

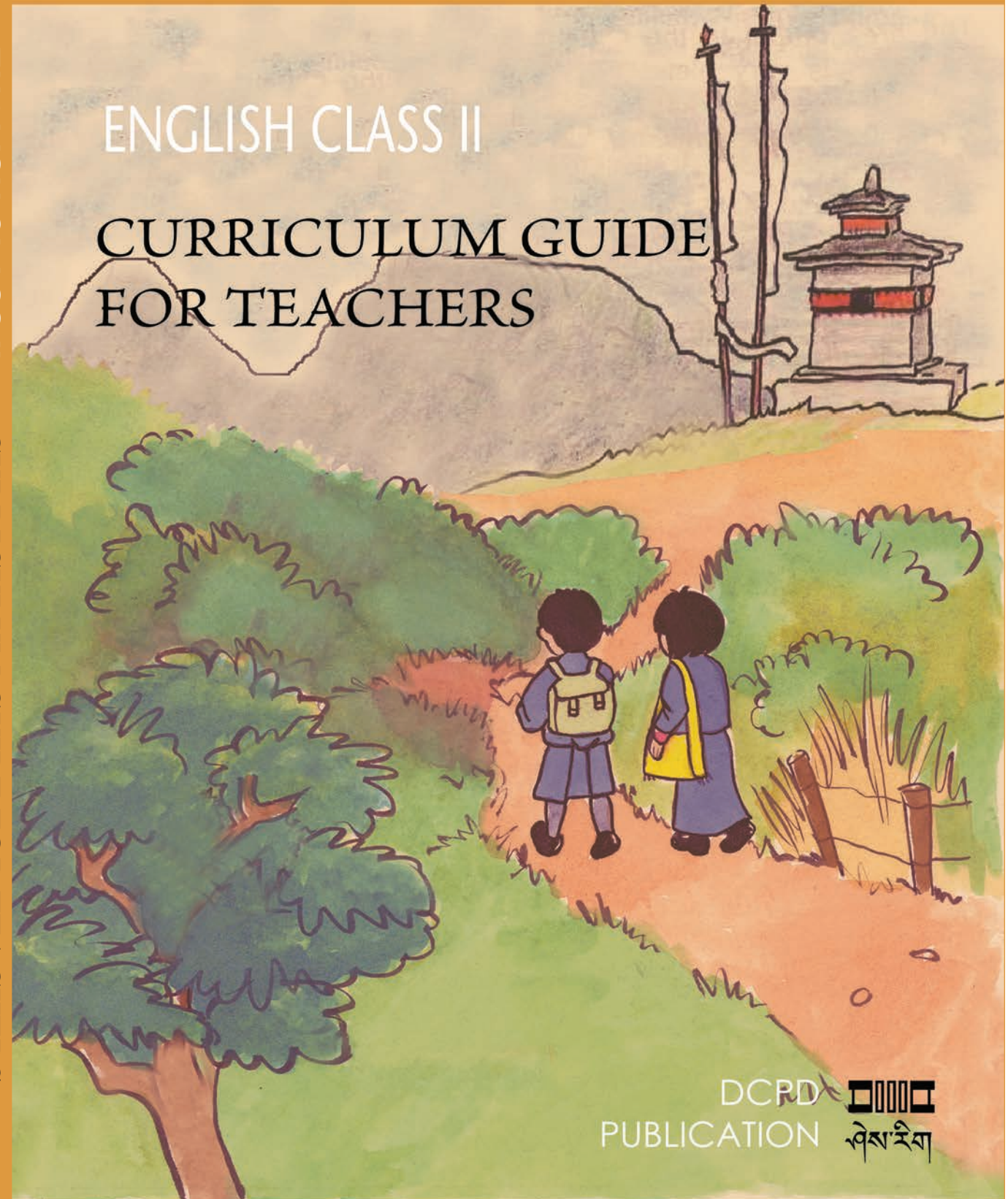
ENGLISH CLASS II

CURRICULUM GUIDE FOR TEACHERS

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ENGLISH CLASS II

CURRICULUM GUIDE  
FOR TEACHERS



DCPD  
PUBLICATION



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# ENGLISH

## Teacher's Guide

### Class II



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

Published by

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### **NOT FOR SALE**

This book is compiled and printed for educational purposes exclusively for schools in Bhutan.

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MINISTER

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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 changes in the way in which students are taught, specifically a movement away from the teacher-centred classroom to a gender-sensitive, student-centred learning environment. This means that the teacher is responsible for designing activities that promote active learning while the students take a more active part in their own learning. The teacher will act as a facilitator and be a source of knowledge of language and literature.

*This Curriculum Guide for Teachers* presents a wide range of strategies that the teachers can use to help students rise to the levels expected at each stage. The plans put forward in the revised curriculum offer a balanced programme with adequate instructional time to develop the skills in each strand of Listening and Speaking, Reading & Literature, Writing, and Language. The goal is to provide adequate time to learn these skills so that students are able to communicate with eloquence and receive the communication of others with respect and clarity.

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

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

Trashhi Delek.

A handwritten signature in blue ink, consisting of several overlapping loops and a central vertical stroke.

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 82<sup>nd</sup> session of the National Assembly, July 2004.)*

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

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

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

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

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

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

That task of revision has been undertaken as part of The Strengthening of Support to Education in Bhutan (SSEB) Project, a cooperative effort sponsored by the Canadian International Development Agency (CIDA) in cooperation with the University of New Brunswick (UNB) and the Royal Government of Bhutan. The project consists of three parts – Education, Engineering and Information Technology – with the revision of the English curriculum, PP – XII, as one task of the Education component of the project.

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

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

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

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

This guide contains activities for each of the strands: Listening and Speaking, Reading and Writing and assumes a school year of 180 teaching days, which is divided into two terms, for Classes PP – 12. At the Class PP level it is also assumed that 280 minutes per week will be allocated to English instruction, which works out to 7 periods of 40 minutes each over a 5-day week. Of the 280 minutes of English instruction in the week, approximately 55% (150 minutes) should be dedicated to instruction

in Listening and Speaking, 25% (70 minutes) to Reading and 20% (60 minutes) to Writing. Of course, no one class period will be dedicated to activities in only one strand, as all strands are connected. However, the teacher must keep in mind the amount of time dedicated to each of the strands to ensure that the class is receiving a balanced literacy program. The curriculum writers also kept these numbers in mind when

developing activities, resulting in the development of an integrated approach. Nonetheless, it is the responsibility of the teacher to insure that each strand receives its fair share of English instructional time.

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

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

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

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

## **Principles Underlying the English Curriculum**

1. The language strands are interrelated, interdependent and reciprocal. Growth in one strand reinforces and promotes growth in other strands. Frequent speaking, listening, reading and writing help students develop an understanding of the patterns and power of language.
2. An integrated English language program provides a balance of experiences in all language strands.
3. Students refine their language by using it in purposeful and meaningful situations. Students learn to talk by talking, to understand oral language by listening, to read and write by reading and writing.

4. As students use the language strands, they must also use multiple cueing systems. They use meaning, structure and visual cueing systems.
5. As students gain a command of English appropriate to their age and phase of development, they attend to conventions and rules of language usage. The curriculum promotes the refinement of language abilities within the context of purposeful language activities.
6. Students respond to language tasks actively and strategically. Through modelling and guided practise teachers can help students apply what they have learned independently.
7. Teachers balance direct instruction, guided instruction and independent activities.
8. Teachers provide skill and strategy instruction without losing an emphasis on meaning. Learning flows from whole, to part, to whole. Students attend to the message first, then the parts, then return to the message again.
9. Teachers make assessment and evaluation an integral and ongoing part of the teaching and learning process.
10. Teachers are sensitive to the developmental level of each student and provide instruction and experiences that build upon what they know and can do in each language strand.

## **Principles Underlying teaching of Phonics**

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

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

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

- 2) Phonics needs to be explicitly taught.

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

- 3) Phonics needs to be taught systematically.

There are 44 phonemes (the smallest units of sound in words) in Standard English, represented by 26 letters of the alphabet in multiple combinations. Teaching phonics in an effective sequence will significantly influence the rate at which students successfully acquire phonics knowledge and skills

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

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

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

Phonics should be taught and practised to a level where decoding becomes habitual and automatic. In this way, students will readily recognise and produce familiar words accurately and effortlessly and be more likely to effectively identify and produce words that are new to them. Developing automatic word recognition will support and enhance comprehension.

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

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

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

## Second Language Acquisition

Language acquisition is developmental and a continuous process. Second language acquisition is also developmental and progresses through stages similar to learning a first language. The stages of second language acquisition are:

- **Silent/Listening Period** – this stage may last a few hours to several months. Students seem to be gathering meaning from speech and their environment rather than speaking precisely. They need to be given many opportunities to hear the new language system.
- **Early Production** – During this stage, students begin to communicate using one or two words. They tend to understand more than they can speak. They move beyond listening comprehension and start interacting more with people in their environment. Teachers need to provide support which encourages students to produce language.
- **Speech Emergence** – Students begin to speak in simple sentences and short dialogues. They exhibit more confidence and willingness to participate in a variety of activities. Teachers need to involve students in as many classroom activities as possible.
- **Intermediate Fluency** – Students engage in spontaneous dialogue and conversation. They begin to think in a second language and their individual learning styles become more evident. Teachers should continue to focus on speech production and content as well as exposing the students to a language-rich environment.

## Thematic Organization: Understanding the Nature of Adolescence

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

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



Dorman, Lipsitz, and Verner (1985) suggested the following as needs of young adolescents as a school group. This list finds its way into the philosophical structures of adolescent philosophy and the development of this curriculum.

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

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

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

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

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

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

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

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

### **Why Thematic Organisation? The Roots of this Curriculum**

The design of this curriculum extends directly from the objectives and child-centered philosophy of the *English Curriculum Framework* (CAPSD 2005). The driving focus of both the 'framework' and this curriculum document is the *"movement away from the teacher-centered classroom to a gender sensitive, student*

*centered learning environment.*” This curriculum places teachers in the roles of facilitators who promote active learning while students play a greater role in their own learning. This is the driving focus behind every element of this curriculum – the child.

## **Why A Thematic Approach?**

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

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

Research points to the fact that young adolescent children feel:

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

## **Choice of Texts**

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

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

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

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

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

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

centered approach to curriculum.

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

- Students' personal responses – key to a Student Centered Curriculum.
  - \* Active not Passive learning.
  - \* That there are no single correct answers.
  - \* A celebration of the child as an individual.
  - \* An atmosphere of variety, choice, and fun!

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

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

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

### **Critical Thinking**

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

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

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

Numerous researches have shown that children learn best if they can see the connections between the topic and their world. Children must see the purpose of the theme, what it means to them, and how the theme connects to their world. If topics that are of interest to the children, have meaning to them, and can use the ideas presented to them in their day-to-day life, they can be motivated to learn

in a natural way. The driving force for learning will

be curiosity and the impulse to discover more. Such a learning atmosphere they will be ready to explore, discover, observe, and curious to see the connections between what they already know or what they have learned and what they want to know. This opens the roadway to active learning – learning through active involvement and participation of the children in the learning process. It encourages process learning.

Theme teaching offers opportunities to children to explore a topic in depth through reading, sharing, discussing, writing, and responding with their peers and teacher. The approach will allow children to hear and share responses, opinions, and thoughts with their peers. Therefore, it is important that all the activities (individual, pair, group) - discussions, reading, writing, listening and speaking – must be structured to achieve the goal: connecting learning to the individual world. Theme teaching focuses and ensures that learning has meaning – what am I learning? purpose – why am I learning this?, and function – how does the theme/activity work?. Teachers must discuss with students what the purpose of the theme is, what it means, and how the theme connects learning from it with other subjects and to his or her own life outside of school. It is hoped that through the study of themes students will find learning the English language skills – reading, writing (grammar), and listening and speaking - a FUN and EASY.

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

## **Standards and Learning Objectives**

### **Introduction**

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

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

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

### **Standards Listening & Speaking**

1. Graduates are able to listen to, understand and participate in oral presentations and conversations conducted at normal speed.

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

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

**Students will demonstrate that they can:**

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

## **Standards for Reading & Literature**

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

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

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

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

### **Standards for Writing**

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



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

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

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

## Learning Objectives at a Glance

### Listening and Speaking

#### Students will demonstrate that they can:

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

### Reading

#### Students will demonstrate that they can:

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

### Writing

#### Students will demonstrate that they can:

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

## Teaching Strategies and Approaches

### Introduction to Oral Language

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

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

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

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

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

## Strategies and Approaches for Listening and Speaking

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

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

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

**Daily News/Morning Message** – Teacher demonstrates how to write by modelling writing for the class each day. To begin, record simple statements about the day of the week, the weather, etc. on a chart in the following way: E.g. Teacher: Can anyone tell me what day it is today? Student: It is Tuesday. Teacher: Where will I write that on the chart? Students point to the left side of the chart. Teacher: I will start with writing “Today is Tuesday”. What letter does “today” begin with? Students: A “t”. Teacher: I’ll use a capital letter because it is the beginning of a sentence. Continue in this way, reinforcing teaching points, for short periods of time. Read the chart together at the end. As the year progresses, lead to interesting experiences the students have had, using skills appropriate to the needs of the students

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

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

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

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

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

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

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

**Story Chain** – The teacher can use a picture, an object, or an oral prompt (e.g. “Once upon a time...”,

“It all began when...” as a starting sentence. Each student in turn uses his or her imagination and oral language to develop a story for a set amount of time or by adding one sentence.

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

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

### **Tips for Storytelling:**

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

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

## **Introduction to Reading**

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

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

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

## Developmental Levels of Reading

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



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

## Strategies and Approaches for Reading

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

How to get started:

1. Teacher reads a selection. (A short, lively poem works best for beginners).
2. Teacher rereads the selection and discusses the words and meaning.
3. Teacher reads again and asks students to join in on specific parts.

4. Teacher lessens the amount she reads, allowing students to read alone. Choral Reading Ideas:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

a way of tapping into the background experience of students and encouraging comprehension before reading the book.

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

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

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

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

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

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

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

1. Develop a script from material that is not initially written for performance. Almost any piece of literature can be used for Reader's Theatre but to begin, a simple folktale or familiar story is easiest to prepare.
2. Allocate roles, having groups of students play each part. (E.g. four students take the role of the frog, five students the part of the prince.) Every student in the class will be involved. The teacher may want to take the narrator's part and gradually allocate the role to students.
3. Give each group of students a copy of the script, having them underline or highlight their parts.
4. Students practice reading their parts of the script in groups until they read fluently together and with expression.
5. Bring all groups together to perform, each group following the whole script and reading on cue.
6. Practice several times as a whole class and perform the Reader's Theatre for an audience.

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

Procedures for Shared Reading:

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

### **Teaching Points:**

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

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

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

## Introduction to Writing

Research into the writing of young children over the past twenty five years has shown that children can write much earlier than we ever deemed possible. For teachers to make this happen, however, we must change our definition of writing somewhat. For our very beginning students, writing is “an exploration with marker and pen”. Young children will not progress through the stages of writing (rehearsal or prewriting, drafting, editing, proofreading and publishing) as we know them but will engage in the writing activity for the sake of the activity. There is little or no planning before the marker hits the page and most information in the text is carried by the drawing. This is where most students start. Perceptive teachers, who are aware of the phases of writing development, take the students from these shaky line beginnings to conventional writers in the course of five or six years.

## Developmental Levels of Writing

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

### Phase 1

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

## Phase 2

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

## Phase 3

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

## Phase 4

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

## Phase 5

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

## Strategies and Approaches for Writing

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

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

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

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

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



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

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

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

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

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

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

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

Wild wind blowing  
In the night  
Never stopping  
Toes frozen  
ars and hands  
ed from cold

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

to transform sentences, to reread constantly and cumulatively to gain a flow, to encourage use of capital letters and full stops, use questions to seek information from the students, make deliberate errors from time to time in order to focus on them.

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

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

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

## Introduction to Working with Words

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

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

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

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

## Strategies and Approaches for Working with Words:

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

- An Illustrated Alphabet – As a whole class, make an illustrated alphabet. It can be themed, such as fairy tale pictures, or pictures that correspond with the theme students are studying. Display the completed work at students' eye level for easy reference.
- Grandmother Went to Market – Students sit in a circle. One student begins by saying
- “Grandmother went to market and asked for an apple.” The second student repeats this and adds another word that starts with the letter “a”. When students can no longer remember all the “a” items, begin with “b”.
- Sing Alphabet Songs.

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

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

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

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

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

association – “of water”. The associations are extremely important in helping students to remember the word “of”. When presented alone, “of” will be forgotten more easily.

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

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

### **High-Frequency Word Practise:**

1. Introduce each word by writing it on the Word Wall, saying it, spelling it and saying it in context. *Above – a-b-o-v-e- The clock is above the door.* Have students say it, spell it, point to it, clap once for each letter and say “*A-b-o-v-e spells above.*”
2. Have students read each new word together, clapping or chanting a few of them. Write cloze sentences on the chalkboard and tell students that one word fits into each sentence. Have students chorally read the sentences the second time. Students can make up cloze sentences of their own and share with each other.
3. Use Word Wall words during Modelled Writing. Select a topic and demonstrate with “think alouds” how to examine the Word Wall for needed words.
4. Bingo – Provide a 16-square piece of paper for each student. Have them write each of the new words in a square. Select the rest of the words from the Word Wall and write them in the remaining squares. Draw words out of an envelope and have students mark the words with counters.
5. Select a Word Wall word and use the rime of the word to make new words with the same spelling. e.g. select “best” and try to make up five words that rhyme such as, test, nest, rest, and chest. If you cannot make up five words you lost the game and the class wins.  
Work through other words with the class supplying the rime words. Invite students to work in pairs using Word Wall words.
6. Can You See What I See? Draw lines on the chalkboard to show the number of letters in the word. e.g. For “every” write \_ v \_ \_ \_ Insert one letter in the correct place and have students guess your word. Choose a word with only one possible answer at first. Students can work in pairs to play the same game.
7. During the school day when students are lined up for any reason, for example, recess, home time, assembly, etc., focus on the words of the week. Point to the words and have them spell and say the word chorally.

8. Break Me Up – Draw four columns on the chalkboard like this:

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

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

9. What's In My Mind? Once there are a number of words on the Word Wall, select one word and provide one clue at a time for students. The clues start generally and narrow down so the last clue leads to the word. Examples:
  - My Word is on the Word Wall
  - My word has three letters.
  - My first letter is a vowel (add, any, end, own)
  - The vowel is “a” (any add)
  - My word fits this sentence: Please\_\_salt to my soup (Answer: add)
10. Write simple poems and stories on chart paper and ask students if they can see any Word Wall words in them.
11. I Think I Can Make a Sentence – Challenge students to make sentences from selected words from the Word Wall. e.g. *“I am thinking of the word “father” and the word “eat”. I could say “Father will eat today”.* Have students select their own words and challenge each other to make sentences.
12. Provide additional practice using individually given, timed speed drills and daily review. Select a few words to test students on, write them in random order on a sheet, and then have students read as many words as they can in one minute. Mark on a copy of drill sheet the words they mispronounce. Allow students additional opportunities to improve their speed drill times. Practice these words on a daily basis using word games and contests. High-frequency words should not be taught in abundance. If the list is plenty, the words should be spread over the stipulated period of time.

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

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

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

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

**Spelling Strategies** – A major key to helping students develop success in spelling is to assist them in developing a variety of spelling strategies. These include: sound-based strategies, visual strategies, meaning strategies and using dictionaries and other spelling resources. Helping students discover and explore spelling patterns is an important way to help them develop as writers. There are three categories: sound patterns (e.g. vowel patterns such as long and

short vowel sounds), function patterns (e.g. plurals, possessives, contractions, ed as past tense marker), and meaning patterns (e.g. root words and prefixes and suffixes).

### Teaching Approaches to Sounds

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

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

- **Synthetic phonics**

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

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

- **Analytic phonics**

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

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

- **Analogy phonics**

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

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

- **Picture sorts:** Pick two consonants that look and sound very different from each other, e.g.: r, s. Introduce a key word and picture for each letter, e.g.: r - rainbow; s - snake. Provide many pictures of objects that begin with r and s (*the pictures should be only those that the children can name*). Have the children work in groups/pairs/individually to line up the pictures beginning with the same letter as the key picture under it. As they place each picture under its corresponding key picture, have students repeat the letter sound.
- **Modified cloze:** a modified cloze is a sentence or phrase that has certain letters, word parts, or whole words deleted for the students to complete. The letters or word parts may be listed below the blanks as clues for students to use. Use a modified cloze activity in the morning message or any other writings.

Eg: *Today is \_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..*). Remove the covering and ask the students to verify their predictions.

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

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

Contextual Redefinition is a strategy that helps students acquire the ability to use context and structural analysis to figure out the meanings of unknown words. One important element in this strategy is the



teacher modelling or thinking out loud about how to figure out the meaning of the word. This can be done by sharing the associations that come to mind when using structural analysis.

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

Students should complete the following steps to practice the strategy: Step 1: Identify Unfamiliar Words.

Step 2: Guess Word Meanings. Step 3: Refine Guesses.

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

Step 5: Read the Text.

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

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

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

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

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

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

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

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

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

## Graphic Organizers

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

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

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

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

Components of a Mind Map

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

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

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

the wolf behind a tree and ending at the grandmother's house. Older students can construct a story mapping pyramid or sequence chart to show the sequence of events.

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

## Introduction to Genres

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

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

## Questioning Techniques

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

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

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

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

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

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

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

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

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

## Class II Teacher’s Guide Activities

### Teaching with a Thematic Approach

This English curriculum is built upon a thematic approach to teaching which combines structured, sequential, and well-organized strategies, activities, children’s literature, and response to expand the concepts. The advantages of teaching with themes are: connections and relationships that exist between subjects, topics, genres and themes can be developed naturally to extend across the curriculum, students’ interests are considered, learning can be continuous, and literature becomes an integral part of the curriculum.

#### Steps for Implementing a Thematic Unit

1. List the learning outcomes (skills, attitudes, and knowledge that students will gain and develop).
2. Gather and become familiar with resources (print, visual) that relate to the unit.
3. Organize the unit by listing and planning activities through web charts or mind maps.
4. Organize the classroom to accommodate the unit – activities, centres, and resources. Aids such as bulletin boards can support the theme by including related materials that stimulate and motivate the students.
5. Implement the Unit by making a weekly and daily schedule of activities and lesson plans.

## **Class II Themes**

### **1. Home and Community**

- a. Family, friends and neighbours
- b. Work (services and occupations, nature of work, tools and implements)
- c. Celebrations (Losar, Children's day; Blessed Rainy Day, birthday, teacher's day, father's day, mother's day, etc.)
- d. Safety (classroom, electricity, road, fire, earthquakes, lightning, poisonous wild berries, wild animals, river/bridges, landslides, allergies, folk-cure, etc.)
- e. Health and Hygiene (personal hygiene and sanitation)
- f. Folklore/Oral tradition (folktales, folk-cure, sayings, proverbs, fables, stories, etc.)

### **2. Discovering the World Around Us**

- g. Plants and flowers (colours)
- h. Animals/Wild animals (homes of animals/habitat, sounds, helpfulness, names of young ones; also introduce students to animals that are found in other parts of the world)
- c. Local birds and Insects
- d. Water
- e. Seasons (days, months, etc)

### **3. People and Places**

- a. Foods
- b. Dresses
- c. Festivals (Losar, Christmas, Dewali, Easter, Halloween, etc)
- d. Music
- e. Games and Sports
- f. Communication and transportation

## How to Use the Teacher's Guide

This Teachers' Guide has been developed following the general principles of language learning. It is a literature-based approach in which activities that promote each language strand are formulated around a central text. One main goal of literacy teachers is to help students build bridges between the ideas in the text and their own lives (text to self), connect these texts to others texts (text to text) and, eventually, connect the texts to events in the world (text to world). The activities for pre-reading, reading response, questioning techniques and after reading in this guide have been selected to allow students to make those personal connections and to basically make sense of their language experiences.

The Learning Objectives for each strand have been integrated into the activities, identified by numbers at the beginning of each activity. In planning lessons, it will be necessary for teachers to familiarize themselves with the objectives for each activity by reviewing the Learning Objectives at the beginning of the Guide. (See Learning Objectives at a Glance) (E.g. the guide may state: Activity 3 - Guided Reading: Learning Objectives: Reading: 1, 3, 12. The teacher refers to Learning Objectives for Reading – Class II and finds Objective 1, 3 and 12 to identify the expected outcomes of the activity). Activities have been planned to meet the time allotments per Strand for Class II and when completed as they appear the teacher can be assured that each receives its designated time.

The first two themes are set out in twelve-week units with each main text requiring approximately a two-week period. The third theme will require a time-frame of six weeks. In the description of activities, Strategies and Approaches to teaching are written in **bold-face** print, signifying that the teacher will turn to the Strategies and Approaches section of the guide to find that methodology. (e.g. the guide may state, “Engage students in **shared reading**”. The teacher refers to Strategies and Approaches in the guide to find details on Shared Reading). Strategies and Approaches are listed alphabetically under each Strand.

Activities have been included in each unit plan for students to learn and practice the structure of the English Language. Although there are many opportunities for them to discuss, role play, talk in groups, and use repeated language patterns in other activities, students for whom English is a second language need countless opportunities to hear, speak and use grammatical structures before they can internalize English language forms. Specific communication activities are listed under Language Structure or Language in each unit and have been made relevant to the curriculum themes when possible. Time should be set aside for these oral activities daily.

Class II Overview Plan							
Time Frame	Themes	Main Text	Genre	Approaches and Strategies			Supplementary
				Reading	List. & Speaking	Writing	
Week 1 & 2 February	Revision			<ul style="list-style-type: none"><li>Book Walk</li><li>Songs/Rhymes</li></ul>	<ul style="list-style-type: none"><li>Discussion</li><li>Questioning &amp; Answering</li><li>News Telling</li><li>Following Instructions</li></ul>	<ul style="list-style-type: none"><li>Workbook p 1 – 3</li></ul>	
Week 3 - 12 (March to Mid- May)	My Home and Community	<i>The Good Monkey</i>	Realistic-Fiction	<ul style="list-style-type: none"><li>Guided reading</li><li>Read Aloud</li><li>Reading Game</li><li>Shared Reading</li><li>Independent reading</li><li>MSV</li><li>Read Aloud</li></ul>	<ul style="list-style-type: none"><li>Book talk</li><li>Predicting</li><li>Following instructions</li><li>Discussion</li><li>Question &amp; Answer</li><li>Book walk</li></ul>	<ul style="list-style-type: none"><li>Character mapping</li><li>Character description</li><li>Following instructions</li><li>Workbook p 4 - 7</li><li>Double entry journal</li></ul>	Every Time I Climb a Tree (poem)  Lubin loo (rhyme)
		<i>Blessed Rainy Day</i>	(Non- Fiction) Recount	<ul style="list-style-type: none"><li>Choral Reading</li><li>Guided Reading</li><li>Word game</li><li>MSV</li></ul>	<ul style="list-style-type: none"><li>Predicting</li><li>Question &amp; Answer</li><li>Discussions</li></ul>	<ul style="list-style-type: none"><li>Illustration</li><li>Workbook p8 - 15</li></ul>	Happiness (song)  Supplementary Reader: - Nado and Zangmo - Shirley needs a Holiday
		<i>Signs</i>	Informational text	<ul style="list-style-type: none"><li>Cooperative learning</li><li>Read Aloud</li><li>Guided Reading</li><li>MSV</li><li>Independent Reading</li></ul>	<ul style="list-style-type: none"><li>Discussion</li><li>Question &amp; Answer</li><li>Picture Game</li></ul>	<ul style="list-style-type: none"><li>Drawing signs</li><li>Writing rules</li><li>Workbook p16-20</li></ul>	Don't throw your junk in my backyard (song)  Traffic Lights (poem)  Country Roads (song)



		<i>Snow White and the Seven Dwarfs</i>	Fairy Tale	<ul style="list-style-type: none"> <li>• Read aloud</li> <li>• Reader's Theatre</li> <li>• Word game/remember game</li> <li>• DEAR</li> <li>• Choral Reading</li> <li>• Independent reading</li> </ul>	<ul style="list-style-type: none"> <li>• Question &amp; Answer</li> <li>• Discussion</li> <li>• Word Work/ Word building</li> </ul>	<ul style="list-style-type: none"> <li>• Character description</li> <li>• Workbook p. 27-32</li> </ul>	<b>The princess (song)</b> <b>Supplementary Reader: Princess - An Enchanted Evening- Cinderella</b>
		<i>Momo and the Mirror</i>	Fantasy	<ul style="list-style-type: none"> <li>• Read aloud</li> <li>• Choral reading</li> <li>• Independent Reading</li> <li>• Buddy Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Predicting</li> <li>• Discussions</li> <li>• Book Walk</li> <li>• Question and Answer</li> <li>• Word Game</li> <li>• Picture Walk</li> <li>• Picture description</li> </ul>	<ul style="list-style-type: none"> <li>• Writing riddles</li> <li>• Workbook p. 43-46</li> </ul>	<b>One Man Went to Mow (song)</b> <b>Supplementary Reader: My Big Book of Animals</b>
		<i>Tikpa...the drop of water</i>	Fiction	<ul style="list-style-type: none"> <li>• Read Aloud</li> <li>• Shared reading</li> <li>• Buddy reading</li> <li>• Independent Reading</li> <li>• MSV</li> <li>• Guided Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Predicting</li> <li>• Discussion</li> <li>• Question and answer</li> <li>• Book Walk</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining journal</li> <li>• Picture description</li> <li>• Riddles</li> <li>• Workbook p. 47-51</li> </ul>	<b>You are My Sunshine (song)</b>
		<i>Spikey</i>	Fiction	<ul style="list-style-type: none"> <li>• Read aloud</li> <li>• Shared Reading</li> <li>• Independent Reading</li> <li>• MSV</li> <li>• Guided Reading</li> <li>• Word Work</li> </ul>	<ul style="list-style-type: none"> <li>• Predicting</li> <li>• Question &amp; Answer</li> <li>• Recount/repor ting events</li> <li>• Dialogue</li> <li>• Word Work</li> </ul>	<ul style="list-style-type: none"> <li>• Rewriting</li> <li>• Imaginative writing</li> <li>• Workbook p. 52 - 62</li> </ul>	<b>Supplementary Reader: -The Strongest One (poem)</b> <b>-The Jungle Book</b>

<b>Week 26-30</b> <b>(Last week</b> <b>of Sept -</b> <b>November)</b>	<b>People and</b> <b>Places</b>				<b><i>Yaks</i></b>	Informational text	<ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Shared reading</li> <li>• Silent reading</li> <li>• MSV</li> <li>• Independent reading</li> </ul>	<ul style="list-style-type: none"> <li>• Question and Answer</li> <li>• Discussion</li> <li>• Spelling game</li> <li>• Book walk</li> <li>• Stepping stones</li> </ul>	<ul style="list-style-type: none"> <li>• Semantic map</li> <li>• Description</li> <li>• Acrostic poem</li> <li>• Drawing</li> <li>• Workbook p. 63 - 69</li> </ul>	<b>Supplementary Reader :</b> <b>Fish for Dinner</b>
	<b>People and</b> <b>Places</b>				<b><i>People and Places</i></b>	Informational text	<ul style="list-style-type: none"> <li>• Reading Aloud</li> <li>• Shared Reading</li> <li>• Choral Reading</li> <li>• Echo reading</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Question &amp; Answer</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast</li> <li>• Note taking</li> <li>• Workbook</li> <li>• Word chain game</li> <li>• Workbook p. 70-85</li> </ul>	<b>Travelling, Travelling (poem)</b> <b>Horsey, Horsey (rhyme)</b> <b>Morning Town Ride (rhyme)</b> <b>Supplementary Reader :</b> <b>The Orange Seller</b>

## Week One & Two

### Rationale

After a long winter break, the first week of school should prepare students to adjust to a fairly new environment. The teacher will engage students in activities that will enable them to become familiar with their school and classroom environment. The classroom should be organized in a manner that it will provide a conducive and child-friendly atmosphere. The activities should also focus on reviewing their prior knowledge from Class I to enable them to begin their academic endeavour without any apprehension.

### Activity 1 - Language

#### Learning Objectives: Listening and Speaking: 1, 3, 7

During the first week, have students talk about themselves and members of their family *father, mother, brother, sister, uncle, aunt, grandfather, grandmother*.

#### Language

*What is your/his/her name?*

*My/his/her/your name is Dorji.*

*What is your father's/mother's name?*

- Review the sentence structure with students so all the members of the class including
- the teacher learn each other's names. Do this for a few minutes every day for a week. Have students ask each other the questions as well as answer them.
- Play a bean bag game. Take the class outside and arrange students in a circle. One
- student throws the beanbag to another, asking the question: *What is your name?* The
- student says his/her name and throws it to another student in the same way. Review: *how old are you? I am...* As soon as the class knows what to do, divide them into smaller circles with more than one bean bag so that each child has many turns. Continue in this way reviewing names for their fathers, mothers, brothers and sisters.

### Activity 2 - Constructing Small Booklets

#### Learning Objectives: Writing: 1, 4, 5

#### Listening & Speaking: 1, 4, 9

Have students construct small booklets entitled 'All About Me' or 'People in My Family', illustrating members of their families and writing a few sentences about each. Encourage them to include grandparents and family pets. Booklets should be shared with a partner and displayed for all students to see. Use the student booklets to reinforce language acquisition with questions such as: *Who is Pema? Who is Jamyang's mother? Who is your father's mother? Who is Wangchu? Who is Jigme's grandfather? How many brothers does Pelmo have?* (*All About me* books can be on-going projects with pages added throughout the year including such topics as favourite pets, sports, activities and where they live. The same idea can be used to write *All About...* books on any subject.)

As a follow-up, have students complete **page 1 of the Workbook**.

### Activity 3 - Rhyme/Song

#### Learning Objectives: Reading and Literature: 1, 3, 4, 7, 14.

Refer to the **Class I Anthology** book and choose some songs or rhymes that students have learned in Class I. Have the songs and rhymes written on a chart so that students can read and sing aloud together. Spend a few minutes each day focussing on specific features of the songs and rhymes such as end rhymes, spelling patterns, sounds, etc. and list them on a chart with the heading **Word Families**.

#### Activity 4 - Daily Message/News Telling

**Learning Objectives: Listening and Speaking: 1, 3, 7    Reading and Literature: 1, 2**

Begin the practise of writing a **daily news or morning message** on chart paper with the students and read it together each day. Model the writing for the students using weather words, news from the community, personal or family events or happenings within the school. Model for several days until some students are ready to try the procedure with their own news telling. The teacher will be the scribe, writing the news on chart paper as a **shared writing** activity. Use a combination of high-frequency words and new vocabulary with lots of repetition. Have students read the chart with clear pronunciation. Review with students who, where, what, why and how questions regarding each message or news story to help them understand the meaning. Daily news or morning messages can then be made into Big Books for students to read as a **shared reading** activity and for independent reading. Emphasize or use the words in daily conversations with students. Make students reply in full sentences.

#### Activity 5 - Question Cards

**Learning Objectives: Listening and Speaking: 1, 3, 7    Reading and Literature: 1, 2**

Write questions such as the following on cards or the chalkboard for the students to read, ask the questions and answer in pairs.

What is your name?

How old are you?

What is your fatchr's name?

What is your mother's name?

How many brothers do you have?

How many sisters do you have?

**Workbook:** Students complete page 2-3 independently.

#### Activity 6 - High-frequency Words

**Learning Objectives: Listening & Speaking: 1, 3, 7, 8, 11, 12**

Review **high-frequency words** from Class I. (See Appendix). Refer to **Approaches and Strategies** for instructional procedure of teaching the high-frequency words. Play some word games to reinforce them. When students have thoroughly reviewed the words, put them on the **word wall** for future reading and writing. The words that have spelling patterns may be listed on the **word family** charts. Practice recognition of high-frequency words daily.

#### Activity 7 - Letter Sounds and Blends Learning Objectives: Listening & Speaking: 3

Review initial and final consonants and blends from Class I. Refer to **Making Words using Manipulative Alphabet Cards** for suggestions in teaching sounds and blends. (Other activities from the Class I teacher's guide can be incorporated). Teachers may use nursery rhymes to listen for sounds or let students draw and label a picture of an object that begins or ends with each particular letter.

- Review initial consonants in simple words.
- Review final consonants in simple words.
- Review blends: sh, ch, dr, gr, th.

### Activity 8 – Book Walk

#### Learning Objectives: Reading and Literature: 1, 2, 4, 14

After modelling for the students, have them work in pairs on a **book walk** using Class I texts. Bring an adequate number of books from Class I to the classroom. Students should have the liberty to choose their favourite text. Have them complete the activity by reading the book to each other.

### Activity 9 – Shared Reading

#### Learning Objectives: Reading and Literature: 15

Choose a read-aloud book with a repeated pattern. Using a **shared reading** approach, read the book to the students, having them repeat in unison the familiar lines. Reread the book a few times throughout the week, focussing on various features with each reading. This book can be used for **reader's theatre** at a later date.

### Activity 10 - Sharing Bag

#### Learning Objectives: Listening and Speaking: 1, 3, 7

Each day have one student bring in a special item in a sharing bag, and the other students pose a set amount of questions which must be answered with a yes or no, to determine what is in the bag. Begin with five questions and extend the number as students gain confidence. Students quickly become astute listeners as they assess the value of the questions.

### Activity 11- Handwriting Practice

Handwriting is a functional tool for writers. When students first begin to compose, their rate may be quite slow. Speed is closely related to practice. Time for practice is important, although most of the practice should occur in the context of daily classroom activities rather than in isolation.

- Model good manuscript writing for the students during shared writing.
- Displayed model handwriting in the classroom for students to follow.
- Provide guide letter strips on the corner of students' desks.
- Use mini-lessons to focus on individual letter formation, directionality, spacing, use of upper and lower case forms, posture, grip and placement of paper.

When routines are well established in the classroom, the teacher may begin monitoring the students' reading behaviour each day. These are informal observations made by selecting a few students each day and listening to them read books they read last year, a shared book or stories they have written. Make anecdotal notes or use a checklist to record observations. It will be helpful to use the Phases of **Developmental Levels of Reading** in the Strategies and Approaches section of the Teachers' Guide. This week is an opportune time to collect writing samples for the students' portfolios. These will be used as baseline samples to measure growth in writing throughout the year. (Growth in writing will be measured using the Phases of **Developmental Levels of Writing**). Gather the first piece of writing each student does in the year, without any corrections, date it and place it in the student's folder. Have students decorate their folders in any way they wish to make the portfolios meaningful to them and to promote ownership of their work.

## Activity 12 - (Weather Asset Map)

### Learning Objective: Listening and Speaking: 11

- Build on their speaking vocabulary and pronounce words clearly.

### Specific objective for the activity

- Build on their speaking vocabulary and pronounce words related to weather clearly.

Revise the vocabulary (rain, sunny, windy, rainy, cloudy, snow, snowy, stormy) related to class PP & I. Provide Weather Asset Map (given below) to individual child. Take children outside and ask them to look at the weather. Ask the following questions:

### Language in practice: (Work card)

*Question: What is the weather like today?*

*Response: It is ..... (sunny/ windy/ cloudy/ rainy/ snowy)*

**Note:** The teacher will pick up the vocabulary specific to that particular day's weather only.

*Question: What do you notice when it is (sunny/ windy/ cloudy/ rainy/ snowy)?*

*Response: When it is (sunny/ windy/ cloudy/ rainy/ snowy) I noticed sunshine/ raindrop/ flake of snow...*

*Question: How do you feel when it is (sunny/ windy/ cloudy/ rainy/ snowy)? Response: I feel ..... (warm/ hot/ cold)*

*Question: What does it look like when it is (sunny/ windy/ cloudy/ rainy/ snowy)?*

*Response: When it is (sunny/ windy/ cloudy/ rainy/ snowy), it is ... (warm/ piercing cold/ misty/ frosty).*

*Question: What are the similar words that can be used to describe today's weather? Response: I can remember ..... word.*

### Sample Weather Asset Map for teacher's reference

Sunny	Windy	Cloudy/ fog	Rainy	Snowy
Warm	Breeze	Mist/misty	Heavy rain/pour	Snow
Hot	Gust	Haze/hazy	Pouring rain	Heavy snow
Mild	Strong	Foggy/fog	Steady rain	Snowfall
Sweat	Hurricane	Smog/smoggy	Gentle rain	Snowstorm
Blazing	Wind storm	Dew/dewy	Constant rain	Blizzard
Sunshine	Whirl wind	Lightening	Light rain	Frost
Sunlight/ rays	Tornado	Thunder storm	Drizzling	Snow flake
Bright	Typhoon	Flash of light	Droplets	Freezing
Daylight	Dusty	Dark	Rain drop	Ice
Sunset	Piercing cold	Grey	Rainbow	Cold
Noon	Fresh wind	Dull	Rain shower	Melting
Light	Warm wind		Rain	White
	Brisk wind		rainfall	Brittle
				Sparkling

The purpose of the weather map is to make children experience and expand their understanding of weather condition at a particular time and use appropriate words to describe the weather. The teacher may use the guiding questions listed in language practice to derive as many weather related vocabularies as possible and at the same time take an opportunity to introduce new vocabularies.

Transfer the table given below on a chart paper and display it on the wall. Let children use the words introduced through the Weather Asset map to fill in the appropriate columns every day till the Weather Book is introduced.

**Weather Asset map for recording**

Sunny	Windy	Cloudy/ fog	Rainy	Snowy



## Theme One: Home and Community

**Text 1: The Good Monkey Author:** CAPSD

**Genre:** *Realistic fiction*

**Week:** 3, 4 & 5

### Synopsis:

This is the story about a monkey that helps a boy who is in trouble and in return is rewarded.

### Key Learning Outcomes:

*Students will be able to:*

- *use title and picture cues to talk about the text*
- *listen to and confirm their predictions*
- *identify and pronounce the new vocabularies correctly*
- *read the text independently using cueing systems*
- *use words like 'some', 'any' 'a lot of' appropriately in a sentence*
- *follow instructions*
- *ask and answer questions about place and positions (prepositions)*
- *identify end rhymes in poetry.*

**High- Frequency Words in Text:** *after, behind, beside, between, inside, into, many, near, outside, there, under, where, good, house*

### Vocabulary:

*quickly, quietly, maize, plastic, bear, village, wake, shout, dinner.*

### Before Reading:

#### Activity 1 - Listening & Speaking

#### Learning Objectives: Listening & Speaking: 3, 7 & 11

Generate discussion about monkeys by asking students:

- *Have you ever seen a monkey? What can you tell us about monkeys?*
- *Do you like monkeys? Tell me why you like or don't like monkeys?*
- *What are some words you would use to describe a monkey? (Write the words the students say about monkeys on the chalkboard under the heading 'monkey' to refer to later.)*

### Activity 2 - Predicting

#### Learning Objectives: Listening & Speaking: 3, 11

Show students the cover picture of the text, hiding the title and asking what they see in the picture. Have them read the title of the text and ask why they think the book is called 'The Good Monkey.' Let them predict what the text is about. List the predictions made by students on the chalkboard to make comparisons or generate discussions after reading the text.

### Activity 3 – Book Walk

#### Learning Objectives: Listening & Speaking: 7 & 10

Take students through a **Book Walk** showing the pictures page by page, discussing each illustration with students. Ask students to say a simple word or phrase about each of the pictures.

#### Reading:

### Activity 4 – Reading Aloud

#### Learning Objectives: Reading & Literature: 1 & 2

**Read the book aloud** to the students with as few interruptions as possible, pausing only to clarify meaning and to confirm their predictions. The first reading of the text should focus on meaning and enhancing comprehension.

### Activity 5 – Shared Reading

**Learning Objectives: Listening & Speaking: 5 & 1 Reading & Literature: 4, 12** Using a **shared reading approach**, read the book to the students a second time and ask them to follow along in their own text. Use a variety of decoding systems in a **think-aloud** approach during the reading. Introduce new **vocabulary** as the text is read. Have students say the words with clear pronunciation and teach the meaning in context. e.g. Work with students to provide an oral sentence for each word. These words can also be learned by role play and dramatization. Develop charts for different word structures as given below. The words that have similar patterns will be added on the word chart as and when students encounter them in the texts or during the course of discussions while the high-frequency words will be posted on the **Word Wall** in alphabetical order.

e.g.

- ly
- quickly
- quietly

### After Reading

### Activity 6 – Listening & Speaking

#### Learning Objectives: Listening & Speaking: 3, 7, 10, 11

Ask the following questions:

- *Was your prediction about why the book is called 'The Good Monkey' correct? (Allow them to discuss their answers.)*
- *What did Momo do with the cobs of maize?*
- *Who saw the snake first?*
- *At the end of the book, who do you think gave bananas to Momo? Why?*
- *Did the story end the way you thought it would?*
- *Is it safe to sleep in a maize field or forest? Why or why not?*

### Activity 7 - Discussion

#### Learning Objectives: Listening & Speaking: 3, 5, 7, 9, 10 & 11

In small groups, let students discuss the story using illustrations in the book. Plan a shared **retelling** with the whole class using the illustrations in the book.

## Follow-up Activities:

### Activity 8 - Writing

#### Learning Objectives: Writing: 2, 5, 6 & 7

List the characters and animals in 'The Good Monkey' on the chalkboard. Choose one character or animal and model for the students how to write a description. e.g. have students look at illustrations in the text and the words written on the chalkboard from Activity 1 to find words that tell about the monkey. Write a short description of the monkey on the chalkboard, drawing attention to capital letters and full stops. Students can then draw a picture of their favourite character or animal and write a short description of this character. It may be helpful to use the following writing frames to begin with:  
(I like \_\_\_\_\_. He/she/it is \_\_\_\_\_.)

Encourage students to write a few sentences using high-frequency words, word charts and the text for the choice of words and spelling. Display students' work under each character's name to allow students to read each other's work.

Complete the activity on **page 4 of the Workbook**.

### Activity 9 - Making Meaning at Word Level

#### Learning Objectives: Reading and Literature: 2, 3, 4    Listening & Speaking: 1, 2

- Choral read-aloud of the **high-frequency words** from the list (See Appendix), placing them on the **word wall** and drawing attention to alphabetical order. Use actions and other materials for visual interpretation. High-frequency word games can be played to reinforce quick recognition. Point out high frequency words and have students find them in the text. Use a pointer to point to words on the word wall. Involve all the students in turn using the pointer.
- Take the students out of the class to do some practical activities to review prepositions.
- *Girls, put your hand on Sangay.*

Keep instructions brief and lively and involve all students. Add the prepositions to the **high-frequency** word list. A lot of practice will be needed by the students. Teacher can vary the activity by using objects such as: *put your pencil under a chair, a bench, a table, a desk...*

### Activity 10 – Word Search

#### Learning Objectives: Listening & Speaking: 5, 11    Reading & Literature: 2, 3, 4

Have students use individual copies of 'The Good Monkey' or work in groups to play the word recognition game, 'Who Can Find...'

- *Who can find the words 'house' and 'banana' on page 1?*
- *Who can find the word beginning with 'l'. Find two words beginning with 'm.'*
- *Who can find names of three people on page 2 and names of two animals on page 11?*
- *Who can find a colour, plant, animal, tool, food, vegetable?*  
*e.g. on page 7 find a vegetable.*
- *Find facts about the grandfather on page 3.*

## Activity 11 - Independent Reading

**Learning Objectives: Reading & Literature: 8, 14    Listening & Speaking: 2, 3, 5, 6, 8** Have students read the text independently. Teacher supports students with difficulty individually or in small groups. Students can be encouraged to choose books from the library corner to read when they have finished the main text.

## Activity 12 – Language

**Learning Objectives: Listening & Speaking: 3, 5, 8**

Number and Quantity: *some, any, a lot of*

Sentences can be written on chalkboard to establish sight as well as sound patterns of language.

- *How many\_\_\_s are there?*
- *There is one\_\_\_.*
- *There are five\_\_\_s.*
- *There are some\_\_\_\_\_s.*
- *There are a lot of \_\_\_\_\_s.*
- *How many\_\_\_did you see?*
- *Do you have any\_\_\_\_\_?*
- Give each student a copy of the text, 'The Good Monkey,' and ask the above questions relating to illustrations.
  - e.g. *How many houses are there in Dorji's village?*  
*There are five houses in Dorji's village.*  
*How many babies do you see? etc.*
- Continue the concept by bringing or asking students to bring a number of countable objects to the class like: *bottles, tins, stones, sticks, leaves, flowers, match, boxes, crayons, rulers, rubbers, beans, books, chillies, potatoes, pieces of chalk and paper, seeds...*  
Use these to practice numbers. Write the sentences on the chalkboard and say:
  - *Count the\_\_\_\_\_.*
  - *How many\_\_\_are there?*
- When you know that children have remembered the number names, have them work in groups asking the questions in turn (make sure they use the plural -s) as other students count the objects and answer,
  - *There are\_\_\_\_\_s.* Students can then work in pairs to continue the language practise.
- Using some of the smaller objects like: *beans, stones, seeds, leaves. etc.*, divide them into big and small piles. Without counting, point to a pile and say, '*There are a lot of \_ s here*'.
- Point to one of the smaller piles and say,
  - '*There are some\_\_\_\_\_s here*'.
- Write the sentences on the chalkboard and have students practise the activity in small groups and in partners.
- Listen and Draw: Give the following instruction:
  - *Draw a lot of stones.*
  - *Draw some sticks.*
  - *Draw a lot of leaves.*
  - Draw some trees.
- Let students complete the activity on **page 5 of the Workbook.**

### Activity 13 - Following Instructions

#### Learning Objectives: Listening & Speaking: 1, 2, 12

Familiarize students with the concept of *right* and *left* by practicing instructions such as:

*Put up your left hand.*

*Touch your right ear.*

*Stand on your left foot.*

*Point your finger to the right.*

*Kick with your left foot.*

*Pick up a pencil with your right hand. Hit the bench with your left hand.*

When giving students these instructions, face the chalkboard so your right and left hand is the same as the student's.

Have students complete **pages 6 and 7 of Workbook.**

### Activity 14

#### Learning Objectives: Listening & Speaking: 2, 5

Teach *inside* and *outside* using a box or any other container: Give instructions and have all students follow them. *Put the pen inside the box. Now put the ruler outside the box. Where is the pen? It is inside the box? Where is the ruler? It is outside the box. Go outside the classroom. Now come inside. Put the broom outside classroom. Bring the chair inside.*

Draw a circle on the ground or floor and give students directions such as, *Put one foot outside the circle, Put both feet inside the circle, Put one hand inside the circle.*

Lead students to recognize that *inside/outside* contrast with each other. Draw a circle on the ground or floor and give students directions such as, *Put one foot inside the circle. Put both feet outside the circle. Put one hand inside the circle. Inside* emphasizes *in* more strongly than ordinary *in*. Use *inside* and *outside* in everyday situations. Place the words on the **high-frequency chart** and review often.

## Supplementary Reading:

**Text:** Every Time I Climb a Tree' (poem) (Refer to Class II Anthology).

**Learning Objectives:** Listening & Speaking: 1, 12 Reading and Literature: 7, 14

### Activity 15 –Poetry Reading

**Learning Objectives:** Listening & Speaking: 11 Reading and Literature: 1, 2

**Read the poem aloud** to the students. Have them follow by **echo reading** and other means of choral reading. Encourage students to listen for rhyming words in the poem, displaying the words in pairs on the word family chart. Read the poem several times over the next few days, allowing students to join in.

### Activity 16 – Writing a Rhyme Learning Objectives: Writing: 3, 4, 10

Use the poem as a model for students to write short versions of their own using the same pattern. Two lines may be sufficient at this stage. e.g. Every Time I Come to school or Every Time I Cross a Brook, etc. Use the word family chart to help find rhyming words.

## Activity 17 - Lubin Loo (Refer to Class II Anthology book).

**Learning Objectives: Listening & Speaking: 1, 4, 11, 12**

**Reading and Literature: 2, 8, 14**

The teacher reads aloud the song 'Lubin Loo' followed by choral reading with actions. Sing the song with the students and making them perform the actions. Prepositions from the high-frequency words can be substituted for words in the song. e.g. *I put my right foot inside, I put my hand outside, etc.*

**Assessment Tool 1: Rubric to assess students' ability to follow simple instructions.**

**Assessment Tool 7: Reading log to record texts/books read.**

## Text 2: Blessed Rainy Day Author: CAPSD

**Genre:** *Recount*

**Weeks:** 6, 7 & 8

### Synopsis:

In this recount, a girl describes how her family celebrates Blessed Rainy Day.

### Key Learning Outcomes:

Students will be able to:

- use title and picture cues to tell a story
- identify and pronounce the new vocabularies correctly.
- talk about festivals
- read aloud with fluency
- read the text independently
- sequence words to make a sentence
- write a double entry journal
- use capital letters and full stops appropriately
- tell a story in his/her own words

**High-Frequency Words:** *best, brother, get, happy, holiday, picnic, played, rain, said, some, very, we, were, with.*

### Vocabulary:

*blessed, sky, pray, pretty, wore, loud, noise, frighten, bought, carry, firewood, kick, float, wet, holiday, picnic.*

### Before Reading:

#### Activity 1- Nado and Zangmo

**Learning Objectives: Listening & Speaking: 7**

Read aloud 'Nado and Zangmo – Two Children of Bhutan' by Jigme Loday.

Before reading the book, tell students you want them to pay very close attention to the illustrations to see how they differ from the last text read. The teacher reads the text aloud to students showing the illustrations. While reading, the teacher pauses at certain intervals and prompts the children to predict what happens next. Emphasize the activities that are carried out on a festival (Losar) so that students can make connection with the main text later on.

## **Activity 2- Making Connections**

### **Learning Objectives: Listening & Speaking: 7**

Make connection to their personal experience by asking students the following questions:

- • What festivals do you celebrate? As and when students tell the names of festivals, list them on the chalkboard.
- Generate discussion by asking students what they usually do during such festivals.
- • What do you do on a Losar day?

## **Activity 3- Connections with Text**

### **Learning Objectives: Listening & Speaking: 1 & 11**

Show students the title of the text '*Blessed Rainy Day*'. Hide the picture and ask the students to guess what the illustrations will be like. Show the title of the text and picture and ask them what might happen in the story. Teacher lists down the predictions made by students on the chalk board to see if they match with the story later on.

## **Activity 4- New Vocabulary in Text**

### **Learning Objectives: Listening & Speaking: 5**

Engage students in a Book Walk. Use the new vocabulary in the context of the book and the pictures.

## **Reading:**

### **Activity 5- Choral Reading**

#### **Learning Objectives: Reading and Literature: 2**

Distribute individual copy of readers to all the students. Groups of students will take turns to choral read the passages assigned to them. The teacher ensures that all the students read aloud together with fluency. When one group reads, the other groups will follow along in their own text.

## **Activity 6- Environmental Concerns**

### **Learning Objectives: Reading and Literature: 10 & 1 Listening & Speaking: 3 & 7**

When each group finishes its part, generate discussion on the illustrations on pages 9 & 10: possible risks in playing near the river/jumping into the river), page 12: putting out the fire before going home, picking up the litter or disposing them in proper places such as plastics, papers, cans, bottles, etc.

## **Activity 7- Working with Words**

### **Learning Objectives: Reading and Literature: 2**

Re-read the book with the students as a whole group, using an oral cloze technique (teacher omits words in each line for students to fill in) especially with the words that have special features/patterns or new vocabulary. Teach the words listed above the context of the text. Then add these words on the word wall or on the word family charts wherever appropriate.

## **Activity 8- Independent Reading**

### **Learning Objectives: Reading and Literature: 8, 14**

Have students read the text independently. Use a guided reading approach with a group or individuals who experience difficulty.



## After Reading: Activity 9- Predictions

### Learning Objectives: Listening & Speaking: 5, 7, 11

Discuss the story with the students to extend their enjoyment and understanding. Using the list of predictions, ask:

- Which of your predictions matches the story?
- Where did Dorji and his family go during the Blessed Rainy Day?
- What did you do on your last Blessed Rainy Day?
- What might have happened if the river was very big?
- Why is it important to put out fire after picnicking and to collect and dispose trash in the garbage bin?

## Activity 10 - Constructing Sentences

### Learning Objectives: Reading and Literature: 3, 12

Write complex sentences on the paper and cut them into words and phrases. The sentences should be from different pages of the book. Distribute different cut out sentences to different groups. Students put the words or clusters of words together to make a sentence. Once they have finished making a sentence, they will exchange their set of word cards with other groups. Let students read their sentence in their own group and also to the whole class.

Example:

I called my brother and we went down to the

Let students complete the activity on **page 8 of the Workbook**.

## Follow up

### Activity 11 - Double-Entry Journals

#### Learning Objectives: Reading and Literature: 11      Writing: 2, 3

Teach students to write double-entry journals. Model one for the students by choosing a phrase or word from the text and writing it on one side of the paper. On the other side write a sentence to reflect on or make personal meaning from the choice of words. Have students create their own journals in this way.

e.g.

<i>From the text</i> <i>(word/ phrase/ sentence)</i>	<i>Reflections</i>
e.g. picnic	I went for a picnic with my friends last Sunday.

## Activity 12 – Sharing Writing

### Learning Objectives: Writing: 9      Listening & Speaking: 3, 11, 12

Allow students to share their journals within their groups. Some students may be confident enough to share with the whole class. Encourage them to write a second double-entry in their journal. Include their journal in their writing portfolio.

### Activity 13 – Locating Words with Capital Letters

**Learning Objectives: Reading and Literature: 5, 8, 10**

**Writing: 6**

Have students use the text to locate words with capital letters. Ask them what they notice about the words. Write the words on a chart paper under the following headings: names of places, people, days of the week... From their findings, make a classroom wall-chart as follows. Display the chart and refer to it often when students are writing.

Using Capital Letters	
When	Example
Geographical names	The capital city of
e.g. cities, districts, countries	Bhutan is Thimphu.
People's names	My best friend's name is Deki.
Days of the week	Today is Monday.
Months of the year	This month is May.
The pronoun 'I'	My teacher said that I should finish my work.
Titles of books, movies, TV programs	My favourite book is Cinderella.
Holidays	My favourite holiday is Blessed Rainy Day.
Names of schools	I go to Gedu MSS
School subjects	My favourite subject is English
The first word in a quotation	She said, "Where is the car?"

### Activity 14 – Discovering and Writing

**Learning Objectives: Reading and Literature: 5      Writing: 2, 6**

Display a short piece of writing that has sentences without capitalization and full stops. Work with the students, help them identify where the punctuation is needed. Supply another piece of writing and ask them to discover and mark where capitalization and full stops should be.

Let students complete the activity on **page 9 of the Workbook**.

### Activity 15 - Word Search

**Learning Objectives: Reading and Literature: 4, 8 & 10**

Students will revisit the text to identify the following words and this could be done either in groups or as a whole class. Have students write down these words in their note books.

- Find the words 'find shining, beautiful, outside' on page 1.
- Find the word beginning with 'p' and 'b' on page 2.
- Find the names of clothes on page 3.
- Find a word that ends with 'er' on page 4 and a word that ends with 'y' on page 5.
- Find the names of vegetables on page 6.
- Find words that ends with 'ly' on page 10.
- Find words that begins with 'f' on page 7.

### Activity 16 - Illustration

**Learning Objectives: Listening & Speaking: 9, 10 & 11      Writing: 2, 5, 6**

Let students make a big book, illustrating what they do on the Blessed Rainy Day. Each student will make a page for the book and write a sentence or two under the illustration. The pages can be compiled to make the book. Keep the book in a place where they can read it at leisure.

Let students complete the activity on **page 10 of the Workbook**.

### Activity 17 – Sound/Blend (bl)

**Learning Objectives: Listening & Speaking: 2, 3, 4**

**Reading and Literature: 2, 3**

**Writing: 2, 3, 4**

Refer Teaching of Letter Sounds under Approaches and Strategies for instructional procedures/steps to teach letter sounds.

Emphasize the blend 'bl' and ask students to identify a few words that begin with 'bl'. Let students say the word(s) aloud stressing the sound. Add the list of words that students identified on the word family chart. When the teacher adds the word(s) on the chart, let students spell the word. Use a pointer to find other 'bl' words on the chart.

Let students complete the activities on **pages 11, 12, 13, 14 & 15 of the Workbook.**

## Supplementary Reading

**Text: Shirley needs a holiday Activity - 18**

**Learning Objectives: Listening & Speaking: 1, 11, 12**

**Reading and Literature: 1, 2, 5, 14**

The teacher reads the text aloud to students for enjoyment. Follow the initial reading by having students chime in for a choral reading.

### Activity - 19

**Learning Objectives: Listening & Speaking: 1, 3, 7, 11, 12**

Discuss the story making connection to their real life. Relate the word 'relatives' to the students' 'All About Me books' from the first week of school. Teacher can ask questions such as:

- When do you have your relatives coming over to your place?
- What do you like/dislike about relatives coming to your house? Why?
- What do you do when relatives come to your house?

**Activity: 20 - Happiness (Refer to Class II Anthology book).**

**Learning Objectives: Listening & Speaking: 1, 4, 11, 12**

**Reading and Literature: 2, 8, 14**

**Writing: 3, 10**

**Read aloud** the rhyme/song with proper pronunciation, intonation and tone, followed by choral reading/singing. Have students complete the sentence, 'Happiness is something if.....' Ask students to illustrate their statements. Make a collage or clothes line with the illustrations.

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

**Assessment Tool 11: Checklist to self-assess use of punctuation**

**Assessment Tool 13: Checklist to assess students' journal**

### Text 3: Signs

**Author:** *Adapted from 'Signs' by Ann Miranda (compiled by Kezang Deki, Pema Chophel and Arati Pradhan)*

**Genre:** *Informational text*

**Weeks:** 9 & 10

#### Synopsis:

This book talks about different kinds of signs (city signs, road signs, safety signs)

#### Key Learning Outcomes:

*Students will be able to:*

- *use title and picture cues to predict about the text*
- *read independently using reading strategies*
- *say new vocabulary with correct pronunciation*
- *identify new vocabulary from the text*
- *interpret different signs for different purposes*
- *design a sign and write its purposes in few sentences*
- *use 'must' and must not' to make rules*

**High-Frequency Words:** *ahead, drivers, left, litter, must, people, safe, sign, stop, right, road, tells, trash, warns*

*(Refer Approaches and Strategies for instructional procedure)*

#### Vocabulary:

*rules, park, street, reason, fire-engine, turn, curve, train, track.*

#### Before Reading:

##### Activity: 1 - Predicting

#### Why do we need sign?

Signs are reminders of rules to follow. Signs tell people where to go what to do or what not to do. Signs help us stay safe. They help us think of others' safety too.

#### Learning Objectives: Listening & Speaking: 7 & 10

Show students the cover of the book and ask questions such as:

*What do you think this book is about?*

*What do you think this picture is for?*

*What signs do you think are in this book?*

*What kind of signs have you seen and where?*

*What signs do you see in the classroom?*

*What signs do you see on your way to school?*

## **Activity: 2 – Journal Entry**

### **Learning Objectives: Writing: 3, 4, 6**

Ask students to write in their journals a response to the question, “Why do we need signs?” Have them share their writing with a partner.

## **Activity 3- Book Walk**

### **Learning Objectives: Listening & Speaking: 7 & 10**

- Take students through a **Book Walk**. In the beginning only the teacher will have the copy of the text. She reads aloud the text written about one sign to the students. Have students guess what the sign might look like and have them draw the sign in their notebooks or on the paper provided. Repeat with all other signs.
- After students have done the illustrations, show the signs given in the book. Discuss
- to compare similarities and differences, and to make meaning of the signs.

## **Reading**

### **Activity 4- Cooperative Learning**

#### **Learning Objectives: Reading and Literature: 8, 10, 12**

Use a cooperative learning approach. Divide children into groups according to the number of signs in the text. Each member will be allotted one sign and will become an expert on the meaning of his/her allotted sign. The members will go to their expert group to read the text about the sign and discuss what they understand. e.g. students from each group who will become an expert on a road crossing sign will go together to read and discuss that sign. Ask students to note the difficult words they come across while reading. After that the experts will move back to their home groups to share information about the sign that they have deliberated upon in their expert groups.

## **Activity 5 – Choral Reading**

### **Learning Objectives: Listening & Speaking: 5**

Using a **choral reading approach**, each student can be given a book to read in unison. Talk about each sign and focus on new vocabulary in the context. Post the new vocabulary based on patterns on the **Word Wall** or **Word Family Charts**.

## **Activity 6 - Independent Reading**

### **Learning Objectives: Reading and Literature: 3 , 14**

Let students read the text independently. Use a **shared reading** approach for students experiencing difficulty. The advanced readers should be provided with an opportunity to choose other books to read from the library corner during this time.

## **After Reading**

### **Activity 7- Question & Answer**

#### **Learning Objectives: Listening & Speaking: 5, 7, 10, 11    Writing: 2, 5, 10**

To check students’ understanding of text, ask the comprehension questions such as the following:

- *Are all the signs same in the book?*
- *Why do you think picture signs are used?*
- *What would happen if you don’t follow the signs?*
- *Where are the signs placed?*
- *Do you remember any signs you have seen while going to different places?*
- *What do you think these picture signs tell you*



Let students complete the activity on **page 16 of the Workbook.**

### Activity 8- Sign Search

**Learning Objectives: Listening & Speaking: 1, 2, 12    Reading and Literature: 10**

Students will show the sign in the text as and when the following questions are asked.

- Find the sign, which warns that there is a dangerous curve ahead to the right.
- Find the signs, which tells us that it is safe to walk/cross the street
- Find the sign, which tells us not to throw papers, food or other things on the ground.
- Find the signs, which means danger.
- Which sign tells us that there is a hospital or BHU?
- Which signs tell us not to do certain things? e.g. not to park vehicle, not to ride bicycle, not to walk etc...(encourage children to make a say whether they have seen similar signs or not)
- Which sign shows that there is school ahead?

Let students complete the activity on **page 17 of the Workbook.**

### Follow up

#### Activity 9 – Drawing Signs

**Learning Objectives: Listening & Speaking: 3, 5, 10, 11**

Divide children into smaller groups. Provide the materials needed for the activity. Each group will discuss and design a sign other than the ones that are there in the text, such as. *No Smoking, No Spitting on the Wall, No Trespassing*, etc. The groups will present to the whole class. These signs can be displayed on the walls throughout the school and eventually compiled into a book.

### Activity: 10 – Language

*Children can make and understand rules.*

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

Introduce ‘must’ and ‘must not’ over a period of one or two weeks whenever classroom instructions are given. Here are some examples:

*Don't make a noise. You must not make a noise.*

*Put up your hand. You must put up your hand when you ask questions.*

*Stand in a row. You must stand in a row.*

*Draw a margin. You must draw a margin.*

Virtually every simple classroom instruction can be expanded in this way. Children will gradually learn that *must* is used for more or less the same purpose as the simple instruction. After a time use *must* instead of the simple instruction and see if children obey.

Ask the children to tell you some good rules for the classroom.

As they suggest ideas, write them on the chalkboard. Ask children to write five important rules for the classroom in their note books. Use this as the basis for writing and discussing 'class rules' on a large piece of chart paper. Put this on the wall where it can be easily seen. When a student does not obey a rule, point to the rule and have him/her read it. In this way discipline and learning can be combined.

### **Activity: 11- Making Rules**

**Learning Objectives: Listening & Speaking: 7, 10, 11**

**Writing: 2, 5, 8, 9**

Divide the children into groups and give each group one of the following areas to think about. They should suggest some simple rules and list them on a chart paper. Some ideas are suggested under each area but the children may think of others.

#### **Rules for Health**

- You must wash your hands before you eat.
- You must wash your hands after you eat.
- You must brush your teeth
- You must drink clean water.
- You must not wear dirty clothes.
- You must not let flies sit on food.
- You must not put dirty fingers in your eyes.

#### **Rules for Road Safety**

- You must walk by the side of the road. You must not play on the road.
- You must not run in front of a car.
- You must not jump on the back of a car.
- You must look both ways before crossing a street or road.

#### **Rules for Forest Safety**

- You must not take baby animals. You must go with a friend.
- You must use the paths.
- You must not put your hand in a hole. You must make a noise.
- You must not take bird's eggs from a nest. You must put out picnic fire.

Each group should illustrate each rule with a suitable caption with '*must*' and '*must not*' for each picture. Help them with spelling if necessary. All the pictures for one group should be displayed together perhaps on a single sheet of newsprint with appropriate heading such as 'Rules for the Forest Safety'. Use these for revision of rules and the use of '*must*' during the next few weeks.



## Supplementary Reading

**Text:** Poorly Pingu

**Genre:** *Informational Text*

**Author:** *Pamella Allen*

### Activity 12

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

**Reading and Literature: 1, 2, 3, 14**

The teacher will **read aloud** the text to students. Then students will do choral reading in their smaller groups. Ask them to identify words with special features to add to the word family charts.

**Activity 13-** Song/Rhyme: ‘Country Roads,’ ‘Don’t throw your junk in my backyard’ and ‘Traffic lights.’

(Refer to Class II Anthology book).

**Learning Objectives: Listening & Speaking: 1, 4, 11, 12**

**Reading and Literature: 2, 8, 14**

Teacher reads aloud the song/rhyme from the chart with proper pronunciation, intonation and tone, followed by choral reading/singing.

**Assessment Tool 8: Rating Scale to assess students’ ability to read**

**Assessment Tool 12: Rubrics to assess student’s ability to write**

**Text 4: Snow White and the Seven Dwarfs Author: CAPSD**

**Genre:** *Fairy Tale*

**Weeks:** 11 & 12

### Synopsis:

This is a story of a girl who undergoes unhappiness after her mother passes away but eventually marries a handsome prince and lives happily ever after.

### Key Learning Outcomes:

Students will be able to:

- use title and picture cues to predict what the text is about
- read the text with correct pronunciation, voice projections and accurate inflections
- describe their favourite character using their knowledge of full stop and capital letters
- build or spell new words correctly using spelling strategies
- read aloud with fluency
- read the text independently

**High-Frequency Words:** *another, beautiful, did, does, don’t, every, forest, here, more, most, other, please, than, you, your.* (Refer *Approaches and Strategies for instructional procedure*)

## Vocabulary:

*queen, soldier, dwarf, prince, talk, true, money, sixteen, belt, evening, life, women, kill, metal, field, drank, sleeping, morning, riding.*

## Before Reading

### Activity 1

#### Learning Objectives: Listening & Speaking: 7

Ask students if they have heard the story 'Snow White and the Seven Dwarfs'. Some students may know the story. If so, ask them what they know about Snow White. Explain that this story is a fairy tale. Ask them if they know other fairy tales. Draw a **semantic web** of the story by having students predict what the story is about using the picture and the title on the cover page. Use chart paper to draw the web. Accept any words students use to describe their predictions, writing them in boxes radiating out in lines from the central box, which is entitled Snow White and the 7 Dwarfs. The web will be used throughout the lessons that follow so that students can relate their own thoughts to the story.

## Reading

### Activity 2 – Read Aloud

#### Learning Objectives: Reading and Literature: 1, 3

- **Model Reading:** The teacher demonstrates or models how expert readers read inferring meaning of new words in the context.
- Let every student follow along in their own text when the teacher reads.
- Pause at certain intervals to impose and invite questions from students.

### Activity 3 – Readers' Theatre

#### Learning Objectives: Reading and Literature: 2, 14

#### Listening & Speaking: 5

- Before the class begins, teacher may re-write the story of Snow White into simpler script, using short sentences and words students can understand and role play. Make enough copies for each group to have one.
- Divide students into groups (according to the number of characters) to assume different roles. Each group plays one role and works together to practice the lines. Students decide how to use their voices, gestures, and facial expressions to interpret the character they are reading.
- Students rehearse the script several times in their own group striving for accurate pronunciation, voice projection, and appropriate inflections. Move around the classroom as students practice to help them interpret the script.
- When the students have had enough practice in their smaller groups, they can present on the stage or in a corner of the classroom. Students will stand or sit in a row and read their lines in the script. They stay in position through the production or enter and leave according to the characters' appearances 'onstage.' If readers are sitting, they may stand to read their lines; if they are standing, they may step forward to read. Costumes and props are unnecessary; however adding a few small props enhances interest and enjoyment as long as they don't interrupt with the interpretive quality of the reading. For example, simple masks can be made for a character and used in the performance.

## After Reading

### Activity 4

#### Learning Objectives: Reading and Literature: 8, 10, 11

#### Listening & Speaking: 3, 11

Add words and phrases to the Snow White semantic web after reading. Extend students' ideas and thoughts by writing similar concepts together. This will help to check students' understanding of the

story. Encourage them to tell what they liked or didn't like about the story, which parts were their favourites, which characters they liked or didn't like and why. Ask questions like the following:

- *Who does the queen talk to every day?*
- *Why does the queen want to kill Snow White?*
- *With whom does Snow White live in the forest?*
- *What tricks does the queen try on Snow White to kill her?*
- *Who saves the life of Snow White in the end?*
- *What happens to the queen in the end?*
- *Would you do the same if you were in the queen's place?*

### Activity 5 - Word Work/Sounds (- ck)

**Learning Objectives: Reading and Literature: 10**

**Listening & Speaking: 2, 4 Writing: 2, 4**

Engage students in the following word search. This activity can be done in groups or individually. Students may be asked to write the words as and when they find them to be able to remember the spellings correctly.

- *Find the word. Concentrate on new reading words*  
e.g. Find 'soldier', 'prince' 'queen', 'dwarf' on page 1 Find 'queen' on page 2.
- *Find words beginning with particular letter sounds. Revise any taught during the year*  
e.g. Find a word that begins with 'qu', 'a', 'sn' on page 2.  
Find a word that begins with 'k', 'wh', 'qu', 'y' on page 3.  
Find a word that begins with 'w', 'm', 'n' on page 7.
- *Find words ending with particular letter sounds. Revise any ending taught during the year.*  
e.g. Find a word that ends in 'ck' on page 2. Find a word that ends in 'ill', 'all' on page 3.  
Find a word that ends in 'ears', 'man', 'all', 'an' on page 4.
- *Find different people.*  
e.g. On page 2 find someone white. On page 3 find someone beautiful.  
On page 4 find someone young.  
On page 7 find someone sleepy.  
On page 8 find someone who has no milk.  
On page 10 find someone happy.  
On page 11 find someone with old clothes.  
On page 12 find someone who is frightened.  
On page 16 find someone with a big bag.  
On page 18 find someone dead.  
On page 20 find someone who wants a wife.

To emphasize the sound/blend 'ck' and to make them to use it in the context (sentences), make students complete the activity on **page 22 of the Workbook.**

## Follow-up Activities

### Activity 6 – Descriptive Writing Learning Objectives: Writing: 2, 5, 6 & 9

Review the use of the **character map** and have students make maps of Snow White, the queens or the dwarfs. Allow students to choose their favourite character from the story, make a character map and write a description of the character in a few sentences. The teacher must ensure that students use their knowledge of punctuation marks (capital letters and full stop). Encourage students to use Word Wall and Charts for the choice of words and spellings. Students can share their descriptions from the **author's chair** with the whole class or in smaller groups. Place their writing in their writing portfolios.

### Activity 7 – Word Game/Remember Game (Blend – pl)

#### Learning Objectives: Reading and Literature: 2

**Teacher Tip:** Words can be divided into **onsets** and **rimes**. *Onset* refers to the sounds before the vowel; the *rime* is the sound from the vowel to the end of the word. It is the part usually referred to as the *word base* or *word family*. The word '*rime*' is the linguistic term for the part of the word *rhyme*.

Each group will have one set of onset cards and another set of rime cards. Place the cards upside down on the table on either side. Each student takes a turn picking up one onset card and one rime card. If it makes a word, he/she reads it aloud with clear pronunciation and keeps the cards. If it doesn't make a word, he/she puts them back in the same place. Other students should observe carefully to remember the card/s that didn't match. When their turn comes, they will remember those cards to make a match correctly. Whoever has the maximum cards is the winner.

Example:

qu	een
m	ost
h	ouse

To emphasize on the sound **pl** and to be able to use words that begins with the **pl** sound in context, let students complete the activities on **page 23 of the Workbook** independently.

### Activity 8 – Language (Use of *one, the other, another*)

#### Learning Objectives: Listening & Speaking: 2, 5

#### Writing: 2, 5

Teacher will demonstrate the usage of 'other', 'another', 'one' using classroom objects.

For example: Put a crayon on the table. Put another on the table. Put one on the floor. Put the other on the chair.

In small groups, have students practice the usage of *one, another, and the other* taking turns and giving directions. Let students use them in context of the sentences given on **page 24 of the Workbook**.

## Supplementary Reading

**Text:** Princess An enchanted evening **Genre:** *Fairy Tale*

### **Activity 9 - Read Aloud**

#### **Learning Objectives: Reading and Literature: 2, 14**

Teacher will read aloud the story aloud for students to enjoy. As a follow-up to this, the students will do choral reading of the rhyme 'There was a princess long ago, long ago' (**Refer to Class II Anthology**). Tell them to identify words with patterns to add to the word family charts.

### **Activity 10 - Independent Reading Texts: *The Princess***

#### **Learning Objectives: Reading and Literature: 8, 14**

Students can read these texts independently during the **USSR (Uninterrupted Sustained Silence Reading)** or **DEAR (Drop Everything and Read)** session. And also let the students do the activity given on **page 25 and 26 of the Workbook**.

**Assessment Tool 10: Rubrics for assessing students' ability to read**

**Assessment Tool 12: Rubrics to assess student's ability to write**

## Theme Two: Discovering the World Around Us

**Text 5: The Body Book Author:** CAPSD

**Genre:** *Informational text* **Weeks:** 13, 14 & 15

### Synopsis:

This is a non-fictional book with information on the body systems and their functions.

### Key Learning Outcomes:

Students will be able to:

- use title and picture cues to predict what the text is about
- follow instructions
- say new vocabulary with correct pronunciation
- locate information in the text
- make text to life connections
- use superlatives (adjectives) – longest, shortest, tallest, appropriately
- maintain a journal of the food they eat
- write a journey story of a piece of food
- use this/that, these/those, in their sentences appropriately
- use simple past tense (regular verb)

<p><b>High-Frequency Words:</b> <i>again, children, goes, have, need, our, these, those, use, write. (Refer Approaches and Strategies for instructional procedure)</i></p>
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### Vocabulary:

*skin, bones, muscles, intestine, fingers, blood, measure, string, tallest, longest, strong.*

### Before Reading

#### Activity 1 – Exploration Routine

#### Learning Objectives: Listening & Speaking: 5

- Use new vocabulary appropriately.

#### Specific objective for the activity:

- Use appropriate vocabulary to talk what the book is going to be about. Ask students to look at the cover and the title of the book.

### Language in practice:

*Question: What do you notice?*

*Response: I notice a boy playing ball, I notice a body, I notice the title of the book The body Book. Question: What do you wonder about this book?*

*Response: I wonder why the picture is black, I wonder what is in the book, I wonder how many pages are there.*

*Question: What does this picture remind you of ?*

*Response: It reminds me of my brother playing ball, It reminds me of my body, It reminds me of colouring the body.*

The teacher writes down the responses on the board for later reference, especially the “wonders” and use them to discuss the content of the text.

## Activity 2 - Anticipation Reaction Guide (ARGuide)

**Note on ARGuide:** It is a strategy, which is used before reading a text. It activates student’s prior knowledge and builds curiosity about the new topic. Before reading a text, students respond to several statements that challenge or support their preconceived ideas about key concepts in the text.

### Learning Objectives: Listening & Speaking: 6

- Engage in longer dialogues.

### Specific objective for the activity:

- Use appropriate language to discuss if the statements in the ARGuide are correct or incorrect. (Is it correct/ incorrect? Yes, it is/No, it isn’t.)

### Reading: 2

- Read aloud with fluency.

### Specific objective for the activity:

- Read the statements in the ARGuide.

The teacher prepares the AR Guide as follows:

Before Reading	Statements	After Reading
	We have 206 bones in our body.	
	Short children have long bones in their legs.	
	We do not need muscles to move our bones.	
	There are two muscles in our arms.	
	Fruits, rice, milk, potatoes and sugar help us grow strong.	
	When we eat, the food goes down a long food pipe into our stomach.	
	The blood goes everywhere in our body.	
	We have 6 liters of blood in our body.	

Distribute one ARGuide in each team. Instruct the students to read the statement and put tick (✓) or cross (X) against the statement under before reading column.

(The teacher may need to demonstrate)



## Language in practice:

*We have 206 bones in our body. Is it correct/incorrect? Yes, it is/ No, it isn't.*

*(The teacher puts tick or cross according to the response given by the students)*

While students read the statements in turns, teacher goes around to listen how they read and provides necessary guidance.

After the students complete filling the **before reading column**, the teacher collects the ARGuide to use later in **Activity 3 – Guided Reading (page no. 37)**

## Reading

### Activity 3 - Guided Reading

#### Learning Objectives: Reading and Literature: 3

- Use their knowledge of sentence structure to cluster words into meaningful units in their reading.

#### Specific objective for the activity:

- Comprehend the text.

Using a **Guided Reading** approach, students will read the Body book in small groups, section by section, and focusing on the questions directly stated in the text.

(After reading, the teacher provides back the ARGuide used in activity 2. Instruct the students to fill in the **after reading column**. Let the students compare their responses **before reading** and **after reading** and see which team got the maximum correct)

### Activity 4 - Oral Cloze Technique

#### Learning Objectives: Listening & Speaking: 1, 4, 5, 6, 7, 11

Using the **oral cloze technique**, re-read the book to introduce new words *skin, bones, muscles, stomach, intestines, fingers, blood*. Omit the word in each line for students to fill in including the new words listed above. Teach the words listed above by inferring meaning in the context and by providing examples using them in simple sentences. Invite examples from students or make sentences together. Then add the new words according to their patterns on the word wall or on the word family charts wherever appropriate.

## After Reading Bones

### Activity 5

#### Learning Objectives: Listening & Speaking: 1, 3, 5, 7, 12

Ask students to guess the longest bones in the body. Allow them to discover the longest bone (thigh bone) by measuring with pieces of string. Compare the length of string with a partner. Share findings with the class. Talk about long bones and short bones, asking who might have the longest bones in the class. Allow them to reason that the one who has the longest bones is the tallest in the class.

Introduce other superlatives *big-bigger-biggest, clean- cleaner- cleanest, thin-thinner-thinnest, old-older- oldest, fat-fatter-fattest, etc.* in connection to the ones that were introduced in this text. Have students hunt for word/s that are superlatives from the Word Wall or Charts displayed in the class. List them on the chart as follows:

Word	- er	- st
long	longer	longest
small	smaller	smallest
big	bigger	biggest

After that let students complete the activities on **pages 27, 28, 29 of the Workbook.**

### Activity 6 - Making a Collage

**Learning Objectives: Listening & Speaking: 1, 2, 5, Writing: 1, 2, 3, 5**

Provide students with different types of dried beans, coloured paper and glue. In small groups, have them make a collage skeleton using bean seeds by looking at the picture of the skeleton on page 3 of the text '**Body Book**'. Ask them to write a short description under their model using the new words. Display the finished product on the wall.

### Muscles

#### Activity 7

**Learning Objectives: Listening & Speaking: 5**

- Use new vocabulary appropriately.

**Specific objective for the activity:**

- Use appropriate vocabulary to talk about the use of muscles in the body.

Take students outside to demonstrate the use of muscles in the body. Hold up flash cards with words run, hop, walk, slide, jump, wink, lift a stone, smile, stretch. Ask students to read the cards aloud and ask them to perform the activity to identify the muscles that are working.

#### Language in practice:

*Question: Which muscle is moving? (Children feel the muscles and say)*

*Answer: Muscles in my legs/eyes/face/ fingers are moving.*

The teacher distributes the flash cards among the teams. Members in the team take turns to hold the card, perform the action and practice the dialogue as above.

### Growing Strong Activity 8

**Learning Objectives: Listening & Speaking: 1,2,5,7,9,11,12 Writing: 1,2,3,5,10**

Discuss with the students some of the foods that help us grow and make our bones and muscles strong. Record the names of the food suggested by the students on the chalkboard. After listing the foods, students can help the teacher organize them under various food groups:

e.g. Vegetables and Fruits, Dairy Products, Meat and Nuts, Breads and Grains. Have them illustrate the food and display them on the wall. They may keep a record of food they eat in a small **journal** for one week.

### Activity 9 - Structured Inquiry

**Learning Objectives: Listening and Speaking: 3**

- Use proper word order in simple sentences and questions.

### Specific objective for the activity:

- Ask simple questions.

### Topic: Self Care and Treatment

**Inquiry Question** – Provide the question to the whole class - **What type of food do most students eat?**

### Hypotheses

The students in their teams will think and form a hypothesis (as an answer) to the question and write.

Example: Most students eat fruits/ rice/ meat/ eggs. (Each team will have their own hypothesis.)

### Data Collection

The teacher provides Table no. 1 (given below) to each team to find out the food the students eat in their team. Students take turn to ask and fill up the table. They practice the language such as:

*Do you eat vegetables/ fruits/ rice/ meat/ egg/ milk/ cheese/ butter/ sweet/ chips?*

*Yes, I do/ No, I do not. (Accordingly, the students put either tick or cross in the table.)*

While the students practice the dialogue, the teacher ensures that the students ask and answer in correct word order.

**Table No: 1.0**

Sl No	Name of the student	Vegetables	Fruits	Rice	Meat	Egg	Milk	Cheese	Butter	Sweet	Chips
1	Sonam	✓	X	✓	✓	✓	✓	X	X	X	X
2											
3											
4											
5											

### Data Analysis

#### Learning Objectives: Listening & Speaking: 8

- Use singular and plural forms and simple tenses correctly.

### Specific objective for the activity:

- Use appropriate vocabulary (singular and plural noun) to talk about different food groups they eat.

The teams report their findings to the whole class. The teacher records the findings using the following table no.2 (Use tally)

No. of students	Vegetables	Fruits	Rice	Meat	Egg	Milk	Cheese	Butter	Sweet	Chips
Team 1										
Team 2										
Team 3										
Team 4										
Team 5										
Total										

### Language in practice:

**Question:** *Team 1, how many students eat vegetables/ fruits/ rice/ meat/ egg/ milk/ cheese/ butter/ sweet/ chips?*

**Answer** (take turn): *Two students eat vegetables. All students eat fruit and rice. No one eats meat.*

The teacher makes sure that the students use the singular and plural noun correctly while answering. Using the data collected; the students interpret the information in the form of bar graph in teams.

### Conclude

#### Learning Objectives: Writing: 2

- Write clearly and legibly.

#### Specific objective for the activity:

- Write clear sentences about their food habits.

The students compare their hypothesis with their findings and come to a conclusion in a sentence.

Example: *Most students eat in our class.*

The students will write minimum of three sentences individually looking at the data collected and share their writing. (Preferably in the Morning Assembly)

#### Example:

*Five students eat meat.*

*Ten students eat sweets.*

*One student eats eggs.*

### Activity 10 - Circle Time

#### Learning Objectives: Listening & Speaking: 7

- Participate in longer conversations.

#### Specific objective for the activity:

- participate to talk about their food habits and how to take care of their body.

The teacher takes the students outside and asks them sit in the circle. Teacher uses a Talking Toy/Chips and initiates the discussion by asking the following guiding questions to talk about students' food habits and how to take care of their body.

1. *How many of you eat vegetables/fruits?*
2. *How do vegetables/fruits help our body?*
3. *What will happen to our body if we do not eat vegetables/fruits?*
4. *How many of you eat sweets/chips?*
5. *How do sweets/chips help our body?*
6. *What will happen to our body if we eat lots of sweets/chips?*
7. *How many of you eat meat/drink milk?*
8. *How does meat/milk help our body?*
9. *What will happen to our body if we eat lots of meat/or drink a lot of milk?*
10. *What food should we eat to make our teeth/eyes/bones/hair/skin healthy and strong?*

The teacher passes the Talking Toy to one of the students to answer the question. Keep passing the talking toy till every student gets the opportunity to talk about the food habits and how to take care of the body. The teacher takes the opportunity to instill the values of taking care of their body by eating healthy food.

### Activity 11 - Food pyramid (Numbered – Heads Together) Learning Objectives: Listening & Speaking: 5.

- Use new vocabulary appropriately.

#### Specific objective for the activity:

- Use appropriate language and vocabulary (a lot, more, less, very little) to talk about their food pyramid.

#### Learning objectives: Writing: 5

- Write a sentence or sentences guided by pictures or objects.

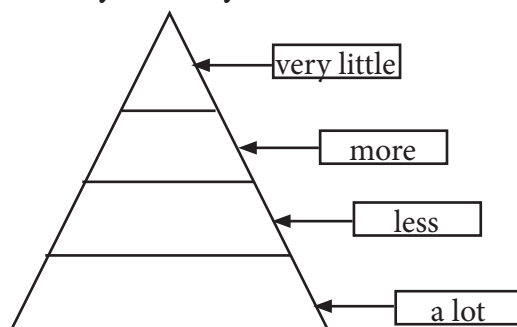
#### Specific objective for the activity:

- Write few simple sentences correctly about their food pyramid.

The teacher provides the outline of the food pyramid to each team. Explain that they should think of the food they eat a lot/more/less/least and draw them in the pyramid. For this activity use **Numbered – Heads Together**.

#### My Food Pyramid

Example:



### Steps for **Numbered Heads Together**

1. Teacher poses problem/ question and gives think time.
2. Students privately write their answers/responses.
3. Students stand up and put their heads together, showing answers, discussing and teaching each other
4. Students sit down when everyone knows the answer or has something to share (team's answer).

When all the teams have finished sharing their food pyramid, the teacher will display the correct food pyramid. Let the students compare their food pyramid with the teacher's sample of food pyramid and find out the similarities and differences. Encourage students to ask questions for clarification. Now let the students make their own food pyramid based on the foods that are available at their homes and write few sentences about it.

Example:

- I should eat/drink a lot of grains/water.
- I should eat more vegetables and fruits.
- I should eat less butter.
- I should eat very little sweet.

*Note: The teacher can invite Nutritionist/Health Worker/Health In charge to talk about the healthy food habits to make our body strong and healthy.*

### **Activity 12- Journey Stories**

**Learning Objectives: Listening & Speaking: 1, 5, 9, 12    Writing: 1, 2, 3, 10**  
**Reading and Literature: 1, 7, 10, 12, 14**

Use a **shared writing approach** to model writing a **journey story** on a chart paper. Discuss the journey of a piece of food as it travels through the body. Use the **think-aloud strategy** to draw information and words for the sentences from the students. Ask them to read parts from the text to supply information for the story. Students can write their own journey stories from the model.

### **Activity 13- Blends**

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

To emphasize the sound 'st' in words and use it in the context (sentences), let students complete the activity on **page 30 of the Workbook**.

### **Activity 14 – Similes**

**Learning Objectives: Listening & Speaking 5.**

- Use new vocabulary appropriately.

**Specific objective for the activity:**

- Use appropriate language and vocabulary to talk about similarities (simile).

**Learning Objectives: Writing: 5**

- Write a sentence or sentences guided by pictures or objects.

### Specific objective for the activity:

☐ Use simile in their writing.

Discuss with students the features of a person on page 16 of the text ‘The Body Book’, showing how blood circulates to all parts of the body.

Ask them, ‘What does the blood system look like to you? What does it remind you of?’

They may make comparisons such as roads throughout a country, a spider’s web, water pipe and fishing net. Provide students with a **writing frame** to write one or two-line comparisons (simple similes) from their observations.

The tubes that carry blood through my body are like \_\_\_\_\_. They also look like \_\_\_\_\_.

*Example: The tubes that carry blood through my body are like roads.*

*They also look like water pipe.*

Display their writing in the classroom under the heading ‘Blood System’. Then let students do the activity on **page 31 of the Workbook**.

### Activity 15 – Language (Use of *this/that, these/those*)

#### Learning Objectives: Listening & Speaking: 3, 6, 11

To reinforce language structure, let students use the following body words from the Word Wall or Word Family Charts: *Touch/point to your legs, nose, feet, toe, mouth, face, teeth, body, head, ear, arm, finger, lip, cheek, wrist, neck, thumb, ankle, buttock, nail, eyebrow, hips, elbow, thigh, chest, chin, knee, etc.*) Students can work in pairs asking each other the following questions?

*What is this/that?*

*It is my head/hair/stomach, tongue.....*

*What are these/those?*

*They are my eyes/shoulders/legs/nails..... How many .....(s) do you have?*

*I have ..... (s).*

### Activity 16 – Rhyme

#### Learning Objectives: Listening & Speaking: 1, 2, 4, 11, 12

#### Reading and Literature: 1, 2, 3, 4, 8, 12, 14

Teach the song ‘**With My Hands on My Head**’ (Refer to **Class II Anthology**) to reinforce the names of body parts. Read it aloud to students. Have students read as they sing along.

Ask students to identify the word(s) that rhyme or has a special pattern/feature to be added on the **Word Wall or Word Family Chart**. If there is any, have a student to write (add on the list) while others say it loud and clear.

### Activity 17 - Game

#### Learning Objectives: Listening & Speaking: 1, 2, 5, 11, 12

Play the game ‘Do what Sonam says’ with the parts of the body. Students should only do the action if the teacher has said, ‘Sonam says, touch your head’, and not when the teacher says, ‘Touch your head’.



### **Activity 18** Use of ‘*and then*’

#### **Learning Objectives: Listening & Speaking: 1, 2, 3, 5, 6, 11**

Take students outside the classroom to mime these actions:

Brush your teeth/hair. Clean your teeth/shoes. Dance. Drink some water slowly/quickly. Eat some rice. Hop. Now hop again. Jump three times. Kick your right/left leg. Lie down. Roll on the ground. Get up. Pray. Take off your shoes. Put on your shoes. Shake your head/arm. Pick up a stick. Throw it on the ground. Repeat the activity often, asking questions such as;  
What did you do? (I brushed my hair)

Encourage them to answer using ‘*and then*’. e.g. *I brushed my hair and then I cleaned my shoes.*

In smaller groups, have students ask and answer similar questions.

### **Activity 19**

#### **Learning Objectives: Reading and Literature: 1, 3, 4, 5, 9, 12**

Have students reread text independently. Use a **guided reading approach** to help students with difficulty either individually or in a small group. At the same time, provide challenging texts for advanced readers as an extended learning activity. Allow students to take the text home to read to a family member.

## **Supplementary Reading**

Additional Songs:

1. **Put Your Finger on Your Head**
2. **One Finger One Thumb**
3. **Head and Shoulders**
4. **Brush, Brush, Brush your teeth**

### **Activity 20**

#### **Learning Objectives: Listening & Speaking: 1, 4, 11, 12**

#### **Reading and Literature: 2, 8, 14**

Teacher reads aloud the rhyme(s) with proper pronunciation, intonation and tone. Then students can do echo reading/choral reading of the song(s) with actions wherever necessary.

**Assessment Tool 2: Rubrics to assess students’ ability to tell simple stories in their own words.**

**Assessment Tool 13: Checklist to assess students’ journal**

## Text 6: Weather

**Author:** CAPSD

**Genre:** *Informational text*

**Weeks:** 16, 17 & 18

### Synopsis:

This book talks about the four seasons of the year.

### Key Learning Outcomes:

Students will be able to:

- use title and picture cues to predict what the text is about
- read the text with fluency
- identify and read the words (new vocabulary) with correct pronunciation
- ask and answer questions
- describe a season using parallel writing
- talk about their favourite season
- use 'if' and 'when' to talk about different situations

**High-Frequency Words:** *autumn (fall), black, doesn't, if, school, spring, summer, time, weather, who, winter.*

*(Refer Approaches and Strategies for instructional procedure)*

### Vocabulary:

*thunder, hail, lightning, clouds, sunny, snow, foggy.*

### Before Reading

#### Activity 1 – Book Talk

#### Learning Objectives: Listening & Speaking: 1, 6, 10, 12

Talk about the cover of the page. Generate discussion by asking the following questions:

- *What can you see on the cover of the book?*
- *What kinds of trees can you see?*
- *What differences can you find among the trees?*
- *Why do the same trees look different in the picture?*

#### Activity 2 – Book Walk

#### Learning Objectives: Listening & Speaking: 1, 9, 10, 12 Writing: 1, 2, 10

Take students through a **Book Walk**. In the beginning only the teacher will have the copy of the text. Show the pictures page by page and let students talk about it. Encourage them to tell about the pictures in simple phrases and sentences. Invite questions from students and prompt them with questions whenever necessary. List the predictions on the chalkboard. *e.g.- sun is shining, flowers on the tree, snow on the mountain, no wind, etc.*

### Activity 3 – Exclusion Brainstorming Learning Objectives: Reading and Literature: 1,2,4,12,14

A sample list of words is given below that will be provided to each student. Students will read the list and circle or cross out the words they think are not related to weather.

winter	sunny	mouhtains	clouds
south	autumn	wind	diwali
oranges	Bhutan	cold	fog
rain	rice	India	snow

### Reading

#### Activity 4 – Shared Reading

**Learning Objectives: Listening & Speaking: 1, 3, 5, 7, 12**

**Reading and Literature: 12, 14**

Use a **shared reading** approach to discover the weather changes that happen according to the four seasons. Use picture cues in the text to recognize the new vocabulary: *winter, spring, summer, autumn (fall), thunder, lightning, hail, clouds, rain, sunny, snow*. Students can focus on weather words from the exclusion list to check and make corrections based on their new knowledge. Then, have some students read out the list of words that have occurred in the text

### Activity 5 – Independent Reading Learning Objectives: Reading and Literature: 1, 3, 5, 14.

Students will do independent reading of the text using the reading strategies. The teacher will do guided reading with a group or individual student(s) with difficulty. Also ensure that advanced readers are engaged with challenging texts to read.

### After Reading

#### Activity 6 - Pair-share

**Learning Objectives: Listening & Speaking: 1, 5, 7, 9, 11, 12      Writing: 2, 5**

Ask students to complete the activity on **page 32 of the Workbook**. Have them discuss their favourite season with a partner telling why they like that season. Encourage them to use words from the Word Wall and Charts, and to revisit the text for ideas.

### Activity 7 – Illustration/Writing

**Learning Objectives: Listening & Speaking: 1, 5, 7, 9, 11, 12**

**Reading and Literature: 1, 2, 4, 11, 12      Writing: 1, 2, 3, 4, 5, 10**

Ask students to work individually to illustrate their favourite season, writing some sentences to explain the reasons. Have them share their writing with the whole class and later compile all the writings in a booklet to display in the book/reading corner.

## Follow-up

### Activity 8 - Language

**Learning Objectives: Listening & Speaking: 1, 3, 5, 9, 10, 11, 12      Writing: 1, 2, 3**

Get students to keep a diary of the weather for a week using **Workbook page 33**. Each day students will record what the weather was like in the morning, afternoon and previous night. Students should write 2-3 sentences in the diary.

When the teacher does the regular weather board in the morning, students can talk more about the weather. Teacher can ask the following questions to prompt further discussion so that it allows students to use the language.

### Activity 9

*What is the weather like today?*

*It's raining/ snowing/ windy/ sunny/ foggy/ stormy/ ... What was it like yesterday?*

*It rained/ snowed/ was windy...*

**Learning Objectives: Listening & Speaking: 1, 3, 5, 9, 11, 12**

**Reading and Literature: 1, 2, 3, 6, 10, 12      Writing: 1, 2, 10**

Let students revisit the text and link months, weather and seasons to fill in the chart provided in the **Workbook page 33**. Let them do both the activities on **page 34 of the Workbook**. For example:

Winter	Spring	Summer	Autumn
December January February	March April May	June July August	September October November

Talk about when the seasons are, what they are like and what happens. Teacher may ask questions like:

*What is this month?*

*How many months are there in a year?*

*What is the first month?*

*When is spring/ summer/ autumn/ winter? What is it like in spring...*

*What do we do in spring/ summer/ Winter/ autumn? What happens in spring...*

Encourage students to think about different activities that happen during each season. For example, weather, farming, school activities and festivals. They may say sentences such as,

*In autumn we harvest rice.*

*We have Tsechu and Diwali.*

*It is cold.*

*It does not rain.*

*We have apples.*

## Activity 10 - Writing

**Learning Objectives: Writing: 1, 2, 3, 6, 7, 10**

Let students do a very simple **parallel writing** exercise on the seasons. Model how to write about one season. Ask students to work on their own to write a paragraph on seasons.

Wednesday 30<sup>th</sup> June

### Autumn

September, October and November are autumn. In autumn there is a little rain.

It is sunny. It is not very hot.

We harvest rice and potatoes from our fields.

We have a holiday. We go to the Dzong to watch the Tshechu. At school we read and write a lot.

## Activity 11 – Language (*If/when clauses*)

**Learning Objectives: Listening & Speaking: 1, 3, 5, 6, 7, 9, 10      Writing: 1, 2, 3, 10**

Students can relate weather and clothes with different situation and activities. The teacher will discuss the following questions with students and ask them to write the answers in their exercise book.

- *What do you do when it rains?*
- *What do you do if it rains?*
- *What do you put on if / when it is cold?*
- *What happens if there is a holiday?*
- *What do you do when you play games?*
- *If it is sunny, I go out.*
- *When I play football, I wear shorts. (Teacher can create different situation and add more.....)*

Let students complete the activities on **pages 35 and 36 of the Workbook.**

## Activity 12 - Rhyme

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

- Enjoy listening to and speaking English.

### Specific objective for the activity:

- Tell five nouns and five verbs from the rhyme.

Teacher will introduce the lesson on plantation by singing the following song about “The Planting Song”

#### Chorus

*Working on the farm all day long*

*Everybody sing the planting song*

*Working on the farm all day long*

*Everybody sing the planting song*

*First you take a **seed** and put it in the ground*

*Put it in the **ground**, put it in the ground*

*Then you get some **water** and **pour** it all around*

*Pour it all around pour it all around*

*Working on the farm all day long*

*Everybody sing the planting song Working on the farm all day long*

*Everybody sing the planting song*

*When the sun comes out*

*The light shines down*

*The light shines down the **light** shines down*

*The leaves **grow** green and stem grows brown,*

*Stem grows brown, stem grows brown.*

*Working on the farm all day long*

*Everybody sing the planting song. Working on the farm all day long*

*Everybody sing the planting song.*

*When the fruit is **ripe**, they will be big and round, big and round, big and round.*

*We will pick the **fruit** and take it to town,*

*take it to town, take it to town,*

*Working on the farm all day long*

*Everybody sing the planting song. W*

*orking on the farm all day long*

*Everybody sing the planting song.*

*<http://m.youtube.com/watch?v=a44NFSiIn54>*

#### OR

Teacher may use the link to sing the rhyme along or may write the lyric on the chart and sing along. While singing the rhyme, teacher should stress on the nouns and the verbs.

After singing the rhyme, ask the following questions to revise and assess children's learning.

*Can you tell some naming words from the rhyme?  
The naming word(s) is/are ...  
Can you tell me five action words?  
The five action words are ...*

### Activity 13 - Structured Inquiry Listening & Learning Objectives: Listening & Speaking: 3

- Use proper word order in simple sentences and questions.

#### Specific objective for the activity:

- Use correct sentences to communicate with their friends.
- Ask questions to get the desired information.

#### Learning Objectives: Writing: 9

- Share at least three pieces of writing with their classmates and their teacher.

#### Specific objective for the activity:

- Write the findings after data interpretation.

#### Language in practice:

*I notice potatoes/oranges/wheat in the garden.  
I wonder in which season most crops are planted.  
What if we plant .....in this place?  
Which crops are planted in .....season?  
First, I went for a field visit, I noticed ..... (potatoes) plant.  
Then I wondered in which season the most crops are planted.  
I guessed that most crops were planted in summer.  
My guess was wrong because it was planted the most in spring.  
My guess was right because the most crops planted in summer.*

### Step 1. Observation

The teacher has to ensure in advance that someone (a farmer or the Agriculture Extension worker) is present at the field to answer questions from the students.

Teacher takes children for observing crops grown in a garden. Students observe and discuss the observation by using exploration routine (**I notice...I wonder.... What if...**) Example:

*I notice potatoes/oranges/wheat in the garden.  
I wonder in which season the most crops are planted.  
What if we plant ...in this place?*

In case the 'wonder' related to the inquiry question (I wonder in which season the most crops are planted.) doesn't come from the students, teacher provides the guiding question, "Do you also wonder in which season the most of the crops are planted? So let's find out."

## Step 2. Question

Teacher provides the following question for inquiry. **Question:** In which season are most of the crops planted? **Note:** choose one of the seasons as per convenience.

## Step 3. Hypothesis

Teacher provides the predicted answer such as:

*The most crops are planted in spring.*

## Step 4. Data collection

Hand out the table given below to individual students for data collection.

Students ask questions to the farmer/ Agri. Extn. Worker and record the in table. While recording teacher helps with the name of the crops.

### Questions:

- Which crops are planted in .....season?

	Spring (March/ April/ May)	Summer (June/ July/ August)	Autumn September/ October November)	Winter December/ January/ February)
Crops planted				

## Step 5. Data Analysis

Teacher provides the table below in teams, and asks students to transfer the individual data to a common one.

Table to record the crops planted.

Crops	Spring (March/ April/ May)	Summer (June/ July/ August)	Autumn September/ October/ November)	Winter December/ January/ February) Potato
Potato	<b>X</b>			



Students analyze the data by writing few sentences.

**Example:**

*Most of the crops are planted in .....season. There are **few** crops planted in .....season.*

**Step 6. Conclusion**

Students compare the data with the hypothesis within their team members and draw the conclusion.

**Example:**

*My guess was right.*

*Most of the crops are planted in \_\_\_\_\_season.*

**Step 7. Share**

Students take turn to share what they did and what they found out to their teams.

**Language in practice:**

*First, I went for a field visit, I noticed ..... (potatoes) plant.*

*Then I wondered in which season the most of the crops are planted.*

*I guessed that most crops were planted in summer.*

*My guess was wrong because most of the crops were planted in spring. Or*

*My guess was right because most of the crops were planted in summer.*

**Note:** Teacher will use the same/similar strategy to find out the season in which most of the crops are harvested in their locality.

**Activity 14 - Project Based Learning**

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

- Use proper word order in simple sentences.

**Specific objective for the activity:**

- Use sequence of events of gardening using discourse marker (linking words/phrases).

**Learning Objectives: Writing: 7**

- Use margins, dates and titles to help format their writing.

**Specific objective for the activity:**

- Maintain journal to list the sequence of events and feelings.

## Language in practice:

*Question: Where do you want to make the class garden?*

*Response: We want to make it in front of the classroom/ in School Agriculture Garden/ in cartoon box/ cardboard/ in flowerpot.*

*Question: What things do we need?*

*Response: The things we need are spade, crowbar, fork hoe, hoe ...*

*Question: Who will bring tools/ materials/ manure/ cartoon box/ flower pots?*

*Response: I will bring ....*

*Question: Who will water/ dig/ weed the garden? Response: I/ Dema will...the garden.*

*Question: How are you going to make a garden? Response: We are going to dig/ measure/ level the bed.*

*Question: What are you going to do after you finish making garden?*

*Response: We are going to sow the seed/ fence the garden/ water the garden.*

*Question: What do you know about gardening? Response:*

**First**, we need to dig

**Then** make bed.

**Next**, we need to sow seed.

**After that**, we need to water it.

**Finally**, we have to take care of our garden every day.

### Project Based Learning

Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. As a result, students develop deep content knowledge as well as critical thinking, creativity, and communication skills in the context of doing an authentic, meaningful project.

## Phase I

### • Challenge

In activity 14, students studied the types of crops grown in different seasons but they have not experienced the process involved. Therefore, through Project Based Learning, students find the steps involved in planting crops in the garden.

#### i. Question

What are the steps involved in planting crops?

#### ii. Design a plan

Teacher tells the class that they are going to design a plan for a class garden. Then ask students to sit in a circle inside or outside the class. Place the mind pie in the middle of the circle. Teacher shows

what is there in the mind pie Example: **what, where, who, how and what after.** Then teacher takes turn to show one question card at a time and demonstrates the language.

### Example:

*Question: Where do you want to make the class garden?*

*Response: We want to make it in front of the classroom/ in School Agriculture Garden/ in cartoon box/ cardboard/ in flowerpot.*

*Question: What things do we need?*

*Response: The things we need are spade, crowbar, fork hoe, hoe,....*

*Question: Who will bring tools/ materials/ manure/ cartoon box/ flower pots?*

*Response: I will bring .....*

*Question: Who will water/ dig/ weed the garden?*

*Response: I/ Dema will.. .....the garden.*

*Question: How are you going to make a garden?*

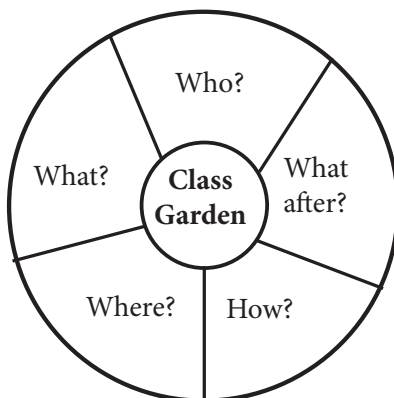
*Response: We are going to dig/ measure/ level the bed.*

*Question: What are you going to do after you finish making garden?*

*Response: We are going to sow the seed/ fence the garden/ water the garden.*

After that teacher, ask students to come up with the class plan to make a garden. Teacher shows the question card and lets students read the question and suggest ideas for each question. Teacher or student writes the suggested ideas on the designated place in the mind pie.

### Sample Mind Pie Template



### Phase 2

Take students outside and ask them to sing “**The Planting Song.**” Then teacher initiates the discussion on the steps of planting.

**Examples:**

Tell me what is happening in the song.  
In the song, someone is sowing the seed/ watering the plants.

*Question: Can you tell me how do you make a garden?*  
*Response: First, we need to dig*  
*Then make bed.*  
*Next, we need to sow seed. After that, we need to water it.*  
*Finally, we have to take care of our garden every day.*

Then ask students to prepare the garden. While preparing garden, teacher makes them practice the language.

**Example:**

*Question: What do you know about gardening?*  
*Response: First, we need to dig.*  
*Then make bed.*  
*Next, we need to sow seed. After that, we need to water it.*  
*Finally, we have to take care of our garden every day.*

Encourage them to sing along the song as they work.

**Phase 3**

Ask students to maintain a journal titled ‘My Garden Book.’ Let students decide the day for observing the garden. Show them how to maintain a journal for assessment. Example

MY GARDEN BOOK

Date: .....

Day: .....

What I noticed: .....  
.....

What I did: .....  
.....

What I felt: .....  
.....

Students maintain the journal until the end of the season. After harvesting the crop, students contribute the product for school picnic/school kitchen/sell. The student/teacher makes a presentation of what they did in carrying out the project and the impact of class garden during the Parent Teacher Meeting.

**Note:**

Teacher can also make the learning interdisciplinary by collaborating with mathematics teacher for teaching measurement (length/weight/ width), money (addition/subtraction/ multiplication) as a follow up activity.

## **Supplementary Reading**

**Activity 15 - Nursery Rhyme: 'I Hear Thunder' and 'Good Morning' (Refer to Class II Anthology)**

**Learning Objectives: Listening & Speaking: 1, 4, 11, 12**

**Reading and Literature: 2, 8, 14**

Teacher reads aloud the rhyme from the chart with proper pronunciation, intonation and tone, followed by choral reading/singing.

**Assessment Tool 3: Checklist to assess Listening and Speaking skill**

**Assessment Tool 13: Checklist to assess students' journal**

## **Text 7: Momo and the Mirror Author: CAPSD**

**Genre:** *Fantasy*

**Weeks:** 19, 20 & 21

**Synopsis:** This book is about the small monkey that sees itself as the most beautiful of all.

### **Key Learning Objectives**

Students will be able to:

- predict the text using the title and picture cues
- identify words from the text using phonic cues
- read the text independently
- read new vocabulary with clear pronunciation
- retell a story using picture cues
- read aloud the rhyme with proper intonation
- identify end rhymes in the poem
- write a short description of an animal

**High-Frequency Words:** *eating, ground, looked, one, pretty, small, thing, two.*  
(Refer *Approaches and Strategies* for instructional procedure)

### **Vocabulary:**

*frightened, angry, laugh, thought, roaring, hissing, snorting.*

### **Before Reading**

#### **Activity 1 - Prediction**

**Learning Objectives: Listening & Speaking: 1, 2, 5, 7, 10, 12 Reading and Literature: 1, 2**

Cover the title of the book and ask students to look at the illustration on the book cover. Discuss what they can see in the picture. Using picture cues, let students predict what the book is about or what happens in the book. Record the possible answers given by students on the chalkboard. Now show the title of the book and make them read it aloud together.

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

Teacher can generate further discussion by asking the following questions:

*What do you know about monkeys?*

*Where can you find monkeys?*

*Where do they live?*

*What are some of the other animals that live in the forest?*

*What do you know about Momo, the monkey? (Compare this monkey with "The Good Monkey")*

## Reading

### Activity 3 - Read Aloud

**Learning Objectives: Listening & Speaking: 1, 5, 7, 11**

**Reading and Literature: 1, 2, 3, 4, 12**

Divide the text into two parts. The teacher **reads aloud** the first part from page 1-7 while the students follow along in their own texts. The teacher reads particular sentences again, stressing /emphasizing on the new vocabulary with clear pronunciation. The meaning of these words is inferred in the context of the text and provide examples using these words in simple sentences. Have students identify words that can be added onto the **Word Wall or Word Family Charts**.

### Activity 4

**Learning Objectives: Listening & Speaking: 1, 5, 7, 11**

**Reading and Literature: 1, 2, 3, 4, 12**

Read the text aloud once again. This time allow students to join in the refrains (repeated sentences or phrases). e.g. on page-3 'pretty, pretty, pretty, very pretty, he said'.

When the teacher gets to the end of reading for the second time, stop for some time and discuss the following comprehension questions.

- *What did Momo find on the ground when he went for a walk?*
- *What did he say when he looked at the mirror?*
- *To whom did he show the mirror first?*
- *What did he see in the mirror?*
- *Was it a real snake? What was it then?*
- *What did Momo do again?*
- *Did Momo find the same snake in the mirror when he looked at it? Why?*
- *Why do you think Momo had gone to another animal to show the mirror?*

**Learning Objectives: Listening & Speaking: 1, 3, 5, 7, 10, 11, 12**

**Reading and Literature: 1, 2, 3, 4, 10, 12, 14**

Before starting with the next part of the text, let students predict what might happen next. The following questions might be useful:

- *What do you think would happen next?*
- *Do you think Momo would show the mirror to the pig as well? Why do you think so?*
- *Who else do you think would be show the mirror to?*

Continue reading the remaining text following the same procedure as in activity 3 and 4. Focus on new vocabulary from pages 8-14 of the text: *frightened, angry, laugh, thought, roaring, hissing, snorting*, etc.

### Activity 6

**Learning Objectives: Reading and Literature: 1, 3, 5, 14**

Students will do independent reading of the text using the reading strategies. The teacher will guide students with reading difficulty either individually or in small groups. Engage advanced readers with challenging activities.

## Activity 7

### Learning Objectives: Reading and Literature: 11 & 12

- Locate and report on information from the text.
- Make inter textual (text to text) and personal connections with the ideas, events and people that they encounter in their reading.
- read the text to locate information.
- Make text to life connections.

The teacher prepares and provides the following table to the students individually.

### Feelings and Reaction Table

Characters	How does ____ feel?	What does ____ say when it is angry/happy/frightened?	What do I say? Momo
Momo	Happy	Pretty! Pretty! Very pretty	

The students read the text and fill up the first three columns in the table. The teacher demonstrates the first one about Momo as an example to the students. The teacher goes around checking students' work. After they finish filling the information in the three columns about elephant, pig and tiger, the teacher will draw their attention to the last column by saying:

### Language in practice:

*When Momo feels happy it says, "Pretty! Pretty! Very pretty". What do you say when you are happy? I say ... (The teacher guides the students to write down their reaction in the last column)*

Similar question and answer may be used to complete the last column. The students share the information in the last column with their teammates. **(RoundRobin)**

### Language in practice:

*When I am happy/angry/frightened I say ...*

## Activity 8 - List of feelings and Reactions

### Learning Objectives: Listening and Speaking 11.

- Build on their speaking vocabulary and pronounce words clearly.

### Specific objective for the activity:

- Use new vocabulary to express their emotions.

The teacher, with the students brainstorm all the feelings they can think of and list down on the chart.



The list may include pictures of faces that go with the emotions that students do not recognize but needs to explain a situation in which that feeling may come up.

### Example:

Students may not know the word “**worried**” but can be shown in the form of a picture. The situation could be like

- *Your father goes to guard the field at night, how would you feel?(worried)*
- *Your friend borrows one of your books and does not return, how would you feel? (angry, sad, worried)*
- *You are walking to school with your friend and it is getting late, how would you feel?(frightened/ worried)*
- *You buy a pencil from a shop and it cost more than you thought, how would you feel?(surprised)*
- *You are invited for a birthday party by your friend, how would you feel?(happy, excited)*
- *No one is around you to play with, how would you feel? (bored/ lonely)*
- *It is your turn to give a speech in the Morning Assembly, how would you feel? (nervous, shy)*
- *Your friend refused to give you a pencil, how would you feel? (grumpy)*
- *You made a careless in your test, how would you feel? (stupid)*

The chart may look like this

Feelings	Same meaning (teacher introduces the new words)	Reactions in words and sentences Angry
Angry	Annoyed/furious/irritated	Oh no, not again. Will you please stop!
Sad	Gloomy/sorrowful/hurting	I am unhappy. I feel down. It made me weepy.
Happy	Cheerful/glad/jolly/merry	Hurray! Oh, I like this! Wow, that is great! Excellent! Lovely! Yes! We did it.
Frightened	Scared/terrified/horrified	It scares me. It gives me goose bumps. It is terrifying.
Worried	Distressed/uneasy	I am nervous. My body is shaking. I am sweating.
Surprised	Amazed/shocked/wondered	Wow! What a beautiful gift! Really! Are you serious! Guess what! You are kidding!

The teacher comes up with few scenarios that students might encounter and have them act out.

## **Example:**

### **Scenario I**

*In the play field, while playing football two students start to argue over a ball. They are very angry. Student 1: Will you stop pushing me?*

*Student 2: I am sorry.*

### **Scenario II**

*In a group competition, one group comes first; they celebrate their success.*

*Students: Yes! We did it.*

## **Activity 9 - Keeping Feeling Journal**

### **Learning Objectives: Listening and Speaking 7.**

- Use margins, dates and titles to help format their writing.

### **Specific objective for the activity:**

- Use the format to maintain the feeling journal.

Students maintain a daily journal of their feelings to keep track of their emotions and the situations in which they feel them throughout the year. The teacher may collect the journal monthly and put in their portfolio for assessment.

### **Format for the journal Day: Monday**

**Date:** 4.1.2019

**Time:** 7:30 am

**Feeling:** sad

**Reasons:** I could not find my pencil bag.

## **Activity 10 - Feelings Songs**

### **Learning Objectives: Listening and Speaking 11 & 12**

- Build on their speaking vocabulary and pronounce words clearly.
- Enjoy listening to and speaking English.

### **Specific objective for the activity:**

- Use new vocabulary (angry-Oh no/happy – hurray/surprise – awesome/gloomy – I am down) to sing the song.

Take the students out, display the song written on the chart and sing to the tune of 'If You're Happy and You Know It' from class I Anthology page no. 4.

**Note: Use the facial expression while singing the song to make it lively. If you're Happy and You Know It**

If you're happy and you know it,  
Say "Hurray" "HURRAY"  
If you're happy and you know it,  
Say "Hurray" "HURRAY"  
If you're happy and you know it,  
Then your face will surely show it,  
If you're happy and you know it,  
Say "Hurray" "HURRAY".

If you're angry and you know it,  
Say "Oh no" "OH NO"  
If you're angry and you know it,  
Say "Oh no" "OH NO"  
If you're angry and you know it,  
Then your face will surely show it,  
If you're angry and you know it,  
Say "Oh no" "OH NO".

If you're surprised and you know it,  
Say "Guess what" "GUESS WHAT"  
If you're surprised and you know it,  
Say "Guess what" "GUESS WHAT"  
If you're surprised and you know it,  
Then your face will surely show it,  
If you're surprised and you know it,  
Say "Guess what" "GUESS WHAT".

If you're gloomy and you know it,  
Say "I am down" "I am down"  
If you're gloomy and you know it,  
Say "I am down" "I am down"  
If you're gloomy and you know it,  
Then your face will surely show it,  
If you're gloomy and you know it,  
Say "I am down" "I am down".

As the students sing the song teacher makes sure that they use new vocabulary learnt earlier.

### **Activity 11 - Thumbs Up/Thumbs Down (Game)**

#### **Learning Objectives: Listening and Speaking 2 & 7**

- Follow and give classroom instructions accurately.
- Participate in longer conversations.

Specific objective for the activity:

- Listen and follow the instructions
- Strengthen their vocabularies for expressing feelings.

### Learning Objectives: Writing: 3

- Communicate meaning to a greater extent through the use of words and sentences with a lesser dependence on drawing to carry the story forward.

### Specific objective for the activity:

- Use appropriate vocabulary to complete the sentences.

**Note:** The following activity shows students that they have the power to choose their responses to a feeling. It also gives them the opportunity to calibrate, within this safe social setting, if their behavior is acceptable or not.

The teacher prepares the Responsible Action Sheet as follows. Take the students outside and make **Toe – Toe Circle**. Instruct the students to listen carefully to the instruction given by the teacher and show **Thumps Up** (TU) if their behavior is acceptable or **Thumps Down** (TD) if their behavior is not acceptable.

#### Responsible Action Sheet

- When I get angry, it helps me feel better if I yell at someone.
- When I feel sad, it helps me feel better if I bounce a ball.
- When I feel bored, it helps me feel better when I hold my favorite toy.
- When I feel tired, it helps me feel better to close my eyes and listen to music.
- When I feel jealous, it helps me feel better when I make someone cry.
- When I feel lonely, it helps me feel better when I watch television.

*Note: The teacher may use any other responses that are relevant to the students.*

*In case of differences in the opinion (some Thumps Up and Some Thumps Down against the responsible action), the teacher may take the opportunity to ask students for the reasons why they think so.*

After the game, distribute the following worksheet to individual child to complete the sentences.

### I am the BOSS of my feelings!

angry	sad	nervous	grumpy
lonely	shy	sick	stupid

When I get \_\_\_\_\_, it helps me feel better if I \_\_\_\_\_.

When I feel \_\_\_\_\_, it helps me feel better if I \_\_\_\_\_.

When I feel \_\_\_\_\_, it helps me feel better if I \_\_\_\_\_.

When I feel \_\_\_\_\_, it helps me if I \_\_\_\_\_.

When I feel \_\_\_\_\_, it helps me if I \_\_\_\_\_.

When I feel \_\_\_\_\_, it helps if I \_\_\_\_\_.

When I feel \_\_\_\_\_, it helps me feel better if I \_\_\_\_\_.

When I feel \_\_\_\_\_, I like to \_\_\_\_\_.

When I feel \_\_\_\_\_, it helps me feel better if I \_\_\_\_\_.

After it is completed, provide students the opportunity to share one thing they have written and play TU/TD. The teacher collects the worksheet for correction.

**Tools to manage difficult feelings.** A part of growing up is learning how to “Be the Boss of Your Feelings.” Emphasize that it is normal to experience many feelings, and remind students they can develop tools to help them express and manage their difficult feelings.

Offer the following challenges:

**The Smile Challenge:** Suggest that next time students are feeling sad or grumpy; they smile at someone or try to make someone laugh. Tell them to notice how making someone laugh or smile makes them feel and to let you know.

**The Breathing Challenge:** Who controls how you breathe? That is right, you do! Therefore, here is a challenge. Next time you are upset, feeling nervous, or cannot get to sleep, take your hand and put it on your heart or your tummy. You may like to close your eyes as we count five breaths. With each full breath, that is one breath in and one breath out, press one finger, and then the next, against your tummy. Let's do this five times with long, slow, easy breaths.” After the five breaths, say, “Open your eyes. Do you feel better? Tell your teacher if it works for you. Maybe you can all do it as a class if you need to take a break, to turn the day around, or to get ready for a test.”

**The “Bee Breath”:** If you start to feel angry or upset, sit quietly with your hands in your lap. Close your eyes and make an angry face. Then take a deep breath in and as you breathe out, hum or buzz that angry bee out. Keep buzzing using all your breath. Now make a happy face, breathe in again, and make a happy humming or buzzing sound as you breathe out. Keep buzzing until you feel that the angry bee is gone.

## After Reading

### Activity 12 – Sounds (sh, ch, ing)

**Learning Objectives: Listening & Speaking: 1, 3, 4, 7, 10, 11, 12**

**Reading: 1, 2, 3, 4, 10, 12, 14**

Teacher will read the following instructions and students have to revisit the text to find the words.

**A-** Find the words that begin with particular letter sounds.

- *On page 1: find the words that begin with **sh**, **gr**, and **m**.*
- *On page 2: find the words that begin with **gr**, **b**, **t**, **s**.*
- *On page 3: find the words that begin with **p**, **m**, **sh**, **f**.*

**B-** Find the words that end with the particular sound. Pay attention particularly to **–ay**, **ing** and **ound**.

- *On page 1: find words that end in – **est**, – **ing**, –**y**, –**thing**.*
- *On page 2: find words that end in – **at**, **ed**,*
- *On page 3: find the words that end in –**ound***
- *On pages 4 and 5: find the words that end in –**ant**, –**ey***

As and when students find above mentioned words from the text, let some students add those words onto the Word Wall or Word Family Charts appropriately. Have all of them spell and read the word(s) together with clear pronunciation.

To give more practice on the use of **sh** and **ch** sounds, let students complete the activity on **page 37 of the Workbook** independently.

## Follow up

### Activity 13 - Choral Reading

**Learning Objectives: Listening & Speaking: 1, 3, 4, 5, 7, 12**

**Reading and literature: 1, 2, 4, 11, 12**

The teacher and students sing aloud the rhyme given on the page 14 of the text ‘Momo and the Mirror’. Use the tune of ‘Train Whistle Blowing’. Use a **choral reading** approach to read the above text with correct pronunciation, voice projections and accurate inflections followed by echo reading (different groups starting after each stanza).

## Activity 14 – Making Riddles

**Learning Objectives: Listening & Speaking: 1, 3, 7, 12**

**Reading and Literature: 3, 12**

**Writing: 1, 2, 10**

Teacher will have a few riddles about animals written on the chart. Read them to students and ask them to guess the animal.

For example:

*I am a big animal  
I have big ears and small eyes.  
I have long tusks..  
I have two tusks.  
Who am I?*

*I am like you.  
I can climb a tree.  
And jump from tree to tree.  
But I have a long tail.  
Who am I?*

Ask students to write similar riddles on other animals either in groups or on their own. Let them share their riddles with the whole class. Compile the writing into a book for the reading corner. Let students do the activities on **page 38, 39, 40 of the Workbook** as an extended learning activity.

## Activity 15

**Learning Objectives: Listening & Speaking: 1, 3, 5, 7, 10, 11**

**Reading and Literature: 1, 2, 5, 11, 12, 14**

In connection to the page 14 of the text ‘Momo and the Mirror’, teach some sounds of animals using the following poem written on the chart. The teacher will read aloud (model reading) the poem and also choral read with the students. Identify words with special features to read attentively for fluency.

A little green frog lived under a log,  
And every time he spoke,  
Instead of saying, ‘Good morning,’  
He only said, ‘Croak-croak.’

A duck lived by the waterside,  
And little did he lack,  
But when we asked, ‘How do you do?’  
He only said, “Quack-quack”  
A rook lived in the elm tree,  
And the entire world he saw,  
But when he tried to make a speech  
It sounded like, “Caw-caw.”

Three pups lived in a kennel,  
And loved to make a row,  
And when they meant, “May we go out?”  
They said, “Bow-wow! Bow-wow!”

If all these animals talked as much  
As the girls and boys  
And all of them tried to speak at once,  
Wouldn't it make a noise?

**Glossary:**

Croak: the sound made by the frog

Lack: not have

Quack: the sound made by a duck

Elm: a tall, evergreen tree

caw: the call of a crow

kennel: the house of a dog

row: (it rhymes with cow) noise

Bow-wow: the bark of a dog

## Supplementary

**Text:** My Big Book of Animals **Genre:** *Informational text*

**Activity 16**

**Learning Objectives: Listening & Speaking: 1, 4, 11, 12**

**Reading and Literature: 2, 8, 14**

Teacher reads aloud the poem from the chart with proper pronunciation, intonation and tone. Students repeat after the teacher and later the whole class reads aloud in unison.

**Activity 17 - Nursery Rhyme: One Man Went to Mow (Refer to Class II Anthology).**

**Learning Objectives: Listening & Speaking: 1, 4, 11, 12**

**Reading and Literature: 2, 8, 14**

Teacher reads aloud the rhyme from the chart with proper pronunciation, intonation and tone, followed by choral reading and singing.

**Assessment Tool 10: Rubrics for assessing students' ability to read**

**Assessment Tool 13: Checklist to assess students' journal**



## Text 8: Tikpa...the drop of water.

**Author:** *Chador Wangmo*

**Genre:** *Story*

**Week:** 22 & 23

**Synopsis:** This story talks about Tikpa's journey as a small drop of water in the river, then over the valley as cloud, and back to the river as the same drop of water.

### Key Learning Outcomes

Students will be able to:

- Build on their speaking vocabulary pronounce words clearly.
- read aloud with fluency
- make text to life connections
- read the text independently using reading strategies
- write clearly and legibly
- Write sentences guided by pictures.

**High-Frequency Words:** *bobbing, slowly, meant, friends, can, almost, started, rising, snapped, about, nod, higher, bigger, drop (Refer Approaches and Strategies for instructional procedure)*

### Vocabulary:

*flapping, leaped, sliding, sashaying, perching, caning, hollered, majestic, soaring, growled, prowling, spreading, tumbling, instantly, roared, flashed*

### Before Reading Activity 1 - Guessing

**Learning Objectives: Listening & Speaking: 1, 11**

**Reading and Literature: 2 & 3**

Display the riddle given below for students to read and guess the title of the story.

#### Riddle

I can be shiny but I am not a star.  
I can run but I don't have legs.  
I can fall but I don't get hurt.  
I am found in a bathtub but I am not a toy.  
I can help you clean but I am not a soap.  
What am I?

Ask students to read between the lines of the riddle and guess the answer. Provide possible cues if students cannot get to the expected answer. Note down the responses of the students on the board. The title of the book can be revealed only after the students make the closest guess.

## Activity 2 - Book Walk

**Learning Objectives: Listening & Speaking: 10 & 11**

### Language in practice:

*Question: What is the title of this book?*

*Answer: I think the title of the book is.....*

*Question: What do you think the story is about?*

*Answer: I think the story is about.....*

*Question: What do you see?*

*Answer: I see...*

*Question: Who does Tikpa meet?*

*Answer: Tikpa meets fish/frog/flower/crow/snow leopard/eagle.*

*Question: What do you think they are talking about?*

*Answer: They are talking about making friends.*

Carry out a **Book Walk** to practice the above language. Take students through the pictures page by page engaging them in the dialogue.

### Homework:

Ask what your grandparents/parents/ aunt/uncle/siblings know about things related to Chu Tikpa and write down in your book. Next day conduct a circle time for sharing.

## Reading

### Activity 3 – Shared Reading

**Learning Objectives: Reading and Literature: 1, 2, 3, 4,  
Listening & Speaking: 1, 11**

Using a **shared reading approach** (refer page XXXV of the Teachers' guide), read the text with the students following in their own text. Use a **think-aloud approach** to decode unknown words. Stress the pronunciation of new words (*flapping, leaped, sliding, sashaying, perching, cawing, hollered, majestic, soaring, growled, prowling, spreading, tumbling, instantly, roared, flashed*) as the text is read. Infer meaning of these words through demonstration, visual cues, or contextual cues.

### After Reading

#### Activity 4 - Comprehension

**Learning Objectives: Reading and Literature: 13 Listening & Speaking: 5, 11, 12**

Check students' understanding of the text by asking questions such as:

## Language in practice:

*Q: Who all asked Tikpa to be their friends?*

*A: Fish/frog/flower/crow/eagle/snow leopard asked Tikpa to be their friends.*

*Q: Did Tikpa agree to be their friends? Why?*

*A: No, he did not because he wants to become friend with the sky/he was meant for the bigger world.*

*Q: What happened to Tikpa at the end of the story?*

*A: Tikpa did not get any friend. Tikpa was hit by lightning and thunder.*

*Q: Did anyone ask you to become his/her friend? What did you say? Why?*

*A: Yes I was asked to become a friend/No, I wasn't.*

*Q: Whose friend would you like to become, fish, frog, flower, crow, snow leopard, eagle? Why?*

*A: I would like to become snow leopard's friend because.....*

## Activity 5 - Writing

**Learning Objectives: Writing: 1, 2, 3 & 8**

## Language in practice:

- Use simple present tense

Have students look at the sample riddle once again. Look at the pattern of the riddle.

Together with students, choose a character from the text to work on. e.g. **'fish'**. Let students tell the characteristics of fish such as, lives in water, slippery, scales on the body, no legs and hands, has a tail. Then frame a riddle on the chalkboard.

After that, ask the students to select anything that they know about, and design a riddle. Each group writes their riddle on the newsprint paper and presents it to the whole class for others to read and guess the answer. Encourage the use of high-frequency words and words from the word wall while writing the riddles.

## Activity 6 - Buddy Reading

**Learning Objectives: Reading and Literature: 2, 8**

The teacher will divide the students into pairs for **buddy reading** the text. It may be helpful to pair advanced readers with struggling readers. During this time, the teacher works with a small group of struggling readers using **guided reading approach**.

## Activity 7 - Writing

**Learning Objectives: Writing: 3, 9**

Teacher can encourage students to even collect sayings, quotes/proverbs or stories from their parents/grandparents/neighbours/relatives/siblings about 'Tikpa', meaning, a *drop*. Let students write, share and display them on the wall.

### Activity 8 - Maintaining a Journal

**Learning Objectives: Listening & Speaking: 11, 12      Writing: 1, 7, 9 & 10**

Have students make text to life connections by maintaining a **journal** on '*how they saved water*' for a week. Talk with students about the possible ways of saving water in the house, at school, and at the places they visit. Allow them to see that their small positive acts are a big contributions to the society. This activity could also arouse a lot of discussion in the class.

#### Saving Water

Date	Action	Place
Wednesday 3 March, 2020	I closed the tap.	Boys' toilet

### Activity 9 - Independent Reading

**Learning Objectives: Reading and Literature: 1, 14**

Let students read the text independently using 3 cues (semantic, syntactic and grapho- phonic cues). Use **guided reading approach** to help struggling readers individually or in small groups. Keep anecdotal notes/record for each child.

### Activity 10 - Writing

**Learning Objectives: Reading and Literature: 3 & 9      Writing: 2, 5, 6 & 7**

#### Language in practice:

- Use *simple past tense*
- Use *appropriate vocabulary*

Using the picture cues and words provided in the **Workbook pg. 45**, let students write a story. Encourage students to use words from the text *Tikpa...the drop of water* and word wall.

## Supplementary Reading

### Activity 11 - Song: (Refer to Class II Anthology).

**Learning Objectives: Listening & Speaking: 1, 4, 11, 12**  
**Reading and Literature: 2, 8, 14**

Teacher reads aloud the rhyme from the chart with proper pronunciation, intonation and tone, followed by choral reading/singing.

**Assessment Tool 4: Rubrics for assessing students' ability to retell the story**

**Assessment Tool 10: Rubrics for assessing students' ability to read**

**Assessment Tool 13: Checklist to assess students' Journal**

## Text 9: Spikey

**Author/Publisher:** *Students Plus Bhutan*

**Genre:** *Story*

**Week:** 24 & 25

**Synopsis:** Spikey is a story about a baby porcupine's encounter with different animals while looking around for his mother.

**High-Frequency Words:** *it, was, to, of, and, the, she, her, little, seen, mother, my, hello, have/haven't. (Refer Approaches and Strategies for instructional procedure)*

### Vocabulary:

*porcupine, spikes, burrow, jingles, stranger, nervously, cheerful, whistled, snout, whiskers, mumbled, squeal, thrilled, rustled, shivering, confused*

### Key Learning Outcomes

Students will be able to:

- use title and picture cues to predict what the text is about
- read independently
- use capital letters and full stop appropriately
- use 'after' and 'then' appropriately to show sequence in sentences
- write a few sentences on the chosen animal.

### Before Reading Activity 1 – Prediction

**Learning Objectives:** Listening & Speaking: 1, 7, 10, 12

Use Exploration Routine to introduce the book.

(Note: If the teacher is not familiar with Exploration Routine strategy, refer either class I or II Guide).

### Language in practice:

*Q: What do you notice? (point to the cover of the book)*

*A: I notice a hairy animal.*

*I notice an animal with four legs.*

*I notice an animal with big head.*

*I notice trees./I notice stones.*

*Q: What do you wonder about this animal/book?*

*A: I wonder what the story is about.*

*I wonder what this animal is.*

*I wonder who wrote the book.*

Note their 'wonders' on the board and respond to them through **Book Walk**.

## Reading Activity 2 – Shared Reading

**Learning Objectives: Reading and Literature: 3, 4, 5**

### Language in practice:

- *Stress on the new vocabulary listed above for pronunciation and meaning*

Using a **shared reading approach**, read the book aloud to the students and have them follow along in their own text. It is important for the teacher to read with appropriate intonation. Let the students make predictions after each page.

Pause at the end of each page to discuss the illustration to clarify meaning and to confirm their predictions. Introduce new words as the text is read and teach meaning in the context. Invite students to explain the meaning of the new words wherever possible.

## Activity 3 – Independent Reading

**Learning Objectives: Reading and Literature: 2, 4, 5**

Let students read the text independently using semantic, syntactic and grapho- phonic cues. To help students pronounce unfamiliar words correctly, give them enough pronunciation practice. Add the new vocabulary on the Word Wall or Word Family charts.

### After Reading

## Activity 4 – Using Connectors

**Learning Objectives: Listening & Speaking: 1, 9, 11**

### Language in practice:

- use '*first, then, next, after that, finally*'

Let students narrate the text briefly by using the words, *first, then, next, after that, finally*. If they have difficulty, ask the following probing questions:

- *Who did Spikey meet first?*
- *Then who did Spikey meet?*
- *Where did he go next?*
- *After that who did he meet?*
- *Finally, what happens?*

## Activity 5 – Procedure Writing

**Learning Objectives: Writing 2, 3    Listening & Speaking: 1, 7, 11**

### Language in practice:

- *Q: What do we do first?*
- *A: First we boil the water.*
- *Q: Then what do we add?*
- *A: Then we add tea leaves.*
- *Q: What do we do next?*
- *A: Next, we add butter and salt.*
- *Q: After that what do we do?*
- *A: After that we churn.*
- *Q: Finally what do we do?*
- *A: Finally we drink.*

Teacher/parents demonstrate any of the cooking lessons:

- Making suja
- Cooking rice
- Preparing ema datshi

Let the students write the process using '*first, then, next, after that, finally*'

### Follow up

## Activity 6 – Capital Letters

**Learning Objectives: Reading and Literature: 5, 10**

Let students identify words that have capital letters from the text and add on the **Capital Letter Chart**. This activity will reinforce their knowledge of using capital letters.

## Activity 7 – Word Focus

**Learning Objectives: Reading and Literature: 4**

Let students revisit the text to find the words ending with -ed (past tense). Display their findings on a chart.

Eg: looked, surprised, .....

## Activity 8 – Word Order

**Learning Objectives: Reading and Literature: 11      Writing: 1, 2, 4, 8**

Write sentences from the book on the chalkboard/chart in a jumbled form and ask the students to rearrange the jumble to make a sentence that makes sense. Tell them to use the capital letters and full stops as cues to form sentences.

e.g.

*morning cool spring was it a*

## Activity 9

**Learning Objectives: Writing: 2, 3, 4 & 9**

### *Language in practice:*

*If I were....I would.....*

Let students brainstorm ideas to write a few sentences on 'If I were...' Show the **writing frame** to guide them in their writing. e.g.

*If I were Spikey pig/ fox, I would ..... because .....*

Let the students share their writing with their peer.

## Supplementary Reading

**Text: The Strongest One (Refer to Class II Anthology). Genre: Poetry**

**Poet:** *Julia Donaldson.*

## Activity 14

**Learning Objectives: Listening & Speaking: 1, 4, 11, 12**

**Reading and Literature: 2, 7, 8, 14**

Read the poem aloud with clear pronunciation, voice projections and accurate inflections. Let students follow along silently by looking at the chart. Read the poem in unison with students. Assign one stanza/verse to each group for **echo reading**. Let students identify end rhymes and add them to the word family chart.

## Text: The Jungle Book Activity 15

**Learning Objectives: Listening & Speaking: 1, 11, 12**

**Reading and Literature: 1, 2, 9, 14**

The teacher will take students through a book walk followed by peer reading.

**Assessment Tool 8: Rating Scale to assess students' ability to read text**

**Assessment Tool 12: Rubrics to assess students' ability to write**

**Note:** *Students may not be able to read certain words using the SSP skills. Therefore, teachers need to be mindful while assessing reading skills.*



## Theme Three: People and Places

### Text 10: Yaks

**Genre:** *Informational Text* **Author:** CAPSD

**Weeks:** 26 & 27

### Synopsis:

This is an informational text about yaks and the life of yak herders in northern Bhutan.

### Key learning Outcomes

Students will be able to:

- use title and picture cues to predict what the text is about
- read the text aloud with clear pronunciation
- use questions to locate information from the text
- write down the usefulness of an animal using semantic web
- write an acrostic poem using a word
- write questions using when, how, what, where, who, which, why.
- use 'made' and 'made of' when describing objects
- accept, refuse and make polite enquiries in their conversations

**High-Frequency Words:** *made, only, things, which, would.* (Refer *Approaches and Strategies* for instructional procedure)

### Vocabulary:

*herds, herders, rope, fence, cubes, grassland.*

### Before Reading Activity 1

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

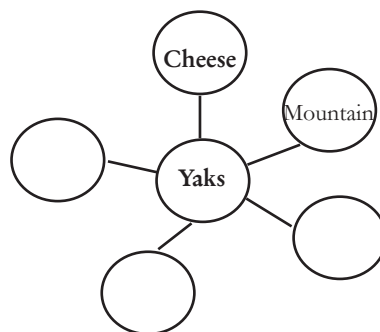
Show students the cover of the book and ask questions such as,

- *Have you ever seen a yak?*
- *Do you know anything about yaks? (Encourage them to describe a yak).*
- *Where do they live?*
- *Do you have yaks at home?*
- *Why do you think people keep yaks?*

### Activity 2 – Semantic web

#### Learning Objectives: Listening & Speaking: 1, 11

Make a **semantic web** and as students tell what they know about yaks, enter the information on the web. Throughout the lesson, continue to write information on yaks on the spokes of the wheel. Students can be encouraged to make the same web in their notebooks.



### Activity 3 - Picture Walk

#### Learning Objectives: Listening & Speaking: 1, 7

Show the pictures to students page by page and discuss each illustration. Ask questions to encourage students to talk more about the pictures. e.g. show the picture on page 7 and ask: *what do you see in this picture?* Introduce/use new vocabulary *herds, herders, rope, fence, cubes, string, grasslands, etc.* in the context when discussing the pictures.

### Reading

#### Activity 4: Guided Reading

#### Learning Objectives: Reading and Literature: 1, 3, 8, 10, 12

Let students read the text. Provide them with a set of questions to guide them before they actually start reading the text.

- I – Let students read the first three pages to find answers to the following questions:
  - *What does the yak look like?*
  - *Where does it live?*
  - *Who looks after yaks?*
  - *What is the difference between wild and domestic yaks?*
- II – Ask students to read pages 4 – 8 and have them answer the following questions.
  - Which animals kill yaks?
  - How do they take care of their babies?
  - How do you know that a yak is angry?
  - Why do the yak herders take yaks to the high mountains in spring?
- III – Let students read pages 9-14 and answer the following questions.
  - *When do the herders cut the yaks hair?*
  - *What do they do with the hair?*
  - *When do the yaks have their babies?*
  - *What does the herder make from the milk?*
  - *What do you think they do with the cheese?*
- IV – Let students respond to the following questions after reading pages 15-20.
  - *Why do the herders come down to valley in October?*
  - *How are yaks helpful?*
  - *What is the use of yak's tail?*

### Activity 5 - Shared Reading

#### Learning Objectives: Reading and Literature: 1, 2, 4

Use a **shared reading approach** to read the text again. Pause in between to clarify pronunciation, the meaning of new words and to provide understanding of the text. Add the words to the word wall and word family charts accordingly

### Activity 6 – Independent Reading

#### Learning Objectives: Reading and Literature: 2, 3, 4

While the teacher helps struggling readers, other students read the text independently using their own text.

## After Reading Activity 7 - Writing

### Learning Objectives: Writing: 1, 2, 3, 5,

Before students get into writing activity, ask the following questions:

- *Would you like to be a yak? Why? Why not?*
- *Why are yaks not seen in hot places?*
- *How are the people living in mountains different from people living in valleys?*

Let students describe the characteristics of a yak using a writing frame on **page 58 of the Workbook**.

## Activity 8 - Vocabulary

### Learning Objectives: Listening & Speaking: 1, 3, 4, 5

Visit the **Word wall and Word family** charts to read with clear pronunciation the new vocabulary identified from the text. If necessary, help students pronounce the words correctly by breaking the word into syllables. After that, let students make sentences using these words. The teacher provides examples for each word. Play some **high-frequency word** games often during Working with Word sessions.

## Follow up Activity 9 - Writing

### Learning Objectives: Writing: 1, 2, 3, 7, 9, 10

Ask students to write a few sentences on any of the animals that they keep at home using a semantic web. Use the semantic web for Yaks at the beginning to brainstorm ideas about other animals, such as a cow. Use the words on the web to write about the animal. Let students share their writings with their peers or to the whole class, and then compile it in their writing portfolio.

## Activity 10 – Language (*made, made of*)

### Learning Objectives: Listening & Speaking: 1, 3, 5, 6, 7, 11      Writing: 2, 5

Use the illustrations on pages 9, 10, 12, and 13 of the text to focus on the use of language-  
*made of / made*

Ask questions such as the following:

- e.g. *What is the rope made of?*  
*Where is it made?*  
*Who made it?*

Use the same language pattern to talk about other objects in the book and in the classroom. Let students work in pairs taking both the roles of asking questions and answering them. After giving enough oral practice, ask students to complete the activities on **pages 59 - 60 of the Workbook**.

## Activity 11- Acrostic Poems

### Learning Objectives: Writing: 1, 2, 10

Use words from the text to model write an **Acrostic Poem**.

e.g.

<b>Y</b> aks	<b>T</b> ibet
<b>A</b> re	<b>I</b> s in the north of
<b>K</b> ept in mountains in	<b>B</b> hutan
<b>S</b> ummer.	<b>E</b> njoying
	<b>T</b> he cool summer.

Encourage students to write similar poems using other or their own names.

**Activity 12 - Language** (Use of *What, where, when, who, how, why, which* and question mark)

**Learning Objectives: Listening & Speaking: 1, 4      Writing: 1, 2, 4, 6**

Explain the purpose of each word by using them in the context of the text so that students understand when to use them. The text may be used to formulate the questions.

*What is this? (a definition),*

*Where do yaks live?(a place),*

*When do the herders take the yaks to the mountains? (a time) Who looks after the yaks? (a person)*

*How is yak cheese made? (a process) Why do yaks live in the north? (a reason) Which animal do you like best? (a choice)*

Let students in groups write questions using the above words. Remind students to use question mark. Let them read out their questions to the whole class. Ask students to complete the activities on **pages 61 and 62 of the Workbook** .

**Activity 13 – Language** (*accept, refuse and make polite inquiries*)

**Learning Objectives: Listening & Speaking: 1, 5, 6      Writing: 1, 2, 5**

Use products of yaks to focus on the language. Initiate the dialogue/conversation in the following ways:

eg :      *Dorji: Would you like a cup of suja? (Inquiry)*

*Pema: Yes, please. (Accept) No, thank you. (Refuse)*

Divide students in pairs and have them practice the use of polite inquiries and answers. Let students complete the activities on **pages 63 and 64 of the Workbook**.

**Activity 14 – Word Work**

**Learning Objectives: Listening & Speaking: 1, 10, 11**

Engage students in the following Word Search, using the text ‘Yaks’.

- *Find the word. Concentrate on new reading words e.g.*  
e.g.      On page 1:      *find hairy*  
             On page 2:      *find always, mountains, other, herds, etc.*
- *Find words beginning with particular letter sounds. Revise any from the year*  
e.g.      On page 2:      *find a word that begins with al...*  
             On page 3:      *find a word that begins with wh/ca...*  
             On page 4:      *find a word that begins with th...*
- *Find words ending with particular letter sounds. Revise any ending taught during the year. .*  
e.g.      On page 2:      *find a word that ends in -ck*  
             On page 3:      *find a word that ends in -ed*  
             On page 5- 6:      *find word that end in -er*

Let students say/read the word (s) aloud together as a whole class to reinforce correct pronunciation.

## Supplementary Reading

### Activity 15

#### Learning Objectives: Reading and Literature: 2

Use the text *Fish for Dinner* for independent reading.

#### Assessment Tool 6: Checklist to assess Listening and Speaking skill

#### Assessment Tool 9: Rubrics to assess students' ability to read

### Text 11: People and Places Genre: *Informational Text*

**Authors:** *Kelzang Lhaden, Lhakpha Sherpa and Kezang Deki*

**Weeks:** 28 & 29

#### Synopsis:

This text provides information on people living in different places around the world

#### Key Learning Outcomes

Students will be able to:

- use picture cues to answer simple questions
- read the text independently
- locate information from the text to take notes
- write about himself/herself using parallel writing
- use simple adjectives to describe people and things
- use adverbs of frequency (sometimes, never, always, every) in their conversations
- use 'will' and 'going to' to talk about future dreams, plans and intentions
- use 'on' and 'by' while talking about travels
- use -ing words to write sentences

**High-Frequency Words:** *by, city, different, family, favourite, live, love, name, never, sometimes, village. (Refer Approaches and Strategies for instructional procedure)*

#### Vocabulary:

*delicious, artist, cinema, swimming, proud, rubbish, ornaments, tourist, brightly, designs, costumes, parched, outfit, festival..*

#### Before Reading

##### Activity 1 - Survey Questionnaire

#### Learning Objectives: Listening & Speaking: 7

- Participate in longer conversations.

#### Specific objective for the activity:

- Ask questions to get information.

The teacher prepares the questionnaire for survey as below:

### Questionnaire for survey

Question	Response
1. What is your name?	
2. Where do you live?	
3. What work do you do?	
4. What tools do you use when you work?	
5. What is your tool made up of ?	
6. Where is your tool made?	

Provide individual student with the survey questionnaire. Ask them to find someone in their community to ask the questions. Fill in the information and inform the students to bring the following day.

### Activity 2 – Parallel Writing

#### Learning Objectives: Writing 5

- Write a sentence or sentences guided by pictures or objects.

#### Specific objective for the activity:

- write a paragraph about the person they interview.

The teacher displays the sample of a parallel writing that is prepared based on the information of the survey questionnaire.

Example:

#### Picture of Ap Doley with power tiller

This is Ap Doley. He lives in Juka in Paro. He works in his field. He uses a power tiller. It is made of metal. It is made in Japan.

The teacher asks the students to write a paragraph about the person they interviewed following the sample provided by the teacher. Let students share their writing within their team (**RoundRobin**). Collect their writing for assessment and put in the portfolio.

### Activity 3 - Book/Picture Walk

#### Learning Objectives: Listening & Speaking: 1, 3, 4, 7, 10

Showing the picture on the front cover of the text, ask students the following questions:

- *What do you see?*
- *Why do you think the book is called 'People and Places'?*
- *Do you have anyone from your family or do you know someone working outside/in an other country?*
- *Would you like to visit other countries?*
- *How do people travel from country to country?*
- *Have you traveled to any other country?*

Hide the texts in the book with paper and show the pictures page by page discussing each illustration with students. Ask students to say simple sentences and phrases about each of the pictures.

## **Reading**

### **Activity 4: Shared Reading**

**Learning Objectives: Reading and Literature: 1, 2, 3, 4, 14**

Use a **shared reading approach** to read the text with the students. Reinforce the new words in the text by reading them repeatedly emphasizing clear pronunciation. Pause at appropriate time for discussion.

### **Activity 5: Choral Reading**

**Learning Objectives: Reading and Literature: 1, 2, 3, 4, 14**

Divide the class into groups and give a topic each. Let students do choral reading in their own group.

### **Activity 6 – Information Chart**

**Learning Objectives: Reading and Literature: 11**

- Locate and report on information from the text.

#### **Specific objective for the activity:**

- Read for information and write.

Together with students, model the preparation of an Information Chart such as the one given below to fill out the information of a person from another country depicted in the text.

Name:

Country:

Favourite food:

Favourite game:

I like to become:

Father's work:

Tools he uses:

Mother's work:

Tools she uses:

**Note: If the names of tools are not mentioned explicitly in the text, students may be allowed to guess the tools and write them down. The teacher may ask question like:**

*What tools do you think his father uses?*

*What tools do you think his mother uses?*

Now ask students to prepare a similar chart of another person's profile from the text.

### **Activity 7 – Using simple adjectives *juicy, delicious, beautiful, good, hot, dirty***

**Learning Objectives: Writing: 1, 2, 5, 6, 10**

Bring in a selection of items and make statements such as, *this is a juicy apple, this is a delicious apple, this will be a good apple to eat*. Allow students to discover that an adjective describes something. Provide other examples using the items and have students add other adjectives in sentences. Ask students to find any other describing words from the word wall or from the charts displayed in the classroom.

### Activity 8: Language focus (Adverbs of frequency *sometimes, never, always, every*)

#### Learning Objectives: Listening & Speaking: 1, 7, 11, 12

For example:

- Greg **always** eats cereal for breakfast.
- I **always** eat rice for lunch.
- I **never** drink coffee.
- I **sometimes** eat egg for breakfast.

Encourage students to talk about themselves/ making personal connections by asking questions such as:

- *What do you have for breakfast/ lunch/ dinner?*
- *Do you have tea/ eggs/ rice/ coffee every breakfast?*

This activity can be best done in smaller groups by providing them with question cards. This way, students are provided an opportunity to use/practice the language.

As an extended learning activity, let students do the activity **on page 65 of the Workbook.**

### Follow up Activity 9

**Learning Objectives: Listening & Speaking: 1, 2, 3, 5, 7, 11 Writing: 1, 2, 3, 5** Encourage students talk about jobs mentioned in the text, and then let them talk about the jobs their parents or older siblings do. To begin with, ask the following questions. Write the answers to these questions on the chalkboard to provide a model for writing about their parent/aunt/uncle later on.

- *Where is Hok from?*
- *What is his favourite food/game?*
- *What does Hok's father do?*
- *Where does he work?*
- *What tools does he use for his work?*

In pairs, let students ask similar questions about their parents or older siblings/ aunts or uncles. Have them illustrate and write in simple sentences about one family member.

Let students complete the activities on **pages 66-68 of the Workbook.**

### Activity 10 - Language (*Will and going to*)

#### Learning Objectives: Listening & Speaking: 1, 7, 8, 11, 12

**Reading and Literature: 1, 2, 3, 10, 12, 14 Writing: 1, 2, 3, 5, 10**

Use *will* and *going to*, to talk about the future dreams, plans and intentions. Begin with questions like

- *What do you want to be when you grow up?*
- *What will you do?*
- *Where will you work?*
- *What are you going to do tomorrow?*

After practicing oral language, let students do the activities on **pages 69 - 72 of the Workbook** independently.



### Activity 11 - Language (Use of *and* and *but* and *also*)

**Learning Objectives: Listening & Speaking: 1, 7, 11, 12    Writing: 2, 5, 10.**

Using the map the teacher uses *and* and *but* to describe people, places and things. The teacher provides examples as follows:

*India is near Bhutan but UK is far away.*

*India and Japan are in Asia.*

Now ask students to make similar sentences using 'and' and 'but' orally using the knowledge of the text, but also encourage to use ideas outside the text. After that, let students do the activity on **page 73 of the Workbook.**

### Activity 12 - Word Chain Game

**Learning Objectives: Listening & Speaking: 1, 2, 11, 12**

Have students sit in a circle. The teacher can initiate the first word. The other members in the group should focus on the last letter in a word. If the word ends in 'y', the next student should say a word that begins with 'y'.

e.g.    worry → yellow → water

Encourage the use of high frequency word charts and the word wall for ideas. This activity can also be a written exercise as groups of students try to make the longest chain of words.

### Activity 13: Language Focus (*Words ending with 'ing'*)

**Learning Objectives: Reading: 1, 3, 10, 14**

**Writing: 1, 2, 3, 4, 10**

- Ask students to use the text and list words that end with 'ing'.
- Ask them to remove 'ing' from the words and see if they make sense.
- Add the words on the word wall.
- Let students use at least three 'ing' words from the chart to write sentences of their own.

Let students complete the activities on **pages 74 - 78 of the Workbook** to review some of the activities covered in the earlier lesson.

## Supplementary Reading

### Activity 14 – Song: Traveling, Traveling (Refer Class II Anthology Book) Learning Objectives: Reading and Literature: 1, 2, 3, 4, 14

Use **echo reading approach** to read the poem followed by choral reading approach to sing the poem (tune as Row, row your boat)

### Activity 15 – Transportation

#### Learning Objectives: Listening & Speaking: 1, 7, 11, 12

Discuss different modes of transportation in the world and modes of transportation Bhutanese people use in both rural and urban settings.

Ask students to collect pictures of different kinds of transportation to make a class scrap book. Include captions to name or explain each picture/illustration. Discuss the use of *on* and *by*, asking questions such as:

- *How do you come to school?*
- *How do you travel to Thimphu?*
- *How does your father go to work?*

Let students answer the questions using ‘on’ or ‘by’

*I come to school on foot.*

*Pema comes to school by car.*

### Activity 15 – Songs: ‘Train Whistle Blowing’ and ‘Horsey, Horsey’. (Refer Class II Anthology Book)

#### Learning Objectives: Listening & Speaking: 1, 4, 11, 12

#### Reading and Literature: 2, 8, 14

Read aloud the rhyme(s) from the chart with proper pronunciation, intonation and tone followed by various forms of **choral reading**. Have students identify end rhymes to add on the **word family chart**.

### Activity 16

**Text: Orange Seller**

#### Learning Objectives: Reading and Literature: 1, 15

The students will read the text independently using Reading Strategies

**Assessment Tool 8: Rating Scale to assess students’ ability to read**

**Assessment Tool 12: Rubrics to assess students’ ability to write**

# Assessing and Evaluating Student Learning

## A Balanced Assessment Program

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 children are acquiring the skills and knowledge they need 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.

Content Evaluation	Process Evaluation	Product Evaluation
Evaluates the knowledge of students	Evaluates the actions, behaviours, skills, or strategies of students	Evaluates primarily the products that students create to demonstrate their understanding of language content and processes

## Sample Evaluation Techniques:

Assessment Techniques	Description	Evaluation
Observations, Checklists, and Anecdotal Records	Teacher observes students for interests, responses, and interactions	Judgements are based on collected information

Conversations, Conferences and Interviews	Teacher talks with the students	Judgements are based on conference data
Inventories and Running Records	Teacher documents what students say and do as they read	Teacher often scores or analyzes for miscues and comprehension
Performance Tasks, Projects, Demonstrations, and Informal “Tests”	Teacher and students assess responses and products	Judgements are based on rubrics, rating scales or anecdotal records
Folders and Portfolios	Teacher and students assess portfolio contents	Judgements are based on items chosen from portfolios

**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.

Teachers can use **anecdotal records** to record their observations. By quickly writing down what they see the students 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.

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 (turns pages right to left, looks at left page first, reads top to bottom, 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.

**Conferences**, where the teacher discusses the students’ work with them, provide valuable information about the strategies the student is using and provide 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 conduct 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 pieces 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 a development of skills is always obvious. Portfolios are very useful during parent-teacher conferences.

**Teacher-made tests** are useful when specific content is to be tested or when examining a student’s understanding of a concept. The quality of the questioning is equal to the calibre of the results. Teachers who employ a combination of literal, inferential and critical/evaluative questions on classroom tests will gain a better understanding of the student’s ability and knowledge.

Student evaluation is meant to show what students have learned and are able to do. 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 learning has occurred.

## Appendices

### HIGH FREQUENCY WORDS

#### Class PP (41 words)

a	he	little	that
am	her	live	the
an a	here	look	they
nd	his	mother	this
are	I	my	two
big	in	no	what
can	into	not	where
eat	is	on	who
father	it	one	you
has	like	she	your
have			

#### Class I (92 words)

a*	girl	my*	that*
after	give	nice	the*
all	go	night	them
am*	good	no*	there
and*	had	not*	thing
are*	have*	old	this*
at	he*	on*	to
be	her*	our	us
big*	here*	out	very
boy	him	people	want
brother	his*	pretty	was
but	house	play	we
can*	how	rain	went
cannot/can't	I*	said	when
children	in*	saw	where*
come	is*	school	who*
day	it*	see	why
did	jumped	she*	will
do	little	sister	with
down	look	some	won't
eat*	make	talk	you*
friend	made	teacher	yours
from	me	tell	
get			

\* Words with an asterisk are also included in the list for class PP.

## Class II (176 words)

about	doesn't	if	outside	they
ahead	don't	inside	people*	time
across	down	into	picnic	thing*
after*	drink	it's	place	things
again	eating	jump	played	those
also	drivers	junk	please	to*
always	every	left	pretty*	too
and*	family	let's	put	trash
another	favour-	like	rain*	two
are*	ite	litter	ride	under
around	finally	little*	right	use
autumn	first	live	road	very*
away	float	looks	safe	village
beautiful	forest	looked	said*	warns
because	found	lot	saw*	was*
before	friend*	love	school*	wasn't
behind	from*	made*	see*	we
beside	get*	make*	sign	weather
best	girl	many	sister*	went*
between	green	more	small	were
black	goes	most	some*	what
both	going	must	some-	what's
by	good*	name	times	when*
brother	ground	near	spring	where*
but*	happy	need	stop	which
can't	has	neither	summer	who*
caught	have*	next	teacher	who's
children*	here*	never	tell*	why*
city	holiday	nice*	tells	will*
comes	house*	none	than	winter
coming	how*	off	thanks	with*
could	hurts	one	that's	won't
did	I*	only	them*	would
different	I'm	other	then	write
does	I'll	our*	there*	you*
	I've		these	your*

\* Words with an asterisk are also included in the list for class I.

### Class III (228 words)

about*	come	have*	must*	send	told
across	could*	haven't	myself	sent	too*
after*	covered	heard	near*	should	took
again*	cried	help	neither*	show	touched
alone	day	here*	need	slowly	toward
also*	did*	home	never*	smaller	trash*
always*	didn't*	how*	new	so	under*
another	does*doesn't*	hurt*	next	some*	usually
are*	don't*	I*	nice*	soon	use*
aren't	down	if*	none*	sometimes*	very*
around	end	in front	now	spoke	village
away	every*	into*	number	spring	walked
back	family	inside*	off*	stand	wanted*
beautiful*	far	it's*	often	stood	was*
beauty	fast	its just	old	such	water
because*	favourite*	keep	open	summer	way
before*	finally	kept	opened	sunlight	weather
behind*	finished	kind	or*	take	went*
been	first*	knew*	other*	tell*	were*
began	for	know	our*	telling	what*
beside*	forest	knows	outside*	than*	when*
best*	forward	left*	over own	thank*	where*
between*	found*	listen	people*	that's*	which*
bigger	friends	litter*	picnic	their*	who*
both*	from*	little*	place*	them*	whose
brave	gave	lived	played*	then*	why*
bring	get*	long	pretty*	there*	will*
brought	getting	looked	pull	these	winter
but*	goes*	looking	rainy	they*	wish
by	going*	lot*	reached	they're*	with*



came	good*	lots	really*	time	won't*
called	got	makes	right*	thing*	words
can't*	grass	man	river	things	work
catch	grew	many*	said*	think*	would
caught*	grow	may	same	those*	write*
children*	ground*	me	saw*	thought	writing*
closed	had	more*	say	trees	you*
clothes	hadn't	most*	seen	through	your*

\* Words with an asterisk are also included in the list for class II.

## List of High-frequency Words (Text Wise)

### 1. The Good Monkey

after, are, ask, behind, beside, between, comes, good, has, house, inside, into, like, looks, many, near, outside, sister, there, to, they, under, where.

### 2. Blessed Rainy Day

best, brother, get, happy, holiday, picnic, played, rain, said, some, very, we, were, with.

### 3. Signs

ahead, drivers, left, litter, must, people, safe, sign, stop, right, road, tells, trash, warns.

### 4. Snow White

another, beautiful, did, does, don't, every, forest, here, more, most, other, please, than, you, your.

### 5. The Body Book

again, children, goes, have, need, our, these, those, use, write.

### 6. Weather

autumn (fall), black, doesn't, if, school, spring, summer, time, weather, who, winter.

### 7. Momo and the Mirror

eating, ground, looked, one, pretty, small, thing, two.

### 8. Tikpa...the drop of water

bobbing, slowly, meant, friends, can, almost, started, rising, snapped, about, nod, higher, bigger, drop

### 9. Spikey

it, was, to, of, and, the, she, her, little, seen, mother, my, hello, have/haven't

### 10. Yaks

made, only, things, which, would.

### 11. People and Places

by, city, different, family, favourite, live, love, name, never, sometimes, village.

## List of Vocabulary Words (Text Wise)

### Theme: My Home and Community

#### 1. The Good Monkey

quickly, quietly, maize cobs, plastic, hear, village, wake, shout, dinner.

#### 2. Blessed Rainy Day

Blessed, sky, pray, pretty, wore, lama, loud, noise, frighten, home, bought, carry, firewood, kick, float, wet, holiday, suja, picnic, us, meat, shining.

#### 3. Signs

rules, park, street, reason, fire-engine, turn, curve, train, track.

#### 4. Snow White

queen, soldier, dwarf, prince, talk, true, money, sixteen, belt, evening, life, women, kill, metal, field, drank, sleeping, morning, riding.

### Theme: Discovering the World Around Us

#### 1. The Body Book

skin, bones, muscles, intestine, fingers, blood, measure, string, tallest, longest, strong.

#### 2. Weather

thunder, hail, lightning, clouds, sunny, snow, foggy.

#### 3. Momo and the Mirror

frightened, angry, laugh, thought, roaring, hissing, snorting.

#### 4. Tikpa...the drop of water

flapping, leaped, sliding, sashaying, perching, cawing, hollered, majestic, soaring, growled, prowling, spreading, tumbling, instantly, roared, flashed

#### 5. Spikey

porcupine, spikes, burrow, jingles, stranger, nervously, cheerful, whistled, snout, whiskers, mumbled, squeal, thrilled, rustled, shivering, confused

### Theme: People and Places

#### 1. Yaks

herds, herders, rope, fence, cubes, grassland.

#### 2. People and Places

delicious, artist, cinema, swimming, proud, rubbish, ornaments, tourist, brightly, designs, costumes, parched, outfit, celebrations.

## OVERVIEW OF ASSESSMENT

Theme	Text	Listening & Speaking	Reading	Writing
<b>Home and Community</b>	<b><i>The Good Monkey</i></b>	Tool 1: Rubric to assess students' ability to follow simple instructions.	Tool 7: Reading log to record texts/books read	
	<b><i>Blessed Rainy Day</i></b>		Tool 10: Rubrics to assess students' ability to read	Tool 11: Checklist to self-assess use of punctuation (capital letter, question mark and full stop)  Tool 13: Checklist to assess students' journal
	<b><i>Sign</i></b>		Tool 8: Rating Scale to assess students' ability to read	Tool 12: Rubrics to assess student's ability to write (Rules at Home)
	<b><i>Snow White and the Seven Dwarfs</i></b>		Tool 10: Rubrics for assessing students' ability to read	Tool 12: Rubrics to assess student's ability to write (about their favourite character)
<b>Discovering the World Around Us</b>	<b><i>Body Book</i></b>	Tool 2: Rubrics to assess students' ability to tell simple stories in their own words.		Tool 13: Checklist to assess students' journal
	<b><i>Weather</i></b>	Tool 3: Checklist to assess Listening and Speaking skill		Tool 13: Checklist to assess students' journal
	<b><i>Momo and the Mirror</i></b>		Tool 10: Rubrics for assessing students' ability to read	Tool 13: Checklist to assess students' journal
	<b><i>Tikpa...the drop of water</i></b>	Tool 4: Rubrics for assessing students' ability to retell the story	Tool 10: Rubrics for assessing students' ability to read	Tool 13: Checklist to assess students' journal
	<b><i>Spikey</i></b>		Tool 8: Rating Scale to assess students' ability to read text	Tool 12: Rubrics to assess students' ability to write
<b>People and Places</b>	<b><i>Yaks</i></b>	Tool 6: Checklist to assess Listening and Speaking skill	Tool 9: Rubrics to assess students' ability to read	
	<b><i>People and Places</i></b>		Assessment Tool 8: Rating Scale to assess students' ability to read	Tool 12: Rubrics to assess students' ability to write.

# ASSESSMENT TOOLS

## LISTENING AND SPEAKING

*Tool 1: Rubrics to assess students' ability to follow simple instructions.*

Name: .....

Objective	Date	Very Good	Good	Satisfactory
Follow simple classroom instructions		Can follow simple classroom instructions accurately. Can carry out the activities without any difficulty	Can follow simple classroom instructions with little help or guidance from teacher.	Shows inadequate understanding and cannot follow the instructions. Teacher helps throughout the activity.
Give simple classroom instructions		Can give accurate classroom instructions with clear information.	Can give classroom instructions with main ideas.	Gives unclear instructions with fragmented sentences/inaccurate information
Use of singular and plural forms		Always uses singular and plural forms accurately in a sentence.	Uses singular and plural forms accurately sometimes.	Uses singular and plural forms inaccurately.
Use of simple tense		Always uses simple tenses correctly in a sentence while speaking.	Often uses some simple tenses correctly in a sentence while speaking.	Uses inconsistent simple tenses in a sentence while speaking.
Use of high frequency word and vocabulary		Uses many appropriate high frequency words and vocabulary in a sentence.	Uses some appropriate high frequency words and vocabulary in a sentence.	Uses inappropriate high frequency words and vocabulary in a sentence.

***Tool 2. Rubrics for assessing students' abilities to tell simple stories in their own words.***

<b>Components</b>	<b>Very Good</b>	<b>Good</b>	<b>Satisfactory</b>
<b>Pictures</b>	Uses few appropriate pictures from the text to tell the story	Uses some of the pictures from the text to tell the story	Uses most pictures from the text to tell the story
<b>Events/ideas in the story</b>	The events/ideas are in sequence. Needs no prompting. Narrates the events clearly.	The events/ideas are in sequence, but with some events missing. Little prompting is needed.	The events/ideas are in sequence. It is difficult to understand the story. Teacher needs to prompt every time.
<b>High frequency words &amp; vocabulary</b>	Uses most of the HF words & vocabulary appropriately while narrating the story.	Uses some of the HF words & vocabulary appropriately while narrating the story.	Uses few HF words & vocabulary appropriately while narrating the story.
<b>Sentence structure</b>	Uses simple sentences correctly. Most of the sentences are complete and have meaning.	Uses simple sentences correctly in some of the sentences. Some of the sentences are incomplete and does not make any sense.	A few sentences are correct. Uses a few complete sentences. It is difficult to understand the story.
<b>Expressions &amp; gestures</b>	Uses lots of appropriate expressions and gestures to tell the story.	Uses some appropriate expressions and gestures while narrating the story.	Uses a few but inappropriate expressions and gestures to tell the story.
<b>Confidence</b>	Shows high degree of confidence.	Has confidence to tell the story.	Not so confident to tell the story.
<b>Intonations</b>	Uses appropriate tones as per the mood/ emotions shown by the characters in the story.	Uses few appropriate tones to show the emotions of the characters in the story.	Does not uses any tones as per the mood/ emotions shown by the characters in the story.

***Tool 3: Checklist to assess Listening and Speaking skill***

<b>Sl. No</b>	<b>Objectives/Listening and Speaking Behaviours</b>	<b>Remarks</b>
1	Speaks clearly and fluently	
2	Stays focussed while speaking	
3	Uses complete sentences	
4	Pronounces words correctly	

**Tool 4: Rubrics for assessing students' ability to retell the story**

Student's Name: .....

Components	Outstanding	Very Good	Good	Satisfactorily
<b>Pronunciation</b>	Pronounces all words correctly and Clearly	Pronounces most words clearly and correctly	Pronounce s some words clearly	Pronounces most of the words incorrectly
<b>Fluency</b>	Retells the story fluently with the correct sequence of events.	Retells the story fluently with some promptings. words learnt in the class	Needs lots of prompting to retell the story	Not able to retell even with prompting.
<b>Language</b>	All sentences used are grammatically correct.	Most sentences used are grammatically correctly.	Some sentences used are grammatically correct	Language used is incorrect.

**Tool 5: Rating Scale to assess students' ability to role play (Listening & Speaking)**

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

**Tool 6: Checklist to assess students' ability to share their work (Listening and Speaking)**

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

## READING AND LITERATURE

### Reading Log

Student's name: .....

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

**Teachers note:** Students should read at least 15 texts/books in a year and maintain the record independently. Use the tool 7 to assess it.

#### Tool 7: Checklist to assess Reading Log

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

#### Tool 8: Rating Scale to assess students' ability to read

Student's name: -----

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

**Tool 9: Rubrics to assess students' ability to read the text**

Student's name: .....

Components	Outstanding	Very Good	Good	Satisfactorily
<b>Reading Strategies</b>	Use reading strategies effectively Meaning – does the sentence make sense? Structure – does the sentence sound right? Visual – does the word look right? (using the phonic cues)	Successfully attempts to use reading strategies Meaning – does the sentence make sense? Structure – does the sentence sound right? Visual – does the word look right? (using the phonic cues)	Attempts to use reading strategies if prompt Meaning – does the sentence make sense? Structure – does the sentence sound right? Visual – does the word look right? (using the phonic cues)	No attempt was made to use reading strategies Meaning – does the sentence make sense? Structure – does the sentence sound right? Visual – does the word look right? (using the phonic cues)
<b>Fluency</b>	Read the text fluently	Read fairly fluently	Read haltingly word by word	Read laboriously
<b>Pronunciation</b>	Pronounces all the words correctly	Pronounces some of the words correctly	Pronounces some of the words correctly	Pronounces a few or little words

**Tool 10: Rubrics for assessing students' ability to read**

Student's Name: .....

Components	Outstanding	Very Good	Good	Satisfactorily
<b>Pronunciation</b>	Pronounce all of the words clearly	Pronounce most words clearly	Pronounce some words clearly	Very few words pronounced clearly
<b>Fluency</b>	Reads with fluency and expression	Reads with fluency and expression though the reading lacked expression for one or two lines.	Reads with fluency and expression through approximately half of his/her lines.	Read word by word with no fluency or expression
<b>Intonation</b>	Reads with correct modulation of all the words	Reads with correct modulation of most words	Reads with correct modulation of some words	Inappropriate use of intonation



## WRITING STRAND

**Tool 11: Checklist to self-assess use of capital letters, full stop and question mark.**

Components				
I/We used capital letter in the beginning of the sentence.				
I/We used capital letter for names of people.				
I/We used capital letter for names of places.				
I/We used capital letter for pronoun I.				
I/We used capital letter for the title of the book.				
I/We used capital letter for the days of the week.				
I/We used capital letter for the names of the month.				
I/We used capital letter for the subjects.				
I/We used full stop at the end of a sentence.				
I/We use question mark at the end of a question.				

**Tool 12: Rubrics to assess students' ability to write**

Areas	Very Good	Good	Satisfactory
<b>Handwriting</b>	Letters are well formed & legible to read throughout the writing	Letters are well formed & legible. But there is inconsistent in the writing.	Letters are not well formed & difficult to understand.
<b>Punctuation</b>	Capital letters are used appropriately throughout the writing.	Capital letters are used appropriately in some of the writing.	Capital letters are rarely used appropriately.
	Uses appropriate full stop and question marks at the end of the sentences.	Full stop and question marks are used appropriately in some of the writing.	Full stop and question marks are used inappropriately.
<b>Sentence structure</b>	Uses complete sentences to support and carry clear meaning and ideas.	Some of the sentences are incomplete but carry meaning in the writing.	The writing contains sentence fragments. It is difficult to understand.
<b>Content</b>	Ideas & information are very clear and enough. Most of the ideas are original.	Ideas & information are quite clear. Some ideas are original.	Ideas & information are not so clear. It is vague and very few ideas are original.
<b>Spellings</b>	Most of the spellings are correct.	Some of the spellings are correct.	A few spellings are correct.

### Tool 13: Checklist to assess students' Journal

Sl. No	Objectives/Writing Behaviours	Remarks
1	Entry for every day made	
2	Capital and full stop used appropriately	
3	Neat and legible hand writing	
4	Reflections demonstrate knowledge on the topic	
5	Well-kept/maintained journal	

### Professional Resources

ATWELL, NANCIE. *Lessons That Change Writers*, New Hampshire, Heinemann, 2002. BRAILSFORD, ANNE, STEAD, TONY. *Working with Words Guide*, Scholastic, 2007 BOOTH, DAVID. *Classroom Voices: Language Based Learning in the Elementary School*. Toronto: Harcourt Brace, 1994.

BOOTH, David, and SWARTZ, LARRY. *Literacy Techniques* (2<sup>nd</sup> Edition) Pembroke Publishers, 2004

CALKINS, LUCY MCCORMICK. *The Art of Teaching Writin*. (New Edition) Toronto: Irwin, 1994.

DEPREE, HELEN, and IVERSON, SANDRA *Early literacy in the Classroom: A New Standard for Young Readers*. Scarborough, Ontario: Scholastic Canada, 1994.

ENGLISH LANGUAGE ARTS CURRICULUM: ATLANTIC CANADA (Elementary K-3),

New Brunswick Department of Education Curriculum Development Branch, 1998.

FIRST STEPS DEVELOPMENTAL CONTINUUM and RESOURCE BOOKS. (Reading, Spelling, Oral Language, Writing). Sydney, Australia: Longman, 1994.

FOUNTAS, IRENE C., and PINNELL, GAY SU. *Guided Reading: Good First Teaching for All Children*. New Hampshire: Heinemann, 1996.

GENTRY, RICHARD. *Teaching Kids to Spell*. Portsmouth, NH: Heinemann, 1993.

HILL, SUSAN, and TIM HILL. *The Collaborative Classroom: A Guide to Co-operative Learning*. Portsmouth, NH: Heinemann, 1990.

PHENIX, JO, et al. *Word Sense (Levels A, B, and C)*. Toronto: Harcourt Brace, 1994. SCOTT, RUTH. *Sharing the Secrets*. Toronto: Gage, 1993.

TREHEARNE, MIRIAM P. *Kindergarten Teacher's Resource Book*. Scarborough, Ontario: Nelson, 2000.

TREHEARNE, MIRIAM P. *Language Arts Grade 1-2 Teacher's Resource Book*. Toronto: Thomson Nelson, 2004.

TURNBULL, JAN, BUTLER, ANDREA, CAMBOURNE, BRIAN, and LANGTON, GAIL.

*Frameworks: The Core Course K-8*. Wayne- Finger lakes Board of Cooperative Educational services: New York, 1991.

## Selection Criteria for Books for children (Outcome of the BCBI Project)

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"> <li>Themes and realities familiar to 4 to 6 years old children; <ul style="list-style-type: none"> <li>* doing things by oneself</li> <li>* going places (the market, the health centre, etc.)</li> <li>* mastering impulses and emotions (getting angry, etc.)</li> <li>* navigating relationships with parents, siblings, and friends</li> <li>* acquiring basic values</li> </ul> </li> <li>Predictable stories, with repeated events centered around a child's world (home and neighbourhood) or problem that a 4 to 6 year would conceivably encounter or need to be resolved</li> <li>The story offers children a variety of things to think about, to question, and to consider; it encourages discussion,</li> <li>Humor that is easy to grasp (silly characters, situations, games)</li> <li>Memorable characters</li> <li>Nonsensical situations and characters</li> <li>GENRES relevant <ul style="list-style-type: none"> <li>* Short poems, nursery rhymes and songs; ABC books, counting books, wordless picture books; informational picture books</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Themes and realities familiar to 7-9 years old children; <ul style="list-style-type: none"> <li>* Building Relationships at school and at home</li> <li>* Animals/pets (including talking animals)</li> <li>* Moral character (sharing, being kind) Playing (games) Family relationships</li> <li>* Conflicts and problems (problems related to family, friends and schools)</li> </ul> </li> <li>Predictable plot, with repeated events that are easy for children to understand with the aid of the illustrations and repeated readings)</li> <li>Memorable characters</li> <li>Age appropriate tension, conflict or problem that needs to be resolved.</li> <li>Light, humorous stories, typical of childhood experiences</li> <li>Concrete, easy to understand ideas</li> <li>GENRES relevant <ul style="list-style-type: none"> <li>* Traditional tales with simple descriptions (and with repeated patterns) Poems, Fantasy, Realistic fiction, Informational/ factual texts, Simple biographies on well-known subjects</li> </ul> </li> </ul>	Genres relevant: The book assessed should be of one of the relevant genres.
Appropriateness of length for age group	No more than 32 pages and 500 words	No more than 40 pages and 1000 words	

<b>Presentation</b>	<b>4-6 Years age group</b>	<b>7-9 Years age group</b>	
<b>Quality, attractiveness and appropriateness of cover for age group</b>	<ul style="list-style-type: none"> <li>• Cloth books or books that use heavier and thicker stock paper (e.g.s paper used in visiting card/ certificates etc) and hard covers (150 gsm for inside pages and 300 gsm for cover page)</li> <li>• Cover visually appealing to children</li> <li>• Title, author and illustrator on cover page and title page</li> <li>• Interesting title</li> <li>• Large print (title)</li> <li>• Title is related to the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Books that use heavier and thicker stock paper (e.g.s paper used in visiting card/ certificates etc) and hard covers (150 gsm for inside pages and 300 gsm for cover page)</li> <li>• Cover visually appealing to children</li> <li>• Title, author and illustrator on cover page and title page</li> <li>• Large print</li> <li>• Interesting title</li> </ul>	
<b>Appropriateness of page design &amp; layout for age group (including placement and amount of text on page)</b>	<ul style="list-style-type: none"> <li>• Consistent placement of illustrations and text on page</li> <li>• Illustrations separated from print</li> <li>• Some special features in the illustrations and print that engage interest and make texts interactive (pop-up books, lift the flap books, see through holes, sound effects)</li> </ul>	<ul style="list-style-type: none"> <li>• Some variety in placement of illustrations and text on page</li> <li>• Illustrations not always separated from print</li> </ul>	
<b>Quality, relevance and appropriateness of illustrations for age group</b>	<ul style="list-style-type: none"> <li>• Large, colorful (bold colors) and visually appealing; More detailed</li> <li>• Take up the majority of the space on page</li> <li>• Illustrations complement understanding of text</li> </ul>	<ul style="list-style-type: none"> <li>• Large, clear, colorful, visually appealing illustrations in a variety of media</li> <li>• More detailed and complex illustrations</li> <li>• Illustrations complement understanding of text, and in particular the mood of the story</li> <li>• Labelled pictures drawings or photographs</li> </ul>	
<b>Appropriateness of font &amp; font size, for the age group</b>	<ul style="list-style-type: none"> <li>• Large primary font (Fonts that are appealing for age group and large enough to see)</li> <li>• Exaggerated (bigger) spacing between lines and words</li> </ul>	<ul style="list-style-type: none"> <li>• Large primary font (Fonts that are appealing for age group and large enough to see)</li> <li>• Exaggerated (bigger) spacing between lines and words</li> </ul>	

<b>Appropriate and accurate use of color</b>	<ul style="list-style-type: none"> <li>• Bright and colourful</li> <li>• Full colour illustrations</li> <li>• Accurate colours (unless colours are inaccurate intentionally, for example a blue elephant because the story is about an elephant who is blue)</li> <li>• Clarity of colours - no blurring (unless intentional, for storyline)</li> </ul>	<ul style="list-style-type: none"> <li>• Bright and colourful</li> <li>• Full colour illustrations</li> <li>• Accurate colours (unless colours are inaccurate intentionally, for example a blue elephant because the story is about an elephant who is blue)</li> <li>• Clarity of colours - no blurring (unless intentional, for storyline)</li> </ul>	
<b>Language &amp; Editorial</b>	<b>4 - 6 Years age group</b>	<b>7 - 9 Years age group</b>	
<b>Quality of writing</b>	<ul style="list-style-type: none"> <li>• Patterned and predictable language (word or phrase that repeats several times in the story), however text has a good rhythm and flow; it is fun to read aloud and sounds good when read aloud</li> <li>• Language and word play: rhymes, alliterations, etc.</li> <li>• Interesting and engaging words</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes (but not always) patterned and predictable language (word or phrase that repeats several times in the story), however text has a good rhythm and flow; it is fun to read aloud and sounds good when read aloud</li> <li>• Language and word play: rhymes, alliterations, etc.</li> <li>• Interesting and engaging words</li> <li>• Some figurative language that is easy to understand</li> </ul>	
<b>Appropriateness of language patterns, vocabulary and sentence structure for age group</b>	<ul style="list-style-type: none"> <li>• Sentences that are more complex than children would not use in everyday oral conversation but easy to follow (not tricky sentence structures that children would find hard to repeat)</li> <li>• Many words that are in children's speaking vocabulary</li> <li>• Some words that will be memorable to children</li> <li>• Some figurative language that is easy to understand</li> <li>• Simple dialogue that is easily attributed to characters (fiction only)</li> </ul>	<ul style="list-style-type: none"> <li>• Figurative language that is easy to understand</li> <li>• Word Play (rhymes, alliterations, mixing words)</li> <li>• Blend of vocabulary that children know (and likely use when speaking) and new, interesting words that will be memorable to children</li> <li>• Blend of long and short sentences;</li> <li>• Sentences that are more complex than children would use in oral conversation, but easy to follow. No tricky structures</li> <li>• Simple dialogue that is easily attributed to characters (fiction only)</li> </ul>	

<b>Respect of conventions (absence of typos and other errors)</b>	<ul style="list-style-type: none"> <li>• Sentences start with capitals and end with periods or other appropriate punctuation.</li> <li>• Proper nouns start with capitals</li> <li>• No typos or grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences start with capitals and end with periods or other appropriate punctuation.</li> <li>• Proper nouns start with capitals</li> <li>• No typos or grammatical errors</li> </ul>	
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<b>Promotion of positive values</b>	<b>4 - 6 Years age group</b>	<b>7 - 9 Years age group</b>	
<b>Plot/theme/ illustration addresses an important social and cultural values (equality; gender equality, environment, moral/integrity) in a way that is appropriate for the target audience</b>	<ul style="list-style-type: none"> <li>• The plot/theme/topic promotes understanding of a diverse society <ul style="list-style-type: none"> <li>* that all people, regardless of their backgrounds, have feelings (love, sadness, fear, the desire for fairness and justice) and aspirations.</li> </ul> </li> <li>• The illustrations are bias free (no blatant or implicit racist, sexist or stereotypical representations/ stereotypes) and culturally sensitive (i.e. people from different cultures are depicted as genuine individuals with distinctive features; characters have features that align with their culture and context)</li> <li>• The plot/theme/topic stresses the importance of challenging prejudice, stereotyping, unfairness, inequity and all forms of discrimination (for example, young girls or females are portrayed as brave, independent, leaders and risk takers or boys are portrayed as having emotions or wanting to engage in non traditional activities)</li> <li>• The plot/theme exposes children to multiple perspectives and values</li> </ul>	<ul style="list-style-type: none"> <li>• The plot/theme/topic promotes understanding of a diverse society - that all people, regardless of their backgrounds, have feelings (love, sadness, fear, the desire for fairness and justice) and aspirations.</li> <li>• The illustrations are bias-free (no blatant or implicit racist, sexist or stereotypical representations/ stereotypes) and culturally sensitive (i.e. people from different cultures are depicted as genuine individuals with distinctive features; characters have features that align with their culture and context)</li> <li>• The plot/theme/topic stresses the importance of challenging prejudice, stereotyping, unfairness, inequity and all forms of discrimination (for example, young girls or females are portrayed as brave, independent, leaders and risk takers or boys are portrayed as having emotions or wanting to engage in non traditional activities)</li> <li>• The plot/theme exposes children to multiple perspectives and values</li> </ul>	

<b>Appropriateness of the way in which the social and or cultural message is addressed</b>	<ul style="list-style-type: none"> <li>• Values or social and or cultural messages are explored instead of preached</li> </ul>	<ul style="list-style-type: none"> <li>• The conflicts or problems are solved (or resolved) in a socially, culturally and age-appropriate way, and without moralizing or preaching</li> </ul>	
<b>Guiding Notes for users</b>	<ul style="list-style-type: none"> <li>• Clear indication on how to use picture books for specific age group</li> </ul>	<ul style="list-style-type: none"> <li>• Clear indication on how to use picture books for specific age group</li> </ul>	
<b>Factual/ Accuracy (Non Fiction only)</b>	<ul style="list-style-type: none"> <li>• Facts are accurate and age appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Facts are accurate and age appropriate</li> </ul>	