in particular the mood of the story • Labelled pictures drawings or photographs 	

Appropriateness of font & font size, for the age group	<ul style="list-style-type: none"> • Large primary font (Fonts that are appealing for age group and large enough to see) • Exaggerated (bigger) spacing between lines and words 	<ul style="list-style-type: none"> • Large primary font (Fonts that are appealing for age group and large enough to see) • Exaggerated (bigger) spacing between lines and words 	
Appropriate and accurate use of color	<ul style="list-style-type: none"> • Bright and colourful • Full colour illustrations • Accurate colours (unless colours are inaccurate intentionally, for example a blue elephant because the story is about an elephant who is blue) • Clarity of colours - no blurring (unless intentional, for storyline) 	<ul style="list-style-type: none"> • Bright and colourful • Full colour illustrations • Accurate colours (unless colours are inaccurate intentionally, for example a blue elephant because the story is about an elephant who is blue) • Clarity of colours - no blurring (unless intentional, for storyline) 	
Language & Editorial	4 - 6 Years age group	7 - 9 Years age group	
Quality of writing	<ul style="list-style-type: none"> • 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 • Language and word play: rhymes, alliterations, etc. • Interesting and engaging words 	<ul style="list-style-type: none"> • 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 • Language and word play: rhymes, alliterations, etc. • Interesting and engaging words • Some figurative language that is easy to understand 	

Appropriateness of language patterns, vocabulary and sentence structure for age group	<ul style="list-style-type: none"> • 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) • Many words that are in children's speaking vocabulary • Some words that will be memorable to children • Some figurative language that is easy to understand • Simple dialogue that is easily attributed to characters (fiction only) 	<ul style="list-style-type: none"> • Figurative language that is easy to understand • Word Play (rhymes, alliterations, mixing words) • Blend of vocabulary that children know (and likely use when speaking) and new, interesting words that will be memorable to children • Blend of long and short sentences; • Sentences that are more complex than children would use in oral conversation, but easy to follow. No tricky structures • Simple dialogue that is easily attributed to characters (fiction only) 	
Respect of conventions (absence of typos and other errors)	<ul style="list-style-type: none"> • Sentences start with capitals and end with periods or other appropriate punctuation. • Proper nouns start with capitals • No typos or grammatical errors 	<ul style="list-style-type: none"> • Sentences start with capitals and end with periods or other appropriate punctuation. • Proper nouns start with capitals • No typos or grammatical errors 	

Promotion of positive values	4 - 6 Years age group	7 - 9 Years age group	
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	<ul style="list-style-type: none"> 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. 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) 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) The plot/theme exposes children to multiple perspectives and values 	<ul style="list-style-type: none"> 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. 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) 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) The plot/theme exposes children to multiple perspectives and values 	
Appropriateness of the way in which the social and or cultural message is addressed	<ul style="list-style-type: none"> Values or social and or cultural messages are explored instead of preached 	<ul style="list-style-type: none"> The conflicts or problems are solved (or resolved) in a socially, culturally and age-appropriate way, and without moralizing or preaching 	
Guiding Notes for users	<ul style="list-style-type: none"> Clear indication on how to use picture books for specific age group 	<ul style="list-style-type: none"> Clear indication on how to use picture books for specific age group 	
Factual/ Accuracy (Non Fiction only)	Facts are accurate and age appropriate	<ul style="list-style-type: none"> Facts are accurate and age appropriate 	